



Constructivist Communicative Strategies for Integration of Communication Skills in Grammar Classroom

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Abstract: The purpose of this study is to examine approaches used by the teachers in Mapoteng high school to improve reading, writing and speaking skills in teaching of English grammar. The study further objects to identify activities that incorporate and reflect to constructivist communicative approach to improve the learners' communication skills. The study is framed by the Constructivist Communicative Approaches. Following the qualitative case research approach, data was purposely and conveniently collected from 37 Form D learners and 4 language teachers using observation, unstructured interview, learners' records of scores on teacher-made tests and reflective self-evaluation from lesson plan. The results reveal that due inadequate time and resources, as well as demotivated learners, most of the teachers use mainly the traditional methods. However, the study also divulges that both traditional grammar and communicative approaches would at least be used together to complement each other. The results further reveals that the learners who learn grammatical aspects through reading, turn to improve in reading and writing skills. The study concludes that the use of authentic material such as different texts in class improves the learners' use of words in context; and this lead to sociolinguistics competence. This study also concludes that teaching of English grammar on the basis of constructivist communicative approach triggers active participation in class, and that leads to second language acquisition as well as improved performance. Activities such as watching movies, reading, discussing and dramatizing on local and global issues enhance constructivist communicative approach.

Keywords: Constructivist, communicative approach, integration

1. Introduction

In the mid-twentieth century, Grammar Translation Method was mostly used in teaching of Second Language (L2) and foreign language. According to Yee (1996), cognitive theory was the most prominent around 1970's. Around 1980's, communicative language teaching became predominant method as a reaction to Audio-Lingual Method's popularity in 1960s. Both cognitive theory and communicative language teaching (CLT) approach focus on a construction of meaningful activities and communication contexts, and the latter is based on the belief that communicative competence develops through students' active participation (Yee, 1996 and Levy, 2008). Traditional teaching is full of positivism. Learners are passive participants; teachers are



authoritarians; and the learners' chances to explore are limited. Consequently, they end up speaking bookish English in a jerky hesitant manner. Yee (1996) asserts that those traditional practitioners teach based on behaviourists whose concern is memorisation, drill and practice, accuracy in grammar and language production. This statement is approved by Krashen's the monitor hypothesis that monitor over-users always try to use their monitor; as a result, they cannot speak with any real fluency (Krashen, 1981). Furthermore, Doughty and Williams cited by Bancolé-Minaflinou (2018) vow that traditional grammar centres on the learning of technical vocabulary for nouns, verbs, adverbs and adjectives; and the learners are taught grammatical rules to master sentence patterns. Consequently, the learners find it challenging to use what they have learnt outside the classroom setting.

Contrary to traditional teaching, communicative approach is an approach for the second language or foreign language learning that focuses on the improvement of communicative ability, and is meant to develop language competence (Irmawat, 2012). In accordance with Zimba and Tibategeza (2021), communicative approach assists the learners to gain confidence in speaking, writing and reading a language. Following the constructivist's principle which states that learning is enhanced by social interaction (Bhattacharjee, 2015), they conclude that the language skills obtained through the application of the communicative strategies enable the learners to communicate freely and spontaneously with different people at school, home and in working places before and after the completion of their secondary school education.

This study, therefore, focuses on the integration of speaking, writing and listening in teaching of English language based on constructivist communicative approach. According to Yee (1996), the integrative approach is meant to provide an authentic language environment for learners to develop listening, speaking, reading and writing. An integration of communicative skills, particularly reading, speaking and writing in teaching/learning grammar in English seems to be problematic in many schools including Mapoteng high school. This observation is proved by Haussamen (2003:xiii) who advocates that instead of helping the learners to pay attention on real literature or actual paper they are writing, "Traditional grammar pedagogy requires students to divert their attention to the isolated and often contrived sentences in a textbook". They fail to understand that reduction of conventional errors happens as a result of exposure to reading, writing, and talking about reading and writing.

In one of the first meetings on scheming at Mapoteng high school, most teachers were concerned that the whole school fail to follow its policy. The policy states that all the learners should speak English in their classrooms and around the campus. However, teachers themselves fail to teach in English even though they expect the learners to respond in English in every exercise except for Sesotho. In line with their complaint, English performance especially at JC level is low. For instance, the Junior Certificate (JC) 2015 results analysis for Mapoteng High School: the number of the learners who wrote English were 123. There were neither As nor Bs. Only 6 learners obtained C, 19 D, 61 E, 28 F, 8 G and 1 H. These results imply that only 6 learners have credit. In 2016, 102 JC learners wrote English. There was neither A nor B. 3 learners obtained C, 21 D, 43 E, 22 F and 13H. From what I have observed, some of the English teachers seldom integrate communication skills in teaching of English grammar. In one departmental meeting, the English teachers acknowledged that their teaching is teacher-centred, that is why the learners fail to explore. Additionally, use of traditional approaches such as grammar translation has led to



ineffective integration of communication skills. As a result, the learners are not good writers or fluent speakers of L2. Nevertheless, one senior teacher says that he believes in second language acquisition, not second language learning. For this reason, he basically creates authentic learning environment. In line with the learners' performance and the teachers' grievances with regard to the learners' low performance rate, the question that remains is: are the learners taught communicatively? Therefore, this paper examines approaches used by the teachers in Mapoteng high school to improve reading, writing and speaking skills in teaching of English grammar. It further seeks to identify activities that incorporate and reflect constructivist communicative approach to improve the learners' communication skills.

2. Literature review

Integration of communication skills is important in teaching/learning of language learning. Mmela (2006) advocates that integration in education has three major purposes: to make learning *authentic*, *meaningful* and *efficient*. Mmela states that learning is *authentic* when it is coupled with real world tasks; it is *meaningful* if knowledge construction is an integrative process; and it is *efficient* if it offers hope for extensive curriculum coverage. Therefore, Ya-Chen (2007) suggests that teachers should give the learners opportunities to read in order to develop their learning by responding verbally as they read, write, and learn English; thus integrating oral and written language for both functional and meaningful purposes that lead to the development of second language proficiency.

In language learning process, Haussamen (2003) states that listening, speaking, reading and writing should be integrated, interdependent and inseparable element of language. Furthermore, Weaver (1990) cited by Haussamen (2003) asserts that when children engage in complex process of reading, writing, discussing and thinking, they simultaneously develop language and literacy about and through these processes. Haussamen (2003) discourages traditional grammar pedagogies as they focus on errors not the understanding of language, which at the end learners still continue to make errors. Rather, teaching and learning should draw from content-based instruction, that is, teach grammar from authentic texts. Following communicative approach in teaching of English language, different researchers have been engaged in the study of integrated communication or academic literacy skills. The scholars include Wei (2011); Jabeen (2014); Bancolé-Minaflinou (2018); Koda (2018); Abrejo et al. (2019); Pardede (2020); Zimba and Tibategeza (2020).

Koda (2018) and Pardede (2020) conducted studies on integrating communication skills in learning of English language. Pardebe (2020) defines integrated skills as the teaching approaches that comprise four language skills, namely: speaking, listening, reading and writing to improve the students' communicative competence and their ability to advance access to social, vocational, educational and professional opportunities. Koda (2018) interrogated integrated approach with a concern on reading to learn as a basis for language and content integration. Within the reading to learn framework, Koda (2018) indicates that three Integrated Communication (IC) skills were identified and operationalized. The skills include text-meaning building, personal-meaning construction and knowledge refinement skills; and these are considered assumptions of the reading to learn approach. Koda further notes that a content can be learnt when new information is created through the integration of the text information and the reader's prior knowledge.



In line with the 21st century skills, Pardede (2020), however, concentrated on learning and innovation skills known as 4Cs (critical thinking, communication, collaboration and creativity). Pardebe notes that the segregated traditional language skills teaching approaches such as Grammar Translation Method, Audio-Lingual Method, Structuralism Approach, Direct Method, Total Physical Response and Natural Approach were challenged by initiation of the communicative language teaching (CLT). Pardede claimed that both content-based instruction (CBI) and task-based language teaching (TBLT) can be employed to facilitate integrated skills approach. Pardebe's study revealed that the integration of the 4Cs simplifies and underpins the students' language skills mastery. It was, therefore, concluded that today's students require the 21st-century skills consisting of learning and innovative skills (4Cs), literacy skills and life skills.

The two afore-said researchers' contribution serves as a ground-breaking to the current study as they both articulated the integration of communication skills which is the concern of this study. Amongst others, Koda's (2018) study provides activities or assessment that can be used in developing of the IC skills. However, Koda's concern was mainly on reading skills. His study has not identified activities that can equip the English teachers on how to improve the learners' communication skills. Even if Pardebe (2020) highlighted on approaches that can be used to facilitate integrated skills, that does not say anything about the approaches used for the integration of speaking, reading and writing skills adopted by English teachers in Mapoteng high school which is central to the present study.

On the other hand, researchers including Bancolé-Minaflinou (2018), Abrejo et al. (2019) and Zimba and Tibategeza (2021) focused on communicative approaches in teaching of English language. They all view teaching the secondary school learners four communication skills as plausible since it uplifts the learners' confidence in speaking, writing and reading English language skills. Even if some teachers use the communicative approach strategies, not all teachers implement them. This finding is justified by Bancolé-Minaflinou (2018) who notes that fewer individuals use the communicative strategies in Benin. Since Bancolé-Minaflinou's aim was to highlight the advantages of using the communicative approach in the traditional English grammar teaching in the English as a Foreign Language (EFL) classes in Benin to promote interactivity and productivity, Bancolé-Minaflinou (2018) believes that both traditional grammar and communicative approach can complement each other.

In addition to the use of teaching strategies other than communicative approach, an outcry of using an out-dated teaching/learning methods was also highlighted by Abrejo et al. (2019). They observed that lacking all four language skills, students of public sector colleges found it challenging to communicate in a target language. In their studies, they suggested that the teachers together with the ones at the public sector colleges should follow and implement the CLT.

Zimba and Tibategeza (2021) claim that in Malawi, teachers use various strategies in teaching and learning of English language. Their study revealed that a number of teachers mostly use communicative approach strategies to teach English language that include pairing, debates, group discussion, filling in gaps, as well as dramatization. In spite of the adoption of communicative approach strategies in teaching of English language, Zimba and Tibategeza identified challenges that impede the implementation of this approach. These challenges include inadequate time to engage students in class, inadequate teaching and learning resources, failure to assist students with disabilities and over-crowded classrooms.



The relevance of Bancolé-Minaflinou's (2018), Abrejo et al.'s (2019) and Zimba and Tibategeza's (2021) studies in the current study is that they serve as impetus to this study on implementation of communicative approaches in teaching of English language. Zimba and Tibategeza's (2021) study goes further to provide some communicative approach strategies that can be used in integration of the communication skills. It is the case of this study to identify activities that incorporate and reflect constructivist communicative approaches to improve the learners' communication skills. Nonetheless, they have not interrogated the approaches used in Mapoteng high school to integrate reading, writing and speaking in teaching of English grammar.

2.1 Theoretical framework

A. Constructivist Theory

The present study integrated two theories, namely: Constructivist theory and Communicative Approach. According to Bhattacharjee (2015), constructivism is basically attributed to Jean Piaget who assumes that knowledge is internalised by the learners. Therefore, the theory is used to describe learning and teaching. Hein (1991) and Jones and Brader-Araje (2002) outline the following principles of constructivist theory: learning is an active process in which the learners use sensory input and constructs meaning out of it; people learn to learn as they learn; the crucial action of constructing meaning is mental; learning involves language; learning is contextual; one needs knowledge to learn/learners use existing knowledge to make sense of new situations in terms of their existing understanding; it takes time to learn; motivation is key component in learning; learners have to create their own knowledge either individually or collaboratively; knowledge is actively built by the cognizing subject; and language users individually construct meaning. The theory is applicable in this study to guide the integration of communication skills in teaching and learning of English grammar through these principles: people learn to learn as they; learning involves language; **learning is contextual**; one needs knowledge to learn/learners use existing knowledge to make sense of new situations in terms of their existing understanding; and it takes time to learn.

B. Communicative Approach

The Communicative Approach was also adopted to supplement the Constructivist theory as the latter does not account for communicative competence. The Communicative Approach was developed with the aim of developing competence (Irmawat, 2012). According to Irmawat (2012), communicative method focuses on language as a medium of communication; meaning that the learners must have something to say to discover for themselves. This approach leads to communicative competences which Canale cited by Irmawat (2012) advocates that there are four competences, being: 1) *grammatical* which relates to language system mastery, for example: vocabulary, word formation and sentence meaning; 2) *sociolinguistics*, which is a competence to understand and produce accurate utterance in relevant context; 3) *discourse*: ability to join the form and meaning of a language; and 4) *strategy*, which is the ability to overcome obstacles and deliberately improving the effectiveness of communication.

Communicative approach has the following principles: it has a goal of effective communication; learners learn a language by using it as a communicative tool; it focuses on both fluency and accuracy; it focuses on meaning and appropriate usage; it incorporates the use of authentic materials to reflect real life situation; it attempts to link classroom language learning with



language activities outside the classroom; it emphasises on learning through interaction in the target language; it introduces authentic texts into the learning situation; it involves integration of four skills (speaking, writing, reading and listening); and genuine everyday language is emphasised (Irmawat, 2012; Nunan, 1988 and Malone, 2012). Amongst these principles, the study adopted the following: it has a goal of effective communication; it incorporates the use of authentic materials to reflect real life situation; it attempts to link classroom language learning with language activities outside the classroom; it emphasizes on learning through interaction in the target language; it introduces authentic texts into the learning situation. These principle informs not only the activities that can be implemented to improve the learners' communication skills, but also the approaches used for integration of the communication skills. Furthermore, its usage enabled the researcher to identify the communicative competence developed in the learners (participants). Combination of these two theories also enabled the researcher to examine through observation and interviews if the approaches other than these two that English teachers in Mapoteng high school use to improve reading, writing and speaking. Thus, attempted to spell out the reason for low performance rate in English language in this school.

3.1 Methods and Methodology

This study follows qualitative case research approach. It is descriptive in nature, thus giving rich and vivid descriptions on approaches used by the teachers in Mapoteng high school for integration of reading, writing and speaking in teaching of English grammar. This approach allows the researcher to engage in an in-depth investigation which is on the constructivist communicative strategies for integration of communication skills. According to Verma and Mallick (1999) and Neuman (2013), qualitative research uses words and relies less on numbers. The approach enabled the researcher to get closer to participants. Data was collected from 37 learners in one of the Form D classes and five language teachers. These participants were purposively and conveniently selected as the researcher was their teacher and colleague; therefore, was able to observe as she integrated reading, writing and speaking skills in teaching of English grammar using constructivist communicative approach. In addition to observation, unstructured interviews, learners' records of scores on teacher-made tests, reflective self-evaluation from daily lesson plan and diary were used as data collection techniques in this study.

4. Results and discussion

This section presents results and discussions that are highly based on reflective practice to achieve the following objectives: to examine approaches used by the teachers in Mapoteng high school to improve reading, writing and speaking skills in teaching of English grammar; to identify activities that incorporate and reflect constructivist communicative approach to improve learners' communication skills. The findings are on the following: diary (reflection-in action, reflection-on-action), observation from the learners; observation from co-teacher; observation by co-teacher and observation from the researcher's own teaching; reflective self-evaluation from daily lesson plan.

4.1 Results

A. Observation from co-teacher

In teaching of types and kinds of sentences, the researcher observed the co-teacher for 40 minutes. The objectives were: *at the end of the lesson, learners should be able to give examples of*



exclamatory sentences; to define a simple and compound sentences; to differentiate between main and subordinate clauses. The co-teacher used lecture, discovery learning and question and answer methods. There was integration of listening, speaking and writing skills where the learners had to listen to the teacher, write notes and give the examples of exclamatory sentences verbally. Since the lesson was more teacher-centred, the teacher barely created engaged the learners in speaking as most of the time he used drilling which is mainly practiced by traditional teachers. Trying to engage them, the teacher kept on choosing fewer learners, of which it was difficult to tell whether the learners have all grasped the concepts. In as much as lecturing was used, activities that draw from their experiences would have help to engage them fully. This means that the learners would have used their prior knowledge as Hein (1991) suggested to learn the concepts constructively.

B. Observation by co-teacher

In some lessons, one of the co-teachers observed the researcher in her teaching. The topic was, *description of people based on physical features*. Since it was a shared teaching, the researcher's part was to achieve the following objectives: *by the end of the lesson learners should be able to develop a language of describing; they should be able to write topic sentences in description of a person*. The remaining objectives were to be achieved by the co-teacher. The researcher used explanatory and question and answer methods. The lesson was introduced by linking the previous lesson with the current one. After the end of the lesson, the co-teacher stated that the researcher involved the learners communicatively. However, his worry was on varying activities, encouraging and motivating the learners to feel free to participate. These comments helped the researcher to create many activities in the future that enhanced integration of communication skills.

C. Observation by learners

On the same topic of descriptive composition, the sub-topic was approaches to description of a person, the learners observed the researcher's teaching. Trying to use authentic teaching, a movie entitled '*Why did I get married*' was used. The aim was to achieve the following objectives: *at the end of the lesson, learners should be able to identify both physical and character traits from different characters, and to use the combined approach to describe people*. The methods used were discussion, explanatory and discovery learning in that lesson. As Mmela (2006) advocates, learning is authentic if coupled with a real life task; consequently, the task drew from the learners' life experiences and what they like and enjoy so that out of that task, they could develop speaking skill through discussion on what they have seen based on physical and personality traits of those actors. The activity is supported by constructivist's principle: *learners learn to learn as they learn*, that is, they learn simultaneously the description of both physical and character traits of those actors learn together with their culture and the message sent by the movie.

As a way of the 21st century teaching/learning, the learners were divided into groups to develop paragraphs using combined approach. The groups were formed following the constructivism principle which states that the learners have to create their own knowledge either individually or collaboratively. Therefore, after watching the movie, the learners were expected to report what they have seen based on character traits and physical traits of the actors in that movie. That was when the researcher wished the school had a television so that the learners could be exposed to the target language when teaching some grammatical aspects such as argumentative essays, narrative composition, tense and others using different programmes to implement teaching grammar in



context, and inductively. Inadequate resources is a big challenge to enhance effective communication. The observation is also conformed by Zimba and Tibategeza (2020) who identified some challenges insufficient resources that impede the implementation of the communicative approach strategies.

The researcher observed an improvement in paragraph development. Based on the learners' observation; majority of them said that the lesson was lively and enjoyable. It helped them to capture the content of the lesson, and wished to be taught in that way even though there was an exceptional idea that the researcher should not adopt the strategy for some cannot even hear what the actors were saying. Through the learners' comments, the researcher further noticed that the learners can even learn vocabulary and other grammatical rules through authentic teaching as suggested by Haussamen (2003). Thus, improving the grammatical competence (Irmawati, 2012). This kind of teaching/learning incorporated the integration of communication skills such as listening, speaking and writing. To some learners who were left behind in previous lessons, this task served as scaffolding which Van Der Stuyf (2002.) defines it as the role played by teachers and other people who are in support of the learner's development to give structures on how to get to the next level of knowledge. In most of the groups, the learners were able to write because they were taught based on their interests. As a result, development in the learners' writing was noticed.

D. Reflection-on action (Diary)

The evidence was from reflection-on action, and the topic was on descriptive composition. The learners described a person on pictures using physical approach. The researcher integrated both Sesotho and English languages because the pictures were from the Sesotho textbooks. As part of the participants, we sat in a forum so that the learners could share ideas from their groups, and scrutinize one another. The main objectives were as follows: *by the end of the lesson, the learners should be able to use language of describing a person (physically) in a paragraph and to identify the transitional markers used in their paragraphs.* Other objective was *for the learners to develop reading, analysis, speaking and creativity skills.* The teaching/learning methods that were used include: question and answer, class discussion, demonstration and lecture methods. Following the communicative language teaching (CTL), the researcher's first objective was to teach the learners specific kinds of language. As reflected on the researcher's teaching, the lesson was fairly done because some learners from different groups read quite well while others feared to read. After presentations from different groups, the learners commented on the presentations except for one learner who had a difficulty in asking a question in a target language. Even if speaking is considered one of the most challenging skills in language learning (Nombre, 2012), the teacher did not allow such student to use mother-tongue unless he tried to use the target language. That turned into a lot of murmuring in his group; however, the learner was asked to try since the researcher was there to help them. Then he asked, and the errors he committed was tolerated, knowing that it is part of learning, and that it takes time to learn (Hein, 1991). The learners gave their own views, and argued using the target language, thus incorporating the communicative approach. Later, the researcher, however, thought that she could have allowed the use of mother-tongue; followed translanguaging pedagogy; let the learners to use their own language to learn the second language, and translate the concept and question to the second language thereafter.

E. Reflection-in-action (Diary)

On the above-mentioned lesson, some learners confused the pronunciation of the word *bold* (RP) /bɔʊld/ with *bald* (BrE) /bɔ:ld/. The meaning of the words helped, and they were made aware that British and American English differ in pronunciation in some cases. From observation, if the learners are more engaged in reading tasks, they are likely to improve in extracting meaning of words from the context. Pronunciation of words can even improve because of exploration done while reading. The observation is supported by Krashen (2021) who avers that teaching grammar is challenging as no one can master all the rules; it is difficult to speak about correctness, and all these need time. Therefore, he suggests that the teachers must encourage the learners to develop created reading.

F. Daily lesson plans

When teaching the sentence structure, the objectives were outlined as follows: *the learners should be able to analyse the sentences, and pick out the types and kinds of the sentence; and give reasons for their choice.* Methods used were communicative method, group discussion and question and answer. The learners were actively involved in activities. It was observed that many learners learn best when they communicate, and share ideas amongst themselves. Being given an allowance to choose paragraph from the newspapers and magazines to analyse sentences, the learners interacted in a target language which is the principle of the communicative approach. They read on burning and interesting issues that evolved from what they already know. This reflects one of the constructivism principles: one needs knowledge to learn (Hein, 1991). They already have the information on types and kinds of the sentence, so needed to relate their knowledge with their everyday life situation through application. It is inferred that the learners were able to construct new knowledge through discovery learning. What surprised the researcher was that boys were the most analytic possessing critical thinking skills as they were able to give valid reasons on the choice of the sentence and types/kinds. The integration of reading, writing and speaking skills in one lesson turned out to be possible and turned the lesson to be active and interesting.

Another lesson was on sentence structure: types and kinds of sentences. The objectives were: *by the end of the lesson, learners should be able to provide their own analysis of sentences based on types and kinds of the sentence, and to write examples of four kinds of the sentences.* The methods used were: question and answer and explanatory methods. We sat in a forum because to cater for solitary learners. Learners read, and from the reading, it was observed that some of them did not observe punctuation marks, and their pronunciation was moderate. Having observed this stagnant in reading, the researcher decided to visit other Sesotho and English classes to observe as they read. It was noticed that some learners were fluent in Sesotho than English while others are better in both languages. Therefore, the researcher believes that engaging the learners in reading activities enables the learners to improve the skill and acquire new knowledge. The result is supported by Mmela (2006) who notes that reading and writing are best taught using learner-centred approach. Koda (2018) further affirms that a content can be learnt when new information is created through the integration of the written material and the reader's prior knowledge.

When teaching punctuation marks, the objectives were: *at the end of the lesson, learners should be able to identify punctuation marks, and brainstorm uses of punctuation marks.* To fulfil the set objectives, demonstration, discovery and question and answer methods were used. Two learners



were asked to come in front of the class to have a dialogue. Their dialogue was not directed, so they were free. The intention was to integrate speaking skill. Their conversation was recorded, and written on the board. Following was discussion of dialogue that was not punctuated. The learners had to come to the board to punctuate the utterances, thus improve their participation. From this exercise, the researcher observed that speaking and reading best teach punctuation marks because as we utter, there are pauses. Even in written work, pauses are marked by punctuation marks, so we related the spoken and written discourse based on their experiences.

G. Learners' records of scores on teacher-made tests

In one of the assessments, integration of listening and mainly writing skills were reflected during a test. The objectives of the lesson were: *to show language competence through the test given, and to correct grammatical errors from the exercise given*. Explanatory and question and answer methods were used. After marking their scripts, it was noticed that some of the learners proved that integration, particularly speaking and reading informed their writing. They showed improvement. Even the weaker ones tried their level best. Most of them scored higher marks as compared to the previous test. Even those who still failed the test, increased with two or more percentages except for fewer individuals whose scores declined.

H. Teachers' interview

Some of the teachers, in particular, the co-teachers were interviewed on the approaches they used to improve reading, writing and speaking skills. They indicated that they mostly use lecture method which is one of the traditional approaches due to the type of the learners they admit in Form A. They indicated that it is not easy for the learners to construct even a simple sentence. Therefore, in order to save time, the learners' listening skills is mostly improved than speaking skill. They give the learners a chance to read a text when they deal with the comprehension passage. Despite of the negativity towards authentic teaching/learning, they still believe that combination of approaches may work best to improve the learners' communication skills. In addition, one teacher said that most of the time, he taught a class both literature in English and English language. As a result, he used the text to teach both literature and grammar. He emphasised that most of the work is done by the learners, he was just there to facilitate. Before the end of the year he normally noticed a change in their performance. He stated that to him, teaching communicatively is the best approach.

4.2 Discussion

The main findings and emerging issues from this study depict that the authentic teaching/learning environment enables teachers to achieve major purposes of integration in education (Mmela, 2006). The reflection is proved by one English teacher who stated that towards the end of the year, he normally spot on the change in the learners' performance. A better performance was also seen in the externals that the integration of the skills especially if reading is used as a core skill, brings a change of learning of English as a second language. It is also discovered that regardless of time bound and inadequate resources, traditional grammar should at least be incorporated with communicative approaches. This finding is supported by Bancolé and Minaflinou (2018) who aver that the two teaching approaches can complement each other. The evidence from other co-teacher also revealed that motivation enhance participation; as a result, learning takes place effectively. As Giesen (2001) noted, the findings from the lesson plans confirmed that reading itself helps the learners to develop other reading skills such as analysing, interpreting, skimming and scanning



without having been taught. Additionally, the findings from the lesson plans: reflection-in and on-action data indicate that during reading, pronunciation and observation of punctuations are of great importance. Data also illustrate if the learners are given analysis exercises, boys are more analytic than girls. To add to what Giesen (2001) has indicated, the results confirm that through reading, learners can acquire vocabulary as they can extract meaning in context. Based on the findings from the learners' observations and lesson plans, free writing helps the learners to improve their writing skill as they write on their own interests. The evidence from the lesson plans further divulge that reading can call for the learners' participation; at the end, learning becomes learner-centred. Some of the methods that are more teacher-centred like explanatory method should be used only for clarity for a short period in class. Lastly, all the findings shows that constructivism is implemented in situations where discussions, reading and writing are on real life situations such as reading magazines, textbooks and newspapers on local and emerging issues coupled with globalisation activities extracted from international movies and other texts.

5. Conclusion

My objectives of this study are: to examine approaches used by the teachers in Mapoteng high school to improve reading, writing and speaking in teaching of English grammar, and to identify activities that incorporate and reflect constructivist communicative approach. Trying to achieve them, the evidence reflects that due inadequate time, and demotivated learners, most of the teachers use mainly the traditional methods. However, as Bancolé and Minaflinou (2018) suggest, some teachers at Mapoteng high school also found it better if both traditional grammar and communicative approaches complement each other. The results further reveals that learners who learn grammatical aspects through reading, turn to be good reader and writers. This align with Krashen's (2021) argument that language is learned better through reading. Krashen views reading as the primary skill of all other communicative skills when learning L2 and foreign language. Moreover, the study concludes that the use of authentic material such as different texts in class improves the learners' use of words in context; and this lead to sociolinguistics competence. This study also concludes that teaching of English grammar on the basis of constructivist communicative approach triggers active participation in class, and that leads to second language acquisition as well as improved performance. Activities such watching movies, reading, discussing and dramatizing on local and global issues, enhance constructivist communicative approach.

Recommendations

The researcher believes that a school should have libraries so that all the learners can often be assigned to reading tasks. For those which have access in electricity or solar panels, they should be taught by televisions so that the learners can watch different programmes, then report back either orally or in written format. Disadvantaged schools in all mentioned facilities, the study recommend that teachers need to improvise. Furthermore, more research should be done on whether it is possible to integrate all the communication skills in every lesson. Following Bancolé and Minaflinou (2018), it is suggested that both traditional grammar and communicative approach strategies be integrated in class for effective communication so that the learners could proficient in English who portray all communicative competences outlined by Imarwat (2012).

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