A Study on the Effect of Content and Language Integrated Learning Approach and Task-Based Language Teaching Approach in Grammar Teaching

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Abstract –Language is a hallmark and the most enduring artefact of any community. It plays a significant role in social interaction and the transmission of social values. Among the approaches in language teaching, two of the approaches that have systematically been at forefront of language teaching research and that have consistently drawn the attention of both practitioners and policymakers are Content and Language-Integrated Learning (CLIL) and Task-based Language Teaching (TBLT). This study investigates whether the usage of TBLT and CLIL in the English as a Second Language (ESL) classroom enhances grammar learning. This study provides an answer to the research questions a) "How does the usage of CLIL and TBLT approaches enhance the grammar teaching in ESL classroom?' and b) "What are the perspectives of English teachers and the learners on the use of CLIL and TBLT approaches in teaching grammar in ESL classroom?" and claim the hypothesis "The use of TBLT is more effective than CLIL in teaching English grammar". Sixty participants from two grade ten classes from a School in Rathnapura District along with two teachers participated in the current study. The data was collected using the pretest and posttest papers, semi-structured interviews, and open-ended questionnaires. The data was analyzed using SPSS version 22 and thematic analysis. The findings indicated that both TBLT and CLIL have a positive impact on the enhancement of grammar learning whereas the TBLT being the most effective approach. The perceptions towards the use of these two approaches highlighted the learner interest as well as the challenges to incorporate these methods in the actual classroom.

Keywords: Grammar learning, TBLT, CLIL

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