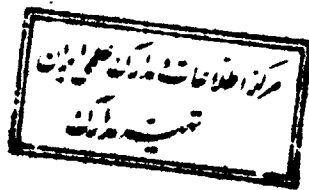


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In the Name of God

UNIVERSITY OF ALLAMEH TABATABAIE

EFFECT OF ORAL PRESENTATION ON  
DEVELOPMENT OF L2 LEARNERS'

GRAMMAR

A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR M.A. DEGREE  
IN TEACHING ENGLISH AS A  
FOREIGN LANGUAGE

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UNIVERSITY OF ALLAMEH TABATABAIE  
TEHRAN \_1995

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TO MY WIFE

WHOSE PATIENCE AND BENEVOLENCE  
ENCOURAGED ME TO COMPLETE  
THIS STUDY

### Acknowledgments

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Also, I like to acknowledge my colleagues and students without whose cooperation it was impossible to accomplish this task,

## **Abstract**

Teaching grammar has always been a matter of controversy. As Richards and Rodgers (1986) believe, it has been the only center of attention by the 19th century; every lesson was organized around grammar points which, in many cases, conveyed no real communication.

On the contrary, in some of the later methods no explicit grammar was instructed. As Titone (1968) states no grammar explanation was recommended.

Recently some measures have been taken to make a compromise; Stevick believes that grammar explanation is often inevitable. Widdowson maintains that translation and use of learners' L1 will be a useful and time - saving technique.

( This experimental study has been conducted to test the effect of oral presentation on the development of L2 learners' grammar. But this oral presentation is not merely a deductive instruction of grammatical points,

In this presentation two hypotheses of Krashen (input and low

filter hypotheses), Stevick's viewpoints on grammar explanation and correction and Widdowson's opinion on limited use of L1, are taken into account,

The subjects (N = 60) are divided into two equal groups. Experimental group received the oral presentation and control group was given the same grammatical points in GT method.

Throughout the study, it was tried to find answers to the following research questions:

- 1- Does oral presentation of L2 play a significant role in L2 learners' development of grammar system?
- 2- If input is understood and there is enough of it, is the necessary grammar automatically provided?
- 3- Is, at least, some of the grammar instructed through oral presentation, reflected in students' oral performance?

Concerning the above research questions, the following null hypotheses were postulated:

- 1- Oral presentation of L2 plays no significant role in development of L2 learners' grammar system.

2- Comprehensible input automatically provides necessary grammar.

3- Some of the orally presented grammatical points are used in L2 learners' speech,

The results of the statistical procedures proved that oral presentation of L2 plays a significant role in providing L2 learners with grammar development and necessary grammar is automatically provided without resorting to laborious task of explaining detailed rules and exceptions. Moreover, it was shown that majority of the students used some of the structures applied in teachers' input. Null hypothesis was rejected in 0.05 level.

$$t = 2.268$$

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# **CHAPTER I**

## *(Introduction)*

### *Statement of the Problem*

Developing L2 learners' grammar has always been a controversial issue. Some methods prescribe deductive and some recommend inductive instruction of grammatical rules.

Some use traditional grammar like GT<sup>1</sup> and some apply structural or transformational - generative grammar.

this research aims at testing and verifying only one aspect of L2 development. i. e. grammar system.

In the course of this study, we'll try to find answers for the following

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1- Crystal, David (1985), equates traditional grammar with prescriptive grammar and believes because all the grammars of Renaissance and before it and especially those of 18th and 19th centuries contained prescriptive recommendations, they can be labeled "prescriptive" P. 141.

questions:

1. Does oral presentation (input) of L2 play a significant role in L2 learners' development of grammar system?
2. If input is understood and there is enough of it, is the necessary grammar automatically provided?
3. Is speaking a result of grammar rules acquisition or cause of that?

Following above research questions, the purpose of this study is to find convincing evidence to refute or accept the following hypotheses:

Ho 1: Oral Presentation of L2 has no significant role in L2 learners' grammar development.

Ho 2: If true, this development can be traced in their speech.

Ho 3 : There is no significant difference between the results of this selective oral presentation of grammar rules and those of widely used GT method, in which grammar rules are taught explicitly an in a comparative way. i.e. comparing L2 grammar with that of learners' L1.

### *Significance of the Study*

Grammar has always been of great importance in L2 learning. Some old but still widely - used methods like GT, treat it as the basic goal in L2 learning, for it favors translating from / into L2 and reading comprehension as well<sup>1</sup>. Also grammar plays a crucial role in writing and even speaking in L2. Thus, having a good knowledge of L2 grammar system accelerates L2 learning. But the problem is "*How to achieve this goal*" and "*which methods and techniques conduct us to this end*". Methods and techniques applied should be time and energy - saving and at the same time interesting for the L2 learners.

It is evident that such techniques and methods should be based upon approved linguistic and psychological findings.

Due to our ever - increasing need to learn English as a second language and due to the low performance of students during the past decades in Iran, it seems quite important to apply efficient methods and techniques to promote the output. We see that the

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1- Rivers, Wilga (1981), "Teaching foreign language skills, Chicago, University of Chicago Press."

current situation of English is not satisfactory at all and most of the highschool and even university educated students are not able to produce a few grammatical sentences and express themselves.

Moreover, due to some shortcomings in teacher training courses, textbooks and teaching aids, English and particularly its grammar has always been a difficult and confusing subject for Iranian students. Some evidence will be discussed in chapter 5. The reasons for such failure should be traced but most of them remain out of the scope of this study. This research directly aims at verifying one of the grammar instruction methods: a selective oral presentation.

If results of such studies are satisfactory and applicable, we can claim that we would achieve more success; better listening and reading comprehension, which are so crucial in learning, will also be obtained through oral presentation.

### *Delimitation of the Study*

Natural Approach and its hypotheses study language development. Here we limit the scope of our study to oral

presentation of L2 grammatical structures and verify its influence on the promotion of L2 learners' grammar system. Some techniques and activities through which grammatical rules can be conveyed, are also discussed.

Here, we study the development through comparing the results of 2 tests; one before and the other after the treatment. Reading and listening comprehension and even speaking which are followed by this development, aren't treated here.

The subjects of this study are all Iranian male highschool students in Shahr - e- Ray who are between 16-18 years of age. They have all passed a six month intensive course of English based on "*English 4*" textbook.

### ***Definition of Important Terms***

Studying this paper, one may encounter a couple of technical terms that may seem difficult or idiosyncratic.

Comprehensible:

As Krashen maintains, presentation (input) is comprehensible