Master Thesis

"A comparison study between the Grammar Translation Method and the Communicative Language Teaching- a case study with secondary high school learners of English Language"

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I declare that I have worked on this thesis completely on my own, that it is authentic and that I have used only the sources listed in the bibliography.

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Table of Contents

1. Introduction

1.1 Background of the study

During my work as an English teacher in a secondary school, I often found myself thinking about why sometimes, some of the students achieve greater progress than others and why sometimes they only progress in certain language skills. Why some students are not afraid to use the language in and outside classroom and why some students have great grammar knowledge but do not have the confidence to use the language in communication. What is the main motivation that drives students to learn a new language? All the students I teach have a previous English knowledge from primary school. With some many questions in mind, I started reading and researching the different types of how people learn a new language and the different learning methodologies. Each learner is different and distinct and so his/her learning curve and style is different. So then, I asked myself whether the method we teach students could influence their progress. If we cannot influence or change their learning method maybe we can improve the way we teach. After some reading on different teaching methodologies used in the world and in my country, I came to a conclusion that, maybe our curriculum uses a type of method that does not give the best of results. Maybe, if we change something in the way we teach we could improve students' language proficiency and further develop their language skills. The educational system in Macedonia still runs on some traditional teaching methods, not just in language but teaching as a whole where students are taught in a somewhat monotonous ways, buried under too much theory and no practice. We as teachers have to understand language as a complex system, comprised of many parts that should be equally developed in order for someone to be proficient in that language. If we treat language merely as a code, the teaching program will model a language

theory where the relationship between the native and the target language would simply be just code exchanging, with the only difference being the difference in words. If language curriculum focuses on creating a meaning, language would be taught as a system of personal engagement with a new world and teachers would need to provide enough opportunities to expand students' knowledge and to teach them how to handle unplanned and unpredictable aspects of the language.

Therefore, I decided to challenge the students and myself and see whether, if we put into practice some new method or we use a combination of several teaching methods, we might have better results in students. I also wanted to see whether students are ready to accept innovations in the classroom and how would they behave when exposed to a different methodology. The research took place in the secondary school "Niko Nestor" in the Struga municipality in the second term of the 2017/18 school year and covered 114 students between 15 and 17 years old, both male and female.

2. Literature Review

2.1 A brief history of English Language Teaching methods

Language teaching or language education in its simplest form refers to the process of acquiring a new language. Language is the core of language teaching. It is a code, made up of words and a series of rules connecting those words together. It is also open, dynamic, energetic and constantly evolving and personal communication system. It is something people do on daily basis, in their everyday lives, something they use to express, interpret and create meanings and to establish social interactions. The need to learn languages is older than human history itself and throughout the centuries the need for acquiring skills in a new language have changed, from the purpose of reading, work, to the need to use it orally in everyday situations. All these

purposes influenced how language was taught in different periods, and as a result the language teaching methodology has emerged to serve as a tool to satisfy the need of people for learning new languages. In later ages, different methods have been developed, with different languageparts in focus, all in order toimprove the quality of teaching and establish an increasingly efficient learning process.

Some linguists approached language as a concrete living form and focused on its grammar and vocabulary, while others have decided on an approach which allowed them to look at language as an abstract set of semantic, syntactic and lexical features, and others still have decided to treat it as a research matter that needs to be construed through its concepts and norms.Scholars have noted the existence of too many and too different pedagogical tendencies, which have helmed the vessel of foreign language teaching across classrooms during its frequently changing course. Stern (1983: 453) claims that "The conceptualization of language teaching has a long, fascinating, but rather tortuous history", and Brown (1994: 52) later describes it as the "changing winds and shifting sands of language teaching". This history they talk about has been shaped by the emerging of varying teaching methods developed in the hope to find more effective and efficient ways of teaching and acquiring a language, while each emanating from different positions on the definition of a language and the method to teach it.

Among all language being taught as foreign languages, the English language is the most spoken in the World and with that,the most widely studied language. The history of teaching English as a foreign language or English Language Teaching (ELT) could be tracked back to the 15th century and could be studied as 3 phases: the first being from 15th to 18th century, the second stage – the 19th century and the last, the modern one is from the beginning of the 20th century to the present. From the beginning of the first period until today, different nations, colonies, immigrants have

learnt English, all for various reasons, using different learning methods, depending on the period and the educational institution.

A sequence of teaching methods and approaches started emerging from the 18th century onwards with the Grammar Translation Method (GTM) as the first, followed by the Direct Method which developed as a reaction to the GTM, then The Reading Approach, The Audiolingual Approach, The Cognitive Approach, The Affective-Humanistic Approach, The Comprehension-based Approach and the communicative approaches. The GTM, as mentioned above, was the first and main method used in the 18th and 19th century, focusing on grammar and translation. An elaborative explanation of this method is given in the chapters below.

The Direct Method, also called *The Natural Method,* developed asa consequence of the GTM's lack of conversational use of the language in the classroom. It was theoretically based on the natural language, using only the target language in the classroom. As teachers started becoming more and more provoked by the students' inability to use the target language in an oral communication, they began experimenting with new techniques. The main idea was that teaching a foreign language must be implemented in the same way people learn their mother tongue. Then, as a result of the limitations of the Direct method came the Reading Method. This method was devised for English language learners in India or French or German learners in the USA who did not have enough time to master the oral use of the language. According to the Reading Method, reading is the most useful sill to acquire in a foreign language. Only the grammar related to reading comprehension was taught; and translation again was an important part of classroom procedure (Celce-Murcia, 2014). The Audiolingual Approach emerged in the 20th century and became a trend among second language teachers, from the mid-1940s to the 1960s, in reaction to the insufficient listening and speaking skills taught with the Reading Method. It

used mimicry and memorization techniques for learning. It begins with describing minimally distinctive sound units (phonemes), which then form lexical and grammatical elements (morphemes), which then form higher structures such as phrases and clauses/sentences. (Bloomfield, 1933)

In the late twentieth century, various 'innovative' methods emerged, influenced by the work of many linguists all of whom view language as a communication system. These methods and approaches include Community Language Learning, the Silent Way, Suggestopedia, Total Physical Response, the Natural Approach, the Functional-Notional Approach, the Lexical Approach, Content-Based Instruction and Task-Based Instruction. The first four methods were commonly featured as humanistic methods for language learning and teaching (Stevick, 1990 as cited in Howatt, 2004; Kumaravadivelu, 2006) but were not regarded as methods and are no longer used in language pedagogy while the others are known as the Communicative Language Teaching (CLT). The Communicative Approach includes task-based language teaching and project work, content-based and immersion instruction, and Cooperative Learning (Kagan, 1994). Students in a CLT classroom often work in pairs or small groups and discuss meaning, engage in language games or role play in order to use the language more. The materials used implement language that corresponds to the language used in the real world and real life situations.

To summarize, it is evident that all of the methods used to the early 20th century, with the exception of the GTM, reacted to the weaknesses and insufficiencies of the prior methods in order to better respond to the learners' needs. The more recent approaches developed in the twentieth century and expanded in the early twenty-first century also do this to some extent; however, each one is based on a slightly different

theory or view of how people learn or use second languages, and each has a central principle around which everything else revolves. (Celce-Murcia, 2014).

2.2 Method

Teaching second language is rather different from teaching a first language. There are many elements the teacher should be aware of in order to make the learning process an effective and an efficient activity. One such element is the Method. According to the Webster's Third New International Dictionary, the term 'method' is "a procedure or a process of teaching", "a systematic procedure, technique" or a "set of rules" very often used to denote a process in the context of science or art. Following Webster's definition, Hunkis claims that "methods have form and consistency" but goes on to explore the term further and maintain that methods "have definite steps or stages and sub-behaviors that are recurring and applicable to various subject matters" (qtd in Henson 3). As suggested by Henson, some examples of methods are lecture, a case study, inquiry, or even a stimulation game. Concerning language teaching, Celce-Murcia (2001: 5) has defined method as "a set of procedures or overall plan for systematic presentation to teach second or foreign language."

2.3 Methodology

Following the term 'method', we must now look into the term 'methodology'. According to Webster's Third New International Dictionary, the term methodology is "a body of methods, procedures working concepts, rules and postulates employed […] in the solution of a problem or in doing something". This definition can be easily used to describe the word 'teaching' and 'strategy'. According to Henson "strategies represent a complex approach to teaching methods, utilizing a number of techniques with each method" (Henson 3). Ultimately both terms, 'methodology' and 'teaching', can be defined as a set of methods based on the same rules with the principal purpose

of encouraging students to use the language and getting them to actively participate in the lesson. In fact, one of the main aims of any foreign language teaching methodology is to improve the student's foreign language skills.

Even today, the focus of the teaching process of English as a Foreign Language (EFL) is still largely on teacher-centered and teacher-directed instructions. This is especially true in big classrooms where teachers still use traditional teaching methods, based on a single direction of communication, namely the teacher convening information to the students, which leaves space for very little or no interaction between the teacher and the students. Students are asked to sit in their seats, passively and attentively to listen to the teacher's lecture and they are expected to memorize the lecture's content: grammar rules, vocabulary and translation skills from the textbooks (Lin, 1997; Wang, 2001). This traditional approach inhibits creativity or the development and consolidation of a student's natural language learning ability and in turn creates a competitive atmosphere into the classroom and competitive learning and individual performance in order to get good grades (Robert E. Slavin 1995).

3. Grammar Translation Method

3.1 History of the Grammar Translation Method

The Grammar Translation Method originated from the practice of teaching Greek and Latin in the sixteenth century. It was not in fact named method i.e. there was no author who coined the term. The term was created some time later by observers who identified that the method focuses both, on learning grammar and using translation.

In the Latin and Greek language courses, this method was considered particularly beneficial when it came to reading and understanding classical literature works and its main aim was to develop the student's ability in understanding and translating long passages of literary texts. During this period, it was believed that the modern language teaching was not useful for the development of mental discipline and for that reason it was taken off the curriculum. At the end of the eighteenth century, the Grammar Translation Method was introduced in the public schools in Prussia (Coady&Huckin, 1997). From this period on, this was the dominant and standard method that languages were taught with and it was promoted as a good mental exercise which used both explicit and deductive teaching methods (Lally 1998). It was believed that learning classical literature could develop students' mental discipline and prepare them for the challenges of the world.

The role and use of this method was first challenged by the Direct Approach in the 20th century, in an attempt to integrate an increased usage of the target language in the classroom and later by the Reading approach, which emphasized grammar as a language component that was only necessary for reading comprehension and needed to be introduced once fluency was established.

3.2 Goal and main characteristics of the Grammar Translation Method

There are several definitions for the GTM, given by renowned scholars, defining its main characteristic. The first being the 'classical' one is offered by Rivers in 1968 who says that the aim of the method is to teach students understanding of grammar, in traditional terms and to train the student in accurate writing by the practice of translating from the native into the target language. It also teaches the student a variety of vocabulary and how to extract meaning from a given text by

translating to the native language and, at later, more advanced levels, to be able to read and appreciate literature in the target language. Rivers then explains how these aims are achieved: by long and elaborate lectures on grammatical forms, accompanied by demonstrations in the native language and followed by written exercises by applying the learnt rules. Learning to construct sentences in the foreign language used in translation of consecutive passages of texts from and into the foreign language whose literary and cultural significance is discussed later. The foreign language, says Rivers, is not used in class, except when the student is asked a question about the subject matter of a reading exercise and the student answers with a sentence directly read from the text. Often these questions are posed and answered in a writing form. Students do not know how to address in the foreign language and may be embarrassed when asked to pronounce a word.

Rivers's definition is based on her teaching experience in Australia as a teacher-in-training in a GTM classroom.

Broughton, whose words articulated the principles of the GTM method, stated that the grammatical structure of languages "produced a teaching method which selected the major grammar rules with their exceptions and taught them in certain sequences." (Broughton 39), whereas Richards explains that this method was "based on the belief that grammar could be learned through direct instructions and through a methodology that made much use of repetitive practice and drilling." (Richards 6)

Chastain offers another definition for this method (1976) in which he says that "The primary purpose of the grammar-translation method of the thirties, forties, and fifties was to prepare the students to be able to explore the depth and breadth of the second language's literature… In attaining these objectives, the students first had to learn grammar and vocabulary" through reading and writing exercises. He describes that grammar was taught by long and elaborative explanations and all the rules were

explained in grammatical terms, all in order for students to be prepared to translate texts and do exercises. A little if no attention was given to learning how to orally communicate in the second language. He also states that during translation, a comparison was made between the native and the second language. "The goal was to be able to convert each language into the other, and the process was one of problem solving, the problem being that of puzzling out the correct forms assisted by the grammar rules and the dictionary."

Chastain's and Rivers's definition define the same characteristics of the GTM. Chastain goes further, mentioning the heritage to the Greek and Latin instruction and the goal of intellectual and mental development. Though Rivers does not mention this, in her book she mentions that the beginnings of the Grammar Translation Method are in learning Latin and Greek with a goal of "intellectual discipline: the mind being trained." Chastain also makes some historical references that put the GTM in a precise period of the 1930s, 1940s and 1950s, but he also mentions Latin and Greek and the word 'traditional'. Rivers also make some reference to the same time frame which could be assumed that the GTM has a much older history of use than that of the previous century. The only difference in the definitions is the tense in which they are defined with Rivers talking in the present tense, meaning she still believes the method is present, while Chastain talking in the past as though the method's time is over.

Another definition worth mentioning is that of the professors Clifford Prator and Marianne Celce-Murcia (1979) which derives from those of Rivers and Chastain and is presented as a list of characteristics:

GRAMMAR-TRANSLATION APPROACH

Typically used in teaching Greek and Latin, and generalized to modern languages.

- Classes are taught in the mother tongue, with little active use of the target language.

- Much vocabulary is taught in the form of lists of isolated words.

- Long elaborate explanations of the complexity of grammar are given.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

- Reading of difficult classical texts begins early.

- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

- Little or no attention is given to pronunciation.

Prator and Celce-Murcia do not address the mental and intellectual development goal mentioned by Rivers and Chastain but this could be understood from their reference to the Latin and Greek periods that strove for mental training. Prator and Celce-Murcia recognize the Grammar Translation Method as present in the 20th century by mentioning different teaching approaches used in the United States during tha century. They state that translation is done only in one direction (into the mother tongue) opposite Rivers and Chastain who recognize translation in both directions (from and into the mother tongue). They also speak of early reading of classical difficult texts, which is not something that Rivers and Chastain claim.

Linguists have talked about the intricate relation between language rules and sentence building as well as language acquisition, trying to make sense of this classical method. In his book, Teaching English as a Foreign Language, Broughton stated that "the actual choice of words and their arrangement is new, virtually every time we produce in utterance (with a very small list of exceptions). […] The only way to explain the process of making new sentences by analogy involves the notion of observing the regularities (rules, patterns, structures) underlying them and working out how to operate them to generate sentences" (Broughton 45). Richards also claims that 'it was assumed that language learning meant building up a large repertoire of sentences of grammatical patterns and learning to produce these accurately and quickly in the appropriate situation" (Richards 6).

More contemporary definitions of the GTM are very similar and confirm the previous. Such is that by Richards and Rogers (2001) defined also as a list, where they conclude the main characteristics of the method. Here, similar to Rivers and Chastain, they recognize translation in both directions. The only characteristic absent from their definition, in relation to the others, is the heritage instruction of the Grammar Translation Method in Latin and Greek. The above given definition treats the Grammar Translation Method as a method used for teaching and learning of modern living languages but, at the same time includes the goal of mental and intellectual growth which is a classical heritage. In their list, Richard and Rogers quote Howatt in reference to certain "examinations that grew up during the century". The century that Howatt refers to is the 19th, which means that Richard and Rogers believe the Grammar Translation Method has a longer history of use although they do not specify the time frame as Chastain does, for example. However, their definition lists the same characteristics as Rivers and Chastain do, starting with a past tense, implying that the use of this method is in the past.

Ronald V. White, in his book The Communicative Language Teaching Curriculum, points out the consequences of a grammar-governed teaching method, saying that this method does not present the language as a means of communication, but rather sees the "language as a body of esteemed information to be learned with an emphasize on intellectual rigor" (White 8). Briefly explained, the grammar-governed method focuses primarily on the rule-governed way of teaching and learning, and concentrates on the knowledge of grammar and vocabulary items. This means that someone who knows the rules and lexis is able to understand and speak the target language. Jack Richards, in turn, offers a comprehensive definition about the abovementioned statements claiming "grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences (e.g. parts of the speech, tenses, phrases, clauses, sentences, patterns) and how sentences are formed." (Richards 3)

The goal of the Grammar Translation Method, as evident from the above-mentioned definitions was to prepare the students to read and write classical texts as well as to pass standardized exams (Howart, 1984, Rivers 1981). The typical lesson conducted using this classical method consisted, and still consists where used, of reading selections of long lists of new vocabulary items with translation in the native language and a test. During this typical lesson using theGrammar Translation Method students are given detailed expressions of grammar in their native language, paradigms to memorize and a bilingual vocabulary list to learn by heart. The students' skills ability are assessed according to the accuracy of the syntactic structure and their ability to conjugate verbs.

One of Tharp's statements gives an important aspect of this method that in language teaching the essential issue is "rules to be memorized, grammatical text analysis, and literal translation." (Tharp 49). In other words, in this approach students

are expected to memorize the grammatical rules and to practice using them while translating sentences and analyzing the given texts.

Grammar is, of course, not the only item to master the language: one needs knowledge of vocabulary to be able to translate. White explains that "vocabulary is learned as isolated items and words are combined according to rules." (White 8). In order to learn a new vocabulary item and use it correctly, grammar rules and sample sentences are provided for students to translate and create the correct forms.

3.3 Teaching procedures and classroom activities

The method's main focus relies on reading and writing, while relatively little attention is given to speaking and listening. It centers on memorizing words, translating sentences, grammar drills, irregular verbs, and later memorizing, repeating and applying grammatical rules with their exceptions. The application of the rules is practiced by translating from one language into the other and White explains that the "knowledge of the rule is regarded as being more important than the application and the focus is given to teaching about the language." (White 8). There is a noticeable absence of practicing for the purpose of communication in class, and the teaching of grammar and translation are its main learning activities. The only skill students acquire is reading for the purpose of understanding and translation, with an accent to accuracy and the ability to build correct sentences. (Groffiths& Parr, 2001)

Broughton and White support the same opinion about the typical features of the Grammar Translation Method; Broughton specifies them in rules, examples, paradigms and related exercises and asserts that "grammar translation involves the learning and application of rules for the translation of language into another." (White 9). Richards observes it in more detailed way and claims that this "approach to the

teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them." (Richards 6)

The main tool for learning and teaching using the Grammar Translation Method in the classroom is the textbook. The typical textbooks of this method would consist of a bilingual vocabulary list that students needed to memorize, grammar rules they needed to study, and sentences for them to translate (Richards & Rogers, 2001, p.4). The teaching of new vocabulary is based on providing the definition and etymology of an item, examining the connection between the etymon and the derivative, which is considered to act as a bypass to the degeneration of the language. The classes are conducted in the students' native language, students are given passages to read and grammar drills to do, translating sentences between the target language and their native language. More advanced students are required to translate a whole text word by word from the target language and the linguistic performance of the students' ability in the target language is assessed on how well they could memorize words, conjugate verbs and analyze different grammatical structures.

Many different opinions are given about the pronunciation as a focal point in the Grammar Translation Method but all of them encourage students to memorize words in order not to form their own sentences and statements. White states that "there is no oral or pronunciation work since it is the written language which is taught, and 'mental discipline' is stressed rather than any ability actually to use the language."(White 8). The activities and exercises frequently used are memorization of dialogs, practice in asking and answering questions, substitution drills designed to practice the use of different grammatical items as well as various forms of guided speaking and writing practice. Tyler, based on the results of an experiment, has made an interesting point that "the Grammar Translation Method produces habits indicative of deciphering and not of reading." This might be a result of constant texts analysis

where grammatical and vocabulary forms are being decoded first and then the thought is formed and expressed.

3.3.1 The role of the teacher in a Grammar Translation Method

The responsibility to manage the teaching and learning processes using the Grammar Translation Method and their outcome lie in the teacher's hands, claims Broughton and other like-minded colleagues who described the Grammar Translation Method in the classroom as " teacher-dominated interaction" (Broughton 22). This teacher-centered teaching method, where the teacher serves as the source of knowledge and learners are passive receivers, corresponds with Jim Scrivener's idea that "traditional teaching [is imagined to work as] jug and mug, the knowledge being poured from one receptacle into an empty one" In his article "Modern Foreign Languages," Tharp points out that the "emphasis was placed on the formal side of the language." (Tharp 49)

3.3.2 The role of the student in a Grammar Translation Method classroom

The role of the student in a Grammar Translation Class is that of a knowledge consumer who is required to do whatever the teacher instructs because he/she is the central figure and the authority in the classroom. According to Jim Scrivener, being present in a classroom and listening to the teacher attentively is considered a sufficient participation in the lesson.(Scrivener 17)Students are just passive receivers of the knowledge the teacher shares who are required to memorize a lot of vocabulary and grammar rules. The student has to learn the form of the target language but he/she does not need to use it. Students in such class have minimal or none interaction among each other, they are required to work and learn individually and are expected to get the correct answers by themselves. Their main interaction is with the teacher,

only in situations when a student has a question about instructions of a certain exercise or material he/she did not understand well. Students' mistakes are not discussed in class in order for students to find where and what their mistake was and learn from that, but instead they are instantly corrected by the teacher. The only initiation in the class comes from the teacher since this method promoted teacher-center environment. The GTM teaches students about the target language and translation to the native language but does not teach them how to use it. Since the student does not participate enough in listening and speaking activities, his role becomes as that of a participant, reader or writer and translator. The students' feelings are not taken into consideration because their preferences, likes and interests are not important for the learning process.

3.4 Translation as main part of the Grammar Translation Method

With the rejection of the GTM, in a similar way, its component parts such grammar and translation, have also been disputed, with translation more than grammar. This is evident if we take into consideration that one must learn grammar when learning a new language because grammar is the pillar of every human language. On the other hand, translation is not an essential part of a language, thus no translation is needed when acquiring proficiency in a new language. Within this tendency, second language instructors, instead of totally rejecting grammar, have started developing new, more intuitive grammar presentations in order to avoid the traditional role of grammar in the GTM and in that way have kept alive grammar as part of language learning in one way or the other, and its knowledge remains an active goal in language teaching.

Translation as part of the GTM is a subject of many skeptical opinions. G.Cook (2010) notes: Translation in language teaching has been treated as a pariah in almost all of the fashionable high-profile language teaching theories of the 20th century", which is a bit unjust taking into consideration that what counts as translation, in languageteaching literature has been understood purely in narrow terms or it has been entirely undefined. In some cases, the term translation in a language-teaching context has been completely left out of literature. Such is the case withLee and VanPatten (2003) who mention the term only twice in their text on language teaching. Their narrow definition of translation states that at some point of the writing, writers make their thoughts visible to others through a process called *translating thought to print*or*transcribing*. By referring to translation as "thought to print" and excluding it from its essential use in the GTM, Lee and VanPatten contribute to the limited view of translation as a worth teaching method.

In fact, for most language teaching experts, every translation is equivalent only to that translation part of the GTM. This translation is understood only as a translation of texts between two different languages, in written form. This type of translation is performed based on narrow and strict rules like word-for-word equivalence and arithmetic-like approach to the grammatical categories, often so-called a "true" translation. The texts for translation are usually divided into wholes or sentences, beyond shared vocabulary or grammar. The texts for translation are first presented in thestudent's mother tongue and aresupposed to be translated into the foreign language.

What is interesting here, when talking about translation in regard to the GTM, is that the Grammar Translation Method is not even named as such when the topic of translation is mentioned. It is often referred to as "traditional" or "old fashioned". Some language teaching literature describes translation in a narrow scope of

specifications where translation only refers to translation as performed in the GTM: trying to translate word for word or long, difficult sentences etc. Johnson states: "We shall focus on three language teaching approaches: a version of 'traditional' language teaching which we shall characterize below, recent 'acquisition' approaches, and a version of communicative methodology…" (1996) where he clearly refers to the GTM using the stereotypical word "traditional" which we can also understand from its description: "A carefully graded structural syllabus is used, presentation is through key sentences, there is a good deal of controlled practice, and the production stage is all but absent."(1996).If analyzed, it is easily seen how this sentence refers to several characteristics of the GTM. The "graded structural syllabus" could refer to grammar instructions, "key sentences" to ready-made examples of context-less language and the "absent production stage" to one of the most common arguments against translation in the Grammar Translation Method – lack of freedom in writing and speaking, which is not the productive stage of language use. Another way which literature uses code for translation is by giving exercise with instructions in the mother tongue asking the student to express a sentence or a word, given in the mother tongue, in the foreign language.

So, is it the Grammar Translation Method still considered and used throughout classrooms today? Many linguists argue that this method does not deserve a serious consideration for language teaching and learning as it is a relic of the past. Richard and Rogers even say that even though this method is still widely practiced (though they do not state exactly where) it has no advocates and there is no theory for it nor literature that justifies it or attempts to relate it to branches such linguistics, psychology or educational theory.

Brown has made similar statement (2007) but, on the other hand, he also says that it is remarkable how this method has still survived among many other methods

when practically does nothing to improve students' communicative ability in a foreign language. And Omaggio Hadley (2001) states that the Grammar Translation Method holds only few, if any elements that are supposed to contribute to the development of language proficiency and that this method might be even counterproductive for language proficiency.

It is widely admitted that the Grammar Translation Method is an extremely traditional approach, together with some of the approaches representing the oldest language teaching methodologies that we have record of (Kelly 1976). Today, however, the pressure to be innovative in the educational system and the classroom, somehow gives the right to discuss or at least to question the application of such an old method.Still, completely abandoning this method, together with its components that despite its faultsis still present in some parts around the globe, could be a mistake. It is a method still used in countries like Great Britain, China, India and many other and includes language courses labeled as "for reading purposes".

4. Communicative Language Teaching
4.1 History of the Communicative Language Teaching

Over the past few decades, the practice of teaching foreign languages has faced enormous changes, however the teacher's main goal remained the same and that is to give enough knowledge to students to be able to communicate freely in the foreign language. The main concern amongst scholars was to decide which method was/is the best for teaching a foreign language. They proposed several methods they believed would fit best for the learners every each of them with its own principles.

In the 1970s, as more traditional methods like the Situational Language Teaching and Audio-lingualism became more and more 'old fashioned',educators and researchers started questioning the central place grammar took in the language teaching methods because they thought that language knowledge demands much more than just grammatical competence. More attention was given to knowledge and skills needed for using that grammatical competence in different situation where communication is needed such expressing wishes, needs, emotions, giving advice etc. In other words, the focus of language teaching shifted to the communicative competence (knowing what to say and how to say it correctly depending on the situation). Traditional teaching methods did not include the communicative competence assuming that this knowledge would be picked up informally.

Therefore, scholars started turning their attention towards more affective teaching methods and introduced the Communicative Language Teaching, which emerged as a reaction against the "artificiality of pattern- practice" and the "conscious" learning of grammatical rules (Yule, 2006)". The new approach instigated great enthusiasm and excitement when it was introduced in the 1970s and 1980s and teachers and institutions around the world started changing their teaching materials and curriculums and started planning their classes by introducing the communicative approach to replace the grammar based approaches.

Richard and Rogers claimed that the Communicative Language Teaching "is best understood as an approach, rather than a method", (Brown, 2007). An "approach" is defined by Anthony as "a set of assumptions dealing with the nature of language teaching and learning." (1968). However, a "method", according to Al-Mutawa and Kailani, is "the application of the detailed aspects of an approach." (1989). A method comprises a number of "techniques". It includes the lesson plan, the syllabus, the textbook and other teaching materials (Al- Mutawa and Kailani, 1989).

Brown defines "techniques" as "any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives." (2001).

If we research the history of the Communicative Language Teaching, we will find that what influence this method is Hymes's "Communicative Competence "based on Chomsky's two concepts about "competence" and "performance". Brown claims that competence is "a nonobservable ability to do something, to perform something" and performance is "the actual doing of something". The term Competence, according to Chomsky and Brown is related to "an idealized speaker-hearer" not under the influence of "memory limitations, distractions, shifts of attention, errors and hesitation phenomena" during the production process and performance is the production itself (speaking and writing) or the comprehension (listening and reading) of the linguistic events.

Hymes has agreed with many other scholars that learning a second language is not just about learning the rules of that language but also learning how to use those rules in the communication process. He also states that Communicative Competence is "the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts". In other words, this competence aids us at being able to use the language for meaningful communication.

Jack C. Richards, in his paper "Communicative Language Teaching today" lists several aspects of language knowledge included in the communicative competence:

- Knowing how to use language for range of different purposes and functions,

- Knowing how to use proper language depending on the situation and the conversation/communication participants (when to use formal/informal language),

- Knowing how to produce and understand different types of texts (interviews, reports, articles, correspondence etc.),

- Knowing how to maintain communication in spite of language limitations (by using different communication strategies)

Bachman, in "Communicative Language Ability "interpreted the idea of Hymes where he states that speakers need to understand and use the language in accordance to the socio-cultural environment. According to Brown, Canale and Swain, as well as Savignon, the Communicative Competence comprises four elements: grammatical competence, discourse competence, sociocultural and strategic competence.

According to Brown, *grammatical competence* is a whole of "knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology", not just mastered but also used correctly.

The discourse competence, according to him is "the ability to connect sentences and to form meaningful whole out of the series utterances." This means that the discourse competence concerns the relationship between words and phrases. It is characterized by two functions, "the "identification" of isolated sounds and words which helps in the "interpretation" of the text/speech meaning is the first one or known as "bottom-up processing," while "understanding" the text/speech meaning contributes to the "interpretation' of isolated sounds and words, known as "top-down processing".(Savignon, 2001).

The sociolinguistic competence helps speaker with the oral part of the language, what style and words to use in which social context. This competence, according to Savignon, deals with understanding the social context in which a language is used, while according to Canale and Swain, the sociolinguistic context is divided in two different categories: Illocutionary Competence that deals with sending and receiving meanings and the Sociolinguistic Competence which deals with the social part or the politeness, formality and their relation in a given culture.

The strategic competence defines the way people behave in a communicative situation and how they maintain communication. It comes into use when a student or a speaker is not sure or is unable to say what he wants in the target language because of lacks of competence. This type of competence is based on communication strategies that ease communication and are put into practice once the speaker is unable to express his thoughts verbally (lack of vocabulary etc.). "Achievement strategy" is used when students/speakers try to say something but they do not succeed and instead use gestures and structures such "you know" and "like", while trying to find the right words or expressions. The "Reduction strategy" is used when students are not completely certain about a particular form of a word so they avoid using it and replace it with words like 'perhaps'. The third strategy, as identified by Brown, is the "Avoidance strategy" where students avoid using certain language structure or phrase because they are not sure whether they use it correctly or not. The last strategy is the so-called "Compensatory strategy" which is divided into two: the Code – Switching: when learners try to communicate using their mother tongue once they fail to express themselves, and the second one: Appeal to authority. Used in a situation when speakers are unable to express their thoughts in the target language and ask for help/translation from the teacher or the native speaker.

4.2 Goal and main characteristics of the Communicative Teaching Method

Throughout centuries the main focus of language learning was mastering the grammatical competences (The Grammar Translation Method) and the learning process was viewed as a mechanical pattern. Today, the majority of language teachers would say that they use the Communicative methodology in their classroom. However, they would give different answers when asked to define the term "communicative". Therefore, in a broader definition, the Communicative Language Teaching could be defined as a set of principles (components) on how learners learn a foreign language, what the goals of the teaching processare, what kind of classroom activities work best for it and what are the roles of the teacher and the learner in the classroom.It focuses on the function of language (its use in communication) and thelearner's reactions over the form of the language (vocabulary and grammar).Its goal is to obtain communicative competence, mastering several language knowledge aspects as explained by Jack C. Richards(explained above).

What are the CLT characteristics? According to Brown, and several other theorists, the following characteristics are identified in the Communicative Language Teaching approach:

- The classroom teaching should focus on all four competences of the approach (the grammatical, the discourse, the sociolinguistic and the strategic competence), which means that students should learn all segments of a given language not just the grammatical rules and vocabulary.
- Different language techniques are designed in order to help learners and engage them in the meaningful and functional use of the language (through specially designed exercises, tasks and activities in the classroom).

- Language fluency and accuracy go in hand and are the basis of the communicative techniques. At times, accuracy gives place to fluency in order to keep fluent communication.Therefore, teachers in communication situations focus more on fluency since the primary goals of the CLT is engaging students in a meaningful communication in the target language, and tolerate students' errors.

- The tasks used in the classroom will provide students with the skills needed for effective communication in the real world, in real life situations.

- Students will focus more on their learning process by understanding better their own learning styles and by developing appropriate strategies for individual learning.

- The teacher is a facilitator and a guide.

The above-mentioned features reveal the main points of the Communicative Language Teaching, where learners are taught how to communicate in a foreign language implementing different types of communicative competences whereas the language techniques encourage them to use the target language more effectively in various situations.

The CLT pays less attention to accuracy and students' errors are tolerated because more focus is given to meaning and fluency, for example, the speed, easiness and spontaneity with which a speaker engages in an oral communication. This helps students know their learning styles and strategies and enhances their efficiency. The teacher, in the whole learning process in the classroom, is merely a guide and a facilitator, not an authoritative figure and a controller who has the last word in a class.

Another recognized list of characteristics or general principles of CLT, similar to Brown's is that of the theorist David Nunan. The only difference is that this one is composed of five features instead of six:

- A focal point on learning to communicate in the target language through interaction.

- The presentation with authentic texts into the learning situation.

- Providing opportunities for learners to focus, not only on language but also on the Learning Management process

- Learner's own personal experiences are used as important element to enhance classroom learning.

- A challenge to connect language learning with language activities outside the classroom.

These five features show that any teaching metohd that helps students develop their communicative competence is considered proper and beneficial for the learners. The activities in the classroom are often conducted in pairs or groups where participants are required to cooperate. This type of activities, based on fluency rather than accuracy, help students develop their confidence. The role-play activities help students practice and develop language functions whilegrammar and pronunciation activities help, of course, in proper use of grammar and grammar structures.

In the CLT classroom every activity is carried out with a communicative purpose, students are encouraged to use the target language all the time through different activities such as role-play, games etc. According to Morrow, communicative classroom activities have three features in common: information gap, choice and feedback. Information gap involves a transfer of given information from one student to another in order to decode or encode information from one language

into another. Students have a choice of the form and content of the information as it is in real life communication. The feedback is the reaction students get from listeners and can help them evaluate whether or not his purpose in the communication process has been achieved. The use of materials authentic to native speakers such as newspaper articles or television and radio shows, in order to expose the learner more to the natural form of the target language, is also considered an important characteristic of CLT : it gives students an opportunity to develop strategies for mastering natural language, as used by native speakers.

In short, these are the key features of the Communicative Language Teaching summarized:

– Language is seen not just an object to be studied but a tool for communication

– Use of "real life" language in situations

– The needs of the learners are used as the syllabus's basis

– Use of different learning materials in the classroom

– There is balance between fluency and accuracy

– Use of dialogues as a learning instrument

– All skills (reading, writing, speaking and hearing) are given an equal focus while learning

– Use of correct language according to the given situation

– The teacher is seen as a facilitator while the student is in the centre of the teaching process

– Innovations during the learning process make it more fun and appealing for learners

4.2.1 The role of the teacher in a Communicative Language Teaching classroom

In the Communicative Language Teaching approach, a lot of importance is given to the role of the teacher and the student. One of its characteristic is the definition of the teacher as a facilitator and a guide (Brown). Andrew Liitlejohn, in his paper "Learners choice in language study" states that "a healthy classroom is one in which learners are active and where teachers talk is reduced to minimum." We are usually used to see the teacher as an authority figure in the class, similar to that of a parent or a judge. Furthermore, the teacher is seen as the controller of the class always in command of every action in the classroom. He/she is the one who decides when students could speak and what to say. Some control from the teacher is, of course needed in the classroom but the teacher should establish a friendly and open relationship with students with communication as the main goal. In a CLT setting especially, the teacher's role should be "less directive and assertive", where he/she talks less and listens more, because the core features of the CLT are communication and interaction. He/she should be seen as a director., a role which Brown, (2001), identifies with of a "conductor of an orchestra" or a director of a drama. He/she should keep the communication flow on level when students start interaction. In addition, the teacher should be a manager of the class, meaning that he/she has to manage to keep students animated and interested in the lectures, to plan activities focused on communication, to give every student a chance to interact, participate, and be creative. At last, the teacher should be a guide and a facilitator of the learning process and guide students to use the target language and while doing that- to start discovering it. Also, his/her role as the main resource is somewhat expected by default. He/she should always be available and help students when they have difficulties and ask for help. Breen M. and Candlin C. (1980) describe the teacher's

role as dual: a facilitator of the communication process among all participants in the classroom and an independent participant in the learning group. From these primary roles, a set of secondary ones arises: the teacher as a resource himself and an organizer of resources and the second – a guide of the classroom's activities and exercises. The teacher's third role, as explained by Breen and Candlin, is one of a researcher and a learner where he/she could contribute to the classroom in a form of an appropriate knowledge, abilities and give an insight of the nature of the learning and organizational capacities. Leo Van Lier (1984) argues that learners tend to participate more in the activities when they feel that the teacher has less control over the classroom and them. In addition, William Littlewood notes that communicative lessons are more successful when the teacher initiates activities and then gives full freedom to the students in the learning process. The teacher should be in harmony with the students but he/she should know when and how to be the 'right amount' of directive in order to encourage them to communicate and interact in the language they are learning. In the communication learning process, the teacher should give more evaluation attention to fluency instead to accuracy. He/she could informally assess the students' performance as an advisor, but in the need of a more formal evaluation, he/she could use a communication test.

4.2.2 The role of the student in a Communicative Language Teaching classroom

Students are the participants in the classroom's learning activities. They should be actively engaged in negotiating the meaning in the communication process in order to be understood by the listener, even when their knowledge of the target language is incomplete. In a CLT setting the role of students is more dominant than that of the teacher and even though most of the time in the classroom they interact

with other students, whether in a group or in pairs, students have to be self-reliant since they themselves are responsible for their learning process. They also need to know the teacher's role in the classroom, which should be mainly that of a facilitator and students' guide in the learning process. The teacher should give students the chance to be more autonomous and share their own ideas and thoughts on a regular basis. This would help student "to integrate" the foreign language with their personality and thus to feel more emotionally secure with it (Littlewood, 1981). Another important factor concerning students in a CLT classroom is the language they use: while the mother tongue does not have any particular role in the Communicative Language Teaching, the target language should be the main tool in the classroom, in the communication activities and in explaining them. In this way, students understand that the language is not just something to be studied but a mean of communication.

4.3 Teaching procedures and classroom activities

The success of the CLT approach besides on motivation, it also depends on the teaching procedures and classroom activities. The main point of the CLT is for teachers to try and create different activities that will reflect the principles of the communicative methodology. If teachers fail to do this, the CLT method fails too and with that students will not benefit from its advantages. The teacher should prepare the activities he/she want to give to his/her students in advance. The CLT approach is considered a generic approach that requires permanent activities. The number of activities available to teachers is great: from communication games, role-plays to work in pairs, interviews and many more, however teachers sometimes might give a focused on other parts of the language such as grammar drills or quizzes.

4.3.1 Accuracy versus Fluency Activities

As mentioned above, one of the main goals of the Communicative Language Teaching is of course, language fluency. According to Richards, fluency "is natural language use occurring when a speaker engages in meaningful interaction and maintain comprehensible and ongoing communication despite limitations in his or her communicative competence." This competence is developed by doing activities and exercises focused on fluency in the communication process instead on accuracy. In this way, students learn how to negotiate meaning, they use communication strategies and manage to avoid communication breakdowns.

4.3.2 Language learning strategies

Language learning strategies is a term that refers to the actions and activities used by learners in order to help them learn or use the language more effectively. Rebecca L. Oxford (1990) defines this term as "specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations." O'Malley and Chamot (1990) described the language learning strategies as "the particular behaviors or thoughts which individuals utilize to help them understand, learn or keep new information". Oxford (1992/1993) then further defines this term stating ".language learning strategies—specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. "Various researchers have given different classifications of the language learning strategies. O'Malley's (1985) classified them into three groups: metacognitive,cognitive and socio-affective strategies, while Oxford divided them into "direct" and "indirect" strategies, each with three subcategories. The direct strategies are composed of "memory strategies"

where learners create mental linkages, apply images and sounds, review things well and employ them in action. "Cognitive strategies" where a focus is given on practice, sending and receiving messages, analyzing and reasoning and creating input and output structure. The last subcategory of the direct strategies are the "compensation strategies". Here, learners make intelligent guesses and overcome limitation in speaking and writing. The indirect strategies include the "metacognitive strategies"where students should center, arrange, plan and evaluate their learning; the "affective strategies" where students try to lower their anxiety and encourage themselves to take an initiative and the last one, "social strategies" where learners try to ask questions, cooperate and understand each other.

4.3.3 Affective factors

Affective factors are the set of emotions and attitudes people have about themselves or the surrounding environment. In second language acquisition, according to many theorists in Communicative Language Teaching, these factors play an important role. Krathwohl, Bloom, and Masia considered that these factors help the learners' success in acquiring new language skills and believed that these factors evolve through five stages: receiving, responding, valuing, organizing and understanding. The following are the affective factors that play an important role in second language learning:

Self-esteem

Self –esteem is "defining oneself and finding acceptance of self in expressing that self in relation to valued other." says Brown, so it could be said that no affective nor cognitive activity could be successfully done without some amount of a self-esteem, self-confidence or self-efficiency. Self-esteem is the evaluation people do to themselves, acquired from different experiences in relation to themselves and the

others around them. Brown has classified three types of self-esteem: **general self-esteem** that is that of a mature adult and is difficult to change. It is the main evaluation of oneself done throughout life and in different situations. The second is **situational** or **specific self-esteem**, which refers to evaluation in specific situations that happen in life, such social interaction, school or work or certain personal characteristics such intelligence, communicational skills etc. The last type is **task self-esteem**, which is related toparticulartasksin a specific situation. This has to do with one's assessment in a specific part of language, speaking or writing. Teachers, should always encourage students in order to increase their self-esteem.

Attribution theory and self-efficacy

Self –esteem is closely related to attribution theory and self –efficacy. The attribution theory, which was developed by Weiner (1979), was an attempt to understand how people see the cause of their behavior and to look at the way their beliefs may affect the way they behave and become motivated (Fiska& Taylor, 1984). This means that when learners become successful at some things and fail at others, they try to reflect on their experiences and try to understand what caused their success or failure so they learn how to be successful in future situations or avoid failure.Weiner and other psychologists have defined attribution theory in four points for success and failure in accomplishing a particular task: **ability, effort, perceived difficulty of the task**, and **luck**. Ability and effort are depend on the internal nature of the learner, while task difficulty and luck are external factors or factors within the environment. When affected by the external tasks, learners might succeed while when exposed to the external ones they might fail and surrender.

Inhibition

During the process of understanding themselves, people with lower self-esteem tend to build walls around them in order to defend their weak ego, while those with high self-esteem do not need to and usually have lower defense around them. Guiora and Ehram claim that the human ego consists of **language ego**, related to the idea that when learning a new language the way learners think and feel changes and they create a second identity reserved for the second language. Language ego has positive and negative sides in language acquisition. The bad side is that it could bring out sense of fragility and defensiveness in students. If students lack language ego they will not have the courage to communicate. That is why teachers should always encourage and motivate their students to take risks.

Language ego together with the second language, can easily generate a sense of "fragility, defensiveness, and a rise of inhabitation in the students", to lower down inhibition, teachers should motivate them to take risks and assure that learning a language is normal making mistakes since is a process of trial and error.

Risk Taking

Risk taking is another important factor in language acquisition. Learners with lower self-esteem will avoid taking risks, scared that they will be the subject of criticism and ridicule among their schoolmates. On the other hand, students with high self-esteem tend to take risks more and do not give any importance to what others might say about them. In such cases, teachers should appreciate the risk takers for their effort and try.

Anxiety

A simple definition of the term anxiety is given by Scovelstatingthat"anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry". There are two different types of anxiety: **trail anxiety** – a permanent state and **state anxiety-** in relation to certain situation or act.

Empathy

Empathy or "putting yourself in someone else's shoes" means to be able to understand what another person is feeling. Empathy plays a crucial point in CLT and that is why teachers should pay attention to the learners' feelings since teaching a language is also teaching its cultural customs, values and ways of thinking.

Extraversion versus Introversion

Another two important affective elements in language learning are extroversion and introversion. Extroversion is a personal train in people who usually have higher self-esteem, are more communicative, sociable and outgoing (extroverts), while introversion is the trait in people who are usually shy and inward turning.Brown describes extroversion as "the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people." Theorists have defined two elements of extraversion: **sociability** and **impulsivity.** They believed that sociability, as an element is a crucial component in language learning. Learners with this trait are usually self-confident and risk takers, and participate in almost all activities given without any fear of mistaking. Introversion according to Brown is "the extent to which a person drives a sense of wholeness and fulfillment apart from a reflection of this self from other people." Introverts do not need other people - an external stimulation, to feel better. They are shy, turned inward and avoid taking risks. Usually, during classes they are silent most of the time and refuse to participate in the activities. Although introverts seem fragile, they still have

more strength than extroverts do, and because of this, teachers should guide them to bring out their strength by engaging them in different activities, exercises and games in the classroom.

Motivation

An important affective element in language learning is also the motivation, especially when it comes to the Communicative Language Teaching. All scholars would agree that motivation is the most important factor whether a student succeeds or fails and it encourages learners to achieve a certain goal. It has been divided into two main categories: **extrinsic** and **intrinsic** motivation. The extrinsic motivation occurs when students are motivated to engage in an activity in order to earn a reward or to avoid punishment or criticism. Such behaviors are, for example when students study to get a good grade, compete in a competition to win a scholarship etc. while intrinsic motivation is something which comes from the inside. It involves a behavior, which is personally rewarding, like participating in a sport because it is an enjoyable or playing a game because it is exciting. If learners want to become competent in communication in the foreign language, motivation is the only factor that can help them achieve that goal. Their learning pace and result will of course depend on their own interest and will too. The teacher is responsible for motivating students in the classroom and his personality and the relationship with his/her students is essential, since learners like teachers who make learning more fun and interesting. A good teacher is considered the one that treat all students equally, even the weakest ones. Therefore, teachers should always try to make the classroom a pleasant and friendly place, especially in a CLT environment, since the success of the CLT approach mostly depends on the motivation of both, the teacher and the students.

5. Differences between the Grammar Translation Method and the Communicative Language Teaching

Both methods have their own characteristics and features, focus on different language skills and treat language differently.

The Grammar Translation Method as a classical method was developed with a single aim - to develop grammar knowledge, reading and writing skills. It treats language as a system of signs and norms, excluding the social aspect. The method gets students to analyze the language, purely as a subject of a lecture rather than use it.

For a comparison, the Communicative Language Teaching approach, as a more recent method, intends to make the communicative competence the main goal of language teaching. It tries to make students use the language on daily level, rather than analyze it. It focuses on learning grammar rules and vocabulary through communication activities that would make students engage in using the language in oral communication.

Comparing the characteristics each method has, we could conclude that there are a total of five characteristics that are very contrasting between each method.

5.1 Inhibited versus encouraged use of the mother tongue in the classroom

The first one is the use of the mother tongue in the classroom. The GTM strongly encourages the use of the first language in classes, especially when explaining activities or new items such grammar rules or vocabulary. The first language is used for reflecting and comparing grammar forms or new words from the target language to the mother tongue. On the other hand, the CLT strongly encourages

the use of the target language as the main language and tool in the classroom, in all activities, especially communication. The first language is allowed only when students fail to understand the meaning in the target language or have difficulties expressing their thoughts.

5.2 Translation versus association as a method for learning new vocabulary

The second characteristic in which both methods differ is how new vocabulary is memorized. When new words are taught, when taught by the GTM students try to memorize them by translating them into their first language rather than try to grasp the meaning of the unknown words in the target language. When using the CLT, on the other hand, new words are memorized by trying to understand their meaning in the target language and to associate them to words with similar meaning and not to use the native language as the reflection.

5.3 Deductive grammar teaching versus inductive teaching

The third characteristic is how grammar is understood in language and how is taught. The GTM emphasizes that in order for learners to use language correctly and produce a proper sentence, they have to learn grammar rules first. This knowledge transfer is done deductively, where a general rule is given and then is applied in specific examples. This in turn affects students' confidence to use the language and to apply the learnt rules in different real-life situation because they are not sure how and when to use them. This approach is very different from that of the CLT. In CLT learning grammar rules is done through the inductive approach where students are left to detect patterns and work out the rule themselves. Additionally, the CLT approach encourages students to use the language in oral communication and focus on expressing themselves fluently and check or revise students' grammar or accuracy

after producing the language. In such way, students are not shy or insecure to use the language freely. This learning approach is very close to the way a child acquires first language skills.

5.4 Use of predefined materials versus authentic materials

The forth characteristic is the use of materials. In the GTM the materials are determined by the teacher and are usually taken out of a textbook, with predetermined language and vocabulary. Students do not have the chance to practice the social language used in everyday life. On the other hand, the CLT method uses authentic materials such magazines, newspaper articles, role-plays and discussions on relevant topics so students can get familiar with the social language used outside the classroom and understand the real context of the given subject. This helps students with better integration and socialization in the environment of the target language.

5.5 Language as an analyses tool versus language as a social tool

The last characteristic that distinguishes one method from the other is the purpose of the learning process. The main purpose of the GTM is to analyze the language and teach it mainly as a system of signs and rules, seen an intellectual exercise or a schoolwork, while the CLT approach regards language as a communication and social tool with a single goal of enhancing students' ability to use the target language in communication. The GTM has a one-way interaction where the teacher is the main resource of activities and he/she is the only person who demonstrates them, without students' participation. The role of the student in such environment is to pose questions to the teacher about the material taught and that is the main interaction between them. There is no communication among students. In contrast, in the CLT there is an active participation of students, where the teacher is

merely an observer and equal to them. Students are engaged in the process and are encouraged to be responsible and managers of their own learning.

5.6 Teacher centered versus student centered classes

The relation between the teacher and the student in the GTM is almost nonexistent. The teacher has an authoritative role, he/she is considered something extremely formal. In the CL|T, on the other hand, the role of the teacher is that of observer and a partner in learning. Because of this and the relaxed atmosphere in the classroom, students are more eased, they are not afraid to share any related problems they have with their teacher, they are more comfortable sharing their thoughts and ideas and are more motivated to learn the language.

6. Fieldwork

6.1 Creating the setting for research

This research explores and evaluates the level of importance a certain teaching methodology has over the learning process of another language and students' progress and fluency in English in first and third year of secondary school. The research is based on several tools used: placement test, a student and a teacher questionnaire, all answered by 114 students and 20 teachers, during second term of the 2017/18 school year. These tools were used with a sole purpose of collecting data for this study on teaching English to language learners in secondary school. The data collected helped better understand students' progress in two different approaches used and to see which one has grater results and more beneficial to students. The research tried to focus on the students' performance on all of the four language skills (writing, reading, listening and speaking). It was implemented in nine weeks period its main aim was to study the developmental change of students and to understand which approach is more affective in the learning process.

Balancing the groups based on

Placement Test

At the beginning of the research, a placement test was given to high- school student in order to assess their knowledge in English as a second language. Students, who were all required to take the test, were tested for the material of the course book Headway they had learned in the previous, first term. A mixed group of 114 male and female ethnic Albanian students, aged 15-17 from the municipal school "Niko Nestor" Struga was used. All participants were informed about the material before taking the test. The test's results helped determine students' level of English proficiency (both grammar and vocabulary). The results showed that some of the students gave appropriate answers to the grammar exercises but they evidently had difficulty with vocabulary because most of the answers to the given were incorrect and there were students that had the opposite results –better in vocabulary but struggling with grammar.

After reviewing the tests each students were given his/her results. The total score showed the sum of points each exercise had. The score ranged from 1 to 70. Students who scored 30 or less are students who are considered to have lower skills in English, while those between 30 and 45 usually have some difficulties and those scored above 45 are considered as students with good or excellent English proficiency.

GPA

After the placement test and the learning style questionnaire were conducted and all the students were grouped, the classes' Grade Point Average or GPA was measured in order to determine whether they had an approximate average grade (depending on the students' language skills shown on the placement test) so their results would not differentiate significantly. The GPA was measured by summing all the students grades in a class and dividing it by the total number of students in that class. The three classes that were formed had a similar average of 3.5. The graphic below illustrates the groups' GPA and how close it was.
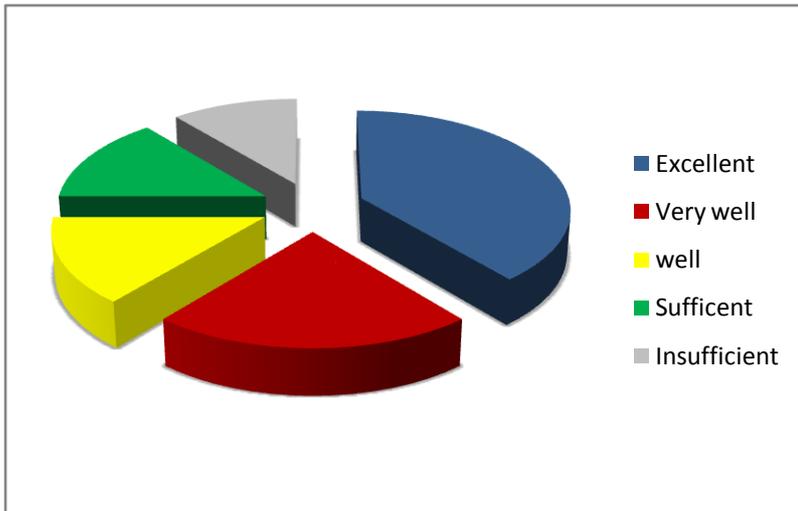
Figure 1 Control Group - Grade Average 3.23

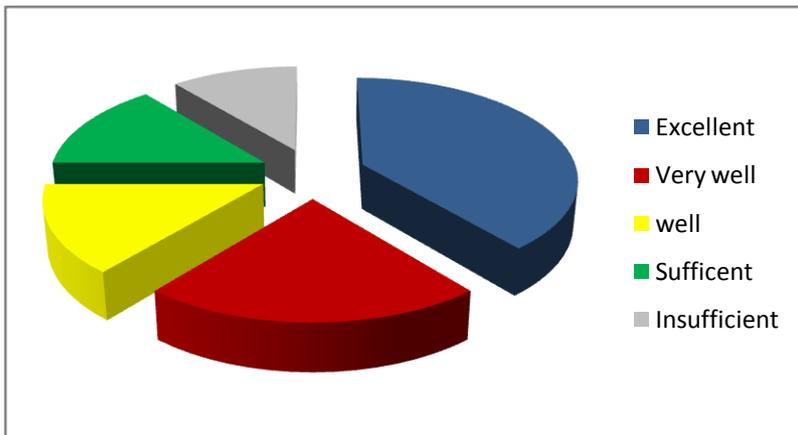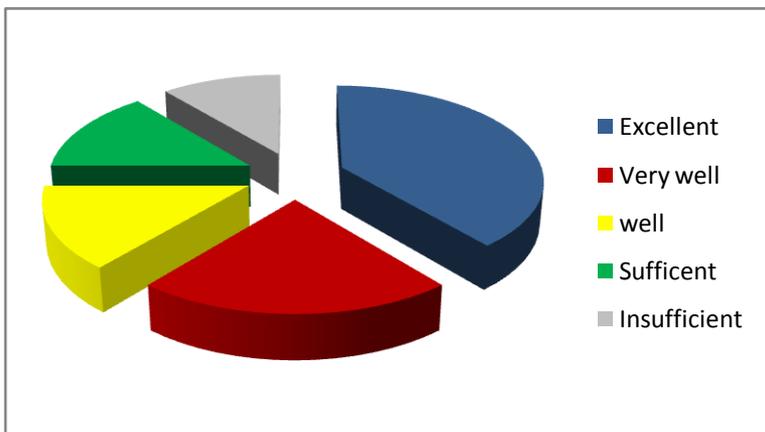**Figure 2 Experimental Group – Grade Average 3.42**

**Figure 3 Free Group – Grade Average 3.60**

Learning Inventory

The learning inventory proved to be very efficient in finding out the learning styles of the students. It was created as a questionnaire, with 23 questions that revealed the student's individual learning style and preferences. The questionnaire was very helpful and supportive in choosing which activities and methods motivate students and increase their participation in the classroom.

The diagram given bellow shows the results of the Learning style questionnaire. It could be seen that 30% of the students had a mixed learning style, 28% had a visual learning style, 24% auditory and 18% had kinesthetic style of learning.

In order to make a fair and correct distribution of students in each class, students were placed according to their placement test and learning style questionnaire scores, so mixed classes (of low, average and good learners with different learning styles) were created. Each class was informed that lessons will be taught using different methodologies. This type of test gave more information about the students' achievements and served as an indicator of what they lack in knowledge aspect so their teachers could know where and what to start teaching.

Figure 4- Learning Style percentage
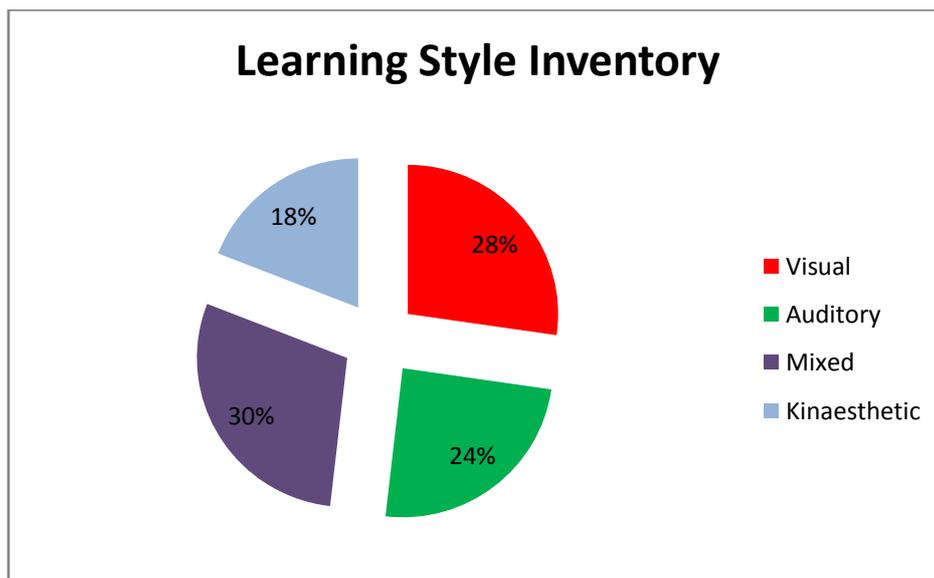
Learning Style Inventory

- 28% Visual
- 24% Auditory
- 30% Mixed
- 18% Kinaesthetic

In order to make a fair and correct distribution of students in each class, students were placed according to their placement test and learning style questionnaire scores, so mixed classes (of low, average and good learners with different learning styles) were created. Each class was informed that lessons will be taught using different methodologies. This type of test gave more information about the students' achievements and served as an indicator of what they lack in knowledge aspect so their teachers could know where and what to start teaching.

Figure 5-Learning style quiz

		A	B	C
1	Can remember more about a subject through listening than reading.			
2	Follow written directions better than oral directions.			
3	Like to write things down or take notes for visual review			
4	Bear down extremely hard with pen or pencil when writing.			
5	Require explanations of diagrams, graphs or visual directions			
6	Enjoy working with tools			
7	Am skilful and enjoy developing and making graphs and charts.			
8	Can tell if sounds match when presented with pairs of sounds			

| 9 | Remember best by writing things down several times. | | | |
| 10 | Can better understand and follow directions using maps | | | |

After the separation of groups was completed according to the stated criteria the Experimental group was taught by the Communicative Language Teaching while the Control Group was taught by the Grammar Translation Method for three months. In attendance a Free group was settled in an integrative way of teaching of both Grammar and Communicative Language Teaching. The Control group was compared against the Experimental group.

The Control Group

The control group was a class of language learners with a mixed knowledge level and the same mother tongue. The students learnt English as a foreign language using the Grammar Translation |Method for three months. The lessons consisted of reading text paragraphs in English and the mother tongue. First, instructions were given, in the students' first language together with a short discussion about the activity. After reading the text in English, every sentence was translated in their mother tongue with an accent given to translation rather that to the context of the text. After that, students were divided into group of four in order to practice reading different sections. The text was read in both languages – first in English and then in their mother tongue. The questions given at the end of the class concerning comprehension were given in the students' first language.

Most of the interaction in the classroom was in the students' mother tongue. Although the instructions in the book were written in English, the teacher translated them to the students. They were also required to translate parts of the text in English using dictionaries and their knowledge no matter how great it was. In some cases, where there were bigger sections to be translated, students were given only missing

words of a sentence to fill in. Through the reading process, all unknown words were explained and written down, together with their translation in the first language. This was usually done by a student with a weaker knowledge, so everybody could participate in the class. Students were required to bring bilingual dictionaries. Furthermore, the structure and grammar of the foreign language were explained through a comparison to those in the students' mother tongue. This gave students an insight of the structure, both of the foreign language and their own.

In this control group, taught using the Grammar Translation Methodology, the students' first language was in the classroom focus and translation was one of the activities most used. Students were asked to analyze and understand the text they were required to translate, to improve their reading skills and to learn how to write efficiently and clearly. They needed to be fast in their work and to take into consideration multiple things while working.

The grammar sections of the class were explained using the deductive approach where the teacher explained grammar rules in a long and elaborative way and then gave the students examples of those rules applied in a sentence. Here, a great accent was given on provision of good knowledge of correct grammar while no attention was given to words and their use in communication. This, as stated in the introductory part of this paper, is one of the main characteristics of the Grammar Translation Method, where students talk about the language instead of talking in the language.

The textbook used in class gave an extensive definition of the grammar rules, starting from the easiest to more difficult ones, which would help students easily learn and understand them. For example, the grammar part in the book started with a lesson on noun gender then it continued with comparative and superlative, quantity expressions and so on. The direct and indirect object was presented before learning

about present and past perfect. The tenses were also learned starting from the simplest ones (present simple and continuous), continuing with the past tenses and the future at the end.

Since students had already learnt the present tenses in their previous years of education, in the case study they were presented with the past tenses. First, they learned about the Past Simple and then moved to the Past Continuous.

The teacher first introduced the Past Simple tense, its definition and use and the verbs conjugation and then she gave an explanation of the Past Continuous. Then, she provided students with examples so they could get familiar with their forms and use in real life language. All explanations were done in the students' mother tongue.

The following are examples of the three common uses of the Past Simple tense and the Past Continuous:

Past Simple

- An action that started and finished in the past: We **met** in 2000.
- A series of competed actions in the past: Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain. She **threw** the curtain open, and then she **saw**...
- A situation or a habit that finished in the past: When I **was** a child, we **lived** in a small house by the sea. Every day I **walked** for miles on the beach with my dog
- .

Past Continuous

- Background actions in a story: The sun **was shining** and the birds **were singing** as the elephant came out of the jungle. The other animals **were**

relaxing in the shade of the trees, but the elephant moved very quickly. She **was looking** for her baby, and she didn't notice the hunter who **was watching** her through his binoculars. When the shot rang out, she **was running** towards the river...

- An unfinished action interrupted by another event or action: I **was having** a beautiful dream when the alarm clock rang.

- To express a change of mind: I **was going** to spend the day at the beach but I've decided to get my homework done instead.

Soon after the teacher was certain students' achieved the adequate knowledge of the both tenses, the following worksheet was used for practice:

Exercise 1: Complete the exercise by using the Past Simple and Past Continuous tense.

Example: We (meet) in 2000 ---- We met in 2000.

Anna (cook) when Tom arrive home---- Anna was cooking dinner when Tom arrived home.

☐We really _____ (enjoy) the game last Sunday.

☐_____(Marco / win) the golf competition?

☐ I saw a famous celebrity when I_____ (shop) on Oxford Street yesterday.

☐ How many goals_____ (your team / score) in the first half?

☐Sandra_____ (not want) to go rowing with me.

☐ I (live) _____in Cape Town when Michele Obama visted.

On the next class, the teacher introduced the negative and interrogative form of the both past tenses and explained that the negative forms were "did not" and "was/were not" and their short forms "didn't" and "weren't/ wasn't" and that the negative form is used for something one refused to do or did not do (in the past). The teacher then gave some examples of the negative form in both tenses, writing them down on the board along with their translation in the first language.

Example 1: She did not leave at 3 o'clock

Translation: Ajonuk u largua ne 3 ora.

Example 2: They didn't finish the meal.

Translation: Ata nuk e mbaruanushqimin.

Example 3: She was not washing her clothes.

Translation: Ajonukishte duke larerrobat e saj.

Example 4: The kids weren't playing with the toys.

Translation: Femijetnukishin duke lujatur me lodra

After the exercise, the teacher explained the interrogative form, its use – to ask about things that may happened in the past and wrote down examples on the board:

A: **Did** you get married?

A: A jenimartuarju?

B: Yes, I **did**/ No I **didn't.**

B: Po une jam martuar/ Jo unenukjammartuar.

A: **Was** she **singing** a song?

A: Aishteajo duke kenduarkenge?

B: Yes she **wa**s/ No she **wasn't**.

B:Poajoishte/ Jo ajonukishte.

Students practiced asking questions in pairs and later tried to translate their questions in the first language.

Another important part during the grammar lessons was for students to learn the difference in use between the Past Simple and the Past Continuous tense. The Students were asked to study the notes in the "Grammar Spot" box in the textbook and complete the sentences. After finishing the exercise, the teacher went through all the sentences by getting students to give their answers and explain their choice.

The writing activity where students were supposed to use the both past tenses they had learned in the classroom, consisted of writing a description of an event or situation that happened in the past (the previous school year). Later, students were asked to read their writings and translate them from English.

When learning about phrasal verb, students were given two different photos with sentences written below, describing each photo with the correct phrasal verb. The teacher asked the student to write a list of the phrasal verbs they have already learnt and know and try to translate them into their mother tongue. After competing this task, students were asked to compete the phrasal verbs exercise in the textbook individually. The teacher helped them every time they were unsure about a certain word.

In another grammar class during the term, students learned about literal and idiomatic phrasal verbs. Students were asked to circle the adequate phrasal verb in a given sentences. To evaluate comprehension, the teacher asked students in the first language to translate the meaning of the sentences they completed and to write sentences with the phrasal verbs given in the exercise. Later, the teacher continued

explaining about pronouns and their use and asked the students to give equivalent examples in their mother tongue.

For the writing part of the class, the teacher wrote down on the board several phrasal verbs together with their meaning and translation and asked students to write a short story using them. Before starting, the teacher asked students in the first language if they were now more familiar with phrasal verbs and if they could give any examples before they start writing so that could serve as a hint for them to which the students responded in their first language. They were required to write a story titled "An Imperfectly Perfect Day", based on the writing guide in the book. The teacher walked around the class giving help where needed.

Another way of practicing writing that proved to be efficient in the class was dictation. Before starting with the exercise, the teacher was writing down on the board the words students might find difficult to write and reminded students of the English words for punctuation signs and to pay attention to spelling while writing. Before students started writing, the teacher would read the text once, without pausing on order for the students to have an overall picture of what the text is about. The second time the teacher would read the text, at a normal reading speed but pausing after each sentence and students would start writing. The third time the teacher would read it again so that students could check if they had missed something or correct any mistake they had.

While correcting the students' dictations, the teacher would underline any mistakes made, together with the type of the mistake: SP for spelling, WO for word order, G for grammar etc. and asked students to correct them afterwards.

Speaking as an activity was rarely used in the classroom and mainly consisted of different tasks the teacher used like miming where she would mime an action and ask the class to describe her action orally, trying to use the newly learned vocabulary and grammar structures. Another such task was giving the students a short poem to learn by heart and then each student to perform it in front of the class which would help practice pronunciation.

Listening, like speaking was not a common activity in the classroom. This type of activity was practiced by audio aid where the teacher played a tape or a CD for the students with some dialogues or narratives in English and the students were required to follow the written form of the tape from their books. Then, after listening several times, the students would close their books and try to repeat what was played for them. Another listening activity used at class was filling in the blanks where the teacher would play a tape or CD and ask the students to choose the correct answer from their books by listening carefully to the speaker. After that, they would review their answers in pairs.

Problems encountered in the Control Group

Even though students had many different exercises in the classroom, they still faced some difficulties regarding grammar rules of the language they were learning in translation exercises and some vocabulary difficulties in speaking and listening exercises. For example, they did not know how to structure a grammatically correct sentence in the second language while translating and had trouble in expressing themselves using the right words when talking or completing listening activities.

Solutions used in the Control Group

The teacher, after carefully observing the students and how they performed, reviewed the lessons students had the most trouble with and discussed with them the exercises' content and the meaning of the words they found difficult to learn. At the end of each lesson, the teacher went over the material again in order to ensure everything was clear and understood for the students and then would move on to the next chapter. When students struggled with vocabulary, the teacher encouraged them to try and guess the meaning from the context and use them in a sentence.

The experimental group

This group was also composed of mixed proficiency level students with the same mother tongue, a total of 38. They were taught English for a period of two months using the Communicative Language Teaching approach. Before starting with the teaching process, students were informed that all teaching and interaction in the class would be solely in English.

At the beginning of the first lesson, the teacher asked the students to open their textbooks and look at several photos with some captions beneath them and asked them, using the second language, what they think might happen in the text she was going to read judging from the photos. Before reading, she reviewed the new vocabulary and used different techniques to explain the meaning, For example, she used movement to explain words describing actions and flashcards to explain concrete words like objects.

Reading as an activity was practiced by asking students to do a "connecting the pieces" activity where they would read different paragraphs in groups and had to guess the previous and following paragraph. After finishing with reading, the teacher asked a random student to find and read the main idea of one of the paragraphs and the rest of the students took notes. All students discussed the main point of the article and tried to guess the right order of the paragraphs and then, in groups arranged the paragraphs in the logical order. Most of the time students communicate orally among themselves and the teacher acted as a participant in the activity, observing the students and motivating them.

This activity helped students learn by sharing ideas about the topic they discussed. After the exercise, the teacher gave them several sentences to choose from which best described the article they read.The next exercise was for students to try and guess the meaning of words the teacher gave by matching the words on one side with their definition on the other. This helped students practice their reading and reasoning skills. When explaining new words the teacher did not use translation to help students understand their meaning, but instead used different explanations like gestures, flashcards and descriptions to better portray the meaning of new words.

After presenting new vocabulary together with their use in a sentence, the teacher gave the students directions on the communication activity they had to do where they had to incorporate the newly learnt words with a proper pronunciation. Students worked in small groups and the teacher observed their work and helped them where necessary.

The teacher also presented the class with homonyms - two words with the same form but different meaning. In order to make new words memorable, the teacher

made the students learn through game by implementing different games in the classroom. In this way, she attracted their attention and motivated them more. When she tried to explain a meaning of a word she used synonyms in the foreign language so she could avoid using their mother tongue when students failed to grasp the meaning of a more difficult word. When asking questions, the teacher avoid Yes/No questions so that students could answer with a full sentence and give more details. A special attention was given to learning phrases and students were asked to write sentences using a phrase and later they read them aloud together so every student could correct any mistakes and help each other.

When students learnt about the past tenses, they were required to read a short Native American folk tale from their textbooks and underline the parts where past simple and past continuous were used. Students worked in pairs and then wrote down the sentences on the board. Afterwards, the teacher asked them whether they could figure out the sentence structure and the forms of the past simple and the past continuous tense from the example sentences and after a short discussion, one student wrote down the sentence structure and verb conjugation for the past tenses:

- Subject + main verb + "ed" (regular verbs); past form (irregular verbs)
- Subject + auxiliary verb+ main verb + "ing"

The teacher explained the use of the both tenses and continued by asking each student to write six sentences using the past simple and the past continuous tense and discuss them in groups. The following examples show some of the sentences written by students:

1: I **met** a friend in the market.   4: The sun **was shining** every day that

summer.

2: People **paid** less tax in the past.

3: Ancients **believed** in superstitions

5: I **was making** dinner when she arrived.

6: She **was making** preparations for the exam.

The next lesson was dedicated to the differences and similarities between the two past tenses and the interrogative and negative form of the tenses. Before starting the lesson, the teacher reviewed the previous lesson by asking the students questions in the past they were required to answer using either the past simple or the past continuous. After that she gave them a short exercise with sentences in the past tenses. The goal of this exercise was for students to discover the correct structure of the negative and interrogative form. This engaged students in work and they felt less passive. They were also asked to work in pairs and answer questions in the past and describe past actions using the negative and interrogative form of the both tenses. At the end, together with the teacher they corrected any mistakes they had and summarized the both forms as it follows:

- Past simple negative form: Subject + auxiliary verb (did not) + main verb

- Past simple interrogative form: Auxiliary verb (did) + subject +main verb

- Past continuous negative form: Subject+ auxiliary verb(was not/were not) + main verb + "ing"

- Past continuous interrogative form: Auxiliary verb (was/were) +subject+ main verb + "ing"

The next lesson started with the teacher asking the students to reflect on the previous class and to answer a question that said: "What were you doing before and at the moment of …?" The whole class engaged in a discussion and the teacher tried to guide the discussion towards using grammar structures they learned in the previous class. After that, she gave them a short dialogue where they were required to underline sections of the text which consisted past events and actions, working in groups. When they finished, the teacher asked them to write down their answers to the questions in the textbook and checked them going around the class. Several students were asked to read aloud their answers and were asked some additional questions in order to further practice the past forms learnt. The teacher gave them some homework where they had to write a short newspaper article about a past happening where they would use past simple and past continuous forms to describe the events.

The listening activities used in class were tailor made in accordance to the students' level and interest. As students were aged 15-17, the teacher chose listening activities appropriate for their age and proficiency level. She asked students to work in pairs and write a conversation about the holidays. When student A was speaking student B had to write down his/her sentences and vice versa. After everybody was had finished, they performed the dialog in front of the class. Learning to listen to each other would help them improve their focused attention and their confidence in real-life situations.

In a class using the CLT approach, an essential part of the teaching were, of course, the speaking activities. The main goal to achieve for the teacher was to make students aware of the importance of speaking in the foreign language however time it needed. Therefore, the teacher tried to dedicate more time of the class for students to try and communicate and express their opinions. She explained to them that

communication needs a lot of participation, dedication and cooperation but the results are rewarding.

The most frequent activity used was the role play where student were required to role play a real life situation like asking for a book in a library, job interview, conversation at a party etc. These activities attracted the students' attention and focus and encouraged them to participate and interact with each other using real–life language. The main goal was for students to focus on fluency and convening the message rather than on accuracy and correct grammar structures. They also prepared students for situations that might happen in everyday life. The teacher was the negotiator and facilitator of the process where needed but tried to stay away of their discussions and observe them from distance.

Writing as a skill was practices and further developed by a writing activity where they were supposed to get personally involved and describe something from their point of view. The teacher gave them a sheet of paper with an unfinished sentence written on it saying: "People enter and leave our lives, things change and the world continues to spin; the sun continues to rise. Every once and again we come across someone who can completely change our lives…".Each student wrote a sentence continuing the idea of the previous student. They had to pay attention to the text as a whole so that everything makes sense. Finally, the teacher asked students to read out their essays in groups and discuss which one is written in a more coherent and clearly defined organizational structure.

Another writing activity used was asking the students to write a summary of a given story in their textbooks. They read a biographical article about Ernest Hemingway and were asked to write a summary of the text answering the questions

given in the textbook. After finishing with writing, they worked in pairs and read the summaries to each other. At the end, the teacher explained any unknown words from the article students might had.

In the experimental group, a great focus was given to encouraging students to participate and express their ideas orally. The teacher focused on their fluency and tried not to correct any grammar mistakes they made in order not to lower their self-esteem. She also tried to avoid the role of authority and to make student less dependent on her and be more independent.

Problems encountered in the Experimental group

This group, like the other one, had some difficulties and encountered some problems. Despite the many communication activities, some of the students were still reserved in expressing themselves and had difficulties with pronunciation of certain words. As English was the language spoken in the classroom, sometimes some of the students did not clearly understand what the teacher was talking about. There were cases when the teacher asked the students questions about articles in the book and several students stayed quiet and inactive, probably because they did not feel ready to participate.

Solutions used in the Experimental Group

One of the solutions the teacher tried to implement in order to overcome the difficulties the students had was to create a relaxing atmosphere where they could use the second language when they feel ready and without any pressure. In cases where

students did not clearly understand the material taught, the teacher tried to explain it in more details until she was sure everyone understood correctly.

Free group

The free group was also a group of students with different levels of English proficiency. The total number of students in this group was 38, all of them with the same mother tongue and learning English as a foreign language for a period of 3 months, like the rest of the groups. In this group, both the GTM and the CLT methodologies were used.

At the beginning of the first class, the teacher discussed the topics that were going to be covered in that class using their mother tongue. Then, students were asked to read a text while the teacher writes down on the board, in the first language, the unknown words from the text. Using dictionaries, the students tried to find the words in the foreign language after which they were asked to memorize the list of new words. Later, grouped in several groups, the students were asked to translate paragraphs of the text.

In the second class, the students were asked to have a quick look of the photos in their textbook depicting the story they were going to learn and to describe what they showed. Then, they listened to the story with their books closed so they could practice their listening skills and got introduced by some every day phrases which they repeated, focusing on the pronunciation and later were able to see the written representation of the phrases. The teacher asked questions in English and got the students to repeat the main sentences used in the story. Any new unknown words

were explained using flashcards, pictures, mime etc. Whenever someone made a mistake, the teacher encouraged him/ her or the others to correct the mistake while taking into consideration not to make them uncomfortable or influence their self-esteem in a negative way. If a mistake was repeated, the teacher wrote it down and later practiced it with the class several times.

Grammar was taught in both, the deductive and the inductive approach. Both past tenses(Past simple and continuous) were taught as in the two other groups. The deductive approach was used for the past simple and the inductive for the past continuous. Initially, students were presented with the basic rule of forming the past simple, its definition and use. Later, students were shown some examples of the use of the tense in a sentence and were required to come up with their own examples that they wrote down on the board, together with a translation in their mother tongue.

The past continuous tense was taught using the inductive approach. The teacher gave many examples from real-life events hat students had to repeat multiple times. Then, students were supposed to come up with examples of their own. Afterwards, they were asked if they could give a general definition of the past continuous tense from the examples they had. The goal was to use the newly acquired grammar structure and know how to use them in real-life like situations.

An often activity in this group was the reading activity. In each lesson there was a reading part covering a variety of texts such articles, dialogs, interviews etc. Before each activity, the teacher gave some explanation in the first language and then students read the text several times. The first time they would read it in order to gain a general picture of the text and then would read it again for more information. First,

they would read it on their own and then practice it in pairs. After each text there were related questions in the textbook which the students had to answer, usually in pairs.

As one of the writing activities was a short essay entitled "The Imperfectly Perfect Day", where students had to describe what is an ordinary day for them. Students were encouraged to use as many phrasal verbs as they knew. At first, they would wrote a draft version, then would read it and check it before writing the final version. Students were allowed to make use of their bilingual dictionaries to check for unknown words. After that, they switched the essays with their classmates and read each other 'essay trying to correct any mistakes together with the help of the teacher.

When observing their activity and correcting any mistakes, the teacher took into consideration the students' level of proficiency and gave the students opportunity to correct their own or each other's mistakes whenever possible while making positive remarks about their activity and work.

Another writing activity used was translation. Students were required to translate paragraphs of magazine articles from their mother tongue into English and vice versa and later compared their translations in pairs.

Writing- Example using phrasal verbs:

My friend and I used to <u>get on</u> really <u>well</u>, but last week, at school she told me that she thought we had started <u>to grow apart</u> and that she wanted to make new friends. We used <u>to hang out</u> together all the time at my house, but now she is just nasty and wants to <u>put me down</u> all the time. I am not very good at <u>sticking up</u> form myself. Help!

From the beginning of the English class, students were exposed to many listening activities. At the end of each unit they had a specific listening task which covered a variety of different topics. The language used in these tasks was sometimes above the students' level and in such cases the teacher used translation of certain phrases and dialogs even though the main goal of these tasks was for students to grasp the main idea and points of the conversations or stories they listened.

Regarding speaking as an activity in class, students were encouraged to repeat the key sentences and words of each lesson they learned. New vocabulary was practiced through dialogs, quizzes, made-up sentences and role plays reproducing every-day situations, usually in groups.

Another speaking exercise was "Show and tell" game where the teacher asked students to bring to class an important and meaningful object to them and to give a presentation about its importance. When students would begin to run out of words to describe the object, the teacher would encourage the other students to ask questions.

Problems encountered in the Free group

The main difficultyies in this group was grammar. Students were still uncertain about some grammar rules and were not sure how to apply them in language use and translation. Some of the students also faced vocabulary problems and still did not have enough courage to engage in discussion and activities in English which made them often use their mother tongue in class.

Solutions used in the Free group

The teacher tried different methods to improve students' knowledge and help them overcome their fears regarding the foreign language by trying to create a more

relaxed atmosphere in the classroom and show them that making mistakes is part of learning a new language. She helped them memorize new vocabulary by using synonyms and describing them better, using similar words. The teacher repeated grammar structures students had more problem with and made them work in groups where they would learn from their peers and exchange ideas.

6.3 Research work

Throughout centuries, as language teaching was developing and evolving as a process of acquiring skills in a new language so were the needs for better transfer of language skills. As a result, many different methodologies have emerged striving to improve teaching strategies and techniques. Each method is different, with its own rules, techniques and characteristics and it depends on the teacher which one to choose in the classroom, in accordance to his/her preferences and experiences.

The goal of this study is to find out how different teaching methodologies affect learning a foreign language. The study will also give an insight of the students' progress in classes using different methods and the role of the mother tongue in the process of acquiring a second language. Its main goal will be an empirical research in a classroom, at the municipal secondary school in Struga – "Niko Nestor". The study will also give an insight into teachers' attitudes towards certain teaching methods and their most used methodologies. This will help teachers have an overview of each methodology and have a clear picture of their differences and similarities so they could choose the best suitable methodology to use in the classroom.

6.3.1 The design of the study

The research project of this study was carried out in the municipal secondary school "Niko Nestor"-Struga, during the second term of the 2017/2018 school year. The student who took part in this research were in their first or third year of secondary school, both male and female. The research used three different knowledge assessment methods: a placement test, student questionnaire and a teacher questionnaire and students were grouped into three groups: control group, experimental group and a free group. In each group, a different language teaching methodology was used. The main topic of the research is to determine which teaching method is the most efficient for young English learners. Its main goal is to discover which group made the most progress concerning the four language skills (reading, writing, speaking and listening), as well as grammar and vocabulary. The research will help me better understand to which degree communication competence is important in foreign language acquisition and discover which method has more success in improving learners' language skills. . As a special tool used in the research was the teacher questionnaire, which helped me get an insight into which methods and techniques are mostly used in primary and secondary schools in the Struga municipality. This questionnaire was filled out by twenty-five teachers teaching in schools in the municipality

6.3.2 Research participants

The students who took part in the research were high school ethnic Albanian students, aged 15-17 years old. A total of 114 students were used. Before the research, students were informed about the type and purpose of the research, they were asked

whether they wanted to participate and their permission was required. Permission was also required from the school principal.

6.4 Collecting data

The materials used in this research are a textbook used in the English curriculum for secondary school, called "Headway" and three questionnaires. Both, qualitative and quantitative methods were used. Through the qualitative research, data was collected and research details were explained in a written form and figures. Various tools were used, including photos and other visual materials, observations in a form of recording of the most important events were also collected. This part of the research helped acquire some important information about the students and their proficiency level that later helped for the quantitative research where a measure instrument was selected in order to obtain numerical data.

The first instrument used is the teacher questionnaire whichincludes 17 questions. It was filled out by English teachers teaching in schools across Struga municipality. The aim of this questionnaire is to discover which methods English teachers prefer using across schools.

The second instrument is the placement test. The test was given to student as a pre-test before starting the research and again at the end of the research (post-test). The pre-test was used to determine students' knowledge in the four language skills (writing, reading, listening and speaking),grammar and vocabulary before conducting the research and consisted ten language exercises with a total of 70 points. The results helped divide student equally among the three research group, based on their proficiency. The post-test used after the research was the same placement test. Its aim was to see any progress made in students during the research and is results helped

identify the strengths and weaknesses sides of each group when exposed to a different teaching methodology.

The third instrument used in the research is the student questionnaire which was given after the research for student to answer in English. The aim of the questionnaire was to find out students opinions and attitudes towards the different methodologies used in their English language learning. It includes twenty-one questions covering opinions about the teaching techniques used, grammar and vocabulary comprehension, which activities were most interesting, motivating etc.

Before answering the questionnaire, the teacher translated each question into their mother tongue and explained it carefully for them to understand. All students answered the questionnaire.

6.4.1 Procedures

The research was carried out in 12 weeks' time, during the second term of 2017/2018 school year. The research started with the placement test distributed to all students who participated by their English teachers. It was filled out during their first English class in the second term and lasted for 45 minutes. After the research another test was carried out, also during their English class and a questionnaire was given to students to answer.

At the end, twenty-five English teachers answered a questionnaire. The questionnaire was competed online by each teacher and published in a Facebook group called "English teachers" so other teachers could have an insight into the results and share their opinions.

6.5 Teachers' preferences

Choosing which methodology to practice in the classroom could raise some uncertainties for teachers. They want to choose a method that would help them present the material in the best way. There is no right or wrong teaching way; there is always a good and a better way.

There are several methodologies one could use when teaching a foreign language and choosing one is a very important part of classroom instructions. Sometimes, a mixture of several methods is needed in order to avoid monotony. That is why it is important to choose a method that would best meet the group's requirements, its dynamics and the demands of the materials lectured. In that way students would be more interested and occupied in class.

The aim of the teacher questionnaire is to gather some information about how language is taught in class in schools in the municipality, and more specifically, what methods are used in schools. The answers illustrate teachers' attitudes towards different teaching methods and their preferences and it showed that the general part had similar answers to the questions.

In general, English teachers working in the municipality of Struga use different methods of teaching like: the Grammar Translation Method, the Audio lingual, the Communicative approach, Total physical response and the Direct method. The teachers participating in this questionnaire have been teaching English from 5 to more than 20 years.

The following are the teacher questionnaire questions:

1.How long have you been teaching English?

The data collected from this question shows that six teacher have been teaching English for two years, five for four years, six teacher have been teaching for six years and the rest have been teaching English for more than 20 years. Only four out of 25 teachers have a master degree.

2. Do you use any of the following teaching methods in your language classroom? If yes, please circle your answer.

Communication   **Grammar**   **Mixed**

Language Teaching   **Translation Method**

Ten teachers answered that they use the Communicative approach in their classroom, seven said that they use the Grammar Translation Method, six answered that they use a mixed approach while teaching. Two teachers answered that they do not use any of these methods.

3. Which of these four language aspects do you find more difficult to teach?

Reading   **Writing**   **Speaking**   **Listening**

Ten teachers answered this question with circling writing as the skill they find most difficult to teach, four teachers find reading as the most challenging skill to teach, six of them answered listening as the skill being the most challenging and five teachers consider speaking to be the least easy skill to be transferred to students.

4. Which are the most effective teaching methods for you?

All teachers gave different answers but the majority of them answered that they use more than two teaching methods. The following were used by 95% of the teacher surveyed: Suggestopedia, Grammar Translation, Direct Method and the Communicative Approach. The use of several teaching methodologies shows that teachers try to adapt to students needs and diversity and to the lesson goal.

5. What tools do you use in assessing students strength or weakness in the classroom?

Results show that almost all teachers use the same or very similar tools to keep track of their students' progress. The ones mostly used are observations, tests, quizzes, games and interviews.

6. Do you think it is necessary to use students 'mother tongue in the classroom and why?

Thirteen teachers answered that the use of the native language should be avoided in the classroom because in that way students will have to communicate in the foreign language and better learn it through practice, while twelve teachers answered that the use of native language is necessary in the classroom because it will help students better understand meaning of new vocabulary and the main points of the lesson. They also consider that the use of native language would help them learn better how the foreign language works in relation to their own.

7. What do you think are the negative effects of using the students' mother tongue in the classroom?

The results here show that teachers believe that using the students' mother tongue in the classroom would allow students to communicate in their language instead in the language they are studying and with that reduce students' progress. Another negative effect that was pointed out was the fact that if allowed to use their mother tongue in class, students will be more dependent on it and will fail to formulate sentences and ideas in the target language in discussions and conversations. They will also fail to understand the meaning of new words from the context but instead will try to find translation, which does not always grasp the compete meaning of a word in a language.

8. Are you open to improvise or come up with new methods when current one fails to deliver results?

Fifteen out of twenty-five teachers answered that they feel they are open to come up with new teaching methods since not all student react in the same way to the same teaching methods and teachers should always be ready to adjust to the group. They all answered that they often switch between methods in order to make language learning more fun, stimulating and interesting.

9. What teaching activities and techniques, according to you, work best in relation to the four language skills (writing, reading, listening and speaking)?

Nine out of twenty-five teachers said they find listening activities to be the most efficient in language acquisition because they make students focus more on pronunciation, meaning and

form while games and songs are more helpful for beginners. Seven teachers chose the speaking activities as most helpful because they develop communication competencies, which in turn in time help students start expressing themselves more freely and focus more on the message they want to send instead on the grammar structure. The techniques most used here are the two-way communication, role-plays and dialogues. These activities, according to the teachers who chose them, also help in developing the other three language skills. Five of the surveyed teachers said that writing activities aid students in better master new vocabulary and sentence form. The techniques mostly used are translation, text rewriting and writing on a given topic. Four of the teachers responded with reading activities being the most useful activities because reading helps in pronunciation, expanding vocabulary, learning grammar patterns and acquiring new knowledge about the culture of the foreign language.

10. Do you believe that grammar and oral communication can be joint togetherin an integrative way of teaching?

Fifteen out of twenty-five teachers responded that the both competencies could be applied to an integrative teaching method. When presented new grammar structures, students could practice them orally and with time, they will start to come naturally to them while speaking. The rest of the teachers (ten) responded negatively to this question because they consider that students first need to master all grammar rules in order to be able to expresses themselves freely in the foreign language.

11. In which of the two following methods do you think students can acquire more words? Grammar Translation Method Communicative Language Teaching

Fourteen teachers chose the Communicative Language Teaching approach because they believe that visual aids like pictures, real objects and flash cards help students memorize words better while the Grammar Translation Method help them on short run because after some time

students forget what they have learnt by heart. The other eleven teachers said that with the GTM students learn a great number of new words because they could use their mother tongue and associate the meaning of the vocabulary with the corresponding translation.

12. Is speaking 'fluently' more important than speaking 'accurately'?

In real life, fluency and accuracy complement each other and both lead to a successful communication. Fifteen teachers said that students should not focus on accuracy but instead on fluency, language cannot be learnt in isolation but within a social and cultural context. Ten teachers said that most of the teaching methodologies puts accuracy before fluency and a correct form of a language structure is the most important part of language teaching. However, they admit that accuracy is not enough for communication.

13. Do you agree that in order to learn a language, students have to practice it?

Almost all teachers strongly agreed that students have to practice the language by communicating in it. In that way they will master it faster, better and will feel more confident when using it. Only several teachers put "when necessary" as an answer.

14. According to you, language is:

1.   A system of grammatical rules and a list of vocabulary

2.   A social mean of communication

I posed this question because I wanted to know how teachers define the term 'language'. Twenty out of twenty-five teachers see language as a social means of communication because the primary function of a language is for social interaction, for people to exchange some message among each other's. Five teachers chose the first definition. They said that a language is a set of

rules and definitions and one has to learn them correctly in order to convey some kind of message.

15. Teaching a language means:

1. **Teaching grammatical rules and lists of vocabulary**
2. **Teaching how to communicate using these rules**

The majority of teachers surveyed said that they define teaching a language as teaching a social practice. Only several interpreted it as transferring knowledge of grammar rules and vocabulary in order to enable students to use the language accurately, appropriately and meaningfully.

16. Do you use a combined approach in the classroom? If yes, give a reason why.

Here, I got very diverse answers, mainly because the teachers who took part in this questionnaire are diverse when it comes to teaching. Ten out of twenty-five stated that they unintentionally use main points of different methods, as a result of the problems they face while teaching. In order to keep students interested and achieve the goal of the lesson they tend to switch between methods. Ten teachers said they do not tend to mix methodologies because they believe this would influence students' learning and only five of them stated that they tend to combine several methods in their teaching since they believe it improves the process and make it more interesting.

17. What are/ were the most significant problems you faced while teaching grammar?

Eleven teachers said their biggest problem was lack of students' participation in class. Most of the students enter secondary school with low English grammar knowledge and that makes it more difficult for teachers to plan grammar activities according to their knowledge. Eight teachers answered that teaching grammar is the biggest problem they have, mostly because the examples given in the textbooks are not authentic. Six teachers face lack of motivation among students.

6.6 Data interpretation

This chapter gives a compete explanation of the results obtained from the Placement test and the Student questionnaire. The first part will focus on the students' language competences before and after the research and the second part will focus on the students attitude towards the two different methods included in this study.

Placement test

The placement test was carried out before (pre-test) and after (post-test) the research. It was the same test, with the same questions and the same time portion. It was carried out twice in order to see whether there was any difference in the average grade of the groups after exposed to a different teaching method. It consisted of ten exercises, including vocabulary, grammar, reading, speaking, listening and writing exercises. The table below shows the grade average of each group before and after the research and the standard deviations of these tests.

Figure 6: The Grade Score Average and Standard deviation of the three groups before and after the research

Descriptive statistics- Grade score average and standard deviation				
	Pre-test	Standard deviation	Post-test	Standard deviation
Control Group	3.23	1.01	3.81	0.81
Experimental Group	3.42	1.09	3.94	0.89
Free Group	3.60	1.04	4.2	0.93

The above data shows a significant increase in the average score of each of the three groups after the experiment and the results shows that the Free Group had the biggest increase. The grade average after the experiment of the Control Group is 3.81, of the Experimental Group is 3.94 and of the Free Group is 4.2. This means that students from this group achieved the most success in foreign language learning than the students of the Control Group and the Experiment Group. The standard deviation of the Control and Experimental Group has a slight decrease meaning that consistency barely changes, while in the Free Group we have slightly larger gap proving that the combination of these two methods gives better results not only in grades but also in their consistency.

Figure 7: Data analyzes of the Writing competence of the three groups before and after the research

Descriptive statistics - Writing skills score average and standard deviation				
	Pre- test Score avg.	Std. deviation	Post-test Score avg.	Std. deviation
Control Group	6.3	3.1	8	2.5
Experimental Group	6.5	3.0	6.9	2.8
Free Group	6.6	3.0	7.2	2.7

The data in the figure 7 above shows the average score of the writing skills of each group before and after the research. It is evident that all three groups have made some progress in this skill but the Control group stands out with a difference of 1.7 in the average score students in this group have made a bigger progress in their writing skills compared to the students in the Experimental class. The difference in the average score of the Experimental group (0.4) is not enough to declare the Experimental group as successful. This proves that the Grammar Translation Method is more efficient in developing writing skills than the Communicative Language Teaching approach. When compared to the Experimental group, the Free group has made a progress but still, not quite as the Control group. This demonstrates that students' attention in writing skills increases when taught by the Grammar Translation Method.

Figure 8: Data analyses of the Speaking competence of the three groups before and after the research

Descriptive statistics - Speaking skills score average and standard deviation				
	Pre-test Score avg.	Std. deviation	Post-test	Std. deviation Score avg.
Control Group	6.6	3.0	6.8	2.9
Experimental Group	6.4	3.1	9	2.2
Free Group	6.5	3.0	7.9	2.5

Figure 8 shows the average score of the students' speaking skill, before and after the research. From the obtained data, it is evident that there was not much progress among students of the Control group, which proves that the Grammar Translation Method is not very successful in improving speaking skills in students, mainly because it encourages the use of mother tongue in class. On the other hand, students from the Experimental group have made an impressive progress in improving their speaking skills with an increase in the average score of 2.6 and a deviation decrease of 0.9, which proves that using the Communicative language teaching method in class will help students improve their oral communication. This could be due to the persistent use of the target language in the classroom. The Free group also achieved some progress with an increase of their average score for 1.4. This shows that a combination of Communication Language Teaching and Grammar Translation Method also proves effective in improving writing skills.

Figure 9: Data analysis of the reading skills competence of the three groups before and after the research

Descriptive statistics - Reading skills score average and standard deviation				
	Pre- test	Std. deviation	Post-test	Std. deviation
Control Group	6.6	3.0	8.2	2.4
Experimental Group	6.5	3.0	6.8	3.0
Free Group	6.2	3.2	7.5	2.6

The data shown in the above data table indicates that the Control group has made a significant progress in development of their reading skills. This means that students favoured reading exercises encouraged by the Grammar Translation Method. On the contrary, the results from the Experimental group show just a slight increase in its average score, meaning students did not made any significant improvement in their reading skills and proving that the Communicative Language Teaching is not the best method to use for developing reading skills among learners. In the Free group, there is no big difference in the deviation but there is a big raise in the score average meaning that a combination of the both, Grammar Translation Method and Communicative Language Teaching methods is quite effective when talking about reading skills improvement.

Figure 10: Data analyzes of the listening competence of the three groups before and after the research

Descriptive statistics – Listening skills score average and standard deviation				
	Pre-test Score avg.	Std. deviation	Post-test Score avg.	Std. deviation
Control Group	6.5	3.0	6.8	2.7
Experimental Group	6.4	3.1	7.9	2.5
Free Group	6.3	3.1	7.7	2.5

When comparing the score average of the listening skills in the Control Group, from before and after the research, it is evident that there is no significant change, only 0.3. This indicates that students taught with the Grammar Translation Method were not attracted enough by the listening activities proposed at class and in turn did not improved their listening skills as well as the others. On the other hand, students from the Experimental group showed much greater progress in developing their listening skills, which is shown from the increase in their average score. This means that the Communicative Language Teaching approach is much more efficient in developing students' listening skills by placing more focus on listening activities. The Free group also did a significant progress here, by moving from an average of 6.3 to 7.7in the post test. This proves efficiency that these two combine method have in improving students listening skills a certain extent.

Figure 11: Data analyzes of the Grammar competence of the three groups before and after the research

Descriptive statistics - Grammar score average and standard deviation				
	Pre-test Score avg.	Std. deviation	Post-test	Std. deviation Score avg.
Control Group	6.3	3.1	8.5	2.3
Experimental Group	6.1	3.2	6.7	3.0
Free Group	6.3	3.1	7.5	2.6

Students' grammatical competence in the Control Group, as shown above, has undergone a tremendous change. Its average score has risen from 6.3 to 8.5 and the deviation has fallen from 3.1 to 2.3, which proves a huge success. The Experimental group however, has not made any notable progress, increasing its average score for 0.6. This shows that when grammar is in question, the Grammar Translation Method is much more effective than the Communicative Language Teaching approach. This is due to the fact that the main focus of the Grammar Translation Method is grammar itself and its structures. Moreover, the students in the Free group, also made progress by using both methods with an average score of 7.5.

Figure 12: Data analyzes of Vocabulary competence of the three groups before and after the research

Descriptive statistics - Vocabulary score average and standard deviation				
	Pre- test Score avg.	Std. deviation	Post-test	Post-test Score avg.
Control Group	6.3	3.1	6.9	2.8
Experimental Group	6.4	3.1	8.6	2.3
Free Group	6.2	3.0	7.8	2.5

From the data shown above it is evident that Experimental Group made the most progress here, increasing its average score for 2.2 and decreasing the deviation for 0.8. The least progress made is in the Control Group, with an increase of the average score of just 0.6. This shows that learning new vocabulary is more effective when used the Communicative Language Teaching approach instead of the Grammar Translation Method due to the game activities used in class which affected students teaching/learning process and made the atmosphere more interesting and fun to acquire vocabulary. In addition, the students in the Free Group has also made a big progress by an average of 6.2 at the beginning and an average of 7.8 at the end of the experiment, with a score difference of 1.6.

Student questionnaire

This questionnaire was given to students at the end of the research. It consists of twenty close-ended and open-ended questions. For the close-ended questions, students were asked to circle one of the given answers which best represented their opinion. The following are the questionnaire's questions and the results overview.

1.Did you comprehend the lessons you were taught?

Figure 13

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group	15	15	7	1
Experimental Group	13	14	8	3
Free Group	20	10	5	3
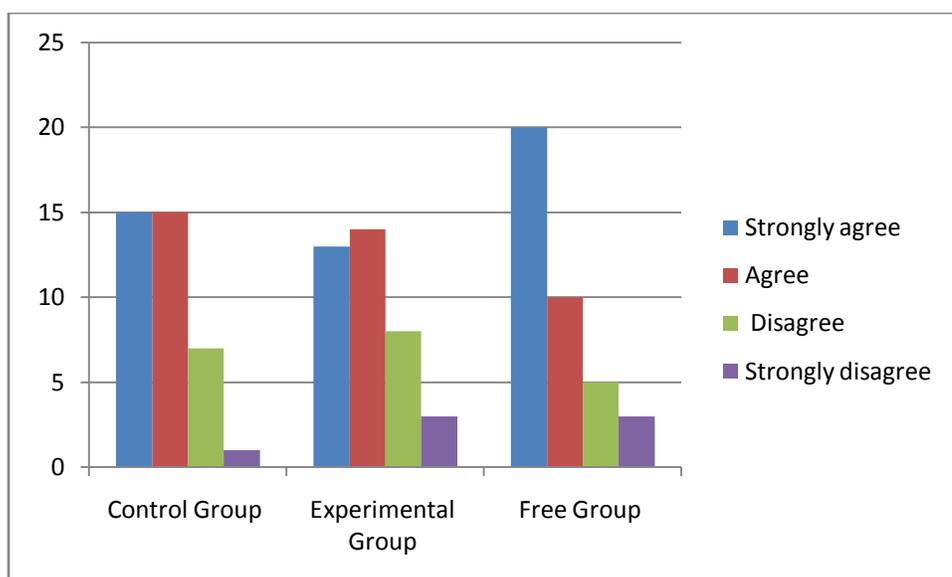
From the above results, we can see that most of the students of the Control group agreed that they understood the lessons they were taught which means they found the Grammar teaching method quite easy and useful. On the other hand, in the Experimental group, students with

89

greater knowledge of the language answered that they easily understood the lessons, whereas weaker students identified the lessons as incomprehensible. The Free group clearly did not have any difficulties in comprehending the lessons.

2. Was grammar practiced enough in the class?

Figure 14

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group	20	15	3	0
Experimental Group	13	17	6	2
Free Group	17	12	7	2
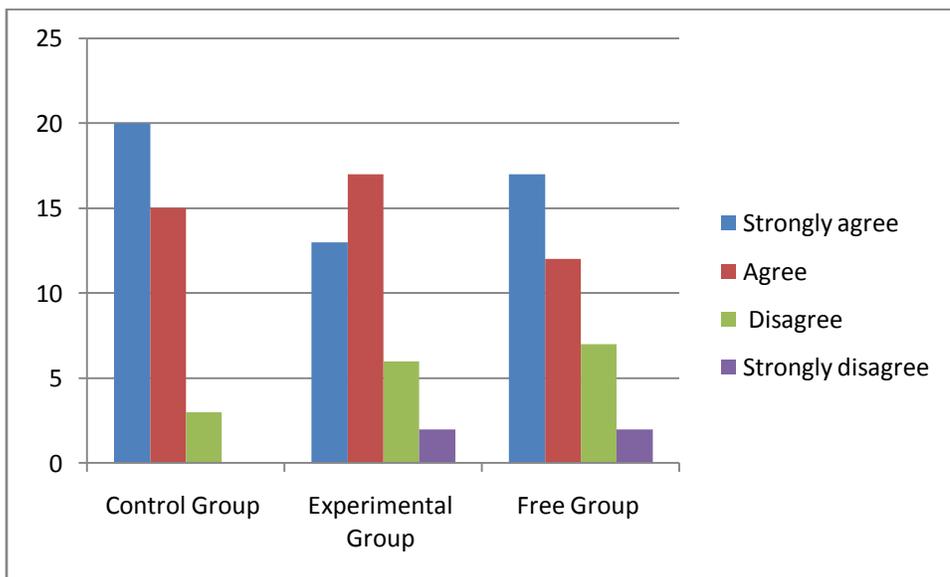
The information demonstrates that the students from the Control and the Experimental group are somewhat similar in their answers with the difference being that the experimental group has more students who answered that they disagree with the above question. In this group, students did not feel the pressure of grammar rules. The students from the Free group had the

most negative answers, because like their peers from the Experimental group, they too did not feel the pressure of the grammar rules

3. Do you believe that you can use the learned grammatical patterns in real life situations?

Figure 15

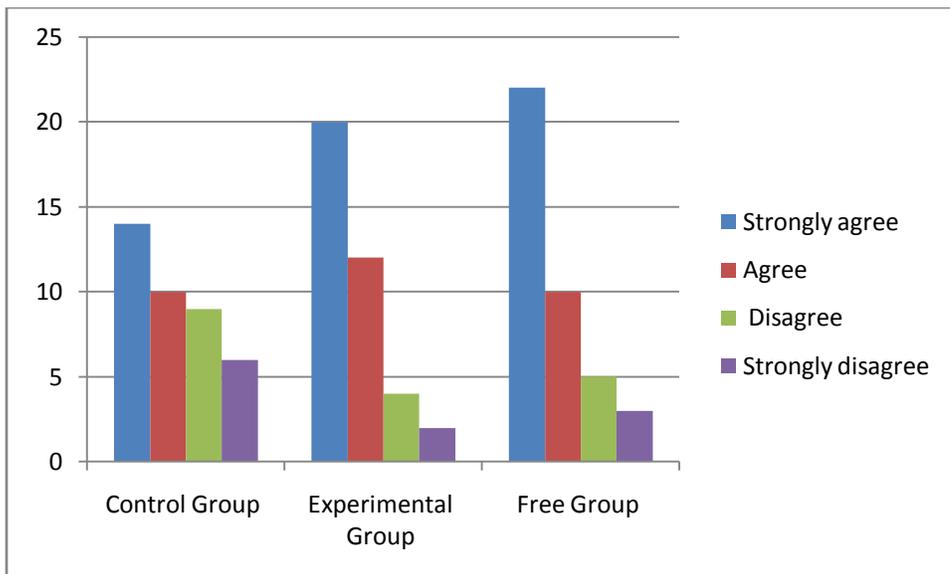|	Strongly agree	Agree	Disagree	Strongly disagree
Control Group	12	17	7	6
Experimental Group	11	18	6	3
Free Group	11	14	9	5
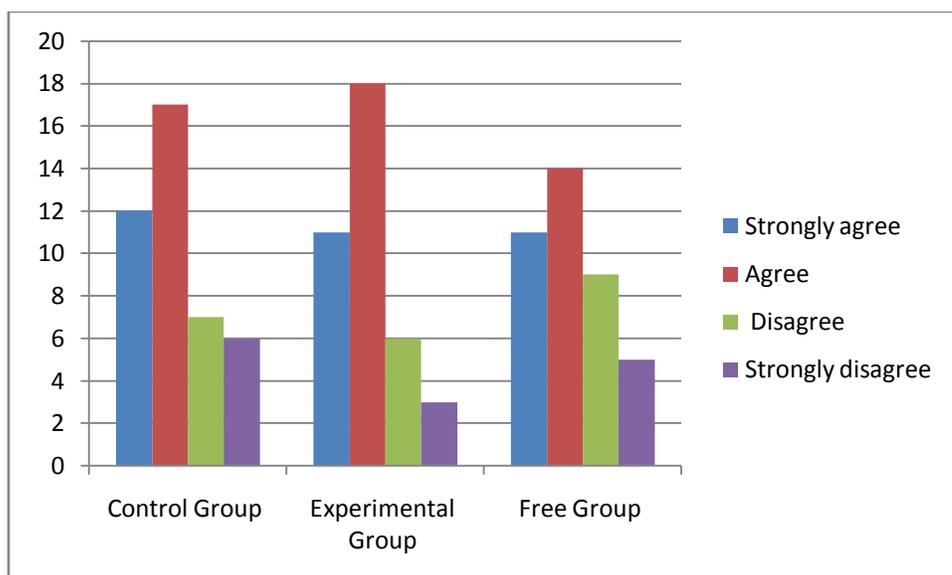
The above answers show that most of the students believe they can use the acquired grammar rules in everyday life. The students from the Experimental group answered that they strongly believe they can use the learnt grammar rules in real life situations for the reasons that the teacher inspired real life situations in the classroom, therefore students felt more secure to use them outside the classroom environment. On the other hand, the student from the Control group

used the learnt rules and patterns regularly and repetitively without being able to use them in real situations and they lack self-confidence in using them without using the pattern. Expectedly, 7 of the Control disagree with the above question, mainly because of the above mentioned reasons. However, 9 of the Free group and 6 of the Experimental also disagreed. This could be a result of an individual personality of the students, meaning some of them might have lower confidence regarding using a foreign language outside the classroom.

4. Did you find motivating the way of teaching?

Figure 16

|	Strongly agree	Agree	Disagree	Strongly disagree
Control Group	14	10	9	6
Experimental Group	20	12	4	2
Free Group	22	10	5	3

This question showed rather interesting answers. The majority of students in the Experimental group said they enjoyed the way of teaching and only two students strongly

disagreed with this. The biggest number of students who did not find the teaching way motivating were from the Control group. This, according to me, shows that students found the activates and tools used and the relaxed atmosphere in the CLT approach more acceptable, interesting and fun than those of the GTM where students had load of translating and reading activates and grammar rules to remember.

5.Did you enjoy the lessons taught by the new teaching method?

Figure 16

|	Strongly agree	Agree	Disagree	Strongly disagree
Control Group	13	16	6	3
Experimental Group	16	8	5	9
Free Group	18	8	3	9
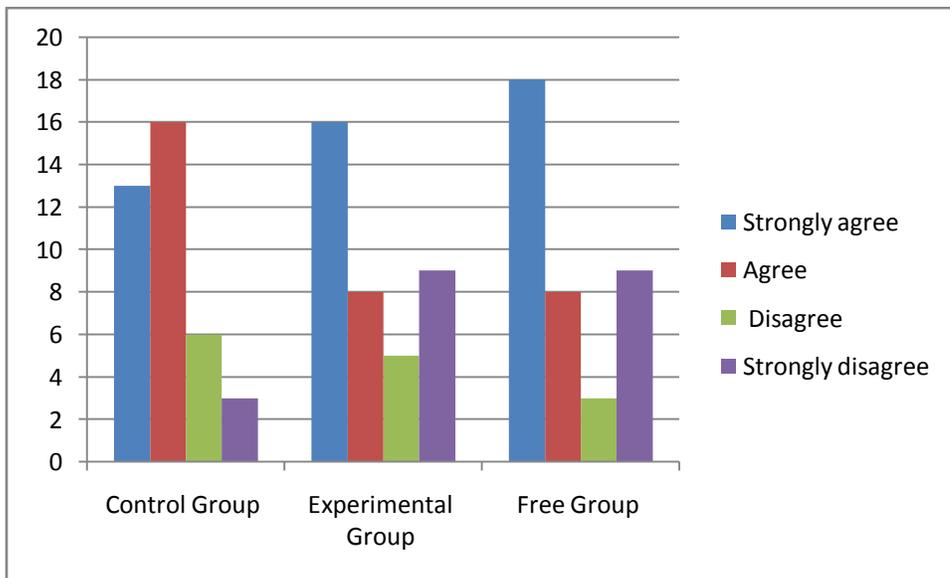
The numerical data obtained from this question shows a variety of answers. The majority of the Free and the Experimental group stated that they enjoyed the new method used while most of the students in the Control group said they agreed to a certain degree with this. These results

clearly show that there is a variety of students: some love new teaching methods and enjoyed them, these are students who are open for cooperation and new strategies implemented in the classroom and there are those who do not like new ideas.

6. What do you find more interesting: reading a text, learning vocabulary or both?

Figure 17

|	Reading texts	Learning new vocabulary	Both
Control Group	22	10	16
Experimental Group	6	24	10
Free Group	5	7	26
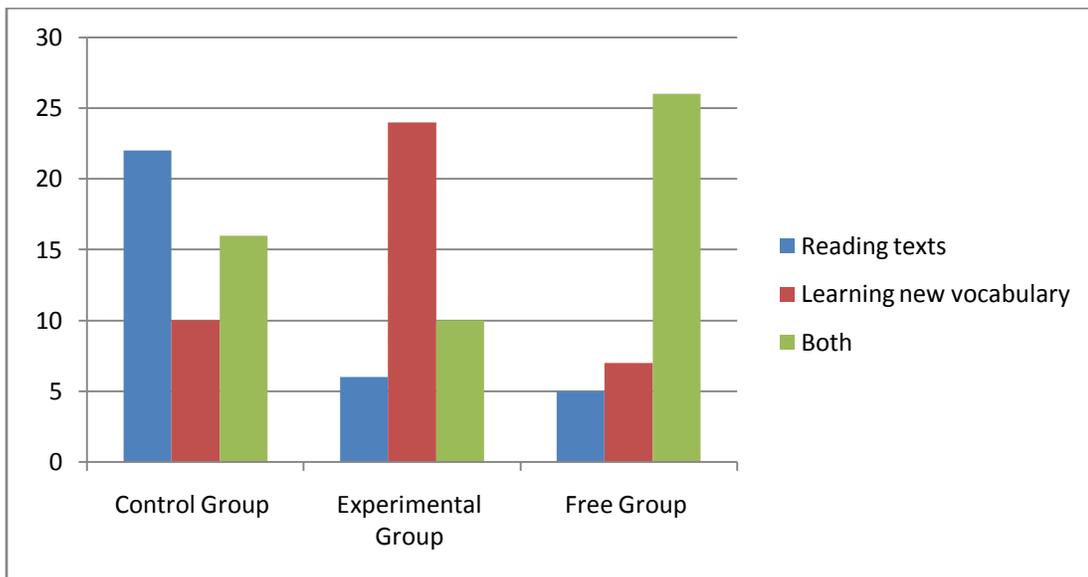
The class taught using the GTM found it more interesting to read a text than to learn new words, while the Experimental group found it more interesting to learn new vocabulary by understanding the meaning and making associations with similar words in the target language and not using the native language as a reflection. The students from the Free group, on the other hand answered that they enjoyed both activities during class.

7. What did you enjoy most: writing exercises, listening activities or both?

|	Writing exercises	Listening activities	Both
Control Group	26	7	5
Experimental Group	12	18	8
Free Group	9	11	18
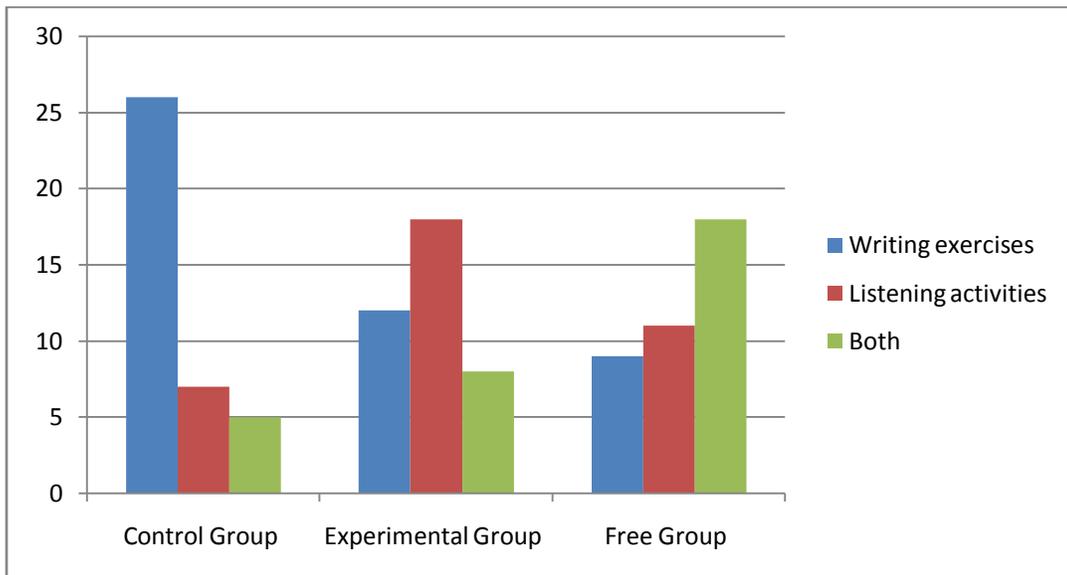
From the table above it could be seen that student from the Control group enjoyed writing more due to the fact that writing is most often related to grammar and vocabulary. During the research, this group was significantly exposed to translation exercises, which helped them improve their writing skills, while the Experimental group enjoyed listening activities more than writing. Students from his group were exposed to activities such dialogs, discussions, listening to authentic, real-life stories etc. which helped them improve their listening skills. Yet, there was a small number of students in this group who yet preferred writing activities. The majority of the Free group answered that they like doing both activities.

8. Did you enjoy learning grammar?

Figure 19

|	Yes	No
Control Group	26	12
Experimental group	15	13
Free group	32	6
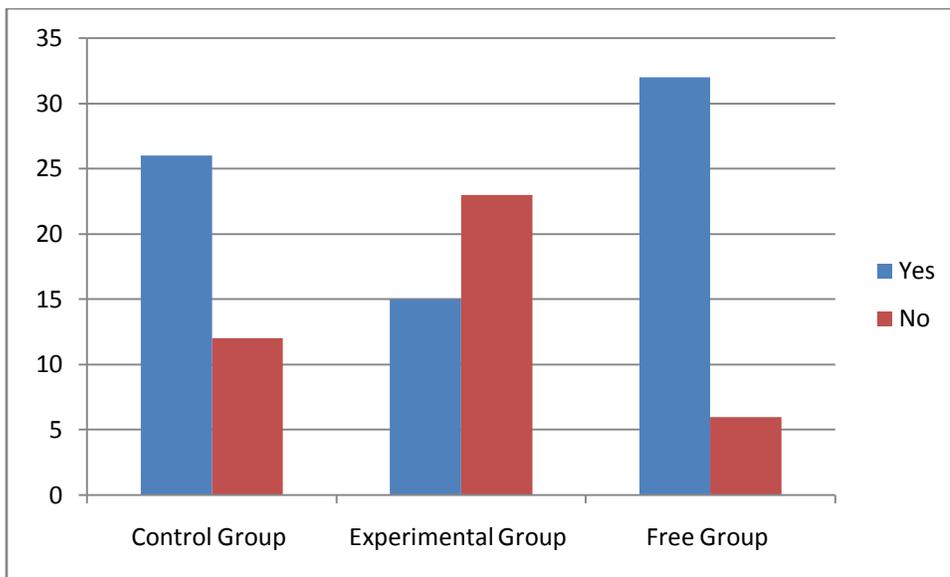
Here, a great number of students from the Control group said they enjoyed learning grammar. This may be because the teacher used the deductive approach, meaning they were presented with the grammar rule and then were asked to complete exercises in order to practice it. The number of students who enjoyed grammar in the Experimental group is almost the same with those who do not like it. In this class, students had to discover the grammar rules on their own, by trying to figure out the rules from different examples, which in turn may have led to tedious and boring classes. In the Free group, almost all students gave a positive answer to this question probably because they were taught using both methods.

9. Do you find it useful to use only the foreign language in the classroom?

Figure 20

|	Not at all	Little	Usually	A lot
Control Group	22	9	4	3
Experimental Group	3	5	7	23
Free Group	4	6	21	5
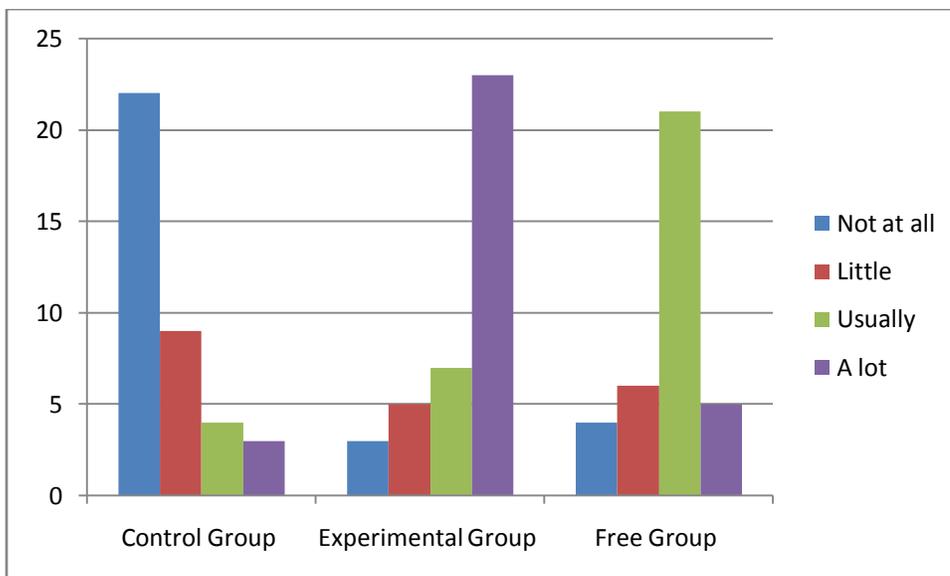
Students in the Control group did not think that using the foreign language in the classroom is useful. They believed if the teacher used the target language in class, most of the time, they would not understand the instructions they were given and this will reduce their participation and interest in the activities. Students from this group supported the idea that native language should be used in the classroom because it helps comprehension of difficult grammar concepts and makes it much more easier for students to understand what is going on in the classroom. Only few students responded that they find using the target language in classroom useful. A great number of students in the Experimental group find using the target language at

class quite useful for the fact that it gives them opportunities to communicate in it continually and it makes them more independent and more confident outside the classroom. Here, only a small number of students find the use of target language not quite so useful because sometimes it is necessary to use the native language, especially when they are given instructions or learn grammar concepts. Only three students responded that they do not find using the target language at class useful because they believe that not all words could be explained properly using flash cards or description of the meaning. Twenty-one students out of thirty-eight in the Free group, or the majority, answered that they usually find this useful and only four did not find using the target language at class useful. An overall conclusion to this question would be that students who were taught using the GTM method were not used to using only English in the classroom so they found the idea of it discouraging, while for the Experimental group using the foreign language was a normal way of learning. The students from the Free group answered that using only English is usually useful because there are cases when students find it more useful to use their mother tongue.

10. Which of the following activities you least liked: learning grammar or learning new vocabulary?

Figure 21

|	Learning grammar	Learning new vocabulary	None
Control Group	8	25	5
Experimental Group	23	5	10
Free Group	5	8	25
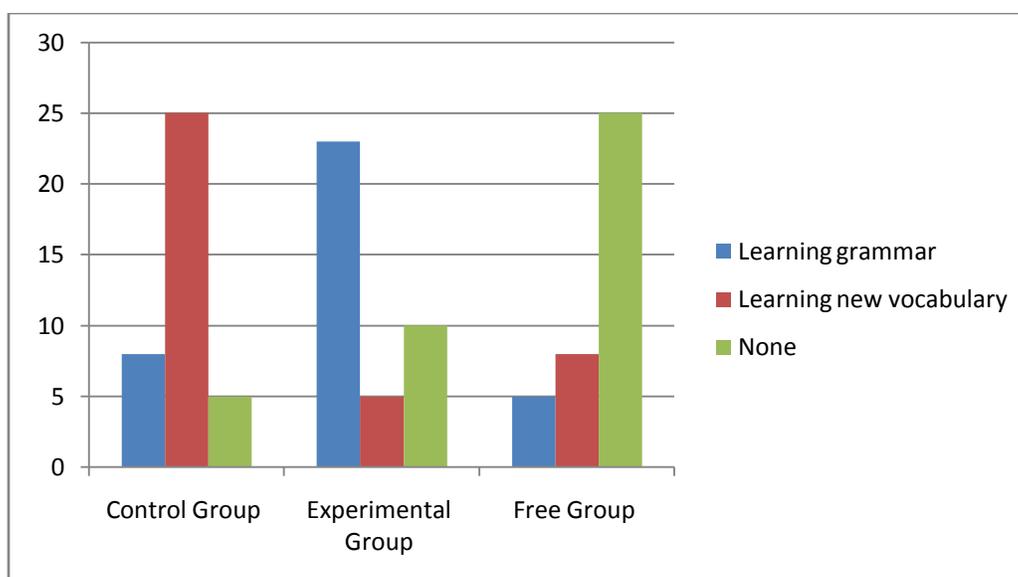
The results of this question show that students in the Control group liked learning grammar compared to vocabulary while in the Experimental group, it was the opposite – students disliked learning grammar. In the Free group however, it seems that student found both activities enjoyable. The results might be due to the fact that in the Control group students were used to more grammar exercises, it is something familiar to them while they might find learning new words by memorization and translating them in the mother tongue as something monotonous. In the Experimental group it was the opposite, they find learning new vocabulary enjoyable for the fact that this activity creates a motivational atmosphere in the classroom. The fact that the

students from the Free group found both activities enjoyable is because they were exposed to both of them during the research and they learnt how to do them successfully.

11. What did you find to be more uninteresting in the classroom: reading texts or listening activities?

Figure 21

|	Reading texts	Listening activities	None
Control Group	5	28	5
Experimental Group	25	6	7
Free Group	6	8	24
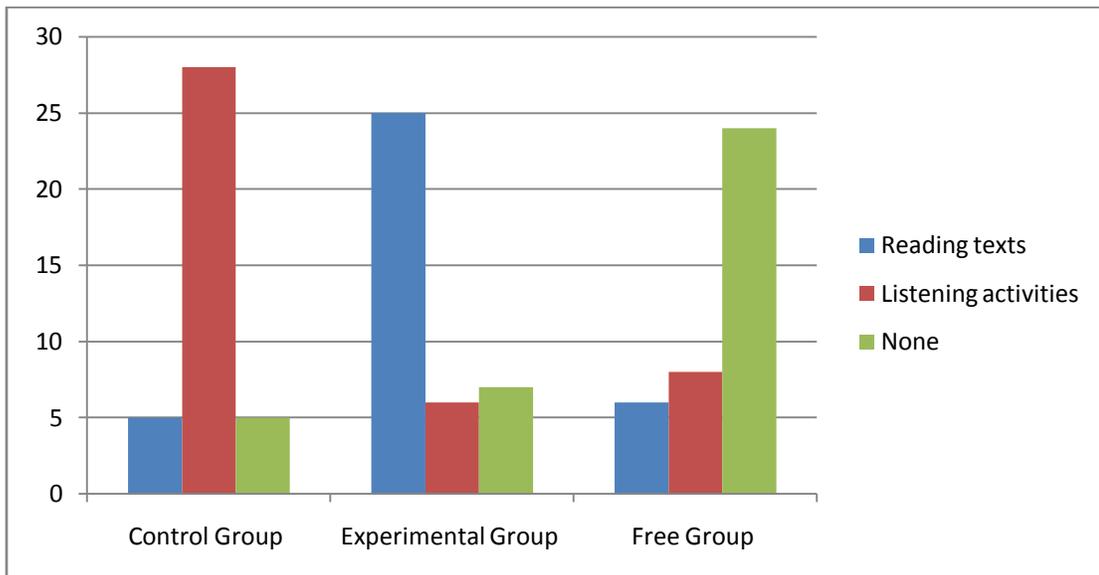
The data here shows that students taught with the Grammar Translation Method find listening activities more boring than reading activities with twenty-eight of them choosing listening activities. Five of them think the opposite and only five of the students do not find any of the given activities uninteresting. The main reason students might find listening activities unexciting could be due to the fact that they may not feel secure enough with their listening skills

in English even though they were exposed to considerable amount of such activities during classes and they might found it difficult to comprehend them and answer in the target language. Reading, on the other hand, helps them with pronunciation of words before using them in communication. The students taught using the Communicative Language Teaching think the opposite. This may be a result of the text-books used, students did not find them interesting or they think the reading materials were too long and difficult to understand. The student taught with both methods did not have any particular dislike towards any of the given activities, so again they met my expectations.

12. Do you find it uninteresting speaking in the foreign language?

Figure 22

|	Yes	No
Control Group	24	14
Experimental group	12	26
Free Group	17	21
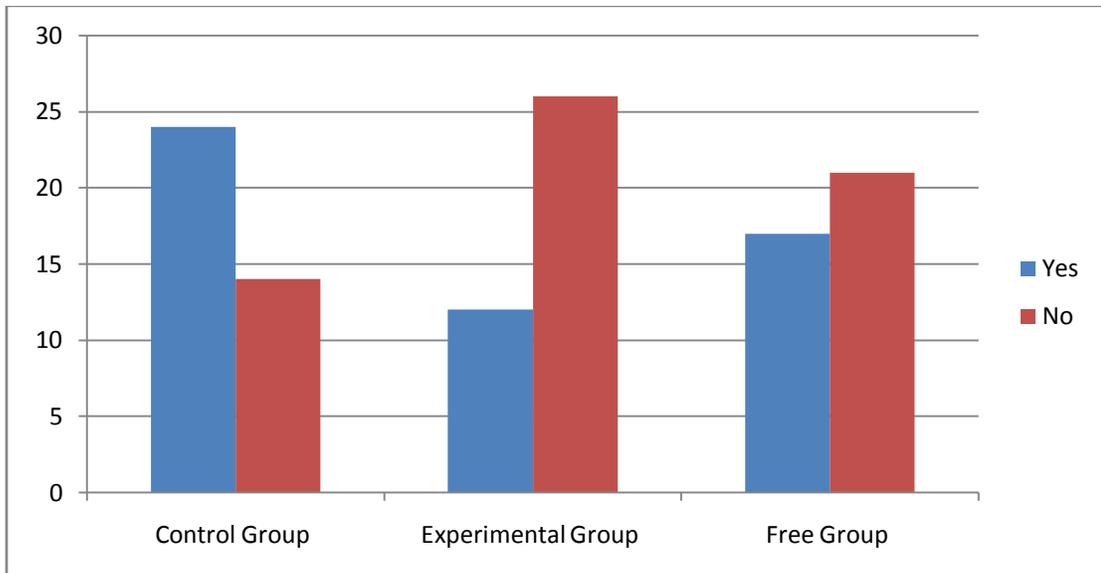
Students from the first group find it boring to speak in the foreign language and this was expected since they were taught using the Grammar Translation Methodwhere a small or no attention is given to communication so they lack communication skills and have a limited vocabulary knowledge. As a result, they encountered difficulties in creating proper sentences and were afraid they might make pronunciation mistakes and embarrass themselves in front of the class and the teacher. These students prefer expressing their ideas in writing rather than embarrassing themselves in front of their peers. The data above shows that the majority of students from the second group find speaking in the foreign language interesting and enjoyable. They are confident to express their ideas in front of the whole class, without hesitation even though they have not mastered the target language. The constant contribution of the teacher and the use of the target language at class helped them master enough knowledge of the language to use it in communication all the time. The student from the Free group are somewhat divided. Twenty-one students found speaking activities interesting, while seventeen thought the opposite. This might be due to the fact that learners were exposed to the same amount of the target and the native language or it might be a result of their level of proficiency.

13. Do you find it annoying doing exercises on writing?

Figure 23

|	Yes	No
Control Group	10	28
Experimental group	25	13
Free Group	12	26
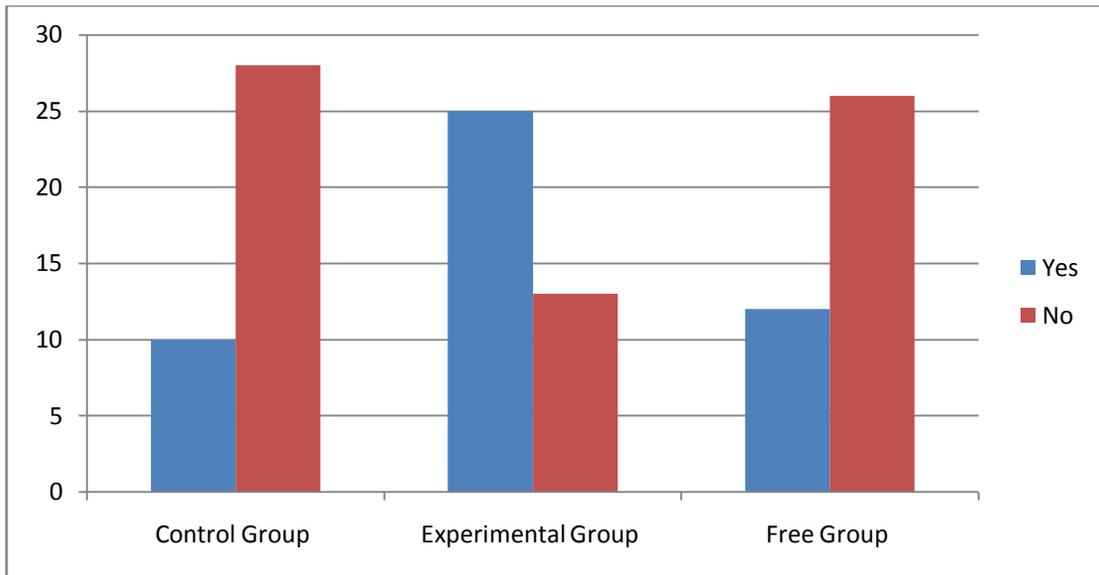
The data shows that twenty-eight and twenty-six students from the first and the third group clearly do not find writing activities annoying while twenty-five student (more than half) from the second group do. The explanation to these results might be that students from the Control group were more exposed to writing activities so they got familiar with the technique, while students from the Experimental group were more focused on oral expression instead of written.

14. Do you think you are able to listen and fill in the blanks in a given exercise in a reasonable speed?

Figure 24

|	Yes	No
Control Group	4	34
Experimental Group	29	8
Free Group	23	15
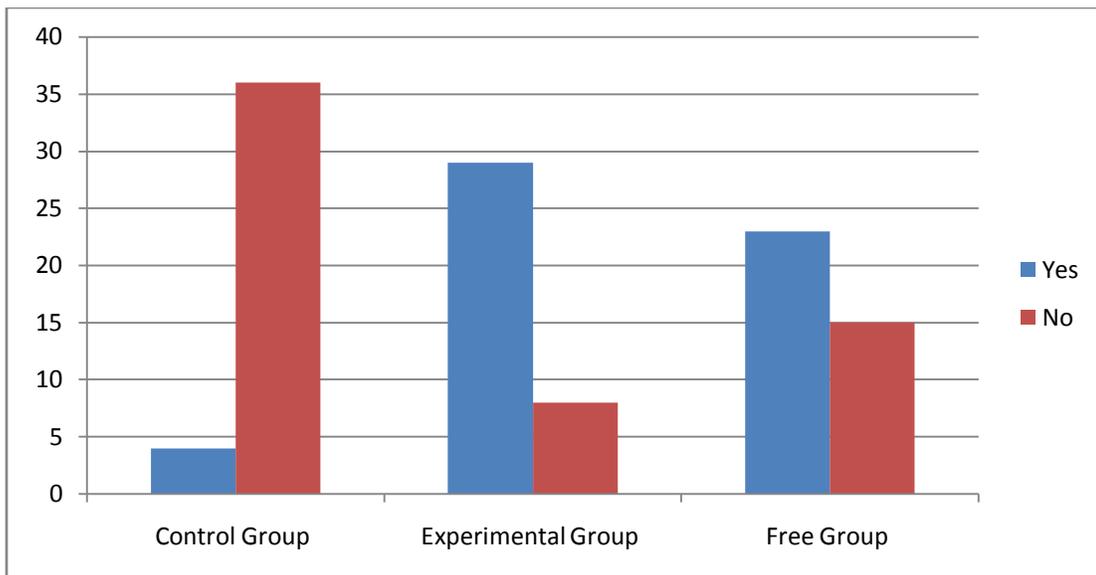
Here, result differ a lot. Almost no students from the Control groupbelieve they are able to listen and fill in the blanks simultaneously in a reasonable speed. This might be due to the fact that the Grammar Translation Method uses far less listening activities than the Communicative Language Approach. With the native language being the primary language used in the classroom, students from the Control group did not have the chance to listen the target language enough so they could be able to do a fill in the blanks activity in a reasonable time. Students from the Experimental group think they are able to do the activity in a reasonable speed, based on the frequent use of listening and speaking activities in the target language, which improved their skill of catching a lot of words in a reasonable time. Students from the Free group had divided opinions, with the majority of them thinking they can do a fill in the blanks exercise in a reasonable time. Here, students with lower language proficiency chose No as an answer.

15. Do you find it difficult to formulate your thoughts in English at a logical speed?

	Yes	No
Control Group	28	10
Experimental Group	7	31
Free Group	13	25
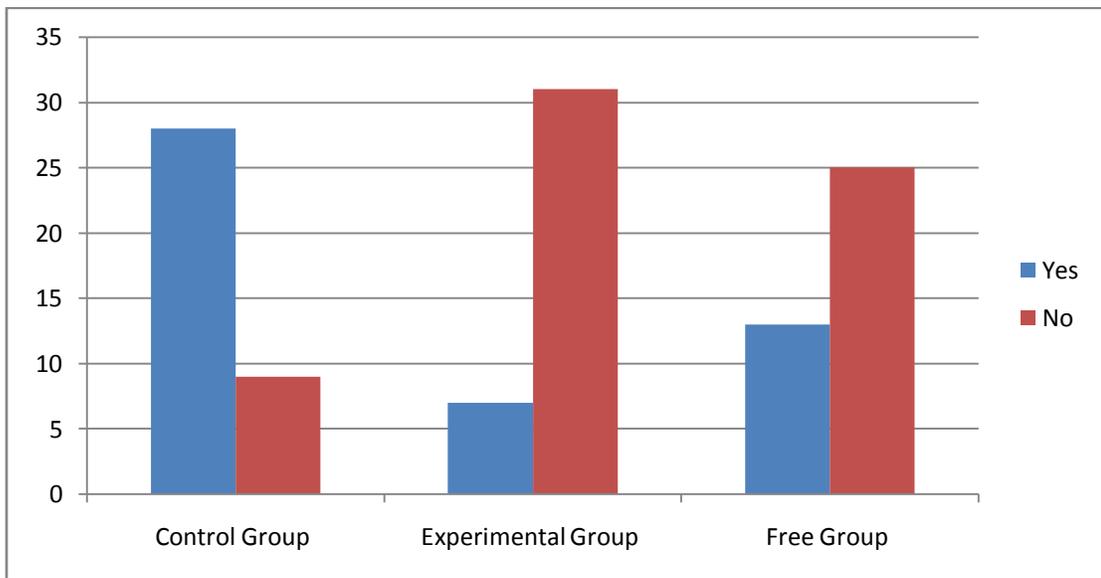
Here, as expected, students from the Control group answered that they find it difficult to express their thoughts in English at a normal speed because of their limited vocabulary. These students found it much easier to formulate their ideas in their native language and translate them afterwards into the target language. Almost all students from the Experimental group said they have no problem formulating what they wanted to say in English at a logical speed. The more confident students from the Free group chose 'No' as an answer.

16. Do you get frustrated when you try to think in English before expressing yourself?

Figure 26

	Yes	No
Control Group	33	5
Experimental Group	6	32
Free Group	13	25
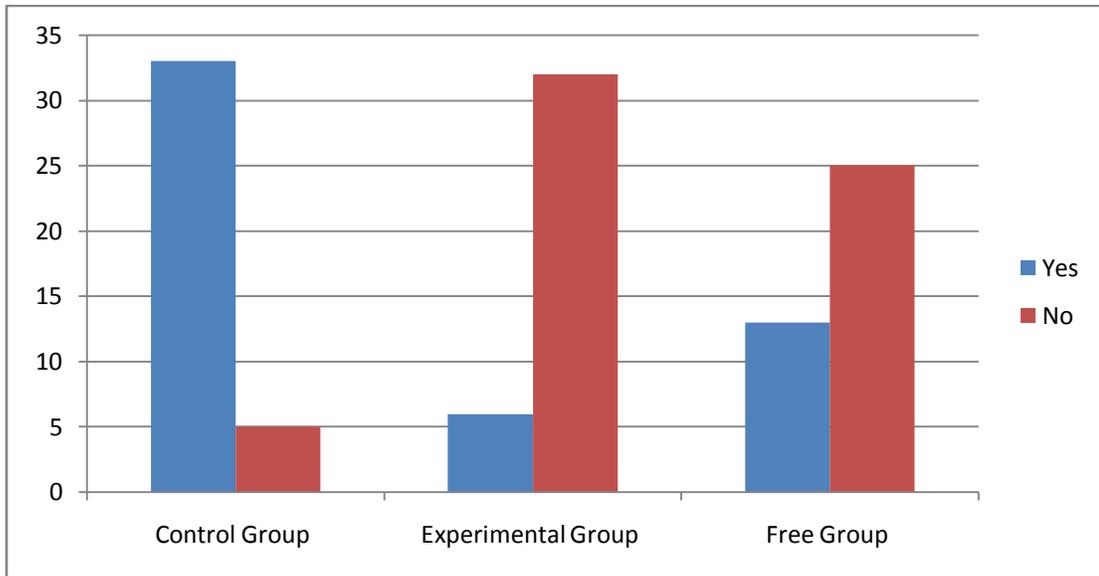
Here I got similar answers as to the previous question. Almost all of the answers from students from the Control group were positive. Students from this group get discouraged when thinking in English before expressing their ideas and thoughts orally because they put a lot of effort in finding the right equivalent words for those in their native language and in connecting these words by using proper structure and grammar rules. In the Experimental group it was the opposite, students did not get tired of thinking in English because they did not try to translate their thoughts from the native language into the target before communicating orally. They got used to think in English from the constant practice in class, which in turn helped them improve formulation of ideas at a bigger speed. The answers from the Free group were identical as those to the previous question.

17. When you read in English, do you try to grasp the meaning of unknown words without checking the dictionary first?

Figure 27

	Yes	No
Control Group	7	31
Experimental Group	32	6
Free Group	24	14
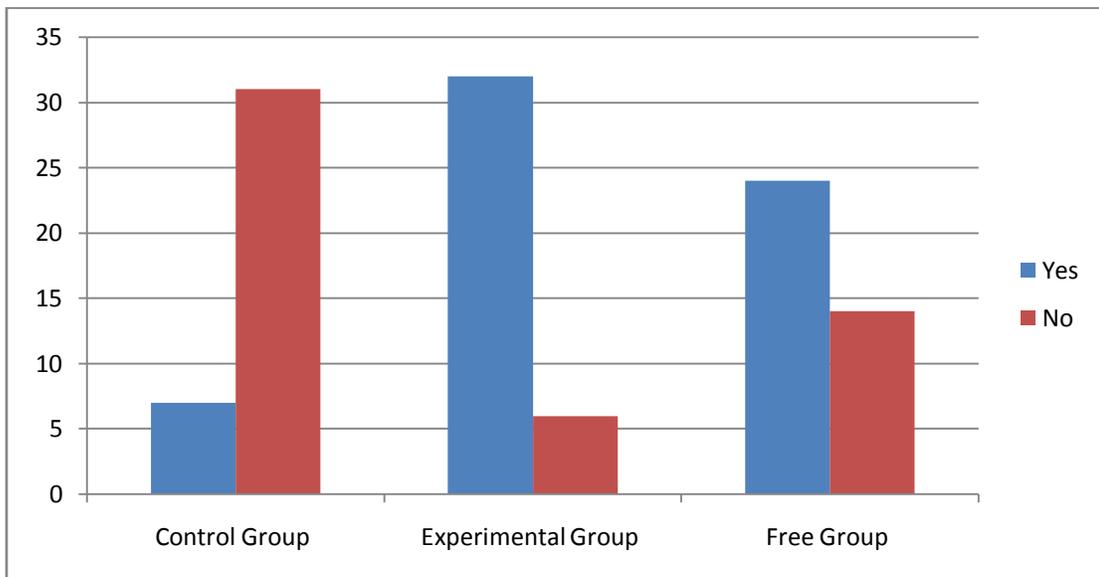
The majority of students in the Control group chose 'No' as an answer while the majority of those in the Experimental group chose the opposite. This is expected since students taught with the Communicative Language Teaching approach got to learn how to try and understand the meaning of an unknown, new word from the context and students from the Control group were used to consult their dictionaries for new vocabulary as this is easier, faster and more reliant. Students from the Free group had different opinions, they said they try to guess the meaning from the context, by linking words together or using the knowledge they have or other words they know. The majority from this group answered positive to this question.

18. When completing writing exercises do you first brainstorm about the topic in English or in your native language?

	English	Native language
Control Group	6	32
Experimental Group	31	7
Free Group	19	19
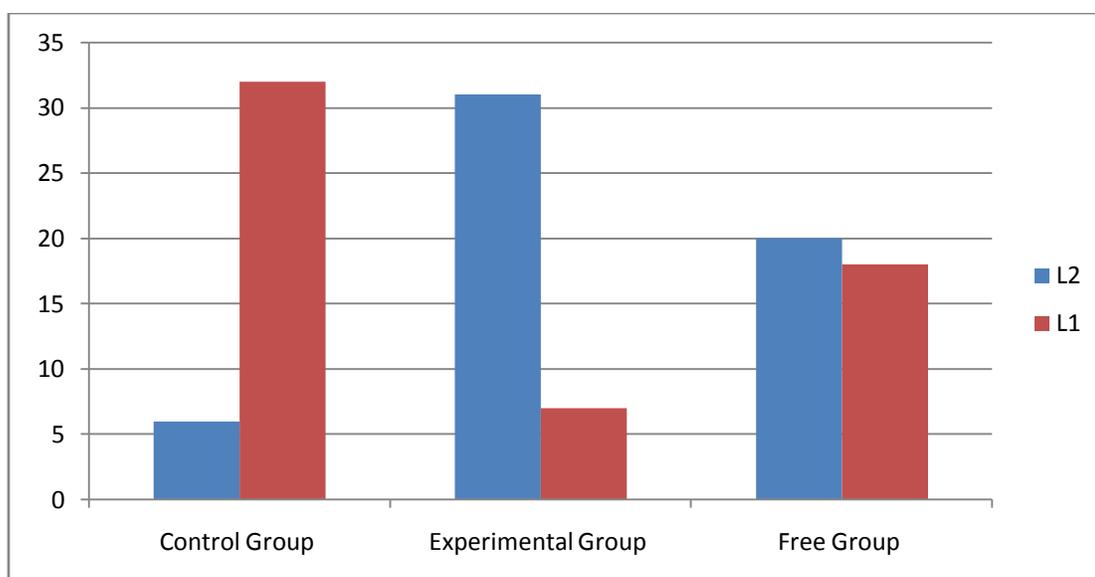
Thirty-two students from the Control group answered that they brainstorm in their mother tongue and only six answered that they use the foreign language, while in the Experimental group, thirty-one students answered that they tend to use English for brainstorming and only seven chose their mother tongue. I believe that brainstorming as an activity is very useful for learners since it develops the ability to connect pieces of information they already possess and transform them into paragraphs of written stories. In the Free group I got equal number of Yes and No answers, meaning that not all of the students have the ability to use the target language.

19. Has there been a progress in English grammar learning after learning with the new method?

	Yes	No
Control Group	29	9
Experimental Group	26	12
Free Group	31	7
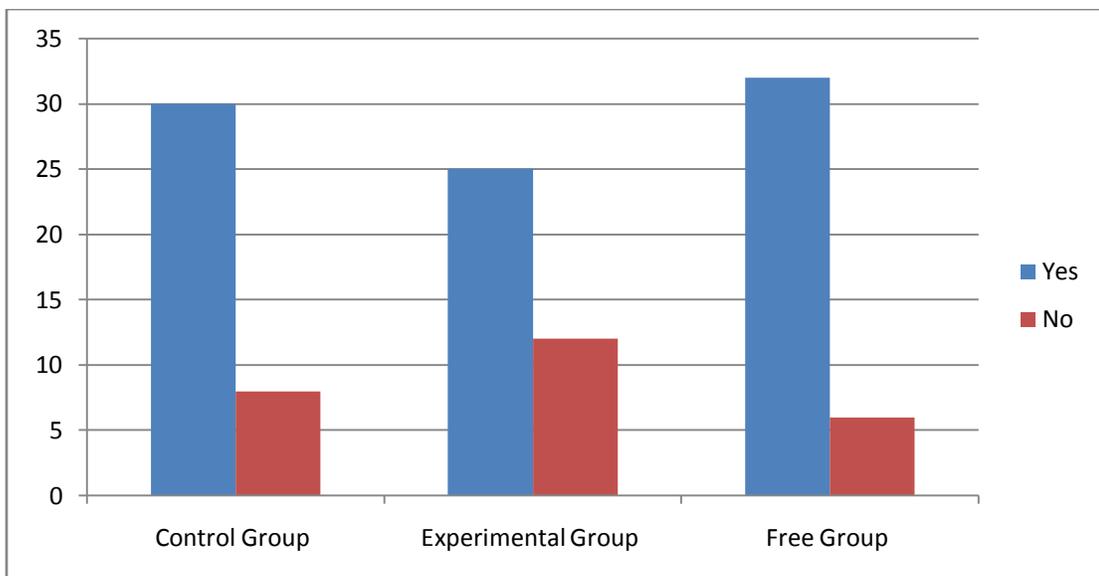
Here, the three groups got almost the same number of positive answers, with the majority of students thinking they made some progress in their grammar skills during the research. Not only that they have advanced in grammar but they have also improved their self-esteem and enthusiasm in grammar learning. A small number of students think they do not obtained substantial grammar skills. These results imply that grammar was practiced and revised in great amount during classes.

20. Do you think you are confident enough to master grammar?

Figure 30

	Yes	No
Control Group	26	12
Experimental Group	23	15
Free Group	21	17
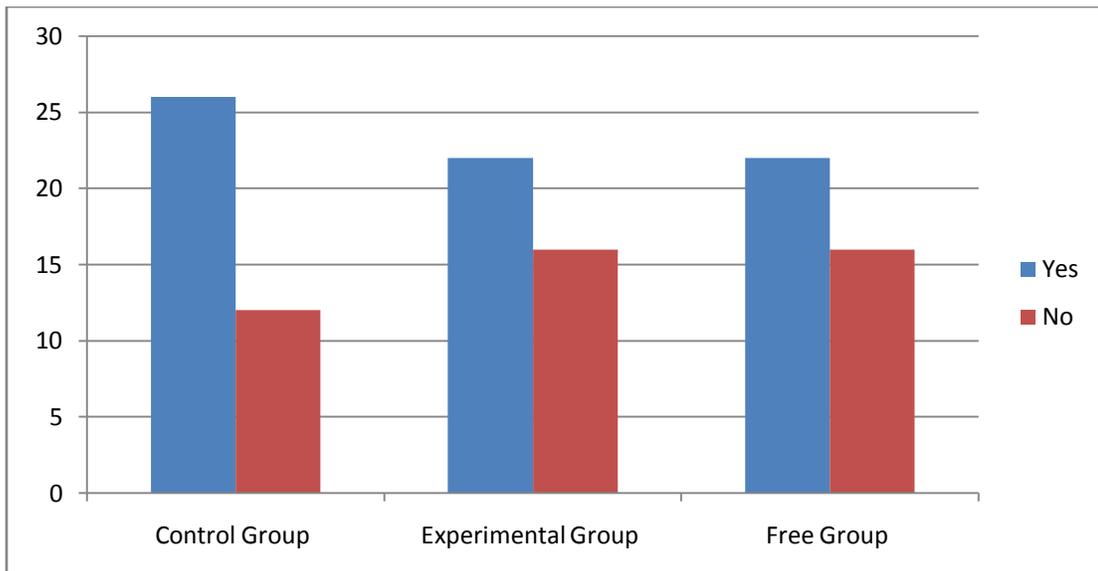
From the data obtained, students who believe they could master grammar is somewhat greater that those who do not, due to the fact that the Grammar Translation Method is very supportive in learning grammar rules and thus made students feel more comfortable during lessons. In the Communicative Language Teaching classroom, this number is slightly lower mainly because during teaching, more focus was given to communication instead of grammar. The number of students who got 'Yes' as an answer in the Free group is quite close to those who chose 'No' so they are divided about this issue. These results clearly demonstrate that the

Grammar Translation Method has given more contribution in developing the students' self-confidence in grammar learning.

21. How do you describe the atmosphere of your class: monotonous and uninspiring or motivating?

Figure 31

	Monotonous	Friendly	Stimulating
Control Group	20	10	8
Experimental Group	5	15	18
Free Group	3	16	19
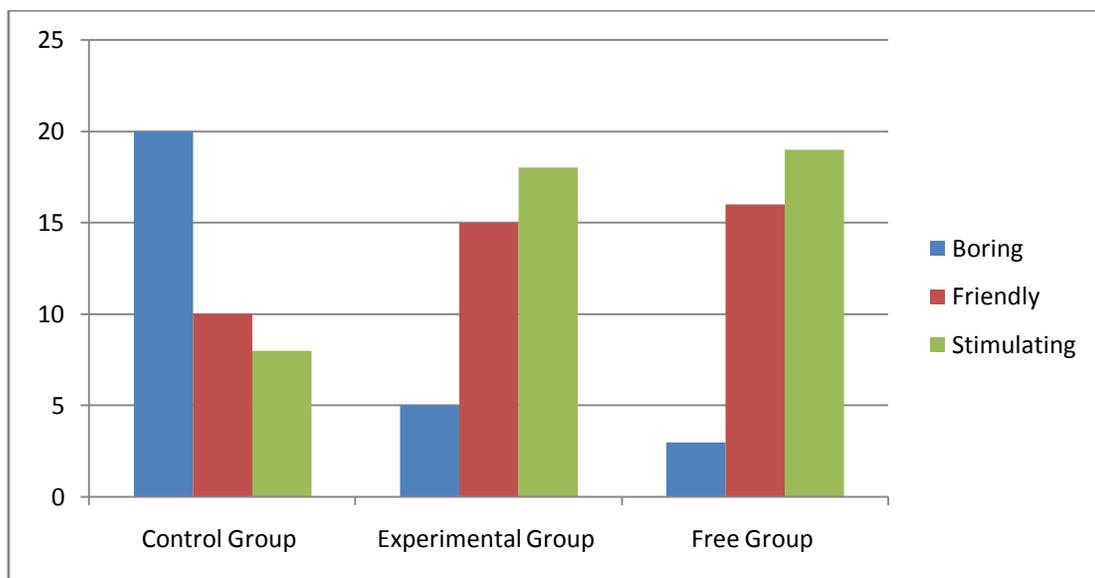
From a pedagogical aspect, a class using the Communicative Language Teaching approach should have a more relaxed atmosphere and invoke positive feeling among students. As expected, students from the Experimental group answered that the atmosphere they had in their class was friendly and stimulating, due to the numerous games and activities they had, which made the class more relaxed and unique and made the learning process more desirable. On the other hand, students from the Control group often felt bored at class, mainly because their class

111

was comprised of grammar activities and repetitions but at times they felt more concentrated on the activities because the atmosphere was without too much noise and movement. For the most part of the students in the Free group, the atmosphere in the class was stimulating and friendly. The combination of both methods made student feel more relaxed and to experience something different. Only a small number of students here found the atmosphere boring.

22. What kind of activities your teacher uses the most?

Figure 32

	Translation	Drills	Role-playing	Discussions
Control Group	25	13	/	/
Experimental Group	/	/	15	23
Free Group	11	8	9	10
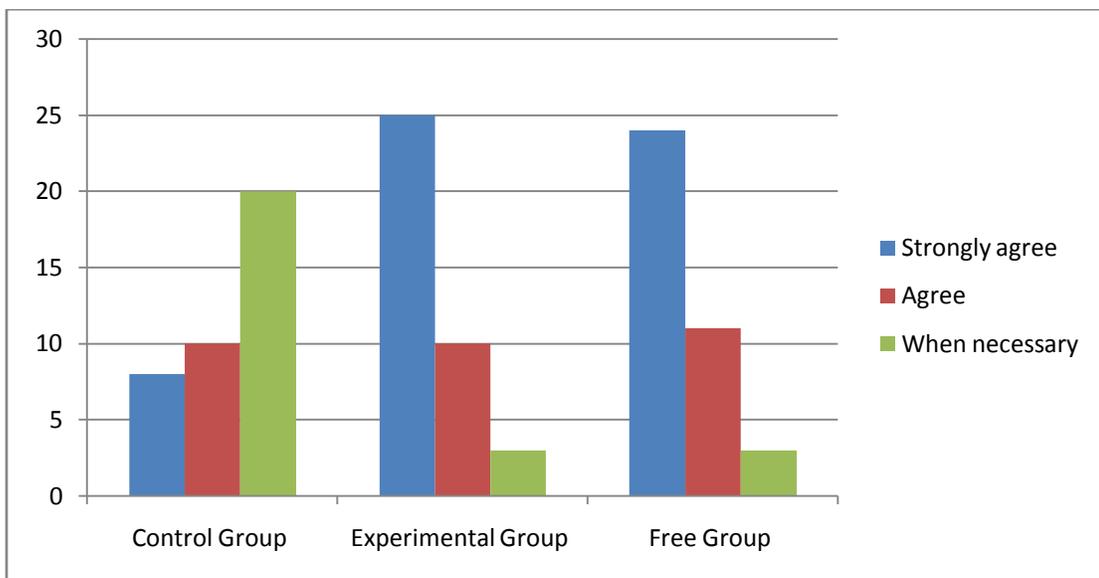
As a rule, teachers must use different activities and bring diversity into the classroom to assure students' motivation. Students from the Control group answered that translation was the most used activity in their learning process. Students from the Experimental group said that they mostly used discussions as an engaging activity in their classroom. They said that these activities

were entertaining, the teacher was not only the main source of materials but a friend to the students and created a friendly and communicative The Free group used mixed activities in their class;they used translation as well as discussions and role-playing. results show that the majority of the students found the activities rather interesting, fun and useful.

23. Do you agree that in order to learn the language, you have to speak it?

Figure 33

	Strongly agree	Agree	When necessary
Control Group	8	10	20
Experimental Group	25	10	3
Free Group	21	11	6
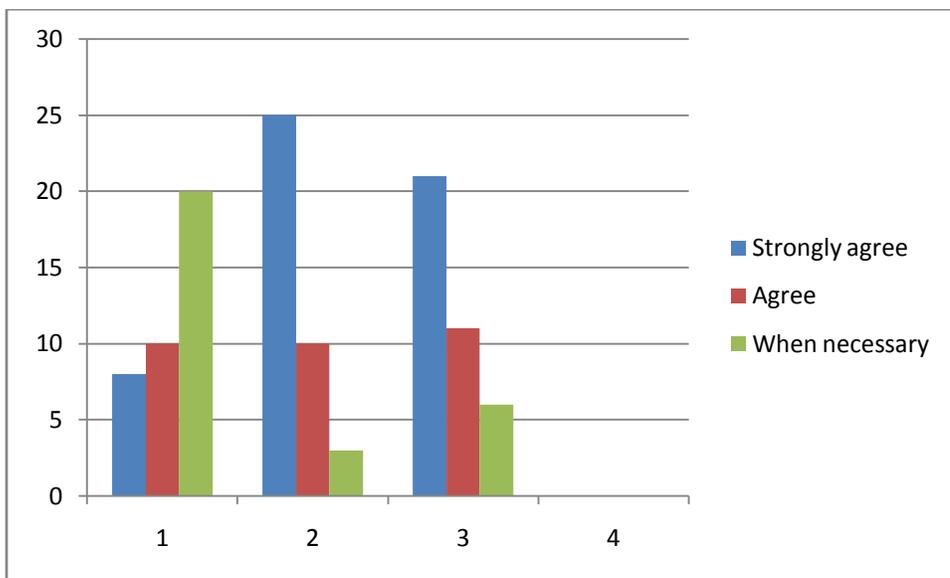
Several studies have revealed that in order for one to learn a new language one has to use it in communication. The answers student gave varied depending on the teaching method they were taught with. For example,twenty students from the Control group said you need to speak the language when necessary. The Communicative teaching method has successfully achieved its

goal because twenty-five out of thirty-eight students from this group strongly agreed with the above statement. The Free group again, had different opinions among its students with those who strongly agreed being the most.

6.7 Conclusion for the research findings

Teaching a foreign language is not a simple task to do. It is a complex process of transferring knowledge in a proper and skillful way, using a certain methodology. When choosing that methodology, teachers should always be aware of the different key elements they should take into consideration in order to choose the best method that would work for a certain group or a person learning the language. The teachers should not feel intimidated when selecting a suitable methodology and should always follow the dynamics of the group and the goal he/she wants to achieve. Claudine Kirch, in her book "Teaching foreign language in primary school" (2008) defines the language teaching method as "a comprehensive approach that helps teachers decide what language skills to develop, what activities and resources to choose and how to plan for progression." (Kirch 2008).When deciding what method is better and which one should be used in a classroom several questions arise:

1. **Should or should not traditional methods be replaced by contemporary ones in our school system.**

Today, many different methods have been put into practice by teachers all around the world, with the Grammar Translation Method (as one of the first language teaching methods out there) and the Communicative Language Teaching approach being maybe, the most used today. Because of their popularity among teachers, this thesis focuses on their comparison, including the theories that supported each method, the techniques and resources used for teaching, the roles

teachers and students play in the learning process and the overall effects both have over the language learning process.

In order to see the effectiveness of the Grammar Translation Method, the author conducts a research in the class she teaches. Based on the research results, it could be stated that this method has been proved as a very successful one.

The educational system of our country has undergone some change in recent years in the way classes have been conducted. Some modern teaching techniques have been implemented that have changed the class 'atmosphere and the classroom demands regarding the interaction between the teacher and students and students among themselves.

In the past decades, in our country, and throughout the world, the center place in the classroom was reserved for the traditional teaching methods such is the Grammar Translation Method. In recent years however, the teaching process has changed and classroom has turned towards more modern methods that implement strategies, models and concepts that concentrate more on problem solution instead on learning language rules and facts by heart.

The perception teachers have that the end result of the teaching process is the main goal of the teaching process has proved to be wrong. They should also concentrate on how to reach that goal and that is done by choosing the right teaching method. Here, another important question arises:

2. Which one of these two methods: the Grammar Translation method or the Communicative Language Teaching method can satisfy students' needs?

The research conducted as part of this study has given some insight into a real classroom atmosphere where we can see what exactly a certain class needs regarding language learning, it shows what method works best (a traditional or a modern one) and what techniques and resources should be used for best results in language acquisition. It provides a better view of the

effectiveness of the Grammar Translation Method and the Communicative Language Teaching and helps understand which one gives the best results among language learners,

The students from the Control group, where the Grammar Translation Method was used, reached more progress in their grammar skills at the end of the research as evident from their answers to the question no.19: "Has there been a progress in English grammar learning after learning with this new method?" where twenty-nine outof thirty-eight students answered positively. The student also began understanding and manipulating the morphology and syntax of the foreign language. Different types of grammar exercises were used which helped students understand things better, like for example, a 'fill in the blanks' exercises helped students better understand the different use of the past simple and the past continuous.. Another great progress that students from this group made was in the reading and writing field and here, their progress was bigger than that of the Experimental group.

The students in the Experimental group, on the other hand, became more interested in communicative competence because they were more exposed on listening and speaking exercises. They felt more confident when doing speaking and listening activities and were more eager to engage in communication.

The result of the research indicates that the Communicative Language teaching is a somewhat more suitable teaching approach, mainly because it can meet students' needs in today's society when the key accent in a language classroom is given to the language as a social tool. The results of this study also show that the marks of the experimental class are higher than those of the control class, meaning that students are more motivated to learn and achieve greater results when engaged in more interactive way of teaching. The results of the research also show that in some situation during teaching, there are cases when the Grammar Translation method can do a better job in learning new language material, namely grammar and vocabulary.

3. How difficult is to use the Communicative Language Teaching method in classroom?

Fifteen out of twenty-five teachers answered that communicating fluently is more important than communicating accurately and almost all answered that in order for one to learn a new language one must practice it. Most of the teachers answered that they find speaking as the easiest language skill to teach. Activities practiced by most of the teachers and which give the best results according to them, include two-way communication, role-plays and dialogues, all part of the Communicative Language Teaching method . This proves that this method does not require too much preparations or any special curriculum to be implemented in the classroom and will usually give good results, mainly because students are constantly engaged in activities that require them to cooperate and communicate with their peers and develop a certain set of skills.

3. Which once of these methods is more pleasant and comfortable for both teachers and students?

The analysis here was based on the comparison between teachers' and students' perceptions as a result of the classroom research and questionnaires, focusing our attention on the most relevant statistical information and the most outstanding opinions. This question could be answered from different aspects of a language: When it comes to grammar, reading and writing, The translationthe translation exercises used in the Control group class workproved as useful tools for improving students' language skills like writing and reading, and further develop their problem-solving, reasoning and analytic skills that are essential in the everyday life.

The reading exercises, on the other hand, are beneficial for developing the listening and speaking skills by listening other students read aloud and try to grasp the meaning of the text. By

reading aloud, students learn how to pronounce words correctly and improve their self-confidence. An interesting thing here, as shown from the questionnaire results, is that students chose reading activities over learning new vocabulary, mainly because when reading they can practice speaking in English without the fear of being criticized about the inaccuracies. They also chose reading activities over listening, probably because they do not feel confident enough with their English proficiency or they find it hard to understand and respond in English. On the other hand, they find reading more interesting because it helps them learn how to pronounce words correctly before using them in communication.

Another skill that students from this groupthe Control group mastered better than those of the Experimental group was learning the correct sentence formation and creating an accurate sentence.

The use of the mother tongue in the Control group had a double influence, a negative and a positive, over the students' progress. The negative effect was seen when students tried to think and express their thoughts in the foreign language. They were not fluent, made pauses to find the right word or to translate their thoughts in their head from their mother tongue into English and, as they answered in the questionnaire, it was one of the things that most frustrated them. This was because they relayed on their first language when trying to formulate a sentence.That is why the majority of students answered that talking in the foreign language is a tedious task to do. Their answer was probably also based on the fact that due to lack of communication skills they were often afraid they might make a mistake when communicating in the target language and lacked self-confidence regarding language use.

On the other hand, the use of the first language had its positive sides too, especially when explaining grammar patterns in the foreign language similar with the first language grammar, which helped students better understand better how grammar works. It also helped students better understand the lessons they were taught, as shown from the results of the first question in

the questionnaire, where the most of the students answered that they understood the lessons without any problem.

This method had its negative sides too. Although the reading activities proved somewhat efficient in developing students' speaking and listening skills, they however did not prove helpful in obtaining enough good speaking and listening skills so students could interact and express themselves orally without any difficulty. Most of the activities used in class seemed tedious and monotonous for students as could be seen from the answers I got on the question "How do you describe the atmosphere of your class: monotonous and uninspiring or motivating?" where most of the students from the Control group chose monotonous as an answer. This is mainly because the teacher used repetitive activities, activities that do not demand much interaction among students and are faced towards the individual students rather than the group as a whole.

In thiks field, the Experimental group, using the Communicative language approach, proved to be beyond the Control group. This method also proved to be efficient in meeting students' needs and after summing up the research results, it could be seen that students from this group also made a significant progress in some areas.

The main and the most prominent characteristic of the Communicative learning method is communication, so it is expected that students taught with this method would have a significant improvement of their oral and communication skills in the foreign language. Therefore, students from the Experimental group, after the research felt they are more fluent in the target language and are able to produce reasoned, semantically correct sentences and use the language more creatively and freely. They also felt more motivated, mainly because they had more interaction with their classmates and could easily express themselves in front of the others. The use of the second language at class helped them be more confident not just in the classroom but in real-life situations too and start forming their thoughts in English before expressing themselves. The use

119

of the CLT approach where activities such role-plays, group-work, open discussions and materials such magazines or personal pictures, increased students' motivation and helped them gain full command over the language, in both- pronunciation and accuracy in the target language.

When compared, students from the Experimental group achieved more progress in developing their speaking and listening skills when compared to the Control group. Communication, seen as an essential part of every language, is one of the most difficult things to overcome. It consists mainly of an input resource or receiving the message by listening and an output performance or expressing our thoughts through speaking. When students did activities involving information-gap tasks, where they had to fill-in the gaps by listening carefully to a speech and use the information they receive and sometimes communicate with each other, they were able to see and feel the actual outcome, became more motivated and interested to practice and achieve more success. The use of authentic materials that could be found in every-day life like magazines and newspaper articles or listening activities involving listening to audio-materials depicting real-life situations, naturally leaded not just to development of their communication skills as a whole but also to development of their social communication or how to use the target language in a given situation.

The student questionnaire results showed that on several questions related to students will and confidence to master grammar and vocabulary after the research, the majority of the students in the Experimental group answered positively. This could be concluded as a result of their exposure to the CLT approach and their constant use of the foreign language in the classroom and which, in turn, helped students gain more confidence in the learning process and made the class interesting and inspiring. The classroom relaxed atmosphere and the teacher's attitude towards the class, where she was just an observer and a participant in the activities, additionally helped students in gaining more confidence and made them responsible for their own learning. The learning activities were often carried out in pairs or groups, requiring cooperation, where

students had to communicate in order to get to the result. Some of the activities encouraged students to work on their fluency, the role-plays helped them develop language functions and of course, grammar and pronunciation activities which helped with grammar structures and a proper pronunciation of words.

The negative aspect of this approach was reflected in the development of the students' writing and reading skills. This is evident from their answers to questions in the questionnaire where the majority of students said they find it annoying doing exercises on writing or their least favourite activities were reading and writing. In such cases, where students do not receive enough knowledge for certain skills they need, especially to help them obtain new vocabulary or to use the language correctly, it is necessary to introduce more activities that would develop more their academic discipline and help them master some essential language structure such grammar or vocabulary. Furthermore, beside the students who enjoyed this method, there were also students who found the use of the second language at class too overwhelming. This does not tell us that they did not enjoy or like the class but simply were not accustomed with such amount of foreign language use and communication in the classroom.

The third Free group, as concluded from the questionnaire results, had the highest grade average. This proves us that a combination of both Grammar Translation and Communicative Teaching method is more effective than used separately. Students from this group achieved more progress in all four skills than the two other groups. This also confirms that a combination of a sporadic use of the mother tongue with a more frequent use of the foreign language is more effective than used separately.

The results of the research showed that when grammar is taught and students need to learn language rules, academic styles and how a language transfers into another, it is best for the Grammar Translation Method to be used. It will also help students improve their reading and writing skills, understand sentence structure and comprehend text more easily. On the other

hand, for developing the communication skills, the listening and speaking skills and improve students' self-esteem, teachers should turn towards the Communicative Language Teaching approach.

When combined both, students could practice the grammar and vocabulary they learnt at class by using them in communication with other students. This will aid them master correct sentence structure, which in turn could be beneficial in their daily use of the language. By placing the focus on grammar and communication at the same time, students could use the language fluently and accurately.

The results of the research also showed that the teaching activities and techniques that would work best for development of the four language skills would use visual aid for vocabulary learning and use both, the deductive and the inductive approach for grammar teaching. Introducing activities such as role-play, dialogues and two-way communication for improving development of the speaking skills, and using stories, songs and games for development of the listening skills could prove as most efficient. The activities that would work best for further developing the writing skills could include brainstorming in the foreign language, writing different types of texts, grammar exercises and translations, whereas for the reading skills techniques such reading texts for general understanding and answering comprehension questions could be beneficial.

From the results obtained after the research, it could be concluded that grammar and oral communication could be integrated in a common teaching methodology to a certain extent as it can be seen that students who practiced the grammar structures they learnt at class orally after wards achieved progress both, in grammar and in the speaking skills. Of course, they were not able to use them instantly, but with constant exercises, after some time, they started using the learnt material in practice mechanically.

Based on the candidate's opinion, the best way to improve students' performance and to achieve greater progress in the four language skills is to use a combination of both, GTM and

CLT approach. The two methods are very different from each other, regarding their goals, characteristics, philosophy and tools used, but it seems that when used together they complement each other and fulfill language deficiencies of students.

This research proved that these two methods are very different between each other and both have their own benefits and disadvantages and teachers have to consider this when prepare their classes and make a combination of them both to use in the teaching process. A combination of these two would make students capable of solving problems on their own and think critically and individually while working together.

The results of this research could also help teachers create their own methods to use in their classroom.

7. Suggestions derived from the findings

Today, it is highly recommended that students work independently, without the help of the teacher and cooperate with their peers to better understand new items and help them solve tasks and answers problems more efficiently. Every student has its own learning style and dynamics, seen from the results of the Learning inventory where 30% of the students had a mixed learning style, 28% had a visual learning style, 24% auditory and 18% had kinesthetic style of learning. That is why every language classroom should introduce and combine different teaching methodologies and techniques in the teaching process. I believe that teaching methods have a great influence over the course and speed of language development and since different methodologies have an effect and are concentrated on different language parts, when combined together they provide the best of the language learning process. The Grammar Translation Method uses syllabus where students have to assemble and master the materials through memorizing grammar rules and new words. This could not suit learners who want to put the language instantly in practice however, this method greatly aids with accuracy as well as formal

structures such grammar, syntax, semantics etc. The Communicative Language Teaching method, on the other hand, uses a syllabus where students are required to work with their peers and use the target language in the classroom. They are encouraged to work independently, without the help of the teacher and use their reasoning skills to get to the answer or solution. It is of great importance for this method for students to find learning the target language motivating, interesting and dynamic. Although these two methods are very different between each other, when combined and used together they give the best results, as seen from the research conducted as part of this thesis. I believe that the majority of the class should be conducted in the second language but there should be some space left for using the mother tongue, especially when explaining grammar rules or exercises. Communication should be the basis of every class and the teacher should find ways to teach grammar through communication activities. Translation should be also used as this would teach learners to focus on grammatical, lexical and stylistic accuracy. Also, as Conti (2001, 2004) has stated "instruction should include an emphasis on modeling self-monitoring skills to ensure that learners become more effective editors and auditors of their output."

The Macedonian teaching system gives teacher the freedom to choose which methodology, techniques, as well as materials and tools to use. A number of questions presented in the student questionnaire showed that students do not want to be taught by using repetitive techniques because after some time they become boring and students lose interest in learning the language. Teachers who view language purely as a code put grammar and vocabulary the primary goals of language teaching. Within such limited approach, students are not taught to see and use the language as a communication tool but instead, as an intellectual exercise or just as schoolwork. That is why teachers should implement a combination of several techniques in their classes. I believe the Communicative Language Teaching approach should be the basis for a

successful classroom since it gives the best results regarding language proficiency but combined with other effective methods, such the Grammar Translation Method.

8. Strong and weak points of the research and its results

The strong points of the research is that it was carefully planned and conducted and provided me with a sufficient amount of results. All the students expressed willingness and interest to participate and their progress and answers provided a lot of information on how language works, what techniques work best for young learners concerning the four language skills (writing, reading, listening and speaking) and how the mother tongue affect the learning course.

On the other hand, its weak side was that it was conducted on a relatively small number of students and included a small number of English teachers. Since the research was done on adolescents, maybe it would have had different outcome if it was conducted on a different age group. It might also have had different results if its length was more than twelve weeks period. Thirdly, the instruments used and the data received from the questionnaires might not be valid since students and teachers may have not been very honest in their answers or just have chosen a random answer without reading the question.

8.1 Suggestions for future research projects on the topic

The goal of this study is to find what the role of a certain methodology is in language learning and to what degree. It gives an insight of one of the many characteristics of teaching methods and there are still more related topics to be researched and explored. For example, it may be useful to further examine what techniques students use in language learning which would give an insight into the role different learning methods play in language acquisition. Another further research could explore ways for the best teaching and learning methods to be combined

together and research the possible outcomes regarding language acquisition. If successful, this could aid develop learning materials and tools that could greatly help students.

There may be a great number of research that explore how Grammar Translation Method and Communicative Language Teaching approach influence second language acquisition and how they work together and they might all offer different findings. For me however, it is of a great importance to share my finding on this topic hoping they will benefit both, teachers and students in paving the way for better language acquisition in the classroom.

APPENDIX 1

Learning style quiz
This is a quiz to help you work out what your learning style is. Answer the questions and work out your score. Then read about your learning style.

Tick A if the statement is often true for you, B if the statement is sometimes true for you and C if the statement is seldom true for you

		A	B	C
1	Can remember more about a subject through listening than reading.			
2	Follow written directions better than oral directions.			
3	Like to write things down or take notes for visual review			
4	Bear down extremely hard with pen or pencil when writing.			
5	Require explanations of diagrams, graphs or visual directions			
6	Enjoy working with tools			
7	Am skilful and enjoy developing and making graphs and charts.			
8	Can tell if sounds match when presented with pairs of sounds			
9	Remember best by writing things down several times.			
10	Can better understand and follow directions using maps			
11	Do better at academic subjects by listening to lectures and tapes.			
12	Play with coins and keys in pockets.			
13	Learn to spell better by repeating the letters than by writing the word on paper.			
14	Can better understand a news article by reading about it in the paper then the radio.			
15	Chew gum, smoke or snack during studies			
16	Feel the best way to remember a picture is in my head.			
17	Learn spelling by 'finger spelling' the words			
18	Would rather listen to a good lecture or speech than read about the same material.			
19	Am good at working and solving jigsaw puzzles and mazes			
20	Grip objects in my hand during learning periods.			
21	Prefer listening to the news on the radio than reading about it in a newspaper.			
22	Obtain information on an interesting subject by reading relevant materials			
23	Feel very comfortable touching others, hugging, handshaking, etc.			
24	Follow oral directions better than written ones.			

Teacher Questionnaire

Please spend some minutes of your time in answering the questions stated below. The aim of this questionnaire is to find out you attitudes towards the teaching methods that you mostly use in your classes.

Name / Surname_____   **School:** _____

City   _____   **Date:**_____

1: Where and how long have you been teaching English as a foreign language?

_____
_____
_____

2: Do you use any of the following teaching methods in your language classroom? If yes, please circle your answer.

 Grammar Translation Method   Communicative Language Teaching   No

3: Which of these language aspects do you find more difficult to teach with your students?

Reading   Writing   Speaking   Listening

4: Which are the most effective methods for your classroom? Give an explanation why.

_____
_____
_____
_____

5: What tools do you use in assessing students strength or weaknesses in the classroom?

_____
_____
_____

6: Based in your experience, is it necessary to use students' native language in the classroom?

_____
_____
_____

7: Do you think is necessary to use students' mother tongue in the classroom and why ?

_____
_____
_____

8: Are you open to improvise or come up with new methods when the current one fails to deliver the results in the teaching/ learning process?

_____
_____
_____

9: What teaching activities and techniques, according to you, work best in relation to four language skills?

_____
_____
_____

10: Do you believe that grammar and oral communication can be join together in an integrative way of teaching?

_____
_____
_____

11: In which of the two following methods do you think that students can acquire more new words?

Grammar Translation Method   Communicative Language Teaching

12: Is speaking "fluently" more importantly than speaking "accurately"?

_____

_____

_____

13:. Do you agree that in order to learn a language students have to practice it?

_____

_____

_____

14: What are/were the most significant problems you faced in teaching grammar?

_____

_____

_____

15: According to you, language is:

1. A system of grammatical rules and a list of vocabulary
2. A social mean of communication

_____

_____

_____

16: Teaching a language means:

1. Teaching grammatical rules and a list of vocabulary
2. Teaching how to communicate using the rules

_____

_____

_____

17: Do you use a combined approach in the classroom? If yes give a reason why?

_____

_____

_____

Students Questionnaire

Students were requested to complete the questionnaire at the end of the research semester. The questionnaire consisted of twenty questions of which some were close ended and some open ended questions. In the close ended questions students were asked to choose answers from the scale whereas in the open ones they were asked to give their own assessment.

1.Did you comprehend the lessons you were taught?

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group				
Experimental Group				
Free Group				

2.Was grammar practiced enough in the class?

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group				
Experimental Group				
Free Group				

3. Do you believe that you can use the learned grammatical patterns in real life situations?

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group				
Experimental Group				
Free Group				

4. Did you find motivating the way of teaching?

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group				
Experimental Group				
Free Group				

5.Did you enjoy the lessons taught by the new teaching method?

	Strongly agree	Agree	Disagree	Strongly disagree
Control Group				
Experimental Group				
Free Group				

6. What do you find more interesting: reading a text, learning vocabulary or both?

	Reading texts	Learning new vocabulary	Both
Control Group			
Experimental Group			
Free Group			

7. What did you enjoy most: writing exercises, listening activities or both?

	Writing exercises	Listening activities	Both
Control Group			
Experimental Group			
Free Group			

8. Did you enjoy learning grammar?

	Yes	No
Control Group		
Experimental group		
Free group		

9. Do you find it useful to use only the target language in the classroom?

	Not at all	Little	Usually	A lot
Control Group				
Experimental Group				
Free Group				

10. Which of the following activities you least liked: learning grammar or learning new vocabulary?

	Learning grammar	Learning new vocabulary	None
Control Group			
Experimental Group			
Free Group			

11. What did you find to be more uninteresting in the classroom: reading texts or listening activities?

	Reading texts	Listening activities	None
Control Group			
Experimental Group			
Free Group			

12. Do you find it uninteresting speaking in the foreign language?

	Yes	No
Control Group		
Experimental group		
Free Group		

13. Do you find it annoying doing exercises on writing?

	Yes	No
Control Group		
Experimental group		
Free Group		

.

14. Do you think you are able to listen and fill in the blanks in a given exercise in a reasonable speed?

	Yes	No
Control Group		
Experimental Group		
Free Group		

15. Do you find it difficult to formulate your thoughts in English at a logical speed?

	Yes	No
Control Group		
Experimental Group		
Free Group		

16. Do you get frustrated when you try to think in English before expressing yourself?

	Yes	No
Control Group		
Experimental Group		
Free Group		

17. When you read in English, do you try to grasp the meaning of unknown words without checking the dictionary first?

	Yes	No
Control Group		
Experimental Group		
Free Group		

18. When completing writing exercises do you first brainstorm about the topic in English or in your native language?

	English	Native language
Control Group		
Experimental Group		
Free Group		

19. Has there been a progress in English grammar learning after learning with the new method?

	Yes	No
Control Group		
Experimental Group		
Free Group		

20. Do you think you are confident enough to master grammar?

	Yes	No
Control Group		
Experimental Group		
Free Group		

21. How do you describe the atmosphere of your class: monotonous and uninspiring or motivating?

	Monotonous	**Friendly**	**Stimulating**	**Total**
Control Group				
Experimental Group				
Free Group				

22. What kind of activities your teacher uses the most?

	Translation	Drills	Role-playing	Discussions
Control Group				
Experimental Group				
Free Group				

23. Do you agree that in order to learn the language, you have to speak it?

	Strongly agree	Agree	When necessary
Control Group			
Experimental Group			
Free Group			

APPENDIX 4

Placement tests

Pre- Test

1. **Reading:** Read about Montreal. Then complete the questions below.

Montreal

   Montreal in Canada is the largest French-speaking city in the world next it Paris. It has a population of 2.8 million of which two thirds have a French ancestry. French is the official language, but English is almost as common. There are language laws that require French writing in public places to be twice as large as English.

   Montreal is situated on the Saint Lawrence Seaway and is a vital port for ship travelling to the Great Lakes and the Atlantic. It lies below Royal, the ancient volcano after which the city is named. It was "discovered" in 1535 by the French explorer Jacques Cartier and is a wonderful mix of old and new ancient stone buildings alongside modern, glass and steel.

   The climate is one of the extremes: summers are hot, 27degrees, but winter temperatures average only -10degrees and winter lasts four to five months. However, in order that you don't have to suffer such cold, they have built an underground city called "La Ville Souterrine". This is one of Montreal's most amazing sights with nearly 20 miles of walkways below street level. You can shop, have lunch, watch a movie, and enter a hotel without ever going outside!

   The city celebrates the arts in a big way. Visitors form all over the world travel to Montreal for its many film and jazz festivals. It's also the gourmet capital of North America. Not only can you find some of the world's finest restaurants (over 5.000), but on nearly every street corner you can buy 'poutine', a delicious dish of French fires served with hot cheese and brown gravy.

   All in all Montreal has much to offer. It is one of the most interesting cities in North   America

1. A: Can you tell me what - _____? B: 2.8 million. 2. A: I have no idea how many _____ _ . B: Two thirds. 3. A: Do you know what _____ ? B: French 4. A: I am not sure exactly where_____ __. B: On the Saint Lawrence Seaway, below Mount Royal. 5. A: I haven't a clue who_____ __ . B: The French explorer, Jacques Cartier, in 1535.	6. A: I wonder what _____like. B: They are wonderful mix of ancient and modern. 7. A: Could you tell me how long _____? B: About five months. 8. A: Do you know why _____? B: So you can shop and keep warm in winter. 9. A: I don't know if _____. B: There are lots. People come to them from all over the world. 10. A: Have you any idea where _____? B: It's sold on nearly every street corner.

2.Listening and Speaking: Listen to three people from the same family saying what they think are the wonders of the modern world. Complete the chart.

Family members	What is the wonder?	What's good about it?	Are there any problems?
Sam			
Kelly			
Peter			

1. Which of the inventions do you think is the most important?
2. Which has changed the world the most?
3. What other machines, inventions, or discoveries would you add to your list?

10/

3.Writing: You have just found the email address of an old friend on the website Friends Reunited. Write an email to him/her. Give news, describe some things that you have done recently, and say what your future plans are. Ask about his/her news and family.

10/

4.Grammar: Complete the second sentences so they have similar meaning to the first sentences. Use the **temporals**in italics.
1. I'm going to go to university. Then my parents will be happy. *when*
 My parents_____I go to university.
2. Jack will arrive later, but I'll study for the test now. *until*
 I will study _____ Jack arrives later.
3. My classmates and I will finish the test in few minutes. *soon*
 My classmates and I _____the test.

4. I'm going to clean up until the party has finished. *after*

I'm going to _____ has finished.

5. I'll feed our cat and then I'll go to bed. *before*

I _____ I go to bed.

5/

5.Vocabulary: Word formation. Complete the chart.

Noun	Verb
1. behavior	1. ………………..
2. …………………..	2. advise
3. …………………..	3. introduce
4. invitation	4. …………………
5. relaxation	5. ………………..
6. …………………	6. meet
7. ………………..	7. discuss
8. refusal	8. …………………
9. feeling	9. …………………..
10. gift	10. …………………..
11. prayer	11. …………………..
12. ………………....	12. invent
13. ………………….	13. choose

Noun	Adjective
14. ………………….	14. national
15. tradition	15. ………………….
16. profession	16. ………………….
17. ……………………	17. ill
18. value	18. …………………..
19. truth	19. …………………..
20. ………………….	20. different
21. …………………..	21. free
22. culture	22. …………………..
23. responsibility	23. …………………
24. ………………….	24. necessary

5/

6.Listening and Wirting: Listen to four friends chatting about their favorite book and films. Tick (√) the titles they mention given below.

- o *Dracula*
- o *Frankenstein*
- o *Spiderman*
- o *Harry Potter and the Philosopher's stone*
- o *The Silence of the Lambs*
- o *Titanic*

o *Captain Corelli's Mandolin*
o *The Godfather*
o *Star Wars*
o *The Lord of the Rings*
o *The Sun also Rises*

Write a paragraph about your favorite book or film. Use the questions below to help you.

➢ *What's it called?*
➢ *Who wrote it?*
➢ *Who directed it?*
➢ *Who starred it?*
➢ *Who are the main characters?*
➢ *Where does it take place?*
➢ *What's it about?*
➢ *Why do you like it?*

10/

7.Reading: Read the text and choose the answer (a, b, c, or d) which fits best according to the text.

Cities Beneath the Sea
   Coral polyps are truly the animals that helped make the world. For millions of years, trillions of the coral polyps have been building structures called reefs. Some reefs are larger than anything humans have created. The material that these tiny creatures create is limestone, a material that Egyptians used to built the Great Pyramids thousands of years ago. Huge amounts of limestone exist underground, beneath the ocean, in islands and in mountains. We have used limestone to construct countless buildings, and crushed limestone is major ingredient in cement.

   Living coral reefs are remarkable 'cities beneath the sea', filled with rich variety of life. These undersea ecosystems do well in the warm, shallow oceans near the Equator. Among the world's most colorful places, coral reefs are full of brilliantly-colored fish. Reef fish are an important food source for humans, and make up significant amount of the fish caught around the world.

   The great Barrier Reef, in Australia, is the largest structure in the world made by living things. It extends along 2,000 kilometers of coastline. Over 400 types of coral, 1,500 species of finish and approximately 4,000 types of mollusk live in, on and around the reef. Each year, thousand of visitor comes to see this remarkable world beneath the waves. Strict regulations control which parts of the reef are open to tourists, with the result that 95% of the sightseers visit just 5% of the reef. This means visitors can enjoy the reef while at the same time it remains protected for the future generations.

   In recent years, various factors have threatened coral reefs and the life that depends on them for their home. One of the biggest threats is an illegal fishing method that involves setting off bombs in the water to kill as many fish as possible. It kills coral polyps, leaving large areas of the reef dead. Water pollution also results in damage. In addition

warming of the oceans has been causing areas of many reefs to turn white. Biologists are concerned that coral reefs may be damaged even more by further warming.

Threats to coral reefs are serious, but there is reason to hope that they will manage to survive. If we take steps toward coral reef conservation, it is likely that these tiny coral polyps, which have survived natural threats for millions of years, will be able to rebuild the damaged reefs that so many ocean animals and plants depend on.

1. Which statement about coral reefs is NOT true?
    a. They are not important source of fish.
    b. They are very colorful places.
    c. They usually found in deep ocean waters.
    d. They can be large than structures made by people.
2. What are coral reefs made of?
    a. molluscs
    b. trillions of polyps
    c. cement
    d. a kind of stone
3. How is the Great Berrier Reef protected?
    a. Only a small part of the reef can be seen by visitors.
    b. Just 5% of the visitors are allowed to see it.
    c. Visitors must be very strict.
    d. The reef is not open every year.

4. What does the word them in italics refer to?
    a. coral reefs
    b. factors
    c. threats
    d. recent years
5. What is the text mainly about?
    a. the use of coral in the construction industry
    b. the wonder of coral reefs and their threats
    c. the kinds of fish found near coral reefs
    d. the underwater world in general

5/

8.Speaking: What do you think?

- Do you know any unusual holiday destination?
- In your opinion, what is the ideal holiday?
- Where are you going for your next holiday?

10/

9.Grammar: Complete the sentences with correct form of the first and second conational form with the verbs given in brackets.

1. If it _____ (rain) this weekend, we _____ (not be able) to play tennis.
2. Give me Ankia's letter. If I _____ (pass) a letter box, I _____ (post) it for you.
3. I work about 80 hours a week, so I'm very busy. If I _____ (have) any spare time. I _____ (take up) a sport like golf.
4. If I _____ (be) taller and thinner, I _____ (could) be a model!
5. Please start your meal. If you _____ (not have) your soup now, it _____ (go) cold.

5/

10.Vocabulary: Put the adverbs in the correct place in the sentences. Sometimes more than one place is possible.

1. The film was good. (quite)

   _____

2. I phoned the police. (immediately)

   _____

3. I got up late this morning, but I managed to catch the bus. (just, fortunately)

   _____

4. In the middle of the picnic it began to rain. (suddenly)

   _____

5/

Post –test

Reading: Read this short article with some interesting facts about tobacco. There are five sentences missing. Try to choose from A-F which sentences fit in the space 1-5.

Tobacco Doesn't Grow on Trees!

Few people have doubts about the harmful effects of smoking. Cigarettes are sold with a government warning and most of us know someone who is trying to give up the habit. But what do we know about the farming of tobacco? When pictures of countryside come to mind, we think about green meadows and orchards full of ripening fruit. 1_____

Tobacco brings large profits to cigarette manufactures and advertisers. The industry is getting bigger, with the results that producers are always looking for more land. 2 _____ Surprisingly,

144

in Third World countries where hunger is real problem, land is being cleared to cultivate tobacco which gives more profits. Furthermore, one tree is cut down for every 300 cigarettes.

For many people tobacco cultivation seems to be a complete waste of the world's resources. Worldwide, six million hectares (one hectare = 10000 square meters) of farmland is being used to grow tobacco. 3 _____

As far as pollution is concerned, it has been calculated that in the United Kingdom smokers throw away 20 million cigarettes packets and 300 million cigarette ends a day. 4_____ Their fresh leaves might have been brightening up and recycling the atmosphere!

5_____It has been found that smokers harm not only themselves but also the people around them. One report, wanting to show the seriousness of this risk, says that smoking in Britain kills a number of people equivalent to a group of passengers on a Boeing 747 everyday. As result of such reports, public spaces in more countries are being declared Smoke Free-buses, trains, offices, cinemas, shops, restaurants, and so on.

A. If you think about it, 300 million cigarettes is a large number of trees. _____
B. The number of cigarettes smoked by teenagers is also on the increase. _____
C. This image seems to be a long way away from the smoke- filled rooms found in the city. ____
D. Researchers say that this area could feed 20million people. _____
E. The more land is used to grow tobacco, the less land there is to grow food. _____
F. It is true that more and more people are thinking about the dangers of tobacco smoking and cutting down, not trees but cigarettes. _____

5/

Speaking & Listening: 20,000 people were asked what they most wanted to do before they die. Here are the top fifteen activities. What are your to five? Number them 1-5. Which ones do not interest you at all? Put an x. What do you think is missing from the list? Do you know anyone who has done any of these things? What was like?

o Go whale –watching
o See the Northern Lights
o Visit Machu Picchu
o Escape to a paradise island
o Go white-water rafting
o Fly in a fighter plan
o Fly in a hot-air balloon
o Climb Sydney Harbour Bridge
o Swim with dolphins

- o Walk the Great Wall of China
- o Go on safari
- o Go skydiving
- o Dive with sharks
- o Drive a Formula 1 car
- o Go scuba diving on the Great Barrier Reef

Listen to three people describing their experience of one of these activities. Which one are they talking about? What do they say about it?

10/

Writing: Can you write the adjectives in the missing places of the following composition. There is an extra one which you do not need to use.

> delicious; ancient; sandy;
> crowded; small; south; confident;
> famous; country; young; late;
> fashionable

Seatown is a (1) _____ popular holiday town on the (2) _____coast of England. There are lots of exciting thing to do and places to visit. Both old and (3) _____ people will enjoy their stay there. There are several (4) _____ sights to visit. Everybody goes to see the (5) _____ Blair Castel, which was built hundreds of years ago. Another popular place is the King's Restaurant, which servers (6) _____meals. King George use to eat there whenever he visited Seatown.

Seatwon has plenty of nightlife! Because there are lots of bars and restaurants they never get too (7) _____. Dancers will find clubs and discos which play (8) _____ music, and you are sure to have some (9) _____ nights out!

Seatown has some beautiful, (10) _____ beaches, and various interesting (11) _____walks for people who enjoy taking some exercises. It has something for everyone – why do not you come and see yourself?

10/

Grammar: Use the prompts below to write sentences in the passive.
1. The car/ repair/ a mechanic/ at the moment.

2. My watch/ steal/ a thief/ yesterday morning.

3. Our house/ buy/ my father's friend/ next year.

4. Fish and chips/ eat/ many English people/ every day.

5. A computer/ give/ to our class/ by a computer company.

Vocabulary: Complete the sentences with the correct form of the words given?

1. When you feel sick or fed up, you like the people around you to treat you with _____ (SYMPATHETIC)
2. Lots of Americans find _____ a good way of keeping. (JOG)
3. Hundreds of years ago, people caught their food by _____ . (HUNT)
4. Some people have discovered that _____ is good way of solving emotional problems. (THERAPIST)
5. The _____ of our country is getting stronger all the time. (ECONOMICAL)
6. Everyone was amazed by the survivor's _____ (BRAVE)

Reading: Read the text about gorillas and choose the correct answers in the reading comprehension which is the most suitable according to the text.

Animal Doctors in the Forest?

Deep in the forest of Uganda, there is a community of 13 mountain gorillas, protected by the Bwindi National Park. For many years, scientists studying the behavior of apes and humans have been paying close attention to these animals. Their aim is to learn all about them-how they accommodate and organize themselves, how they bring up their young, play, mate, flight, and so on.

A recent report in the Scientific American (Decembre 1996, p.14) tells us that a new project has been set up. Instead of studying the animals for what we learn about them, a team of scientists from Cornell University has decided to find out what we can learn from them. The team, which includes biochemists and anthropologists, has set up systems which will analyses the plants that the animals eat when they feel ill. From this they hope to discover new antibiotics that might be useful for humans.

The team noticed that when gorillas feel sick, they chew or swallow bitter plants that they usually avoid. From some plants they chew part of the fruit, from others they pick and swallow whole leaves. After testing more than a dozen of these plants, the laboratory discovered that about half of them had natural chemicals that killed bacteria and insects present in the stomach.

Do sick gorillas choose their food by chance, instinct, habit or as a result of their own experience? This remains an open question. Gorillas have a wide ad varied diet, trying all sorts of things from dead wood to leaves of every kind and sometimes even soil. John P. Berry, the

team biochemist, heard tales from local people that sick gorillas have been known to climb to the alpine regions to eat the leaves of a particular plant, which has 5-metre-tall flowers.

Gorillas eat well. Every day they get up from their nest, nibble on everything around them, and then move on. "Their environment, from treetops to forest floor is like an enormous salad bowl, "says Dr Berry, having tasted from himself several of the delicious choices- on the ape menu. His job is to follow the trial of half-eaten vegetation that the animals leave behind them.

Let us see in the future how much pharmaceutical companies will be able to learn the new approach to drug hunting that the team from Cornell has taken. Let's see, too, how much more human beings can benefit from animals.

1) One of the things scientist want to learn about gorillas is how they
    A. win fight with their enemies
    B. arrange their living space
    C. pay attention to themselves
    D. are brought to the National Park
 	
2) When gorillas are sick, they
    A. take antibiotics
    B. eat medicine plants
    C. call an animal doctor
    D. analyses their food
 	
3) What is it in the gorillas' stomachs that might make them sick?
    A. bitter plants
    B. leaves
    C. bacterial
    D. natural chemicals
	4) Gorillas may choose the right food for themselves as a result of
	    A. experimenting with different types of food
	    B. climbing high up in the mountains
	    C. experiencing the benefits of tall plants
	    D. watching what others eat
	
	5) A gorilla likes to eat
	    A. anywhere in the forest
	    B. near to its nest
	    C. at the top of the trees
	    D. on the ground
	
	6) Where do you think this text has come from?
	    A. a special magazine
	    B. a scientific report
	    C. a health journal
	    D. a cookery book for animals

5/

Listening & Speaking: The money jigsaw. Use the prompts to invent a story.

walking to school/ ripped up bank notes/ flying all over/ a bin/ a plastic bag/ jammed full/ torn up notes/ had to go to school

after school playing/ police/ told them where/ police took away/ Bank of England/ long time/ gave back/ stick together

Listen to the story of the girls and compare it with your story. Answer the questions.
1. Where did the girls find the money?
2. How big are the pieces?
3. Are they being allowed to keep it?
4. Is it easy to stick the notes together?
5. How did they do it?
6. How long have they been doing it?
7. How much money is there?

10/

Writing: Write a story which begins with the sentence: At last, help was on its way, using the expressions given below. (180words)

At the point …
Form that time on …
During the minutes/hours/day that followed …
All of a sudden…
As quick as lightening, / As fast as he could …
He'd never been in such extreme situation…
Without thinking, …
There was no sign of …
To make matter worse, …

10/

Grammar: Choose the correct form of the verb.

1. I want you be/ you to be/that you are more careful with your homework in the future.
2. I stopped to smoke/ smoke/ smoking/ when I was 25.
3. Why did I promise help/ to help/ helping/ with painting? I hate it!
4. I tried tell/ to tell/ telling you that you were making a mistake, but you wouldn't listen.
5. I am looking forward go/ to go/ to going to Sydney next year.

5/

Vocabulary: Use the suffixes below and the words given in brackets at the end of each sentence to fill in the blanks in the sentences. You may have to make other changes to the word given.

-ment	-ness	-ity	-(a)tion

1. The _____ children get from receiving care and attention goes beyond words. (happy)
2. This _____ sends doctors and medical assistants to all areas of the world. (organize)
3. The only _____ in the system is that we have no record of who is being treated. (weak)
4. Have you ever heard about the latest _____in computers? (develop)
5. After so much work, we still do not see any _____ in the situation. (improve)
6. With all the _____ we were able to collect a lot of money to buy blankets for the poor. (public)

5/

	Number of points
Grammar	10
Vocabulary	10
Reading	10
Speaking	15
Writing	15
Listening	10
Total:	70

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