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УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

SOUTHEAST EUROPEAN UNIVERSITY  
FACULTY OF LANGUAGES, CULTURES, AND COMMUNICATIONS  
MASTER STUDIES IN ENGLISH LANGUAGE TEACHING

Master thesis on:

Comparative analysis between Communicative Language Teaching and  
Grammar Translation Method – Case study of the primary education  
system in Kosovo

A thesis presented to the Faculty of Languages, Cultures and Communications of the South-East  
University for the Degree of

Master of Arts

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Tetovo, September, 2018

**To my late father, my inspiration, my guidance, and support, who always encouraged me to  
achieve my goals in life**

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## **Acknowledgements**

The completion of this master thesis would not have been possible without the help of many people. After two years of hard work and dedication I finally managed to finish my master thesis project which marks the successful ending of the MA studies.

First and foremost, I am indebted to cordially thank my family and my mentor. My family's continuous support over the course of my studies was invaluable. I want to cordially thank my mentor for his time and consideration and for his insightful comments and suggestions throughout the process of my thesis work. My gratitude also goes to my professors as well for their guidance and encouragement over the course of my studies.

## **Abstract**

The ever growing need to communicate in English has led to the invention and development of different learning methods, approaches, and strategies. English teaching and learning methodologies have evolved through time suiting particular needs and contexts. Methods used in the past, which were teacher-centered and that focused primarily on grammar, are being replaced nowadays with student-centered methods which focus more on the communicative competence and overall language production.

This study intended to do a comparative analysis of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in the context of Kosovo primary schools. Intending to do so, we developed a methodology that was based on a quantitative experimental design. We measured the effectiveness, acceptance, and degree of motivation of CLT in contrast to GTM. The research was conducted in the “Fazli Grajçevci” primary school in Mitrovica.

The research results clearly indicated that the CLT approach was effective in enhancing the overall language competence. CLT was accepted positively in a GTM dominated learning environment and that CLT enhanced learning motivation.

**Keywords:** GTM, CLT, methodology, teaching, learning



## **Abstrakti**

Nevoja gjithnjë në rritje për të komunikuar në anglisht na ka shpie drejt shpikjes dhe zhvillimit të metodave, qasjeve dhe strategjive të ndryshme të të nxënës të gjuhëve. Mësimdhënia dhe mësimnxënia e anglishtes janë zhvilluar përgjatë kohës duke iu përshtatur nevojave dhe konteksteve të veçanta. Metodatat e përdorura në të kaluarën, që kishin në fokus mësuesin dhe përqëndroheshin në gramatikë, po zëvendësohen tani me metoda me studentin në qendër dhe aftësinë komunikative dhe prodhimin e përgjithshëm gjuhësor.

Ky studim kishte për qëllim që të jepte një analizë krahasuese midis metodës së përkthimit të gramatikës (GTM) dhe metodës së mësimdhënies së gjuhës nëpërmjet komunikimit (CLT) në kontekstin e shkollave fillore në Kosovë. Rrjedhimisht zhvilluam një metodologji që ishte kuantitative eksperimentale. Matëm efikasitetin, pranimin dhe shkallën e motivimit të CLT-së në krahasim me GTM-në. Hulumtimi u zhvillua në shkollën fillore “Fazli Grajçevci” në Mitrovicë.

Rezultatet e studimit treguan se qasja e CLT-së ishte efektive në ngritjen e kompetencës së përgjithshme gjuhësore. CLT-ja u pranua pozitivisht në një ambient të dominuar nga GTM-ja dhe se CLT-ja ngriti motivimin e nxënës të gjuhës.

**Fjalët kyçe:** GTM, CLT, metodologji, mësimdhënie, mësimnxënie

## **1. Structure of the thesis**

This master thesis is comprised of six chapters. The first chapter offers the background of the study, purpose of the study, topic rationale, research questions and hypotheses, scope and limitations and ethical considerations. The second chapter starts with the literature review, first giving a brief description of language learning methods and then focusing on GTM and CLT. The third chapter is dedicated to the methodology employed in the study. The fourth chapter presents the results of the research. The fifth chapter analyses the data of the research. And the sixth chapter comes with the conclusions and recommendations.

## **1.1 Introduction**

Living in the age of globalization means living in a world where the ability to communicate in English is a fundamental skill. The need for English learning and mastery all around the world has led to the emergence of different learning and teaching methods, approaches, strategies, techniques, and practices. Various English teaching methodologies have been applied at different times and in different social contexts. Methods used in the past, which were teacher-centered and that focused primarily on grammar, are being replaced nowadays with student-centered methods which focus more on the communicative competence and overall language production.

One of the earliest forms of English language teaching is the Grammar Translation Method (hereafter, GTM). It has had a history and application in many educational contexts around the world. It has particularly been applied in Kosovo educational system for a long time now. However, one of the most common methods used nowadays in teaching English as a second language is Communicative Language Teaching (hereafter CLT). Richards (2006) states that our understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes. He adds that earlier views of language learning focused primarily on the mastery of grammatical competence, and that language learning was viewed as a process of mechanical habit formation.

It is especially important to emphasize that GTM which is rather an old approach to second language teaching has dominated English language teaching in Kosovo, consequently leading to more linguistic competence rather than communicative competence. Hence, primary school pupils are not able to communicate properly for their age and level as compared to western countries and their educational systems. In this regard, I believe that using a different approach to second language teaching is very important. Since both GTM and CLT employ a magnitude of practices in teaching different aspects of language, we will focus on the overall language proficiency including the four major language skills as graded by the English teachers at the end of the academic year.

## **1.2 Purpose of the study**

There has been extensive research on both GTM and CLT in different contexts and settings all around the world. However, there is very little or no research in our socio-cultural context in the primary schools of Kosovo. Therefore, the study tends to be relevant as it will be done in a particular setting aiming to produce first hand findings based on empirical research.

The primary aim of the study is to find out which method/approach, GTM or CLT, is more effective in overall English language performance at primary school students in Mitrovica. The second aim is to find out if CLT enhances learning motivation. And the third aim is to find out if CLT is accepted positively in a learning environment dominated by GTM.

## **1.3 Topic rationale**

Research conducted across all disciplines must have a solid theoretical and practical rationale. The topic selected for this study is grounded on theoretical as well as practical reasons. The present study will be important because if the findings of the research show strong support for the use of CLT in the primary education system in Kosovo, then implementing such an approach at primary schools would be beneficial, first of all for the pupils and then for the teachers as well.

Applying CLT would be beneficial because, in addition to communicative competence, this approach would also promote linguistic or grammar competence but in a more communicative way. CLT does not exclude grammar rules and language norms but it rather teaches them differently than GTM. In this regard, CLT would be advantageous to GTM

#### **1.4 Research questions and hypotheses**

Trying to address the issue raised in this study, the following research questions and hypotheses were formulated:

**RQ1.** How effective is CLT in enhancing overall English language competence among primary school pupils?

**RQ2.** How will the CLT approach be accepted in a learning environment that is dominated by the GTM?

**RQ3.** Does the application of the CLT approach increase learning motivation among primary school pupils?

Based on the research questions we have formulated the following hypotheses:

**H1:** CLT will significantly enhance overall English language competence among primary school pupils.

**H2:** CLT approach will be accepted positively in a learning environment that is dominated by GTM.

**H3:** CLT will increase learning motivation among primary school pupils.

### **1.5 Scope and limitations**

The present study was conducted within the field of pedagogy. The study focused on the comparison of two methods or approaches, CLT and GTM. Effects of CLT over GTM in overall English language competence were measured. The empirical research was conducted on two primary school classes with about 50 students. In this research endeavor, the intervention stage for the experimental group in the CLT classroom will take place in the third period. Nevertheless, longer studies would probably yield different findings and results, thus, the intervention period would be seen as a limitation of the study. Another limitation would be the fact that the research population and setting is homogenous with all the participants sharing the same mother tongue and cultural background, therefore the results would be generalizable to primary school pupils in Kosovo. Employing other research approaches such as qualitative methodology would also make it possible to see the study from a different point of view.

### **1.6 Ethical considerations**

Ethical issues in research involving human beings are an integral part of the scientific world nowadays. Special attention should be paid when children are the subject of investigation. In this regard, a written consent will be required from the school, English teacher, and the pupils. There are a number of research code ethics such as the Nuremberg Code (1949), The Declaration of Helsinki (1964), and The Belmont Report (1979), among others. According to Mackey & Gass (2005, p. 39) The Nuremberg Code (1949), which has served as the basis for many later ethical codes governing research involving human subjects, . . . states, among others, that voluntary, fully informed consent to participate in experiments is essential. Therefore, an informed consent was administered to all pupils involved in the research and it was made sure that each and every individual participated in this research project voluntarily. For a sample consent form, see Appendix A.

## 2. Literature review

### 2.1 A brief overview of language teaching methods, approaches, techniques, and procedures

Before we embark on giving a brief description of language learning methods, we will try to define methods, approaches, techniques and procedures all of which fall within a more general term – methodology. According to Harmer (2001):

**Method** – a method is a practical realization of an approach. Methods tell us about types of activities, roles of the teachers and learners, materials that will be helpful and a model of syllabus organization. Methods include different procedures and techniques (p. 62)

**Approach** – an approach describes how language is used and how its constituent parts interlock as well as the way people acquire their knowledge of the language and makes statements about the conditions which will promote successful learning (p. 62).

**Technique** – a technique is a single activity rather than a sequence and does not involve the whole procedure. So it is smaller than a procedure (p. 62).

**Procedure** – a procedure is an ordered sequence of techniques, a sequence which can be described in terms such as *you do this first, then that after*. It is smaller than a method but bigger than a technique (p.62).

Language learning and teaching methodologies have evolved through time suiting particular needs and contexts. Every method, approach, technique, and procedure has its own history and development. Our classification of those methods is based on Larsen-Freeman & Anderson (2011) and a brief description will be provided for each of the methods so that we have a clearer picture of where CLT and GTM stand in language teaching and learning. Summarizing and describing those methods is not an easy task, therefore, our description will be based on Longman Dictionary of Language Teaching & Applied Linguistics by Richards & Schmidt (2010).

### **2.1.1 The Grammar-Translation Method**

A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. The Grammar Translation Method was the traditional way Latin and Greek were taught in Europe. In the nineteenth century, it began to be used to teach “modern” languages such as French, German, and English, and it is still used in some countries today. A typical lesson consists of the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise. Because the Grammar Translation Method emphasizes reading rather than the ability to communicate in a language there was a reaction to it in the nineteenth century (see natural approach, direct method), and there was later a greater emphasis on the teaching of spoken language Richards & Schmidt (2010, pp. 252-253).

### **2.1.2 The Direct Method**

A method of foreign or second language teaching which has the following features:

a only the target language should be used in class

b meanings should be communicated “directly” (hence the name of the method) by associating speech forms with actions, objects, mime, gestures, and situations

c reading and writing should be taught only after speaking

d grammar should only be taught inductively (see deductive learning);

i.e. grammar rules should not be taught to the learners

The direct method was developed in the late nineteenth century as a reaction against the grammar-translation method and was the first oral-based method to become widely adopted. Some of its features were retained in later methods such as situational language teaching Richards & Schmidt (2010, p. 172).



### **2.1.3 The Audio-Lingual Method**

A method that uses the stimulus-response-reinforcement model. It attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audiolingualism relied heavily on drills from these habits (Harmer, 2001, p. 64).

### **2.1.4 The Silent Way**

A method of foreign-language teaching developed by Gattegno which makes use of gesture, mime, visual aids, wall charts, and in particular Cuisenaire rods (wooden sticks of different lengths and colours) that the teacher uses to help the students to talk. The method takes its name from the relative silence of the teacher using these techniques Richards & Schmidt (2010, p. 528).

### **2.1.5 Desuggestopedia**

A method of foreign-language teaching developed by the Bulgarian educator, Lozanov. It makes use of dialogues, situations, and translation to present and practise language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective. Suggestopaedia is said to be a pedagogical application of “suggestology”, the influence of suggestion on human behavior Richards & Schmidt (2010, pp. 572-573).

### **2.1.6 Community Language Learning**

A method of second and foreign language teaching developed by Charles Curran. Community Language Learning is an application of counselling learning to second and foreign language teaching and learning. It uses techniques developed in group

counselling to help people with psychological and emotional problems. The method makes use of group learning in small or large groups. These groups are the “community”. The method places emphasis on the learners’ personal feelings and their reactions to language learning. Learners say things which they want to talk about, in their native language. The teacher (known as “Counselor”) translates the learner’s sentences into the foreign language, and the learner then repeats this to other members of the group Richards & Schmidt (2010, p. 100).

### **2.1.7 Total Physical Response**

A language teaching method developed by Asher in the early 1970s in which items are presented in the foreign language as orders, commands, and instructions requiring a physical response from the learner (e.g. opening a window or standing up). TPR gives greater emphasis to comprehension than many other teaching methods. Both this and the emphasis on teaching language through physical activity are to lead to more effective learning Richards & Schmidt (2010, p. 606).

### **2.1.8 Communicative Language Teaching**

An approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. The communicative approach was developed particularly by British applied linguists in the 1980s as a reaction away from grammar-based approaches such as situational language teaching and the audiolingual method. The major principles of Communicative

Language Teaching are:

1 learners use a language through using it to communicate

2 authentic and meaningful communication should be the goal of classroom activities

3 fluency and accuracy are both important goals in language learning

4 communication involves the integration of different language skills

5 learning is a process of creative construction and involves trial and error

Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching world wide. Some of its principles have been incorporated into other communicative approaches, such as task-based language teaching, cooperative language learning, and content-based instruction Richards & Schmidt (2010, p. 98-99).

#### **2.1.9 Content-based Instruction**

A method that integrates language instruction with subject matter instruction in the target language, for example, studying science, social studies or mathematics through the medium of English in a content-based ESL program. Examples of content-based instruction include immersion, language across the curriculum, and sheltered English Richards & Schmidt (2010, p. 125).

#### **2.1.10 Task-based Language Teaching**

A teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such tasks are said to provide an effective basis for language learning since they:

a involve meaningful communication and interaction

b involve negotiation

c enable the learners to acquire grammar as a result of engaging in authentic language use.

This approach does not require a predetermined grammatical syllabus since grammar is dealt with as the need for it emerges when learners engage in interactive tasks. In using tasks in the classroom teachers often make use of a cycle of activities involving a) preparation for a task b) task performance c) follow-up activities that may involve a focus on language form. Task-based language teaching is an extension of the principles of Communicative Language Teaching and an attempt by its proponents to apply principles of second language learning to teaching Richards & Schmidt (2010, p. 585).

As Richards (2006) put it, language teaching has experienced many changes in design and methodology in the last fifty years. The above described methods, techniques, principles, and approaches served us to give a very brief overview of language teaching and learning methodologies. However, since the focus of our research study is to give a comparative analysis of GTM and CLT, we will be giving a more detailed description of both methods below, including their historical background and characteristics.

## **2.2 The Grammar-Translation Method**

### **2.2.1 Background of GTM**

The Grammar-Translation Method has a very long history in language teaching, dating back to the teaching of Latin and Greek, therefore being called the Classic Method as well. In western countries as well as other parts of the world it has had a relatively long history. Richards and Rodgers (2001) assert that GTM has dominated European and other foreign countries in the world from the 1840s to 1940s. The GTM was projected and evolved for use in secondary schools since its advantages and disadvantages reflected the requirements, aspirations and ambitions of the nineteenth century grammar schools in different countries in the world (Howatt & Widdowson 2004).

With regard to English language teaching we can say that this method has experienced a predominant use in the education system in general in Kosovo. Although attempts have been made so far to implement more modern and student-centered approaches to language teaching in Kosovo, still, the prevailing teaching methodology heavily relies on GTM. Therefore students and pupils learning through this method have difficulties when it comes to speaking and expressing their thoughts and ideas in the target language. We shall see that CLT does not exclude grammar rules and language norms but it rather teaches them in a more communicative way.

### **2.2.2 Characteristics of GTM**

In a GTM learning environment language is studied and learnt by paying too much detail to grammar. Like every other method or approach, GTM has its own principles and characteristics. According to Nagaraj (1996 pp. 2-3) these are the main characteristics of GTM:

- Grammar is taught prescriptively – through the presentation and the study of rules
- Practice is provided through translation exercises from the mother tongue to the target language and vice versa.
- A distinctive feature of this method is its focus on translating the sentence.
- Accuracy is given great importance. The learner is required to attain high standards in translation. A.P.R Howatt ( 1984) says: ‘High priority is attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the nineteenth century.’
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses primarily on the skills of reading and writing, with little emphasis on listening or speaking.
- The mother tongue of the learner is used to explain new items and make comparisons with their equivalents in the target language.

To sum it up, the GTM does not teach the language from a descriptive approach but rather from a prescriptive one. In other words, the focus is not on how the language is used but on how it should be used, based on norms and grammatical rules. Considering that this method uses mother tongue to explain grammatical rules and language concepts it does not sufficiently develop listening and speaking. Therefore, the four major language skills are not developed equally. Reading and writing are the focus of this method, thus the communicative competence is not developed in a satisfactory degree. GTM is a heavily teacher-centered method where the teacher exposes his authority and there is no or little interaction in the target language.

## **2.3 Communicative Language Teaching**

### **2.3.1 Background of CLT**

Another teaching methodology that has seen wide application in recent years is the CLT although it emerged later in the scene of English language teaching methodologies. Language teaching methodologies have experienced substantial changes over the past years. The origins of the CLT are to be found in the changes in the British language teaching tradition dating from the late 1960s (Richards & Rodgers, 1986, p.64). The same authors assert that another need for a different approach to foreign language teaching came due to the changing realities in Europe where there was an increasing interdependence of European countries and the need to teach adults the major languages of the European Council arose naturally.

According to Richards (2006, p. 6) we may classify trends in language teaching for the last 50 years into three phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

With GTM being in the scene of language teaching there was a need for a method or approach that focused on communicative competence and overall language learning and production. In this regard, CLT came as a response and replacement of GTM. Bumfrit & Johnson (1979, p. 3) asserted that:

It (CLT) is a reaction against the view of language as a set of structures, it is a reaction towards a view of language as communication, a view in which meaning and the uses to which language is put play a central part. In language teaching this reaction is crystallizing itself into the 'communicative approach'.

So this is more or less the background of how CLT emerged on the language teaching scene and came as a response to GTM and other language learning methodologies at that time.

### **2.3.2 Characteristics of CLT**

CLT has established itself in the foreign language teaching methodology for some time now. Many scholars and teachers have described the CLT approach into details. For example, Berns (1990, p.104) summarizes eight principles of CLT as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language—that is, that they use language for a variety of purposes in all phases of learning.

As we can see from Berns's principles above, CLT highlights communicative competence in a diverse learning environment, therefore multilingual and multicultural setting. Other authors and scholars have described principles and characteristics of CLT. This approach, which was first considered only as a methodology has been a target of study and research for a long time now. Speaking of characteristics and principles of CLT one cannot avoid the ten core assumptions of CLT, provided by Richards (2006, pp. 22-23):

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.



6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

The principles of current CLT provided by Richards are very representative of the approach. Meaningful communication when learners are engaged in conversations is highlighted with a range of language skills involved. Language learning progresses gradually and there is no explicit correction to errors. Learner autonomy is promoted by this approach in the sense that the learner chooses his own ways and paths of learning the language. Student-centered approach is supported by CLT whereas the teacher is seen just as a facilitator in the learning process. We should bear in mind that grammar is a very important component of language. Lack of grammar and grammatical knowledge leads to poor communication. Therefore, CLT does not exclude grammatical rules, since they are essential to effective communication. Nevertheless, grammar is learned in a more communicative way. "While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form" ... and that you cannot communicate without the use of grammar, as a set of rules of how language works (Savignon 1991, p. 268).

We can conclude that grammatical competence is very much interrelated to

communicative competence and one does not exclude the other, that is, you cannot communicate properly without some certain grammar knowledge or the other way round. You cannot just learn the grammar as a set of rules and develop communication skills. So it is rather a combination of both the grammatical competence and the communicative competence that can lead to successful and meaningful language use.

## **2.4 Language learning and the four skills**

Language learning is a complex process. A lot of different methods and approaches have been applied throughout the history trying to find the most effective means of language learning. Considering the fact that language comprises of four major, each methodology has had its own contribution towards developing those language skills. Those major skills are: listening, speaking, reading and writing. In this regard GTM and CLT have had their own contribution as well as their lacks in developing those major language skills.

We shall group those major language skills in two sets. Listening and reading otherwise known as passive or receptive skills, in the sense that when we listen or read we receive information and try to comprehend it. And, speaking and writing otherwise known as active or productive skills, in the sense that when we speak or write we are active and produce language that others receive. We often hear students and pupils say that they are good at listening or understanding what the others say but they cannot effectively respond back. Or the other way round, they are good at speaking but not well enough in listening. You also might hear other people that in spoken interaction are relatively good but when it comes to writing they are not very good. This is partly due to the learning strategies and methods as well as personal interest and motivation in learning. Other circumstances are relevant, too such as language contact with the target language, for example. Nevertheless, all of the language skills are interrelated in a way or another. Although language skills have been treated separately in the past by employing

different methodologies, there is a tendency towards integration regarding language skills development. For example, Brown (2001, p. 232) states that:

Despite our history of treating the four skills in separate segments of a curriculum, there is a trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading skills, then, will also deal with related listening, speaking, and writing skills.

However, let us look at GTM and CLT with regard to the development of language skills. As we mentioned above each methodology has its own principles and characteristics with advantages and disadvantages to the development of the major language skills.

On one hand, GTM, just as its name implies, places emphasis on grammar and grammatical rules as well as translation into the mother tongue. A primary goal of GTM is also the development of reading as a receptive skill and writing as a productive skill. So reading and writing are destined to be developed more by this method, whereas little emphasis is placed on speaking and listening. Therefore, pupils and students learning English through this method cannot make a full mastery of language skills and in the present day world cannot use and communicate in English properly.

On the other hand, CLT, just as its name implies places more emphasis on communicative competence and overall language use and output. In fact, CLT is more integrative as it concerns to the four language skills. Just as described earlier the focus of CLT in a student-centered classroom is on the communicative competence but other language skills such as listening, reading and writing are not excluded but rather they are learnt in a more communicative way.

### 3. Research Methodology

There are a lot of research methods that are applicable in specific academic disciplines as well as various means of research for language learning and teaching. The selection of proper research design in any study is fundamental. Usually, the selection of a research methodology is dictated by research questions. The research questions posed in our study would be best answered by an experimental research design.

The selected research design for the present study is quantitative experimental control group. Figure 1. below presents the research design selected for this study graphically.

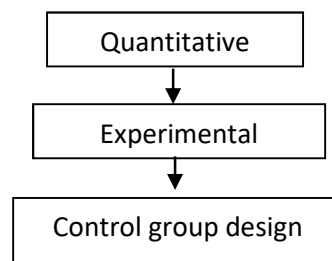


Figure 1. Research design

Since our study is focusing on a comparative analysis of GTM and CLT I believe that the selection of this procedure is the proper one since the essence of experimental research is to compare groups. Cook and Campbell (1979, p.5) assert that “All experiments involve at least a treatment, an outcome measure, units of assignment, and some comparison from which change can be inferred and hopefully attributed to the treatment”.

We have to consider a number of issues when designing a research project. First and foremost, in an experimental design, both groups involved in the study should be matched for proficiency. Therefore we will administer a placement test for both groups. Once we match groups for proficiency, we will assign one class to a control group and the other class to an experimental

group. The control group will be learning in a GTM learning environment, whereas the experimental or treatment group will be learning in a CLT learning environment.

Here are the steps that will be undertaken in the course of our research

Step 1: selection of two classes/groups on a random basis

Step 2: administering a placement test for language proficiency

Step 3: intervention stage

Step 4: final grade evaluation

### **3.1 Participants**

The research population of the study was based in a primary school in the city of Mitrovica. Two classes of primary school “Fazli Grajčevci” in Mitrovica took part in this research project. The classes selected were 9<sup>th</sup> grade, 15-16 year old pupils. One class (9/4) consisted of 25 pupils and the other class (9/5) consisted of 26 pupils. Altogether there were 51 primary school pupils involved in the research. In order to have as homogenous groups as possible we administered a placement test so that we had two classes with pupils having the same language proficiency. 9<sup>th</sup> grade pupils were learning English with Headway Elementary books (3rd edition). So according to Common European Framework of Reference (CEFR) their level was A2. After the administration of the placement test we had to eliminate some participants from the research since they did not reach the required level as the rest of the class. We eliminated seven pupils from the 9/4 class and eight pupils from the 9/5 class. Seven pupils from the 9/4 class did not reach the A2 level, therefore were eliminated from the research, whereas in the 9/5 class seven pupils were eliminated for not reaching A2 level and one was eliminated because he reached B1 level. Therefore we had 18 pupils in each group. Before administering a questionnaire an informed consent to participate voluntarily in the research was administered. To make sure that each of the student was able to understand everything related to the research I also provided additional explanations as well as full translation. Regarding this important issue,

Mackey & Gass (2005, p. 31) pointed out that the way the information is conveyed to participants is very important. In this regard, participants must be given the opportunity to discuss their concerns and have their questions answered and that the informed consent must be provided in language understandable to them, given their age, educational background, mental capacity, and language proficiency. A sample consent form has been adopted from Mackey & Gass (2005, p. 33) and is attached to this master thesis (see appendix A).

### **3.2 Data collection instruments**

**3.2.1 Placement tests** – this study was based on a quantitative experimental control group design. In experimental designs for language learning placement tests are an important part of the research. In an experimental design, groups that are a part of the research must be matched for language proficiency. Therefore, if there are any changes after the intervention stage in the experimental group they can be attributed to the effects of intervention. After the administration of the placement test, we had to eliminate some participants from the research.

**3.2.2 Final grade evaluation** – final grade evaluation was an important measurement instrument since the first research question posed in our study, which is to see if CLT is effective in overall language competence, would be best answered by a final grade evaluation. Final grade evaluation is an overall language competency assessment by the English teacher. The results informed us if the intervention in the experimental group had any effect and if our hypothesis was proven or disproven.

**3.2.3 Questionnaires** – the student questionnaire was completed by the 9<sup>th</sup>-grade class in the experimental group. This questionnaire was about learner's attitudes and perceptions about the CLT and GTM. It tried to find out about the instructional practice at English classrooms. It also tried to find out if CLT enhanced learning motivation. A questionnaire developed by Savignon & Wang (2003), which was designed to assess learner attitudes and perceptions in a CLT or communicative context as well as GTM or form-focused instruction, was adopted and used in our research study as it comprises of elements similar to this study. The first part tried to find out the

instructional practice at school, whereas the second part focused on learner's attitudes towards English language teaching and learning. The third part focused on learning motivation. Considering the language proficiency of the students I also provided translations for each of the questions in the questionnaire.

### **3.3 Data analysis**

After the collection of data through various data collection instruments, I analyzed them using standard analytical software. Based on the nature of our study which is quantitative, a statistical analysis needs to be undertaken.

### **3.4 Conclusion**

The methodology used in this research project and the instruments chosen to gather data were very important in the process of empirical research and in the completion of this master thesis as a whole. Students' questionnaire as a data gathering tool proved to be very important and insightful as we were able to get the feelings and perceptions for the use of CLT in language learning. Therefore, we were able to find out if CLT enhanced learning motivation and whether it was accepted positively by pupils. The other very important aspect in data collection process was the final grade evaluation by the English teacher. Thus, I was able to measure effects of CLT in English language learning by comparing the results of two classes and see whether overall language competence progressed using the CLT approach.

## **4. Results**

This section of the thesis presents results of data collected through our data collection instruments. The first instrument that we utilized in our study was the placement test. Based on the design of our study it was very important to establish a starting point that was the same for both the control and the experimental group. Therefore we had two very homogenous groups before the intervention stage. Another very important instrument for data collection was the final grade evaluation. I thought that the first research question would best be answered by a final grade evaluation since the overall language competence is assessed as a final grade at the end of the semester. And the other instrument was the students' questionnaire and intended to find out about instructional practice at school, learner's attitudes and perceptions for English language teaching and learning as well as assess whether CLT enhanced learning motivation.

### **4.1 Placement test results**

As pointed out earlier, due to the design of our research study, I had to administer a placement test for both groups involved in the study. In an experimental study, each group involved must be matched for language proficiency so that any change in the experimental group is attributed to the intervention. Two classes were involved in the placement test. The 9/4 class had 25 students and after the administration of the placement test, seven students were eliminated from the research as they did not reach the A2 level. And the 9/5 class had 26 students where eight students were eliminated from the research, seven for not reaching A2 and one for reaching B1.

The table below shows the data of participants before placement test.



2017/2018 academic year	Class	Male	Female	Male & Female	Total
Control group	9/4	13	12	25	51
Experimental group	9/5	14	12	26	

Table 4.1.1 *Participants before placement test*

The table below shows participants after the administration of placement test.

2017/2018 academic year	Class	Male	Female	Male & Female	Total
Control group	9/4	8	10	18	36
Experimental group	9/5	7	11	18	

Table 4.1.2 *Participants after the placement test*

## 4.2 Final grade evaluation results

Final grade evaluation was based on the personal diary of the English teacher. Every teacher in Kosovo education system is obliged to hold a personal diary for continuous assessment of the students' progress. The assessment in Kosovo is done in three periods: September-December; January – March; April – June. For each period the results of the pupils' progress are written down on the personal diary of the teacher.

For a sample of a personal diary of the teacher see table 3 below:

	<i>PERSONAL DIARY OF THE ENGLISH TEACHER FOR 2017/18 ACADEMIC YEAR</i>									
	School: “Fazli Grajçevci” in Mitrovica									
									Class:	
	Subject: <u>English language</u>								Teacher: <u>Faton Miftari</u>	
	<i>Pupils’ assessment during different activities</i>									
No.	Full name	Period								
			Reading	Writing	Listening	Speaking	Homework	Classwork	Grade average	Final grade average
1	##### #####	1								
		2								
		3								

Table 4.2.1 *Personal diary of the English teacher*

Our empirical research was conducted during the third period, April – June. The intervention in the experimental group was done with the 9/5 class in the third period. The results for the first two periods are presented in this study to have a better picture of the pupils’ achievement so that we can see if any change at the end of the study in experimental group can be attributed to intervention.

Below are the results of the control group (9/4 class) for the first two periods before intervention, converted in average grade for the whole class, as recorded by the English teacher.

	PERSONAL DIARY OF THE ENGLISH TEACHER FOR 2017/18 ACADEMIC YEAR									
	School: “Fazli Grajçevci” in Mitrovica									
								Class: <u>9/4</u>		
	Subject: <u>English language</u>							Teacher: <u>Faton Miftari</u>		
	Pupils’ assessment during different activities									
No.	Full name	Period								
			Reading	Writing	Listening	Speaking	Homework	Classwork	Grade average	Final grade average
1	##### #####	1	3.8	4.2	2.9	3.1	4.1	2.8	3.48	
		2	3.5	3.9	2.8	2.9	4.2	3.2	3.41	
		3								

Table 4.2.2 Control group results before intervention

Whereas here are the results of the experimental group (9/5) class converted in the average grade for the two periods.

				<i>PERSONAL DIARY OF THE ENGLISH TEACHER FOR 2017/18 ACADEMIC YEAR</i>											
				School: “Fazli Grajçevci” in Mitrovica											
												Class: <u>9/5</u>			
				Subject: <u>English language</u>								Teacher: <u>Faton Miftari</u>			
				<i>Pupils’ assessment during different activities</i>											
No.		Full		Period											

	name		Reading	Writing	Listening	Speaking	Homework	Classwork	Grade average	Final grade average
1	##### #####	1	3.7	4.1	2.9	2.9	4.1	3.0	3.45	
		2	3.4	3.8	2.9	3.0	4.1	3.1	3.38	
		3								

Table 4.2.3 *Experimental group results before intervention*

As we can see from the data on the tables presented above for the control and experimental group there is a very slight difference between the control and experimental group in overall grade average. The average grade of the control group pupils before the intervention, for the two periods, was 3.44. On the other hand the average grade of the experimental group before the intervention was 3.41.

Our empirical research was in the third period, April – June. During the intervention stage pupils from the experimental group were taught entirely using CLT principles and approaches. The control group was learning in a GTM learning environment. Therefore we were able to observe if there was any change in the third period of assessment for both groups.

Below are the results of the third period assessment as well as the final grade average from the three periods in the control group (9/4 class).

				<i>PERSONAL DIARY OF THE ENGLISH TEACHER FOR 2017/18 ACADEMIC YEAR</i>											
				School: “Fazli Grajçevci” in Mitrovica											
												Class: <u>9/4</u>			
				Subject: <u>English language</u>								Teacher: <u>Faton Miftari</u>			
				<i>Pupils’ assessment during different activities</i>											
No.		Full		Period											

	name		Reading	Writing	Listening	Speaking	Homework	Classwork	Grade average	Final grade average
1	#####	1	3.8	4.2	2.9	3.1	4.1	2.8	3.48	3.44
		2	3.5	3.9	2.8	2.9	4.2	3.2	3.41	
		3	3.6	4.0	2.9	2.8	4.3	3.1	3.45	

Table 4.2.4 Control group results after intervention

On the other hand, here are the results of the third period assessment as well as the final grade average from the three periods in the experimental group (9/5 class). In fact the third period, which was the intervention stage in the experimental group, will provide us with good information on whether there is progress and overall language competence in a CLT learning environment. Therefore the results are presented in the following table below:

	PERSONAL DIARY OF THE ENGLISH TEACHER FOR 2017/18 ACADEMIC YEAR									
	School: “Fazli Grajçevci” in Mitrovica									
									Class: <u>9/5</u>	
	Subject: <u>English language</u>								Teacher: <u>Faton Miftari</u>	
	Pupils’ assessment during different activities									
No.	Full name	Period								
			Reading	Writing	Listening	Speaking	Homework	Classwork	Grade average	Final grade
1	##### #####	1	3.7	4.1	2.9	2.9	4.1	3.0	3.45	3.55
		2	3.4	3.8	2.9	3.0	4.1	3.1	3.38	
		3	3.5	3.8	3.3	4.1	4.2	4.1	3.83	

Table 4.2.5 Experimental group results after intervention

As we can see from the data above, there is a noticeable progress in the experimental group average score after the intervention. It is especially important to point out that listening, speaking and the classwork were considerably influenced and enhanced by the use of the CLT approach. The third period average in the control group was 3.45 which was considerably less than the 3.83 average in the experimental group. The average score in the experimental group in the third period can be attributed to the intervention. Therefore the final grade evaluation for the whole academic year was affected as well. The control group scored an average of 3.44 final grade, whereas the experimental group scored an average of 3.55 final grade. This slight increase seems to have a direct link to the intervention in the experimental group as the averages per section in the tables indicate.

We can conclude that the CLT has had a positive effect in the overall language competence as indicated by the data provided in the tables above.

#### **4.3 Questionnaire results**

Another very important data collection instrument was the questionnaire used in the study. Through the questionnaire we aimed to give answers to the second and the third research questions in the study. The questionnaire was divided into three parts. The first part tried to identify the English instructional practice in the classroom. The second part focused on the learners' perceptions and attitudes towards CLT. And the third part focused on the learner motivation in a CLT environment. So, altogether the questionnaire consisted of 25 questions assessed in a likert scale with five options (1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree). The questionnaire was completed by the experimental group (9/5 class). For each of the questions in the study the results are presented below.

The first five questions focused on finding out whether English instructional practice at school was GTM oriented.

Question 1: English teaching in my school is grammar-focused.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	8	6	2	2	0	18
		Percentage (%)	44.4%	33.3%	11.1%	11.1%	0.0%	100.0%

Table 4.3.1 Results of question 1

Question 2: My English teachers often ask me to do sentence drilling and repeat sentences after them.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	9	7	1	1	0	18
		Percentage (%)	50.0%	38.8%	5.5%	5.5%	0.0%	100.0%

Table 4.3.2 Results of question 2

Question 3: The language used in the classroom by my teachers is mostly Albanian.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	9	7	1	1	0	18
		Percentage (%)	50.0%	38.8%	5.5%	5.5%	0.0%	100.0%

Table 4.3.3 Results of question 3

Question 4: English teaching in my school focuses on grammar rules only.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	7	7	3	1	0	18
		Percentage (%)	38.8%	38.8%	16.6%	5.5%	0.0%	100.0%

Table 4.3.4 Results of question 4

Question 5: I rarely talk in English in my classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total

Grade	9/5	Student count	7	11	0	0	0	18
		Percentage (%)	38.8%	61.1%	0.0%	0.0%	0.0%	100.0%

Table 4.3.5 Results of question 5

Questions 6-10 focused on finding out whether English instructional practice at school was CLT oriented.

Question 6: English teaching in my high school is communication-based.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	0	0	3	8	7	18
		Percentage (%)	0.0%	0.0%	16.6%	44.4%	38.8%	100.0%

Table 4.3.6 Results of question 6

Question 7: My teachers often make us engage into conversations in English.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count		1	1	10	6	18
		Percentage (%)	0.0%	5.5%	5.5%	55.5%	33.3%	100.0%

Table 4.3.7 Results of question 7

Question 8: Our focus in class is communication, but grammar is explained when necessary.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count		1	2	8	7	18
		Percentage (%)	0.0%	5.5%	11.1%	44.4%	38.8%	100.0%

Table 4.3.8 Results of question 8

Question 9: We are allowed to make mistakes and we do not get interrupted and overcorrected by our teachers.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count		2	1	7	8	18
		Percentage (%)	0.0%	11.1%	5.5%	38.8%	44.4%	100.0%

Table 4.3.9 Results of question 9



Question 10: My English teachers often create a communicative environment in the classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count		2	1	7	8	18
		Percentage (%)	0.0%	11.1%	5.5%	38.8%	44.4%	100.0%

Table 4.3.10 Results of question 10

The second part of the questionnaire focused on the learners' attitudes and perceptions about the GTM and CLT. Questions 11-15 expressed learners' attitudes and perceptions towards GTM and aimed at identifying if students preferred or liked GTM practices.

Question 11: I like grammar-focused English teaching in my classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count		3	4	7	4	18
		Percentage (%)	0.0%	16.6%	22.2%	38.8%	22.2%	100.0%

Table 4.3.11 Results of question 11

Question 12: I like sentence drilling and repeating sentences after my teacher in my classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	1	4	2	7	4	18
		Percentage (%)	5.5%	22.2%	11.1%	38.8%	22.2%	100.0%

Table 4.3.12 Results of question 12

Question 13: I like my English teachers to use Albanian in the classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	0	4	0	8	5	18
		Percentage (%)	0.0%	22.2%	0.0%	44.4%	27.7%	100.0%

Table 4.3.13 Results of question 13

Question 14: I like my teacher to explain and practice grammar rules in my classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total

Grade	9/5	Student count	1	3	1	7	6	18
		Percentage (%)	5.5%	16.6%	5.5%	38.8%	33.3%	100.0%

Table 4.3.14 Results of question 14

Question 15: I like an English class in which I do not need to talk.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	0	2	1	7	8	18
		Percentage (%)	0.0%	11.1%	5.5%	38.8%	44.4%	100.0%

Table 4.3.15 Results of question 15

Questions 16-20 focused on learners' attitudes and perceptions on CLT and intended to find out learners preferences, feelings and acceptance towards CLT.

Question 16: I like communication-based English teaching.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	7	7	1	2	1	18
		Percentage (%)	38.8%	38.8%	5.5%	11.1%	5.5%	100.0%

Table 4.3.16 Results of question 16

Question 17: I like activities in which I can engage into conversations in English.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	5	9	0	4	0	18
		Percentage (%)	27.7%	50.0%	0.0%	22.2%	0.0%	100.0%

Table 4.3.17 Results of question 17

Question 18: I like my English class to be focused on communication, with English explained when necessary.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	6	6	2	4	0	18
		Percentage (%)	33.3%	33.3%	11.1%	22.2%	0.0%	100.0%

Table 4.3.18 Results of question 18

Question 19: I like English teachers in my classroom to allow us to make mistakes and not get interrupted or overcorrected.								
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			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	5	9	1	2	1	18
		Percentage (%)	27.7%	50.0%	5.5%	11.1%	5.5%	100.0%

Table 4.3.19 Results of question 19

Question 20: I like my English teachers to create a communicative environment in my classroom.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	9	6	1	2	0	18
		Percentage (%)	50.0%	33.3%	5.5%	11.1%	0.0%	100.0%

Table 4.3.20 Results of question 20

The third part of the questionnaire focused on the CLT and learning motivation. Through the likert scale I tried to measure learning motivation, enjoyment and the degree of acceptance of CLT learning environment.

Question 21: Talking in English at first was difficult but it gradually got better.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	11	5	1	1	0	18
		Percentage (%)	61.1%	27.7%	5.5%	5.5%	0.0%	100.0%

Table 4.3.21 Results of question 21

Question 22: Interacting in English in the classroom is very interesting.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	13	4	1	0	0	18
		Percentage (%)	72.2%	22.2%	5.5%	0.0%	0.0%	100.0%

Table 4.3.22 Results of question 22

Question 23: It is very enjoyable when I talk to my classmates in English.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	12	4	1	1	0	18
		Percentage (%)	66.6%	22.2%	5.5%	5.5%	0.0%	100.0%

Table 4.3.23 Results of question 23

Question 24: Focusing only on grammar rules is very boring.								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	6	8	2	1	1	18
		Percentage (%)	33.3%	44.4%	11.1%	5.5%	5.5%	100.0%

Table 4.3.24 Results of question 24

Question 25: Explaining grammar rules in a communicative way is enjoyable and understandable								
			Strongly agree	Agree	Undecided	disagree	Strongly disagree	Total
Grade	9/5	Student count	8	8	1	1	0	18
		Percentage (%)	44.4%	44.4%	5.5%	5.5%	0.0%	100.0%

Table 4.3.25 Results of question 25

#### 4.4 Conclusion

The results of the questionnaire are of utmost importance as they give us first-hand information on this study. The questionnaire was divided into three parts and its intention was multifold. The first part of the questionnaire consisted of ten questions and was aiming to find out about the instructional practice at the English classrooms. The first five questions focused around GTM and its principles. The sixth, seventh, eighth, ninth, and tenth question focused on the instructional practice at English classrooms but from a CLT perspective.

The second part focused on attitudes and perceptions on English language teaching and learning and tried to find out the degree to which GTM and CLT were accepted and preferred. Questions 11-15 focused on GTM, whereas questions 16-20 focused on CLT, all of them trying to find out about learners' perceptions and attitudes.

The third part of the questionnaire comprised of five questions. Questions 21-25 focused on CLT and learning motivation.

All the content of the questionnaire is analyzed in the fifth chapter of this thesis.

## **5. Analysis of data**

Analysis of data obtained through empirical research are presented in the following section. Our quantitative data collected through our data collection instruments will be analyzed and presented below.

### **5.1 Analysis of placement test**

Based on the design of our research study we had to administer a placement test for both groups involved in the study. In an experimental study each group involved must be matched for language proficiency so that any change in the experimental group is attributed to the intervention. Two classes were involved in the placement test. The 9/4 class had 25 students and after the administration of the placement test seven students were eliminated from the research as they did not reach the A2 level. And the 9/5 class had 26 students where eight students were eliminated from the research, seven for not reaching A2 and one for reaching B1. So the overall number of participants in the study was 51. Out of 51 students involved in the research initially, 36 took part in the research study and the others were eliminated from the data collection process. However, all the participants in both groups attended classes and were exposed to the same teaching and learning materials and environment and only records were not held for those not participating in the study.

The figure below shows the data of participants before placement test.

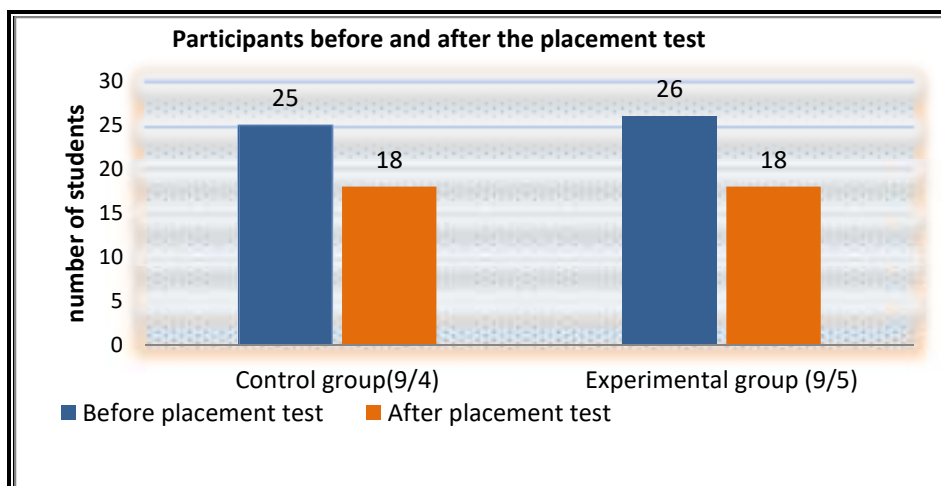


Figure 5.1.1 *Participants before and after the placement test.*

## 5.2 Analysis of final grade evaluation

Final grade evaluation served us as a very important measurement instrument for overall language competence. We decided to use this useful tool to track the progress of each pupil for the development of each particular language skill and task. Final grade evaluation was based on the personal diary of the English teacher. Every teacher in Kosovo education system is obliged to hold a personal diary for continuous assessment of the students' progress. The assessment in Kosovo is done in three periods: September-December; January – March; April – June. For each period the results of the pupils' progress is recorded down on the personal diary of the teacher.

Our empirical research was conducted during the third period, April – June. The intervention in the experimental group was done with the 9/5 class. The results of the students involved in the research for the first two periods are also presented here. This is done to have a better picture of the pupils' language competence as assessed by the English teacher. Hence, to see if any change at the end of the study in experimental group can be attributed to intervention.

The final grade evaluation is done on a continuous basis where the English teacher keeps track of each pupil's progress in different aspects of language. Language covered in the teachers'

diary was focusing in the four major language skills which are reading, writing, speaking, listening as well as the part of the homework and classwork.

Below is the analysis of results of the control and experimental group for the first two periods before intervention presented in figure 5.2.1

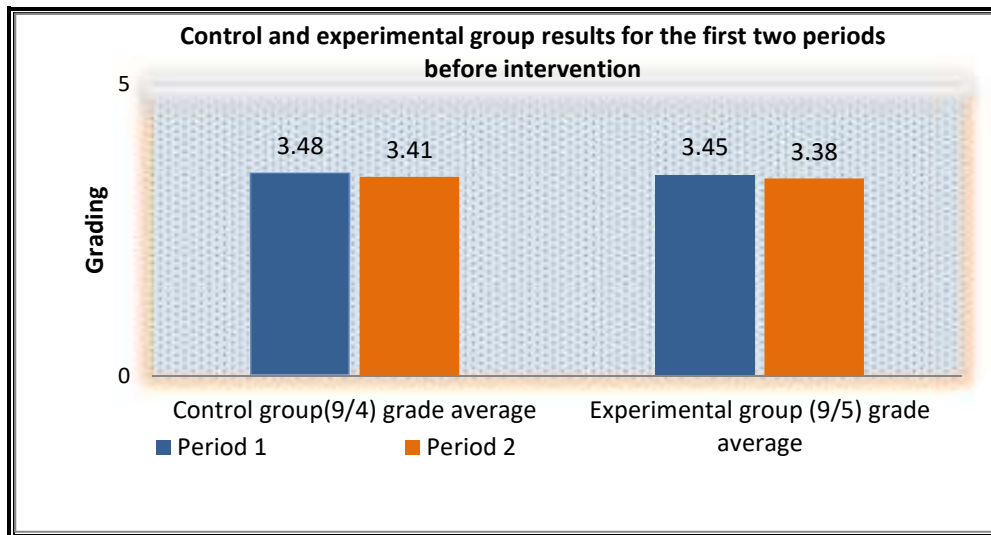


Figure 5.2.1 *Control and experimental group results for the first two periods before intervention*

We can conclude that from the data presented in the diagram above for both groups were very similar in terms of language competency. The average grade for the control group for the first two periods was 3.44 whereas for the experimental group was 3.41. So both groups in the study were almost homogenous regarding language proficiency, therefore we were able to track the progress of the students in the third period of assessment April to June.

The third period results after intervention are presented below in the figure 5.2.2

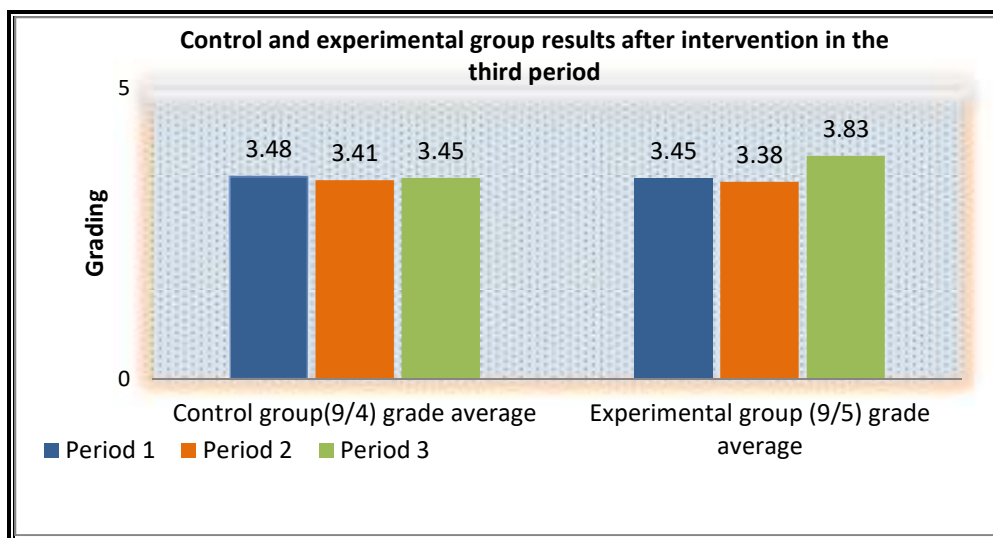


Figure 5.2.2 *Control and experimental group results after intervention in the third period*

As we can see from the average grade in the third period for both groups there is a statistically significant increase in the grade average for the experimental group (intervention group). If we analyze the data from table 6 and 7 in chapter four (see chapter: Results) we can draw some very important conclusions. It is especially in the listening, speaking and classwork sections that the experimental group outperformed the control group. It was those three components that seem to have been developed more on a CLT learning environment. Therefore the results in the third period are an important indicator that shows that CLT promotes overall language performance and enhances especially speaking and listening skills. The results from the third period influenced the overall final grade evaluation.

The figure below presents the overall final grade evaluation.



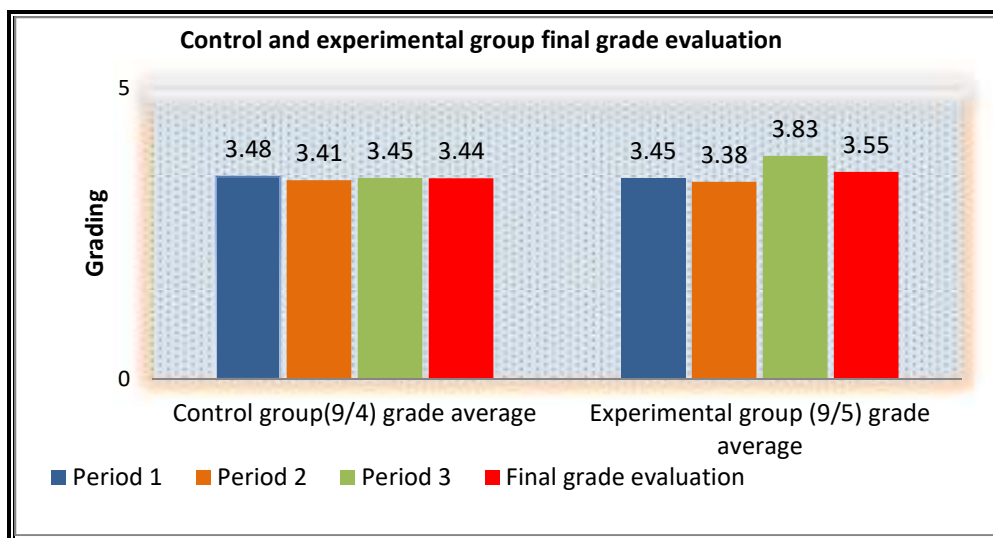


Figure 5.2.3 *Control and experimental group final grade evaluation*

From the data presented above we can conclude that the third period results influenced the overall final grade average. This can be attributed to the intervention in the experimental group learning in a CLT learning environment. It is especially the development of speaking and listening as well as classwork activities that contributed significantly in the increase of the overall average. It is important to point out that other language skills were developed as well and there was not a significant difference between the control and the experimental group.

### 5.3 Analysis of questionnaires

Another very important and popular data collection instrument was the questionnaire used in the study. The questionnaire intended to give answers to research questions raised in the study. The questionnaire was divided into three parts. The first part tried to identify the English instructional practice in the classroom. The second part focused on the learners' perceptions and attitudes towards CLT. And the third part focused on the learner motivation in a CLT environment. So, altogether the questionnaire consisted of 25 questions assessed in a likert scale with five options (1. Strongly agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly disagree). The questionnaire was completed by the experimental group (9/5 class). For each of the questions in the study the results are presented and analyzed below.

The first five questions focused on finding out whether English instructional practice at school was GTM oriented. The results of the first question show that the practice of English teaching at school is grammar focused (see figure 5.3.1 below).

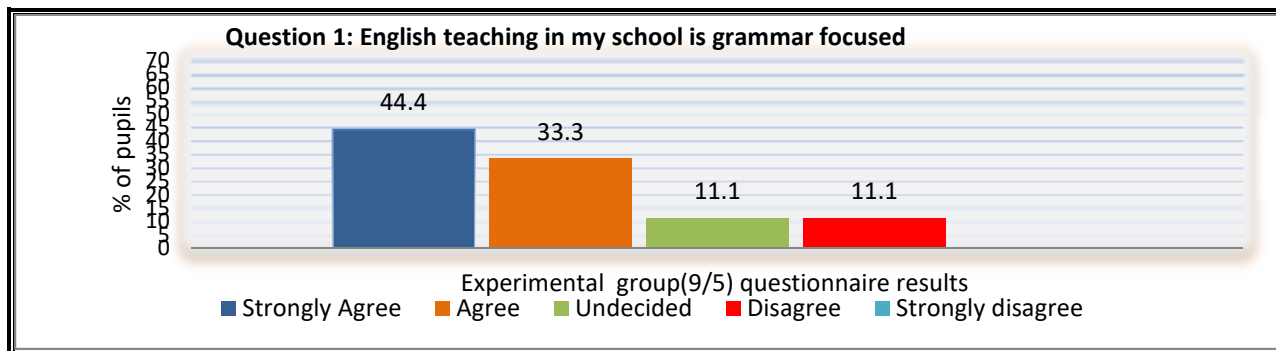


Figure 5.3.1 *Is English teaching in my school grammar-focused?*

The second question posed in the questionnaire attempted to find out whether students were asked to do sentence drilling and repeat after their teachers. The absolute majority either strongly agreed or agreed that this was a practice at their English classrooms (see figure 5.3.2 below).

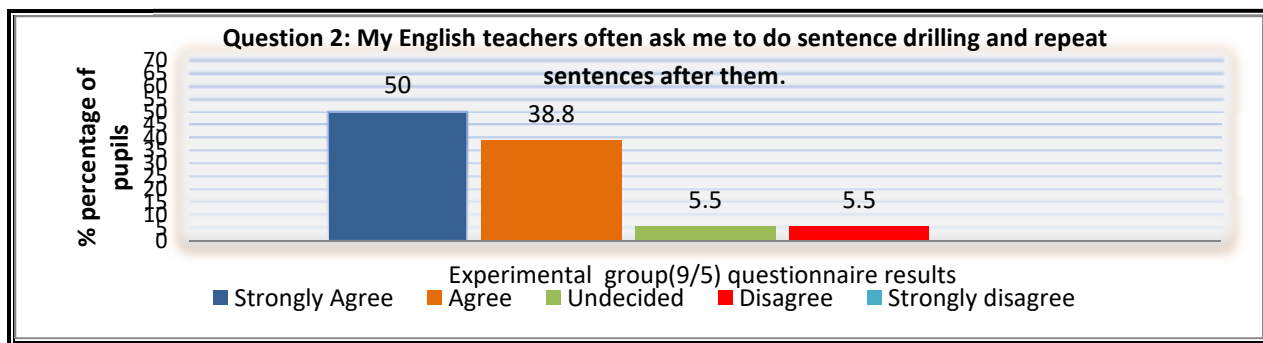


Figure 5.3.2 *Do English teachers ask me to do sentence drilling and repeat after them?*

In question three the majority of students agreed that the language used in the English classroom was mostly Albanian. This is just another proof of a typical feature of GTM and the statistics can be seen in the figure below.

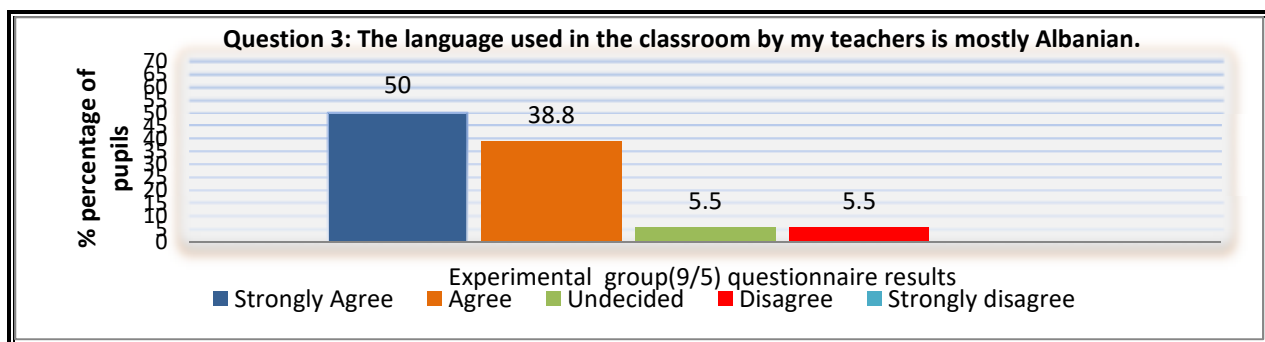


Figure 5.3.3 *Do English teachers use mostly Albanian?*

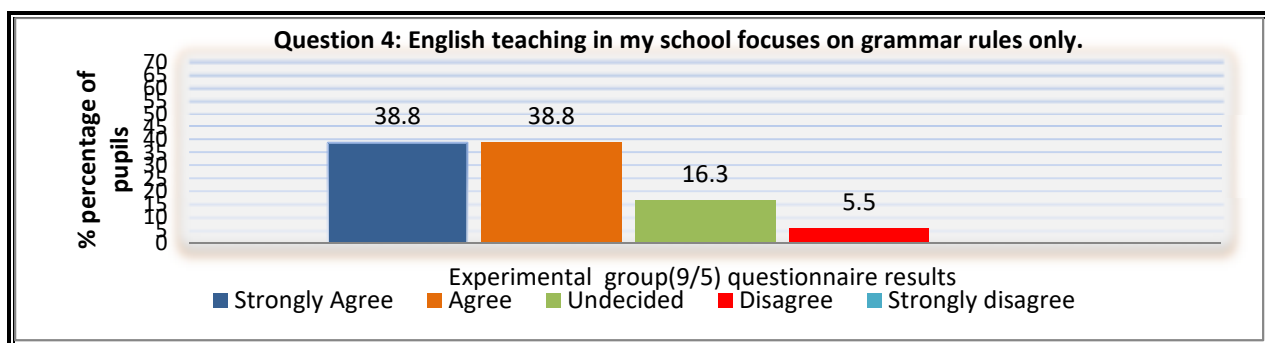


Figure 5.3.4 *Do English teachers only focus on grammar rules?*

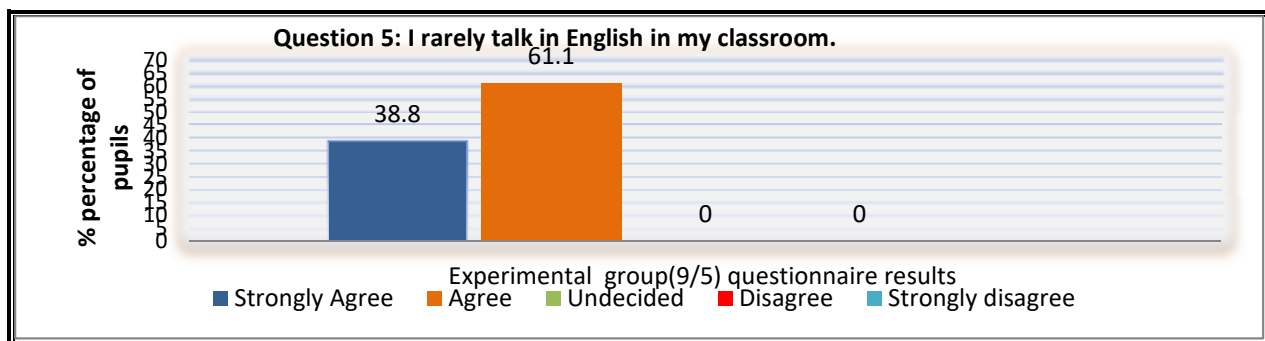


Figure 5.3.5 *I rarely talk in English in my classroom*

Results of question four and five from the figures above show us that grammar rules are a central part in English teaching and communicating in English is not a practice at the classroom. We can conclude from the first five questions that the current English practice at the classroom is GTM focused since the grammar rules are a priority, sentence drilling and repetition are practiced and there is no communication in English.

The next five questions (6-10) of the questionnaire tried to find out about the English practice and CLT. First, the results of the questions are present then followed by comments.

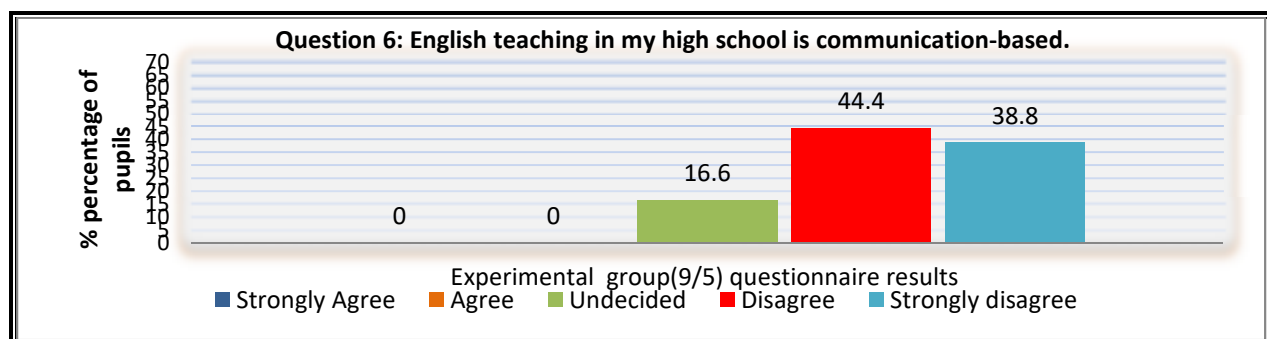


Figure 5.3.6 *Is English teaching at my school communication-based?*

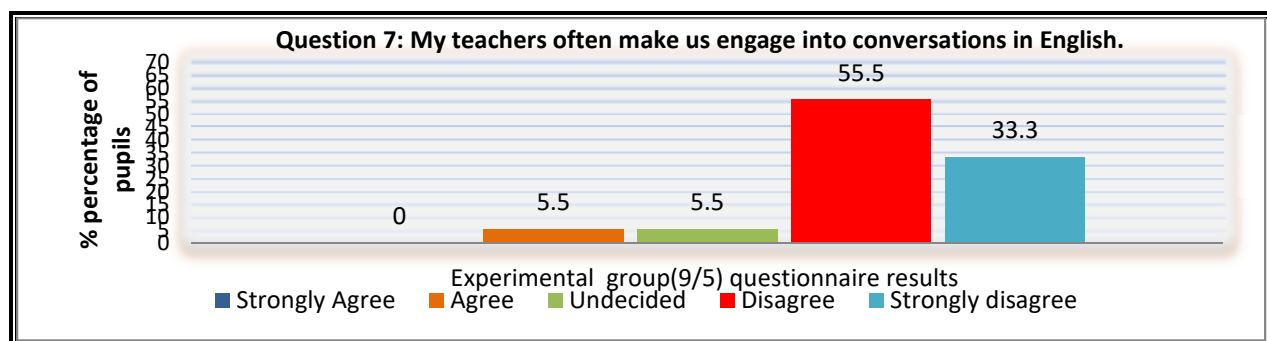


Figure 5.3.7 *Are we often involved in conversations?*

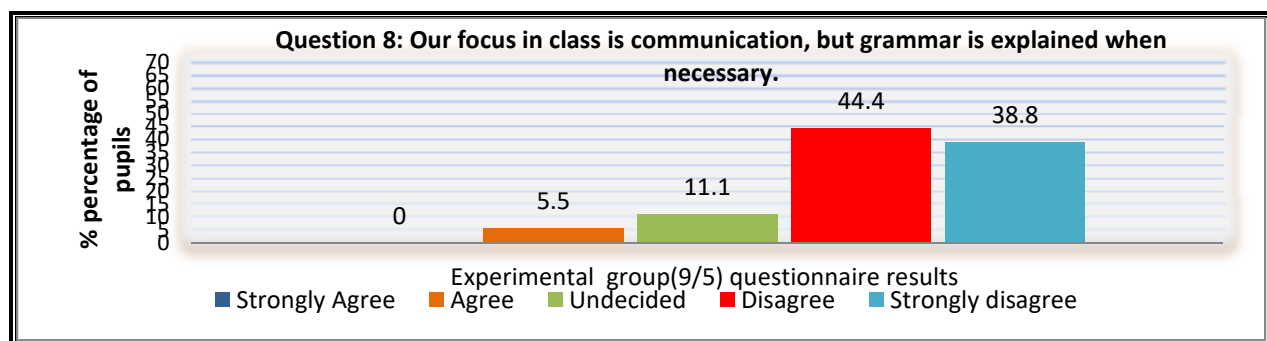


Figure 5.3.8 *There is a focus on communication but grammar is explained when necessary*

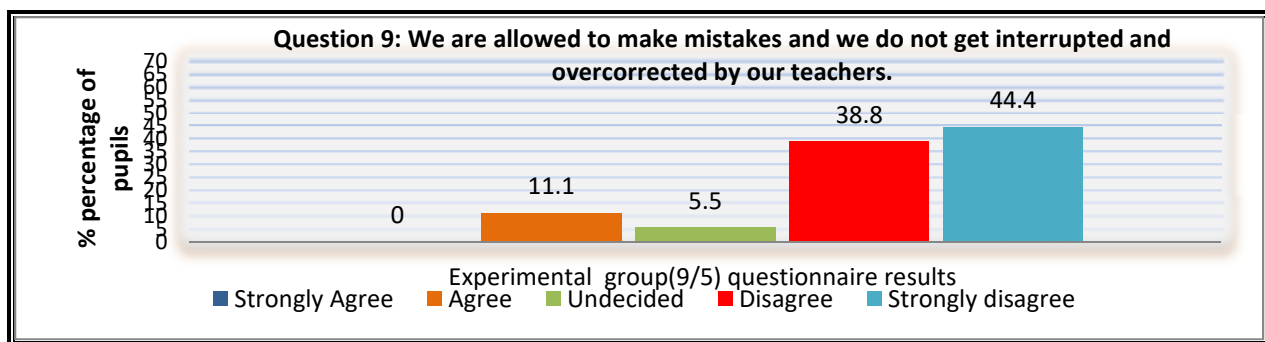


Figure 5.3.9 *We can makes mistakes and not get interrupted or over corrected*

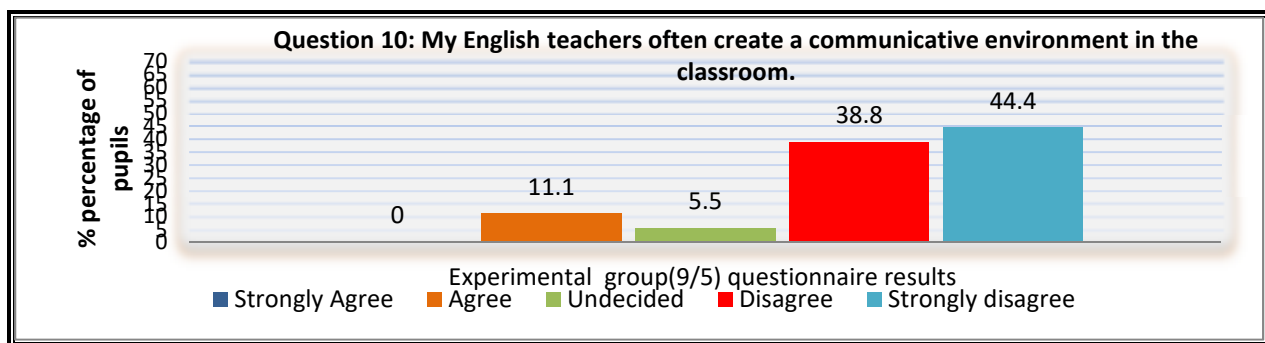


Figure 5.3.10 *There is a communicative environment in the classroom*

We can see that the English practice at school is not communication based as the majority of the pupils indicate with their answers. It is obvious that the English teachers do not create opportunities for pupils to engage in conversations in the target language. The focus in the classroom is not communication therefore grammar rules are not explained in a communicative way but rather in a traditional method, GTM. Pupils are not allowed to make mistakes and they often get interrupted and corrected by their teachers, which is not a typical feature of CLT. It is emphasized that the English teachers do not create communicative environments in the classroom.

All in all, there is very little or no practice of CLT in the classroom and that the GTM practice dominates the language learning and teaching environment.

The second part of the questionnaire focused on the learners' attitudes and perceptions about the GTM and CLT. Questions 11-15 express learners' attitudes and perceptions towards GTM and aimed at identifying if students preferred or liked grammar GTM practices.

Here are the findings of the questionnaire presented graphically below and are analyzed later.

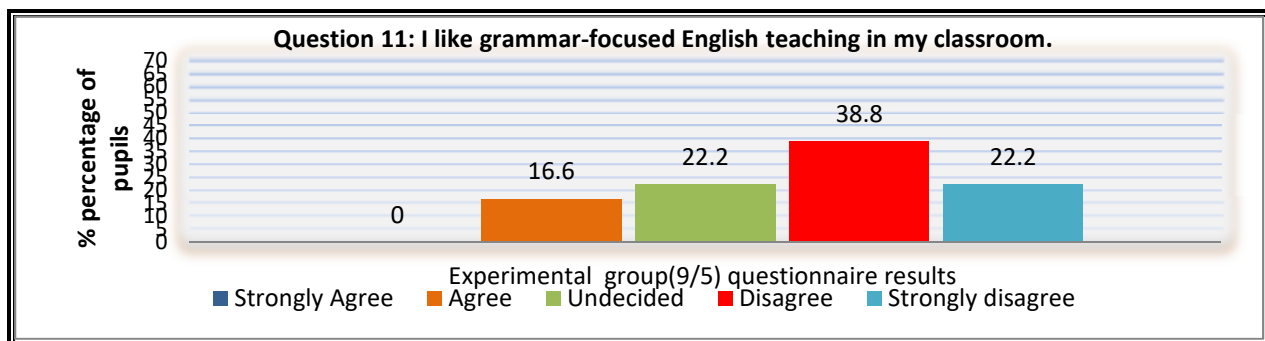


Figure 5.3.11 *I like grammar-focused English teaching in my classroom*

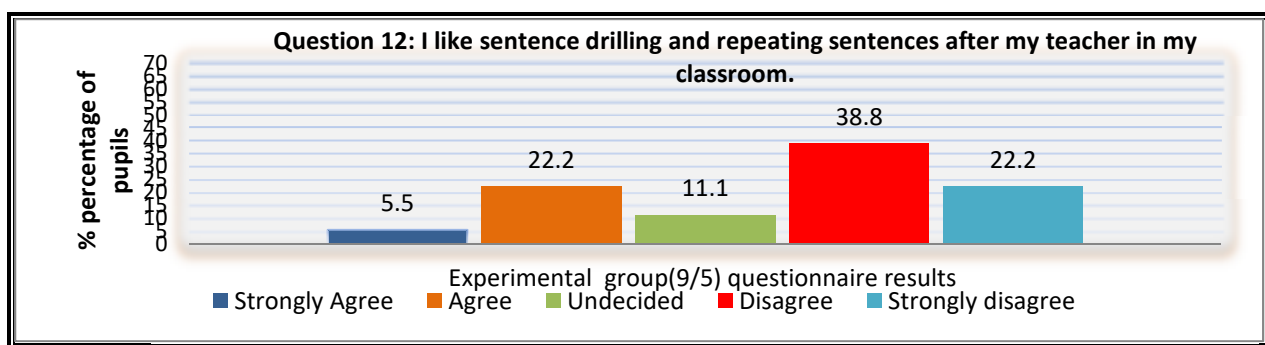


Figure 5.3.12 *I like sentence drilling and repeating sentences after my teacher*

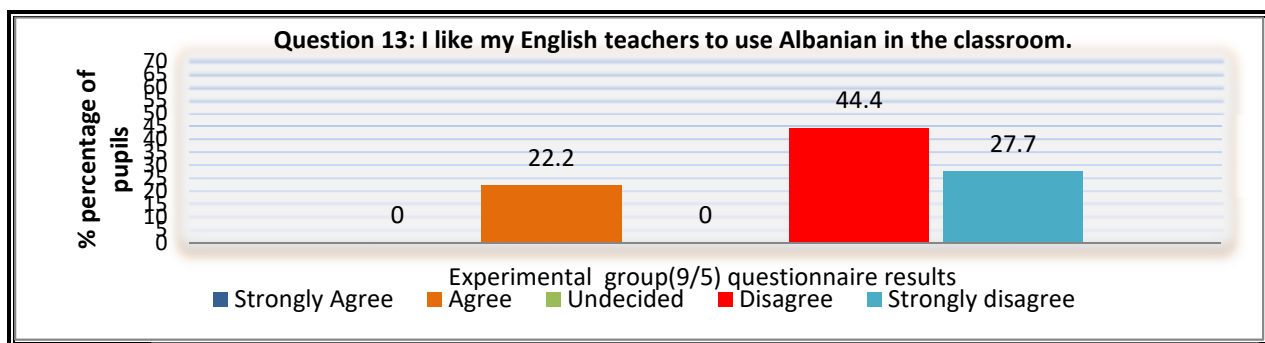


Figure 5.3.13 *I like my English teachers to use Albanian in the classroom*

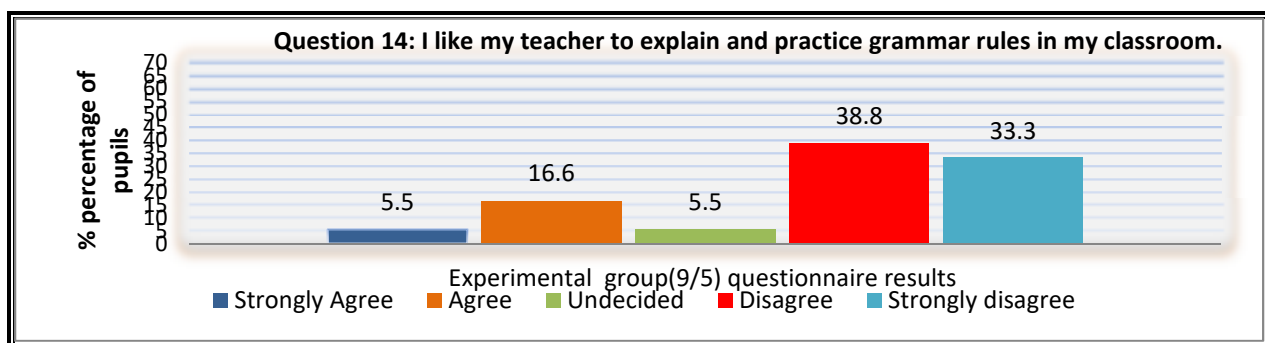


Figure 5.3.14 *I like my teacher to explain and practice grammar rules*

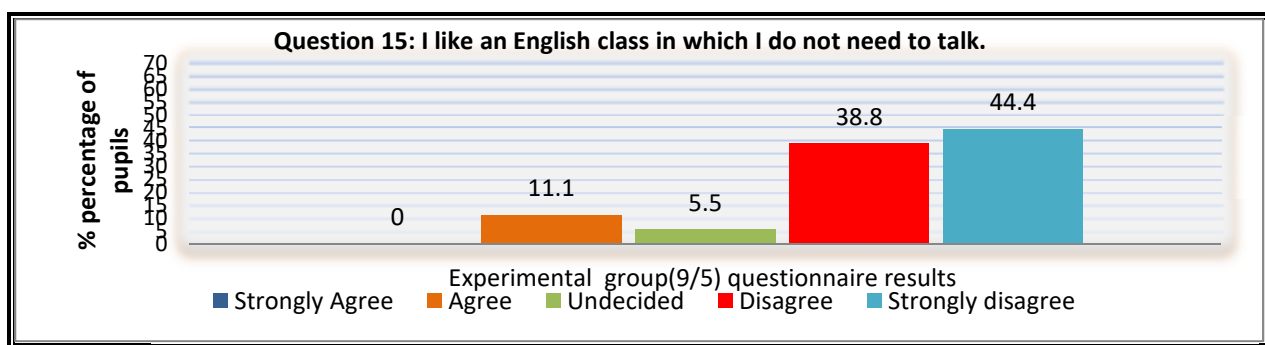


Figure 5.3.15 *I do not like talking in English in my classroom*

As we can see, results of the questions 11-15 inform us about the learners' perceptions and attitudes towards GTM. The answers clearly indicate that grammar-focused lessons are not liked and enjoyed by pupils. Traditional practices of drilling and repeating sentences after the teacher are not accepted as a good practice as the results indicate. Regarding the mother tongue use in the classroom, the absolute majority of the pupils agree that the mother tongue should not be used in the classroom and only 22.2 percent agree that the teachers should use Albanian in the classroom. Explaining and practicing grammar rules are not enjoyable at all just as the results show. Classes in which pupils cannot talk are not preferred by the pupils. In general, attitudes and perceptions towards GTM are negative since the practices of this method are not enjoyed or liked by pupils.

Questions 16-20 focused on learners' attitudes and perceptions on CLT and intended to find out learners preferences, feelings and acceptance towards CLT. The figures are presented below then, analyzed thoroughly.

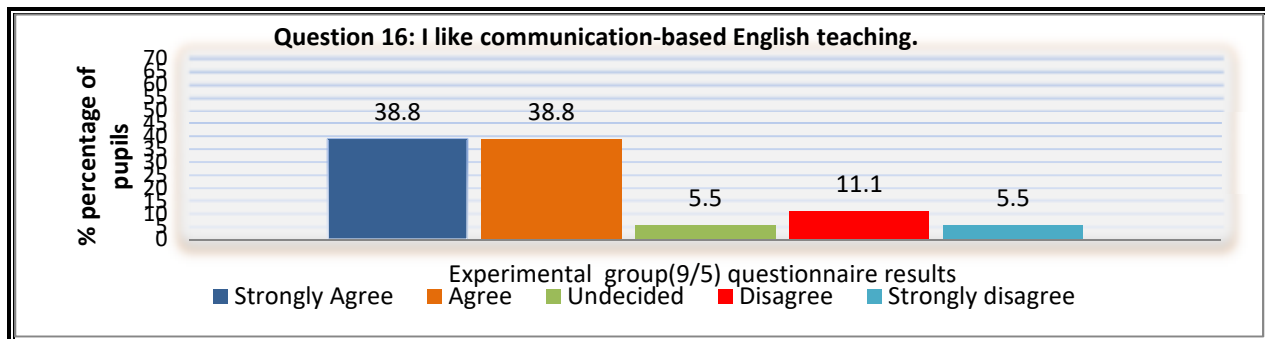


Figure 5.3.16 *I like communication based English teaching*

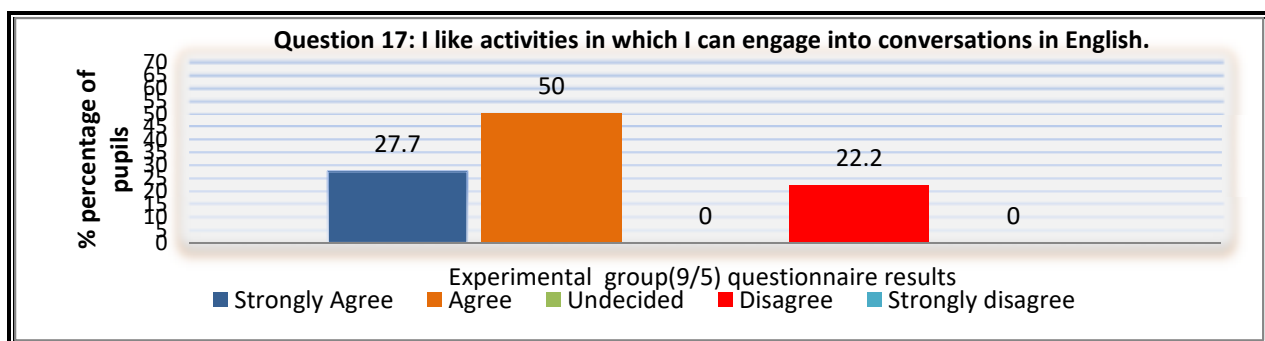


Figure 5.3.17 *I like communication based English teaching*

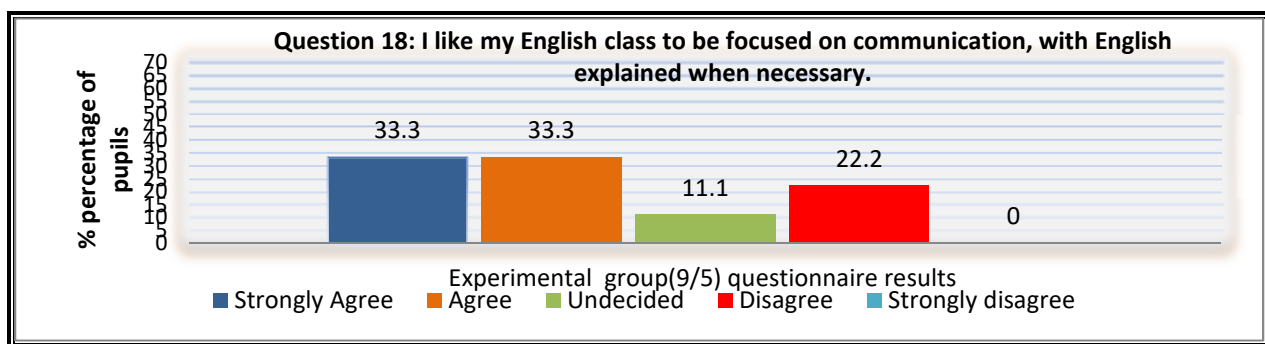


Figure 5.3.18 *I like communication based English teaching*



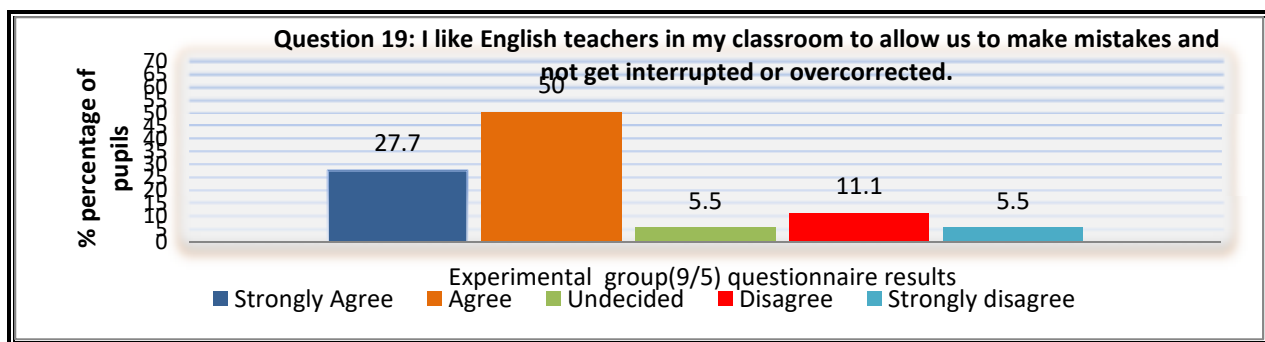


Figure 5.3.19 *I do not like getting interrupted and overcorrected when I make mistake*

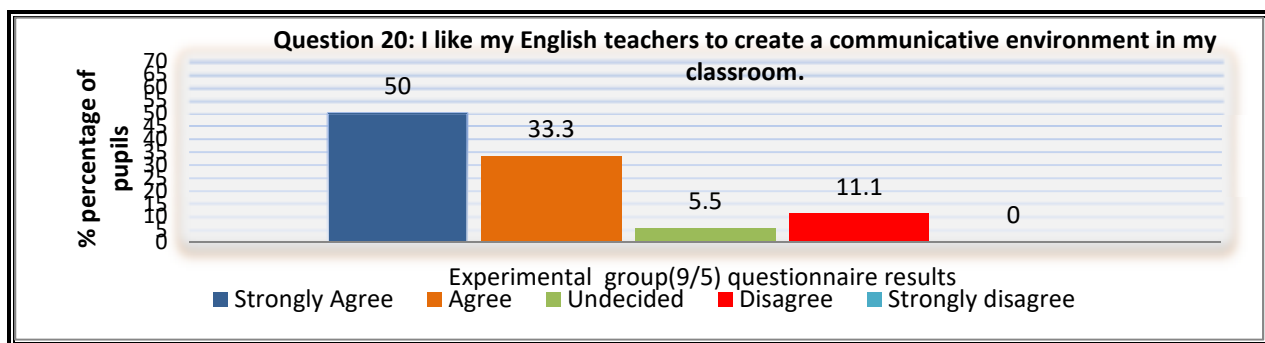


Figure 5.3.20 *I communicative environments in my classroom*

As indicated earlier, the questions 16-20 intended to find out about learners' perceptions, feelings, and attitudes towards CLT. Communication-based English teaching, a typical CLT principle, is preferred by most of the students. Activities in which learners can easily engage in conversations are also liked by the absolute majority of the pupils just as the results clearly indicate. Question 18 showed that pupils like communication activities but also grammar to be explained when necessary. Learners clearly indicate that they like it when they do not get interrupted or overcorrected when they make mistakes. To sum it up, CLT and its principles are liked and enjoyed by learners and it seems that this was especially evident during the intervention stage in the experimental group.

The third part of the questionnaire focused on the CLT and learning motivation. Through the likert scale I tried to measure learning motivation, enjoyment and the degree of acceptance of CLT learning environment.

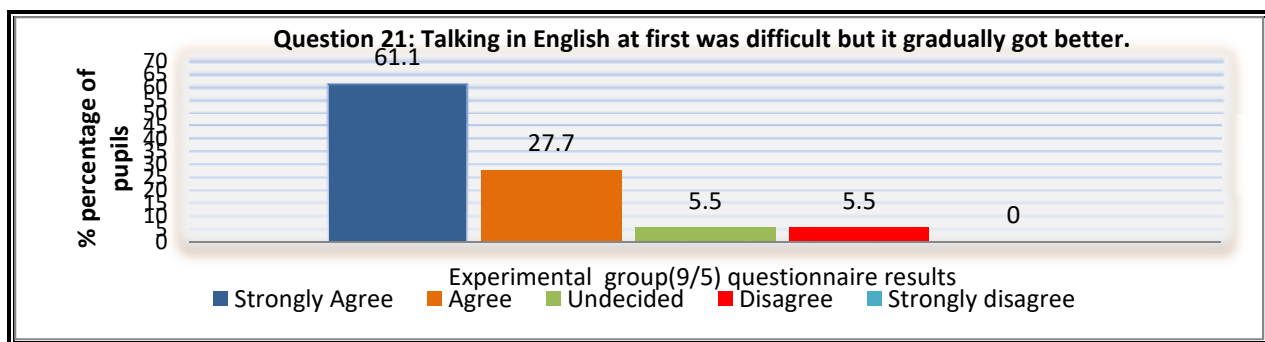


Figure 5.3.21 *Talking in English at first was difficult but it gradually got better*

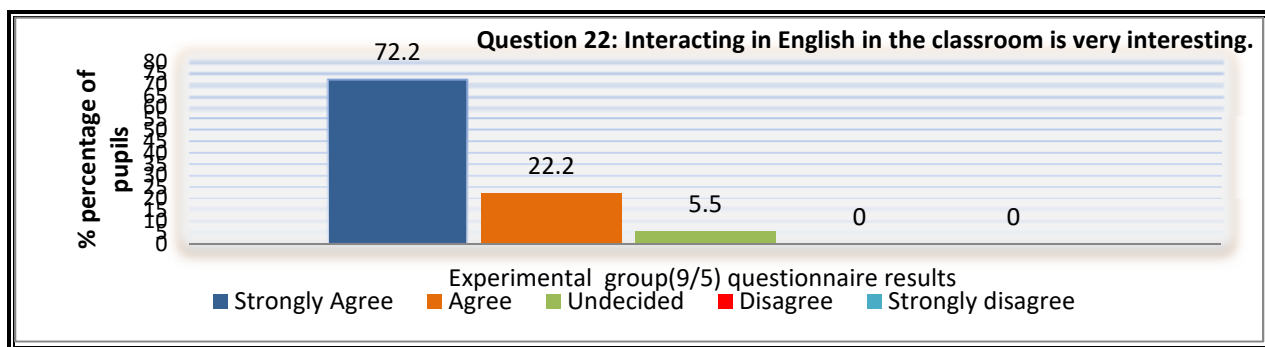


Figure 5.3.22 *Interacting in English is very interesting*

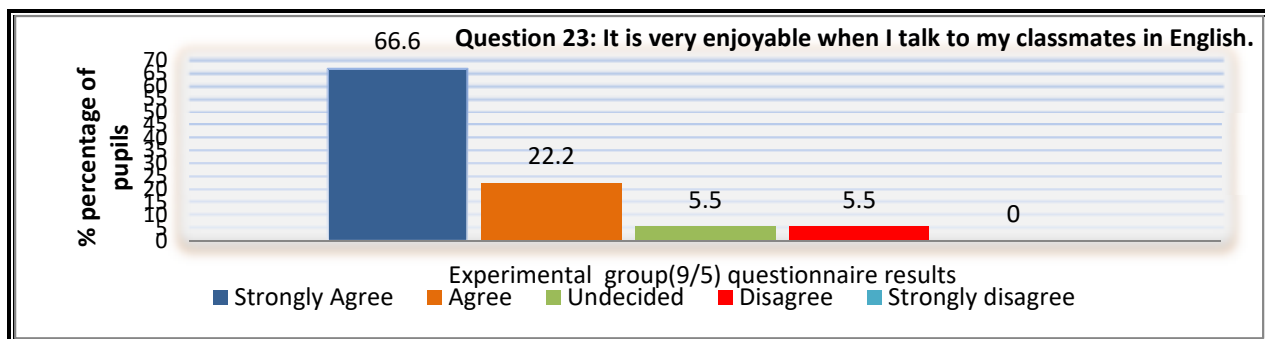


Figure 5.3.23 *I enjoy talking to my classmates in English*

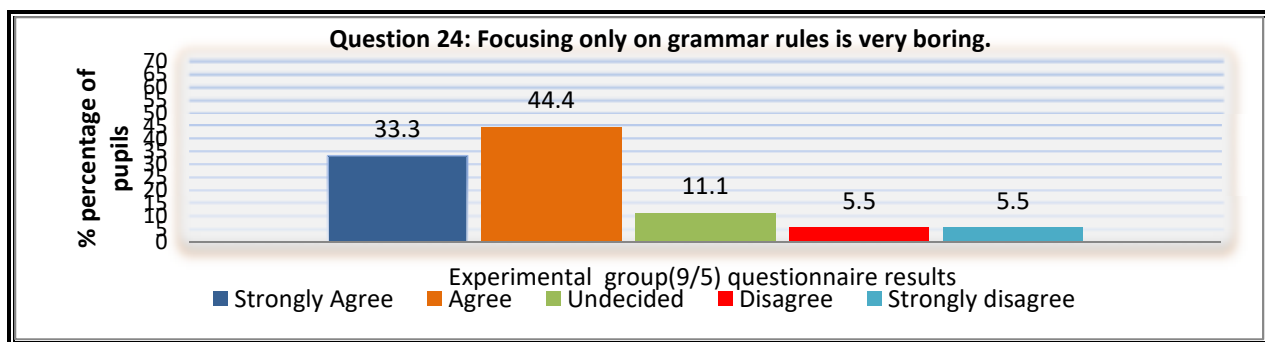


Figure 5.3.24 *Focusing only on grammar is very boring*

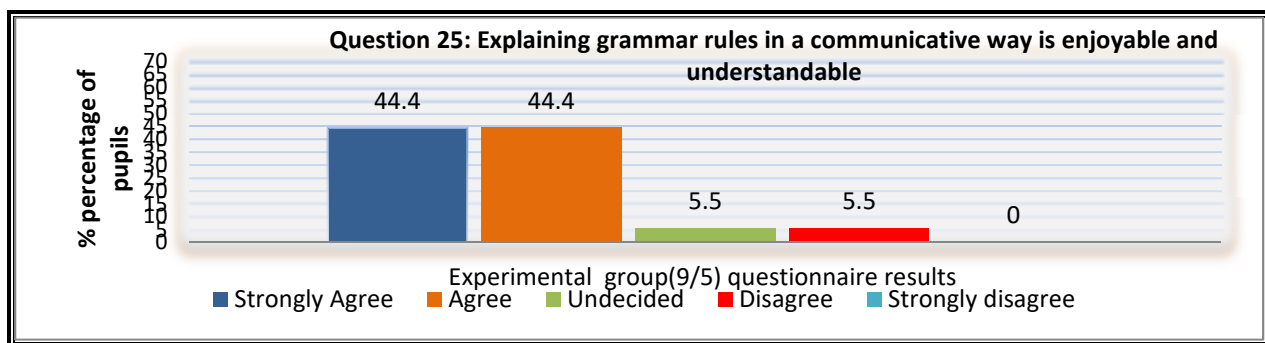


Figure 5.3.25 *Explaining grammar rules in a communicative way is very enjoyable and understandable*

As pointed earlier the third part of the questionnaire focused on learner motivation, enjoyment and acceptance of CLT. When the intervention took place in the experimental group, the pupils seemed to have difficulties in keeping up with the English lesson and the course of the learning and teaching. However, they strongly agree that CLT and the communicative approach got gradually better. Another very important finding of the questionnaire is that the absolute majority of the pupils declared that interacting in English is very interesting. Thus, interest plays a major role in motivation. Talking to classmates in English is very enjoyable as well. On the other end, focusing on grammar rules, a typical principle of GTM, is very boring as the results clearly indicate. However, explaining grammar rules in a more communicative way is very enjoyable and understandable for pupils. To conclude, learner motivation increased in a CLT learning environment and that this motivation led to better understanding and learning of the language.

## 5.4 Findings

The present study intended to give answers to the research questions raised at the beginning of this study. We developed a methodology that generated data which were analyzed, leading to the following findings. The selection of the research methodology and the selection of data collection instruments were dictated by the research questions and the research design. The first research question was the following:

***RQ1. How effective is CLT in enhancing overall English language competence among primary school pupils?***

The research instrument used to see whether CLT enhanced overall language competence among primary school pupils was the final grade evaluation. Final grade evaluation served us as a very important measurement instrument for overall language competence. The progress of each pupil for the development of each particular language skill and task was tracked. Final grade evaluation was based on the personal diary of the English teacher used for continuous assessment of the students' progress. Our empirical research was conducted during the third period, April – June. Language covered in the teachers' diary was focusing in the four major language skills which are reading, writing, speaking, listening as well as the part of the homework and classwork.

From obtained data we can conclude that the development of the overall language competency in the third period was significant and effective and this can be attributed to the intervention in the experimental group learning in a CLT learning environment. It is especially the development of speaking and listening as well as classwork activities that contributed significantly in the increase of the overall average. It is important to point out here that other language skills were developed as well. Our first hypothesis was: ***H1: CLT will significantly enhance overall English language competence among primary school pupils.*** Our hypothesis was proven since there was a significant increase in the overall grade average after intervention.

The second research question was the following:

**RQ2.** *How will the CLT approach be accepted in a learning environment that is dominated by the GTM?*

To answer this question we developed a questionnaire and the results gave us first-hand information. The questions were designed in such a way that it was possible to find out about learners' perceptions, feelings, and attitudes towards CLT. Communication-based English teaching, a typical CLT principle, was preferred by most of the students. Activities in which learners could easily engage in conversations were also liked by the absolute majority of the pupils just as the results clearly indicate. Pupils liked communication activities but also grammar to be explained when necessary. To sum it up, CLT and its principles were liked and enjoyed by learners which means it was accepted positively. Our second hypothesis was: **H2:** *CLT approach will be accepted positively in a learning environment that is dominated by GTM.* Based on the results of the questionnaire the respondents accepted the CLT approach positively.

The third research question was the following:

**H3:** *CLT will increase learning motivation among primary school pupils.*

The answer to this question was made possible by analysis of the questionnaire result from the third part. It was focusing on the learner motivation in a CLT learning environment. Research findings revealed that at first learning in a CLT learning environment was difficult but it got better with time. A very important finding of the questionnaire was that the absolute majority of the pupils declared that interacting in English was very interesting. We know that interest plays a major role in motivation in general and language learning in particular. Talking to classmates in English was very enjoyable, a fact that naturally led to motivation in learning. It is very important to point out that the results of the study showed that explaining grammar rules in a more communicative way was very enjoyable and understandable for pupils. Our third hypothesis was: **H3:** *CLT will increase learning motivation among primary school pupils.* The analysis of the results from the questionnaire clearly support and prove our hypothesis.

To conclude, learner motivation increased in a CLT learning environment and that this motivation led to better understanding and learning of the language.

## **5.5 Conclusion**

Analysis of results in this chapter clearly indicated that the application of CLT in language teaching and learning can contribute and enhance overall language competency, and especially in speaking and listening skills. Analysis of data showed that CLT was accepted positively in a GTM dominated learning environment. And another key finding of the study was that CLT, with its principles and characteristics, increased learning motivation, therefore enhancing overall language performance.

## **6. Conclusions**

The goal of this research study was to conduct a comparative study of The Grammar Translation Method and The Communicative Language Teaching in the context of primary schools in Kosovo. A methodology was developed that best fit the research purpose and it was influenced by the research questions. Our study was quantitative in nature and the analysis of the results obtained from the data gathered yielded important findings. Our hypothesis from the first research question, that claimed that CLT would significantly enhance overall English language competence, was proven. This conclusion was made possible through the analysis of the data collected by the final grade evaluation research instrument. Our empirical study in the experimental group proved that the implementation of the CLT approach could significantly contribute to the overall language development in general, and to speaking and listening in particular.

Another important finding that the study was trying to find was if CLT would be accepted positively in a GTM dominated learning environment. A questionnaire was developed to give an answer to the research question raised. The hypothesis that the CLT would be accepted positively was proven. The answers provided in the questionnaire by respondents showed strong support and an overall positive attitude towards CLT.

The third research question and the third part of the study focused on trying to find out if CLT enhanced learning motivation. The results of our data clearly showed that the CLT approach in language learning and teaching increases learner motivation. Therefore, the third hypothesis that the CLT would increase learning motivation was proven.

### **6.1 Weak points of the study**

It is almost impossible to give a perfect research study in any field of knowledge. Such is the case with this study which was conducted within the field of pedagogy. The study focused on the comparison of CLT and GTM, therefore other methods of English language teaching were not included, which sometimes are interrelated to each other. The empirical research was

conducted on two primary school classes with about 50 students. A larger sample of students and schools would lead to more generalizable results. Another weakness of the study would also be the aspect of time or period of the study. Therefore, longer studies would probably yield different findings and results.

This study was mainly based on quantitative methodology, which would be seen as another weakness of the study. Quantitative studies in language are very popular; however, there is a trend of using quantitative and qualitative methodology in language studies.

Employing other research approaches such as qualitative methodology as well as mixed methods would make it possible to see the study from a different point of view and perspective.

## **6.2 Recommendations**

Just as in any other research, recommendations are an inevitable part. The present research project was done in a particular context and it employed a specific research design and methodology.

The context in which this research study was conducted was unique in the sense that all the participants in the research shared the same ethnic background, culture and language. All of those facts allow us to conclude that the results are relevant only for contexts under the same circumstances. Therefore, it is recommended that future studies similar to this one look at different perspectives. For example, other studies could include participants with different language background, culture, ethnicity, religion and so on. Then all of the results would thoroughly be analyzed to see whether there would be any change that could be attributed to any of the conditions mentioned above.

The research design employed in this study was quantitative experimental control group design. The methodology selected for this study was dictated by the research questions. This research design clearly produced results that gave answers to the research questions and hypotheses raised. Nevertheless, for the future studies, it is recommended that other research



methods should be employed. For example, conducting a qualitative research study would give relevant information for the study in question that could serve to raise other hypotheses and research questions. It is also strongly recommended that the mixed method approach should be used in the future studies.

The number of participants included in the study was representative. However, increasing the number of participants in the study leads to more generalizable results. Studies in linguistics in general, including English language teaching as well, are using larger samples of participants. Hence, it is recommended that larger samples should be used in the future studies.

Besides the number of participants included in a study, there are other important issues such as the period of time under investigation. In this study the period of time was long enough to see changes in the experimental group. A three month period was enough to notice any change. Nevertheless, it is recommended that the future studies of this kind should extend the period of time under investigation.

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***Consent to Participate in Research***

**Full Name** \_\_\_\_\_

**Age** \_\_\_\_\_

**Gender** M / F

**Nationality** \_\_\_\_\_

***Project Name***

*Comparative analysis between Communicative Language Teaching and Grammar Translation Method – Case study of the primary education system in Kosovo*

**Investigator:** Mërgime Bytyçi-Asllani

**Telephone:** 044 700 . . .

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**Introduction**

You are invited to consider participating in this research study. We will be comparing Communicative Language Teaching (CLT) and Grammar Translation Method (GTM) in the context of Kosovo primary schools. The decision to participate or not is yours. If you decide to participate, please sign and date the last line of this form.

**Confidentiality**

All of the information collected will be confidential and will only be used for research purposes. This means that your identity will be anonymous. The data will be stored on a computer, and only the researcher will have access to it.

**Your participation**

Participating in this study is strictly voluntary. If at any point you change your mind and no longer want to participate, you can tell your teacher. You will not be paid for participating in this study. If you have any questions about the research, you can contact by telephone at \_\_\_\_\_, by e-mail \_\_\_\_\_, or in person at the office in \_\_\_\_\_.

**Investigator's statement**

I have fully explained this study to the student. I have discussed the activities and have answered all of the questions that the student asked.

Signature of investigator \_\_\_\_\_ Date \_\_\_\_\_

**Learner's consent**

I have read the information provided in this Informed Consent Form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX B

### Questionnaire

This questionnaire was completed by 9<sup>th</sup> graders at the primary school “Fazli Grajçevci”. It consists of three parts. The first part tries to identify the current English language teaching practice at school. The second part is about learner’s attitudes and perceptions about the CLT and GTM. And the third part aims at finding if CLT enhances learning motivation. Respondents can only mark one option out of five.

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	1	2	3	4	5
<b>I. English practice in the classroom at my school</b>					
1. English teaching in my school is grammar-focused.					
2. My English teachers often ask me to do sentence drilling and repeat sentences after them.					
3. The language used in the classroom by my teachers is mostly Albanian.					
4. English teaching in my school focuses on grammar rules only					
5. I rarely talk in English in my classroom					
6. English teaching in my high school is communication-based.					
7. My teachers often make us engage into conversations in English.					
8. Our focus in class is communication, but grammar is explained when necessary.					
9. We are allowed to make mistakes and we do not get interrupted and overcorrected by our teachers.					
10. My English teachers often create a communicative environment in the classroom.					

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	1	2	3	4	5
<b>II. My attitudes and perceptions about English language teaching and learning</b>					
11. I like grammar-focused English teaching in my classroom.					
12. I like sentence drilling and repeating sentences after my teacher in my classroom.					
13. I like my English teachers to use Albanian in the classroom.					
14. I like my teacher to explain and practice grammar rules in my classroom.					
15. I like an English class in which I do not need to talk.					
16. I like communication-based English teaching.					
17. I like activities in which I can engage into conversations in English.					
18. I like my English class to be focused on communication, with English explained when necessary.					
19. I like English teachers in my classroom to allow us to make mistakes and not get interrupted or overcorrected.					
20. I like my English teachers to create a communicative environment in my classroom.					
Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	1	2	3	4	5
<b>III. CLT and learning motivation</b>					
21. Talking in English at first was difficult but it gradually got better.					
22. Interacting in English in the classroom is very interesting.					
23. It is very enjoyable when I talk to my classmates in English.					



24. Focusing only on grammar rules is very boring.					
25. Explaining grammar rules in a communicative way is enjoyable and understandable.					