People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Belhadj Bouchaib University Centre - Ain Témouchent

Institute of Foreign Languages
Department of Letters and English language

Teaching English Grammar at the Tertiary Level

The Case of First-year EFL Students at Belhadj Bouchaib University Centre of Ain Témouchent

An extended essay submitted in partial fulfilment of the requirement for the degree of Master in Linguistics

Submitted by :   S**upervised by:**
Mr. ABDELLI Mohammed   Mr.TAKROUMBALT Mohammed Ameziane

Board of Examiners:
President : Dr KERKEB Amina   MCB   University Centre of Ain Temouchent
Supervisor: Mr. TAKROUMBALT   MAB   University Centre of Ain Temouchent
              Mohammed Ameziane
Examiner: Mr. BENGUERFI Boubkeur   MAB   University Centre of Ain Temouchent

Academic year : 2017-2018

Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

I dedicate this work:

To my parents.
To my family.

Acknowledgments

All the praises and thanks be to Allah, the Lord of the Âlamin

First and foremost I express my sincere gratitude to my supervisor, thanks a lot for your insightful and meaningful guidance, you are such role model for mentoring.

I am also thankful to all the members of the jury, namely, Dr KERKEB Amina & Mr.BENGUERFI Boubker, thank you very much for having accepted to read and examine this research work.

My deepest gratitude goes to all teachers and first-year students in the department of English, who participated kindly and generously in this study.

Abstract

Grammar instruction plays an important role in the field of language pedagogy, because teaching and learning grammar effectively result in promoting the learner's language accuracy and proficiency. First-year EFL students spent a long period in learning the prerequisite grammatical knowledge to master the target language, however, they usually fail to use this knowledge in meaningful communication. This study tries to identify the factors that prevent first-year EFL students, in the department of English at Belhadj Bouchaib University Centre of Ain Témouchent, to use their grammatical knowledge accurately, meaningfully and appropriately when communicating. The participants of this investigation were 70 first-year EFL students and 06 English teachers from the department of English. With the aim of achieving triangulation, both quantitative and qualitative methodologies were used in the analysis of the data, collected through three research instruments, namely student's questionnaire, teacher's interview, and classroom observation. The results indicated that the traditional approaches in teaching grammar that have been proven to be ineffective continued to dominate the grammar pedagogy in the department of English. This situation, in addition to the negative attitude that first-year EFL students hold towards grammar, could affect the student's ability to successfully use their grammatical background. Moreover, it was found that teachers had to cope with a lot of difficulties, such as time constraints, overloaded syllabus, and student's learnability problem, which are considered as additional factors influencing the process of teaching and learning grammar .

Table of contents

Chapter I:
The concept of grammar & grammar teaching methodologies

Chapter II :
The educational context & research design

Chapter III:
Data Analysis & Discussing of the Main Findings

List of acronyms & abbreviations

Adj	Adjective
Adv	Adverb
Art	Article
Aux	Auxiliary
CBA	Competency Based Approach
CF	Corrective Feedback
ECTS	European Credit Transfer System
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
ESP	English for Specific Purpose
IC	Immediate Constituent
ICTs	Information and Communication Technologies
L1	First language
L2	Second language
LMD	Licence Master Doctorate
MA-A	Maitre Assistant (A)
MA-B	Maitre Assistant (B)
MC-A	Maitre de Conférence (A)
MC-B	Maitre de Conférence (B)
NNS	Non Native Speaker
NP	Noun Phrase
NS	Native Speaker
PN	Proper noun
PP	Preposition
PPP	Presentation Practice Production
Pro	Pronoun
PSR	Phrase Structure Rules
S	Sentence
TEFL	Teaching English as a Foreign Language
UG	Universal Grammar
V	Verb
VP	Verbal phrase

List of figures

List of tables

List of bar-graphs

General introduction

General introduction

For many years, learning any language was primarily learning its grammar. Actually, grammar has dominated all the traditional approaches of teaching second and foreign languages, in which studying the grammatical rules was considered as the needed skill to develop the learner's knowledge of the target language. However, with the rise of communicative language teaching approach in the 1970s, grammar started to lose ground and there has been a decline in the importance of grammar instruction within ESL and EFL classrooms.

In this respect, some researchers claimed that teaching grammar had only a little effect on acquiring and using the language effectively. Others believed that grammar is not only useless in teaching and learning second and foreign languages but also harmful to achieve communicative competence. Nonetheless, the recent research studies provided ample evidences that integrating teaching grammar into communicative instructions is highly recommended to achieve both accuracy and fluency.

Hence, grammar instruction began to regain momentum, but with a new challenge of how grammar should be taught in order to use the language meaningfully and properly, without returning back to the traditional approaches that no longer work. In other word, what are the ideal approaches and methods to integrate form, meaning and use.

In the English departments of Algerian universities, English grammar has always been at the forefront of the curriculum. To use English language accurately, EFL students in these departments receive the needed grammatical knowledge during two years of study. Yet, teachers usually complained about their student's grammatical errors committed in writing and speaking. What is more, students in general, may know perfectly the grammatical rules but they often fail to put them in effective use.

Given this situation, the present study aims to examine closely this phenomenon among first-year EFL students in the English department at Belhadj Bouchaib University Centre of Ain Témouchent. It tries to uncover the real reasons behind the student's inability to exploit their grammatical knowledge in communicative contexts Therefore we set about asking three research questions, which are :

1. What are the grammar teaching approaches adopted in the English department ?

2. What are the students' general attitudes towards the importance of learning grammar?

3. What are the difficulties faced by the teachers in teaching English grammar effectively?

These research questions have led to the formulation of the following hypotheses:

1. English grammar is taught traditionally and the explicit and the deductive approaches are the most used by teachers.

2. Most of students believe that grammar is useless in enhancing their language proficiency, because they might understand the grammar rules perfectly, but often, they are unable to use them accurately in writing and speaking.

3. Student's learnability problem and the time allotted to the grammar lecture could be the major difficulties that the teachers have to cope with.

In order to test these hypothesises and find the correct answers to the research questions, three research instruments will be used along this investigation. A questionnaire will be addressed to the first-year students to know mainly about their attitudes towards grammar and their opinions about the grammar teaching methodologies. An interview we will be conducted with teachers to figure out what kind of difficulties they faced in teaching grammar effectively and which mythologies they are using. A classroom observation will be carried out to determine how exactly grammar is taught and to what extent student's are interested in learning grammar.

This extended essay consists of three chapters. The first chapter lays the theoretical foundation for the present investigation. It tries firstly to introduce the concept of 'grammar', how it is defined and viewed . Then it gives an overview about the most common types of grammar that exist in the literature. The third section of this chapter is devoted to the presentation of different approaches and methodologies of teaching grammar.

The second chapter revolves around the educational context, the research design used and the methodologies adopted to carry out the present investigation. Initially it describes teaching English in the Algerian context and provides a synopsis of the place of grammar instruction within the English department. Then, it establishes the aim of this research and the objectives that motivated conducting this study. The main part of this chapter is targeted toward the description of sampling population, the methodologies used along this study, the research instruments already mentioned and the pilot study.

The third and the last chapter, is devoted the quantitative analysis of the data gathered by the means of the student's questionnaire, and the qualitative analysis of the data collected through the teacher's interview, and the classroom observation. It provides in the same time interpretations of the obtained results, individually and in combination to one another to accomplish triangulation. It also, exposes the main findings of the present study, and finally it attempts to suggest some alternative approaches for better teaching grammar as well as the teachers and student's roles in promoting the grammar teaching and learning process.

Chapter one:
The concept of grammar & grammar teaching methodologies

Chapter I :
The concept of grammar & grammar teaching methodologies

1.1 Introduction
1.2 The concept of grammar
1.3 Types of Grammar
      1.3.1 Traditional Grammar
      1.3.2 Structural grammar
      1.3.3 Generative, Transformational and Universal Grammar
      1.3.4 Spoken Grammar
      1.3.5 Functional Grammar
      1.3.6 Pedagogical Grammar
1.4 Approaches to Grammar teaching
      1.4.1 Explicit vs. Implicit approaches
      1.4.2 Teaching grammar in context
      1.4.3 Presentation-Practice-Production (PPP)
      1.4.4 Focus on form and focus on forms
      1.4.5 Corrective feedback
1.5 Conclusion

Introduction

This chapter introduces three thematic strands. The first strand maps the concept of grammar , how it is defined and how is viewed. The second strand exposes some different types of grammar according to different linguistic theories.

The main and the last strand of this chapter explores the most common methodologies and techniques of teaching English grammar, discussed by educators and professionals in the field.

1.2 The concept of grammar

Byram (as cited in Liviero, 2014) indicated that the concept of grammar is very difficult to define, due to the differences between the grammarians views of its nature and also because of the variety of the phenomena which it refers to.

The term 'Grammar' is used since the Late Middle English: from Old French *gramaire*, via Latin from Greek *grammatikē* (*tekhnē*) '(art) of letters', from *gramma*, *grammat-* 'letter of the alphabet, thing written'. (Oxford Dictionary, 2017).

Grammar is defined also in Longman dictionary of contemporary English as the rules by which words change their forms and are combined into sentences, or the study or use of these rules. (Longman Dictionary, 2018).

This broad and literary definition of grammar emphasis only two components, which are morphology and syntax, but grammar in the contemporary linguistics includes others linguistic levels.

In this sense, grammar is considered as "the description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language". (Jack, Richard, Kendricks, & Kim, 2002, p. 230)

Accordingly, Hartwell (as cited in (Hagemann(, 2002, p. 3) pointed out that grammar is an internal set of rules that speakers of any language shared. These rules tell them how to pronounce syllables (phonology), how to form word (morphology), how to build sentences (syntax), and which style of language fits a given context (pragmatics).

1.3 Types of grammar

The word "grammar" has been used by linguists with other terms to illustrate different paradigms as : traditional grammar, generative grammar, transformational grammar, pedagogic grammar, functional grammar and so forth.

According to (Purpura, 2005) since the 1950s there have been several linguistic theories proposed to explain the language phenomena. Nonetheless, most linguists have adopted one of the two perspectives : **Syntactocentric** (form-based) perspective of language or **Communication** perspective.

Within the syntactocentric perspective, there are several types of grammar such as traditional grammar, the structural grammar, generative and transformational grammar. Similarly, under the communication perspective mar there are also different grammar paradigms such as : the spoken grammar and the functional grammar.

1.3.1 Traditional grammar:

Traditional grammar is one of the oldest theories that defined the structure of the language by providing an extensive set of prescriptive rules. It is usually based on the study of Latin and Greek. (Purpura, 2005)

For instance, some traditional grammar of English prescribe that since Latin has six cases, English language has also six cases (nominative, vocative, accusative, genitive, dative and ablative). (Jack, Richard, Kendricks, & Kim, 2002) and (Malmkæjer, 2002). The following example illustrates this rule:

e.g. boy(subject), O boy, boy(object), of a boy, to or for a boy, from or by a boy.

Despite the fact that linguists today consider traditional grammar as inappropriate way of teaching and learning the language, many of basic notions derive from the Latin still used in all levels of textbooks (Smith, 2005). For example , the sustained use of eight parts of speech : noun, pronoun, adjective, verb, preposition, conjunction, adverb, and interjection.

1.3.2 Structural grammar:

Conversely to traditional grammar, structural grammar doesn't rely on prescriptive rules, but it describes the language as it appears. Based on the works of the famous linguists Leonardo Bloomfield and Fries, structural grammar offered rigours method for describing both the morphology and the syntax of a language without taking on the account the semantic aspects. (Purpura, 2005).

In this regard, (Bloomfield, 1933, p. 75) claims that " The study of language can be conducted only so long as we pay no attention to the meaning of what is spoken".. Thus, the followers of this approach sought to study the structure of a language objectively without taking in consideration the meaning and without being influenced by other languages such as Latin & Greek. Hence, the structuralists' conclusion drew on the analysis of sentences that they had gathered from native speakers, given priority to spoken English. (Laimutis & Buitkienné, 2003)

Accordingly, structural grammarians used formal methods to analyse the sentence, such as the immediate constituent (IC). For instance, in the following example *Poor John ran away,* Bloomfield considered that the immediate constituents of this sentence are the two forms *Poor John* and *ran away*, which are two complex forms, that the immediate constituents of *Poor John* are *Poor* and *John* , and the immediate constituents of *ran away* are *ran* and *away* (Laimutis & Buitkienné, 2003).

The weakness of the structured approach lies in its emphasis on forms and excluding the content of the interrelationships. Thus the content is separated from form. For instance   the IC analysis of the following active and passive sentence *George sees Paul*; *Paul is seen by George* tells nothing about their underling kinship. (Laimutis & Buitkienné, 2003)

1.3.3 Generative, transformational, , and universal grammar:

Generative grammar, transformational grammar, and universal grammar are all theories of language syntax, developed by the famous linguist Noam Chomsky and his colleagues as an attempt to discover the nature of the human language faculty. The immediate goal of these theories is to develop a mathematical models of various aspect of human language (Muskat, 2012).

According to Chomsky these grammars are theories of linguistic competence, which take in consideration only the speaker-hearer's knowledge of a language (*competence* or *I(nternalized)-language*) rather than the actual language use (*performance* or *E(xternalized)-language*) (Chomsky, 1965, 1986).

Generative grammar is defined as "a system of rules that in some explicit and well-defined way assigns structural descriptions to sentences" (Chomsky, 1965, p. 8). These finite set of rules (syntactic & lexical rules) is capable to generate an infinite number of well-formed sentences (Alroqi, 2014).

In generative grammar, the rules which generate structures are called *phrase structure rules* (PSR), whereas those that specify which words can be used to rewrite the constituents such as PN (Proper noun) are named *lexical rules*. (Yule, 2014). The following example exposes some phrase structure rules and lexical rules that can be used to generates some English sentences:

e.g.

```
S  → NP VP
NP→ {Art (Adj) N, Pro, PN)
VP→ V NP (PP) (Adv)
PP→ Prep NP
```

Figure 1.1 :Phrase structure rules (Yule, 2014)

```
PN {Mary, George}   V {followed, helped, saw}
N  {girl, dog, boy}
Art {a, the}
Pro {it, you}
```

Figure 1.2 :Lexical rules (Yule, 2014)

By using both PSR and the lexical rules cited in the example, we can generate many sentences, such as : *A dog followed the boy. George saw the dog.* (Yule, 2014)

According to (Pinker, 1995, p. 482) transformational grammar is "a set of phrase structure rules, which build a deep-structure tree, and one or more transformational rules, which move the phrases in the deep structure to yield a surface-structure tree". Therefore, transformational grammar is also defined as a set a rules wich relate one syntactic sentence (deep-structure) to another sentence (surface-structure). The following example elucidates these definitions :

e.g.

(1) You will see John.   (deep-structure)

(2) Will you see John? (surface-structure)
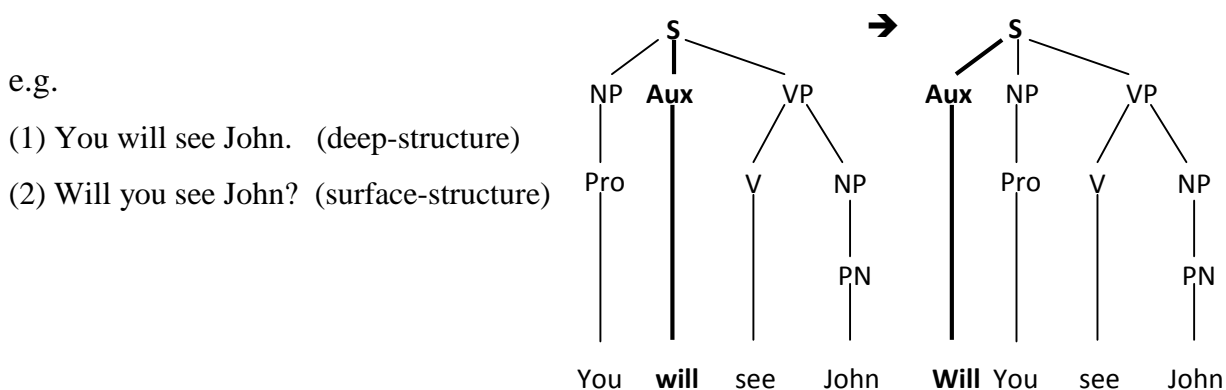
Figure 1.3 Transformational rules

As shown above in figure 1.3, the sentence (2) is generated by the movement (transformation) of the model *will* in front of the proper noun *John.* In this case, the transformational rule is: NP Aux VP → Aux NP VP (Yule, 2014)

Concerning the theory of Universal Grammar, Chomsky claimed that children are born with some form of innate knowledge that makes language learnable. This knowledge is called Universal Grammar (UG) (Rowland, 2014). In this sense, (Chomsky, 2007, p. 183) stated that "Universal grammar is not a grammar, but rather a theory of grammars, a kind of metatheory or shcematism for grammar".

1.3.4 Spoken grammar

Spoken grammar refers to " a set of grammatical items restricted to or particularly common in spoken English and some types of writing that mimic the spoken style" (Paterson as cited in Semakdji, 2015, p. 67).

The concept 'spoken grammar' has been coined since the mid-1999s in an article published by ELT journal (English Language Teaching Journal) under the title "*Spoken Grammar: what is it and how can we teach it*? by McCarthy and Carter (1995)" (Semakdji, 2015, p. 67).

In spoken grammar, the forms are considered acceptable if they are communicable, adequate in context and commonly used by the native speakers. Thus, spoken grammar is designed to address the naturally-occurring grammatical phenomena of conversation that written-language-based grammar (standard grammar) neglects. (Semakdji, 2015).

With this regard, spoken grammar differs from standard grammar by its aspects that native speakers use in everyday conversations. One of these aspect is the situational ellipsis. According to (Carter & McCarthy, 2015) situational ellipsis refers to shared understanding of items normally considered obligatory in standard grammar, but not occurring for instance on conversation of an immediate situation. The following example elucidates the use of situational ellipsis.

e.g. (Carter & McCarthy, 2015)

(1) Can't find my keys.
(2) You finished yet?

The subject pronoun *I* and the auxiliary *have* are non-occurrence items in the utterances (1) and (2).

About possible integration of spoken grammar in teaching language , (Semakdji, 2015, p. 265) claims that "reflective incorporation of selected aspects of spoken grammar into the teaching of spoken English will be a valuable addition to language teaching. It has proved to be worthwhile in enriching the students' communicative competence and helping them to approximate a more natural conversational output".

1.3.5 Functional grammar

The pioneer of the theory of functional grammar, Michael Halliday (as cited in (Larsen-Freeman(, 2009) argued that grammar is a resource for creating and exchanging meaning. Hence, functional grammarians see meaning and pragmatics as central, because it is the use which determines the form that is used for a particular purpose. (Larsen-Freeman(, 2009)

Accordingly, functional grammar is defined as an approach that considers language as a system of communication, in which grammar is used to discover how language is organized to enable speakers and writers to make an exchange meanings. Thus the emphasis is not on the distinction between grammatical and ungrammatical forms but on the appropriateness of a form for particular communicative purpose in particular context. (Lock, 1997)

The following examples illustrates the difference between the formal and the functional grammar :

e.g. (Lock, 1997)

(1) I had also been rejected by the law faculty.

(2) The law faculty had also rejected me.

In formal grammar we seek to know how the sentence (1) can be derived from the sentence (2) and how they are different ? While in functional grammar we take also note of such formal differences between active and passive voice. However, we can focus more on how the communicative effect of the message is different when it begins with "I" rather than with "the law faculty" , and what features of the context may have led the writer to select passive rather than active voice. (Lock, 1997)

1.3.6 Pedagogical grammar

Many linguists made the differences between linguistic grammar and the pedagogical grammar. The former refers to a scientific theory of the essential components of any human language which is considered as an abstract system (e.g. Universal Grammar is an example of linguistic grammar). Whereas, pedagogical grammar is designed to provide the information related to the teaching and learning process. (Belkacem, 2015)

In the same line of thought, (Burner, 2005) mentioned that pedagogical grammar referes the the type of grammar used for the purpose of teaching. It is designed to particular group of leaners, taking in consideration their general abilities, their age, their target language needs, and the inputs of this language.

Further, (Purpura, 2005, p. 22) defined pedagogical grammar as " an eclectic, but principled description of the target-language forms, created for the express purpose of helping teachers understand the *linguistic resources* of communication. These grammars provide information about how language is organized and offer relatively accessible ways of describing complex linguistic phenomena for pedagogical purposes."

In a similar vein, (Burner, 2005) argued that in addition to linguistics resources, pedagogical grammar draws on other fields such as psycho-pedagogy, methodologies of teaching and learning language, the role of L1 in learning L2 and so on. Hence pedagogical grammar is considered as a hybrid and described as eclectic in nature.

1.4 Approaches to Grammar teaching

It is worth noting that there are numerous approaches in teaching grammar, based on empirical and theoretical studies, conducted by educators and researchers in the field of ESL or EFL. Mentioning all of these approach is beyond the scope of this extended essay, thus, this section examines the most important and influential methodologies in the field.

In this respect, Hossein & Fotos (2011) stated that " nothing in the field of language pedagogy has been as controversial as the role of grammar teaching. The controversy has always been whether grammar should be taught explicitly ... or implicitly. According to Kelly (1969), this controversy has existed since the beginning of language teaching" (Hossein & Fotos(, 2011, p. 1).

From this statement, it is obvious that there is no agreement on how grammar can be taught effectively in ESL or EFL contexts. Hence, several models of grammar teaching have been proposed by educators and professionals in the field based on some approaches, such as explicit or implicit approaches , deductive or inductive approaches, the PPP, to name a few.

1.4.1 Explicit vs. Implicit approaches

According to Purpura (2005) "the grammatical knowledge is considered as explicit in the grammar-learning process if there is a conscious knowledge of the forms and their meaning in the grammar instruction. The instruction can be **explicitly deductive** if the learners are provided by rules and asked to apply them, or **explicitly inductive** if the learners are given firstly examples or passages and asked to deduce the rules and make generalisation" (Purpura, 2005, p. 42).

In the same vein, Ellis(2006) argued that in deductive grammar instruction , the form is presented to the leaner from the beginning and then, it can be practised in different ways, whereas in inductive grammar instruction, learners are initially exposed to examples of the grammatical form and then, they are required to find the metalinguistic generalisation.

Therefore, the explicit approach, in which the grammar rule is clearly indicated to the learner, can be implemented through the inductive or the deductive approach. However, the question which arises what the combination approaches is the most efficient in the teaching and learning grammar.

In this regard, Ellis(2006) argued that numerous researches have been conducted to test which of two approaches (deductive or inductive) is most effective in teaching explicit knowledge, he added that Herron and Tomosello found that the inductive instruction has a clear advantage, Robinson proved that the deductive instruction was more effective, Rosa and O'Neill ascertained that the effectiveness of the two approaches are nearly alike, whereas Erlam demonstrated that the group receiving deductive instruction gained more advantages.

To sum up, Ellis(2006) concluded that there are number of variables influencing which approach is more effective, as the specific structure and the student's ability in grammatical analysis, thus, it is suggested that the complex rules may best presented inductively, whereas the simple ones may best taught deductively.

Implicit instruction is defined by DeKeyser (as cited in Purpura, 2005) as the process of teaching grammar in which no rule is presented to the learner or there is no request to focus on form in the input; rather, in implicit grammatical instruction the focus is on the meaning in the input with an awareness of the grammatical form.

Accordingly, there are many studies about what type of grammar instruction (implicit or explicit) should be given to the ESL or EFL learners to enhance their use of the target language. This question created the most heated debates in the fields of teaching and learning second or foreign languages.

In this sense, Ellis(2009b) claimed that " A number of studies have sought to compare ...implicit and explicit learning. The general finding is that explicit learning is more effective than implicit learning (N. Ellis, 1993; Rosa & O'Neill, 1999; Gass et al., 2003) ... two studies found no difference (Doughty, 1991; Shook, 1994)... Robinson (1996) reported that his explicit learners outperformed the implicit learners on a simple structure... but not on a complex structure" Ellis(2009b, p. 9).

In a similar vein, (Hossein & Fotos(, 2011) mentioned that the emergence of the communicative approaches has influenced negatively the view of many SL teacher's and educators, who began to believe that teaching grammar explicitly is the main reason for their learners' failure. However, recently, professionals in the field have become aware that grammar instructions based only on implicit knowledge are inappropriate.

Moreover , N. Ellis and MacWhinney (as cited in (Larsen-Freeman(, 2009, p. 528) suggested that "students who receive a blend of implicit and explicit grammar instruction are likely to be well served" . Similarly, Nassaji & Fotos and Norris & Ortega (as cited in (Casey & YouJin(, 2014) claimed that researchers in the fields recommended that both approaches have a great importance, thus, the implicit and explicit instruction should be considered as a continuum, rather than as a dichotomy.

1.4.2 Teaching grammar in context

According to Thornbury(2002), in traditional method, language is taught at the level of the sentence, however, real language use rarely consists of isolated sentences, but groups of sentences (or utterances in spoken language) that form coherent texts.

In this regard, Harmer (1991) claimed that "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context" (Harmer, 1991, p. 57).

From this statement, it can be said that teaching grammar in context refers to the use of authentic texts, either written (coherent texts) or spoken (concrete conversations from real life situation).

Hagemann(2002) adopted another conception of teaching grammar in context. She pointed out that traditional school of grammar has been criticised because it is taught in isolation, i.e.: it is taught out of the context of students' writing and reading.

Albeit there is a wide agreement about the contextualising of grammar by providing authentic texts, selecting the appropriate material for that is not easy task as it looks. According to Al-Mekhlaf & Nagaratnam(2011) authentic texts like newspaper articles and recipes, which are not created artificially for the aim of teaching language, are used in real situation for genuine reasons. Therefore they are contextualised and communicatively practical, however using these texts and creating adequate tasks is time consuming for teachers.

1.4.3 Presentation-Practice-Production (PPP) Approach.

Hossein & Fotos(2011) defined the PPP as a grammar instruction approach which consists of three stages : a presentation stage, a practice stage, and a production stage. In the first stage the new grammar rule or structure is presented through a text, a dialogue, or a story, and the learner listen only to the text or read it loudly.

During the second (practice) stage, learners are asked to repeat and manipulate different types of written and spoken exercises. In the third and last stage which is the production stage, the teacher encourages students to use the rules they have learned in freely way and through communicative activities (Hossein & Fotos ,2011)**.** Figure1.4 illustrates these three stages:

```
┌─────────────────────────────────────────────────────┐
│              1st stage : Presentation                │
│    Introduce the rule through text, dialogue, story ….│
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│                2nd stage : Practice                  │
│    Provide activities to gain control of the acquired rule│
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│               3rd stage : Production                 │
│    Use the rule freely to develop accuracy and fluency│
└─────────────────────────────────────────────────────┘
```
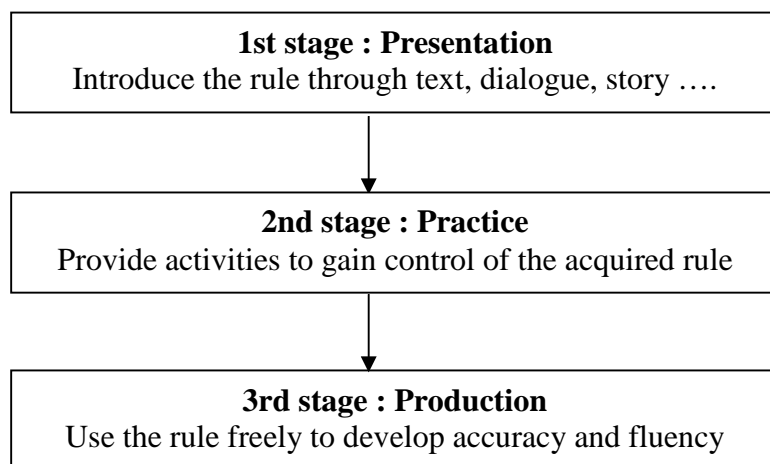
Figure 1.4 The stages of the PPP approach

According to Larsen-Freeman(2009) the PPP approach has been used in teaching grammar to countless generations of learners and many of them have succeeded with this way of instruction. However, one of main criticisms of this approach is that learners fail to apply what they have learnt when they are communicating. This problem is known by scholars as the 'non-interface problem', which is the non-existence of an clear link between explicit knowledge of the rules and implicit control of the system.

In a similar vein, Ellis (as cited in (Hossein & Fotos(, 2011) argued that that the PPP approach is dubious because it is based on the assumption that "practice makes perfect", which is an appropriate notion for the reason that many psychological constraints influence the language acquisition processes.

1.4.4 Focus on form and focus on forms

Long (as cited in Sheen, 2002) suggests that they are two type of grammar instruction foucs-on-form and focus-on-forms (with s), he claimed that focus-on-form refers to "drawing ...students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication"(Sheen, 2002, p. 303).

Consequently, Casey & YouJin(2014) suggested that Long's focus on form approach should applied through a task- based syllabus, which is organized around "the hundred and one things people do in everyday life, at work, at play, and in between"(Long as cited in (Casey & YouJin , 2014, p. 148).

Similarly, the second type 'focus-on-forms' is defined as "instruction involving a structure-of-the-day approach, where the students' primary focus is on form (i.e., accuracy) and where the activities are directed intensively at a single grammatical structure. This approach, then, involves teaching grammar in a series of separate lessons" (Ellis , 2006, p. 100). Further, Ellis(2015) argued that focus on forms approach is closely associated with the 'PPP' methodology.

Additionally, Ellis (as cited in Ur, 2011) has introduced two focus-on-form types, planned and incidental focus-on-form. In planned focus-on-form, it has been pre-selected which forms the learners' attention will be draw to, using texts or task design (e.g. a text that contains numerous examples of past progressive forms). Conversely, in incidental focus on form, the features which will be attended to, is not predetermined, and happens mostly during oral interaction as spontaneous error correction.

Therefore, form-focused approaches can be classified in three types instead of two: focus-on-forms, planned focus-on-form and incidental focus-on-form. Table 1.1 summarises the main differences between these types of grammar instruction.

Table 1.1 : Types of Form-Focused Instruction (Ellis(, 2006, p. 101)

Types of Form-Focused Instruction	Type Primary Focus	Distribution
Focus on forms	*Form*	*Intensive*
Planned focus on form	*Meaning*	*Intensive*
Incidental focus on form	*Meaning*	*Extensive*

Accordingly, Long (as cited in Casey & YouJin , 2014) considered that a focus-on- form approach is designed to meet to the learner's communicative needs, and it also guarantees an awareness of the form within the context of communication, which ensures the learners' assimilation of the link between the linguistic form, its meaning, and how to use it appropriately. Whereas focus-on-forms approaches, do not consider the learner's needs, because the target form is not pre-selected and taught without taking into account the learners' needs and readiness.

Conversely, (Ellis, 2012, pp. 304-305) argued that "While there are theoretical grounds for claiming that focus on form is more likely to facilitate interlanguage development, the research evidence does not show a clear advantage for this type of instruction... as Spada and Lightbown (2008) pointed out both focus on form and focus-on-forms instruction can be integrated into a programme that is primarily communicative".

1.4.5 Corrective feedback (CF)

Corrective feedback or "utterances that indicate to the learner that his or her output is erroneous in some way". (Lightbown & Spada as cited in (Hossein & Fotos(, 2011), is considered as another approach of grammar instruction. In this sense, (Ellis(, 2006, p. 84) pointed out that "grammar teaching can be conducted by means of corrective feedback on learner errors when these arise in the context of performing some communicative task".

To give formal definition of CF,   Ellis, Shawn, & Rosemary(2009) claimed that corrective feedback refers to responses to the learner's utterances that contain a mistake. These responses can be : (1) an indication that the learner has made an error (2) provision of the right language structure or (3) metalingusitc explanation of the error, or a blend of these.

According to Hossein & Fotos(2011), corrective feedback is called also *negative evidence*(**explicit feedback**), which is the information that shows what is not acceptable in a language, by contrast, positive evidence (**implicit feedback**) is the information that indicates what is acceptable, obtained mostly through exposure to correct language.

In this respect, Ellis(2006) contended that when the correction of the learner's error is masked in the response, it is an implicit feedback, *e.g a request for clarification from NS(Native Speaker) to NNS(Non-Native Speaker ; NNS:Why he is very unhappy? NS: Sorry? NNS :Why is he very unhappy?).*Whereas in the explicit feedback there is an overt indicator that an error has been committed *(e.g. 'No, not goed - went')* (Ellis, Shawn, & Rosemary(, 2009).

LI2018) provided more detailed definition of implicit feedback, suggesting that implicit feedback can take a number of forms such as *recasts*, *repetition*, *clarification*, and *elicitation*. Conversely, explicit feedback includes *explicit correction* and *metalinguistic feedback*. Table 1.2 illustrates all these feedback types (or strategies).

Table 1.2 : The six feedback types

The feedbacks	Examples
Recasts Reformulating the learner's sentence without changing the meaning	L[1]: He walk five kilometres last Sunday T[2]: He walked
Repetition Repeating the erroneous part or the whole sentence to draw the learner's attention to presence of an error	L: He walk five kilometres last Sunday T: He walk !
Clarification Asking for a clarification in order to make the learner aware of the mistake.	L: He walk five kilometres last Sunday T: Sorry
Elicitation Eliciting the correct form from the learner.	L: He walk five kilometres last Sunday T: He...
Explicit correction Clearly indicating to the learner the incorrect form and providing the correct one.	L: He walk five kilometres last Sunday T: Not 'walk'—walked
Metalinguistic feedback Giving the learner a metalinguistic explanation.	L: He walk five kilometres last Sunday T: You need the past tense.

Note. L: learner ; T: teacher. Definitions and examples taken from   LI(2018)

In addition, LI(2018) claimed that the six feedback types cited above can be classified in another way, recast and explicit correction are considered as *input-providing* feedback because they indicate the correct form instead of leading the learner to self-correct. The other feedback types are *output-prompting* feedback because they don't provide the correct form but they evoke the learner's self-correctness .

Moreover, Ellis(2009a) identified another feedback type called "*the paralinguistic signal*" which is the use of a gesture or facial expression to indicate that the learner has made an error.

Apparently, using corrective feedback in grammar instruction helps to acquire the grammatical knowledge through effective interactions between the learner and the teachers. Indeed, (Casey & YouJin(, 2014, p. 152) stated that many studies of corrective feedback such as Bitchener & Ferris, 2012; Mackey, 2012; Nassaji & Fotos, 2011; Russell & Spada, 2006, have indicated that the use of this technique can resulting in acquisition of the target grammatical forms.

However, these numerous types of feedback correction calls the question what kind of these strategies is the most effective in grammar teaching and how often teachers should use CF. In this regard, (LI(, 2018) suggested that "Perhaps the best way is to use hybrid feedback". He added that "According to the Sociocultural Theory, feedback should be tailored and contingent, and providing feedback that is more than necessary is harmful for learner autonomy and for the development of self-regulation" (LI 2018, p. 6).

To conclude, LI(2018) contended that, the most important message to give to teachers, is not to worry about providing or not corrective feedback to their learners, because the research has clearly proved the advantage of such strategy.

1.5 Conclusion

In this chapter ,the first section was devoted to the introduction of some concepts about the use of the word grammar in linguistics as well as the different types of grammar, that we can encounter in the literature.

The second section highlighted the main and current approaches in teaching grammar in ESL or EFL context. In addition, it shed light on the controversies over the effectiveness of such approaches and how some of them can be used eclectically.

The next chapter will outline, firstly the teaching situation of English language, then the methodology that shapes this study and the different research instruments used to gather the necessary data, and finally the pilot study.

Chapter two:
The educational context
&
Research design

Chapter II :

The educational context and research design

2.1 Introduction

2.2 EFL in the Algerian context

      2.2.1 English at middle and secondary schools

      2.2.2 English at the tertiary level

2.3 The English department

      2.3.1 Teaching grammar at the English department

2.4 The aim of this study

2.5 Research sampling

      2.5.1 Teacher's profile

      2.5.2 Student's profile

2.6 Research methodology

2.7 Research instruments

      2.7.1 Student's questionnaire

      2.7.2 Teacher's interview

      2.7.3 Classroom observation

2.8 The pilot study

2.9 Conclusion

2.1 Introduction

This chapter is concerned with the educational context of this study and the research design adopted. In the first section, it provides an overview about the language situation in our country and gives a brief description about the place of English language in the Algerian educational system. Also, it attempts to pictures the pedagogical landscape of our study which is the English department and the place of grammar module within it.

Then, it introduces the aim of this research and the general objectives that motivated conducting this study, and most importantly, it exposes the research sampling as well as the methodologies used to conduct this investigation which are quantitative and qualitative in the same time, and finally the instruments employed for gathering the data and how was the study piloted before undertaking the proper one.

2.2 EFL in the Algerian context

Since the shift from a centrally planned system to a market economy, and the access to the world market, There was a growing socioeconomic needs for the use of English in Algeria as a means of access to modern science, to technological development and to the international communication. English language has become the first foreign language of interest. Mami (as cited in Hakem-Benkhenafou, 2016) claimed that French language (which have been for a long time the first foreign language) starts to lose ground and begins to wear off leaving more place to the learning of English.

2.2.1 English at middle and secondary schools

After the recent Algerian educational reforms since 2003 , English language has become taught during seven years, four years in the middle school (since the first year) and three years in the secondary school. The English language curriculum during these periods is based on the principals of the CBA (Competency Based Approach) (Ministry of National Education, 2016).

Although, students have been taught English language during seven years (since the 1st year in middle school) most of them cannot use this language effectively. About this situation, (Rezig(2011) claimed that "Students learning weaknesses in general and more specifically in foreign languages are attributed to the educational system flaws ... moreover, the entire education system appears to have been called into question, based on criteria such as examination results and educational wastage". (Rezig , 2011, p. 1328)

In this regard, Omari(2015) pointed out that even though pupils learn English language during seven years before coming to the university, their knowledge of this language remains weak, because of many factors such as overloaded syllabus, and insufficient teaching time.

2.2.2 English at the tertiary level

In the higher educational, The LMD reform was introduced since 2004-2005 academic year. Firstly applied in the Anglo-Saxon countries, the LMD system is spreading currently all over the world. It designed three main grades : the license, which consists of three years' study , the master degree which granted after two years' study and the doctorate, received after at least three years' of research. (Rezig, 2011). Figure 2.1 illustrates the three main grades of LMD system.

The licence
3 years' study – usually no thesis is submitted

↓

The master
2 years' study – An extended essay is submitted

↓

The doctorate
At least 3 years' research – A thesis is submitted
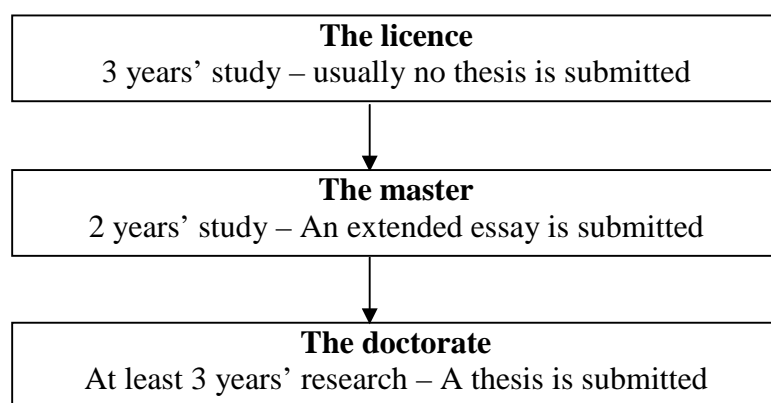
Figure 2.1 The grades of LMD system

At the tertiary level, English language is taught in almost all the Algerian universities and institutes, either as a major in English departments or as additional subject (ESP) in other departments such as technology, biology, and economy. In addition, some universities as many private schools of foreign languages across the Algerian country, offer to the general public the opportunity to learn general or business English , due to its needs for many domains.

2.3 The English Department

This study has been conducted in the English department at Belhadj Bouchaib University Centre of Ain Temouchent, the Institute of Foreign Languages. This department opened in 2012, and since this year the LMD system was adopted and applied. Like the others foreign language departments and even many university branches across the country, the only criteria to apply for the English department by the students who got their baccalaureate examination, is generally to get the average in the English language in this exam.

Students in this department are in charge of twenty-three teachers holding different qualifications: MC-A , MC-B, MA-A and MA-B. During the three years of licence degree , students are introduced to many different and complementary modules. Table 2.1 below exposes all these modules:

Table 2.1 The modules taught during 1st , 2nd and 3rd year within the department of English

| The modules | The year of study | | | | | |
| | 1st year | | 2nd year | | 3rd year | |
	Semester	Hours	Semester	Hours	Semester	Hours
Comprehension and written expression	S1-S2	2*67:30	S1-S2	2* 67:30	S1-S2	2*22:30
Comprehension and oral expression	S1-S2	2* 45	S1-S2	2* 45	S1-S2	2*22:30
Grammar	**S1-S2**	**2* 45h**	**S1-S2**	**2* 45h**		
Phonetics	S1-S2	2*22:30	S1-S2	2*22: 30		
Linguistics	S1-S2	2* 22:30	S1-S2	2* 22:30		
Literature	S1-S2	2* 22:30	S1-S2	2* 22:30	S1-S2	2* 45
Culture and civilisation	S1-S2	2* 22:30	S1-S2	2* 22:30		
Research methodologies	S1-S2	2* 45	S1-S2	2* 22:30	S1-S2	2* 22:30
Human and social sciences	S1-S2	2* 22:30				
Foreign languages	S1-S2	2* 22:30	S1-S2	2* 22:30	S1-S2	2* 22:30
Translation			S1-S2	2* 45	S1-S2	2* 22:30
ICTs			S2	22:30		
Didactics					S1-S2	2* 22:30
English for specific purposes					S1-S2	2* 22:30
Sociolinguistics					S1-S2	2* 45
Cognitive psychology and Communication					S1-S2	2* 22:30
Textual analysis					S1-S2	2* 45

Note. Adapted from (English department Belhadj Bouchaib University Centre , 2015, pp. 26-31)

Each module has both a coefficient and a specific number of credits . These 'credits' (known as ECTS- European Credit Transfer System-) are units of account expressed in numerical value which represents knowledge and competencies acquired by students, and every credit represents 20 to 25 hours of work" (Arar, 2015, p. 102).

After three years of studies, students hold the degree of licence, which only relies on getting an average mark of 10/20 and have the necessarily credit , contrary to the old licence system in which students were required to submit an extend essay at the end of four years' study.

Then, students must satisfied certain criteria to move to the Master degree after choosing between two specialities: linguistics or literature. By the end of two years of master studies, students are asked to write an extend essay and defend it in front of jury. Because English department has opened its door only since six years ago, and due to the lack of teachers and supervisors, there is no doctoral studies so far.

2.3.1 Teaching grammar at the department of English

As the table 2.1 indicated, the grammar module is taught in the English department only in the 1st and 2nd years of licence. The time allotted is three hours per week, divided in two separated sessions, generally the first one is a theoretical lesson, while the second session is devoted to practice activities.

The general guidelines of the grammar syllabus is predetermined by the ministry of higher education, and the teachers are required to develop it and achieve all its units after two semesters of studies. Table 2.2 exposes an example of the grammar syllabus of the 1st year EFL students developed by a teacher of the same grade.

Table 2.2 Grammar syllabus of 1st year EFL students

First year syllabus	
- Common and proper nouns - Pronouns : personal , demonstrative, indefinite... -Elements accompanying the nouns, determinants (definite / indefinite articles, possessive, demonstrative, indefinite, numeral adjectives) and qualifying adjectives. - Verbs/ Verbal Phrase: (transitive / intransitive), personal verbs, impersonal, pronominal ... -Aspect of the verb (process: action in its course), number and person, - Adverbs	- The conjunctions - Prepositions - The concept of function : - The notion of predicate: the most important element of the sentence , notion of verb copula. - The subject - The various complements: object (COD/COI) - Complementary circumstances (time, place) - Active / passive voices: the modes, the times, the radical and the endings of the verb.

Note. Adapted from (Takroumbalt, 2018)

2.2 The aim of this study

Improving the EFL learner's four skills (writing, reading ,listening, and speaking) has become the central theme of most of the investigations in the domain of TEFL, but actually, the common core of all these skills is grammar. At an advanced level of EFL learning and in an academic setting, the student needs to use the language accurately.

In this respect, it was noticed that even though the majority of first-year students in the English department have been studying English language for seven years (since the middle school), and they are introduced to the grammar module since the first semester in the university, maybe most of them still have difficulties to use their grammatical knowledge effectively when using the target language in real communicative contexts. In other word, they may know the grammar rules perfectly but they fail to use them when communicating..

Therefore, the purpose of this study is to determine the factors that affect the student's ability to transfer their grammatical knowledge into effective language use. This failure is probably related to many factors such as learners' motivation, overloaded syllabus, lack of teaching material and so forth, but no one can deny the fact that inappropriate grammar teaching approach leads certainly to deficient communication. Finally, the ultimate aim of this study is to provide some suggestions to remedy the current situation.

2.5 Research sampling

According to (Guest, Namey, & Mitchel, 2013, p. 41) " sampling refers to the process of selecting a subset of items from a defined population for inclusion into a study...the validity of study findings is related to sampling ".

For gathering the necessary data, this study targeted a sample of grammar teachers and first-year EFL students in the department of English at Belhadj Bouchaib University Centre of Ain Témouchent, the Institute of Foreign Languages. The following sections give more details about the composition of this sample.

2.5.1 Teacher's profile

The EFL teachers in the department of English, who took part in this research were six teachers, among them they were only two, who were teaching grammar to first-year students and one was teaching the second-year students in the English department , and the others have taught grammar for many years, either in the same department or in other Algerian universities. Table 2.3 shows the composition of the teachers sampling.

Table 2.3 Teacher's profile

Teacher's gender		Teacher's qualification			Grammar teaching experience		
Male	Female	MCB	MAA	MAB	More than 3 years	2 years	1years
03	03	01	01	04	04	01	01

2.5.2 Student's profile

First-year students in the department of English are supposed to have sufficient knowledge to use the grammar rules within communicative activities (most of them have received English grammar instruction during seven years before reaching the university level).

The group of learners who participated in the survey (questioned students) involved 86 first-year EFL students enrolled for the academic year 2017-2018. There were 65 females and 21 males, all of them aged between 17 and 24 years and one of them is 40 years old. However, during the analysis phase only 70 participants (16 males and 54 females) will be held because of the irrelevant responses of some students.

2.6 Research methodology.

Both quantitative and qualitative approaches have been adopted. The use of quantitative approach can be justified by the possibility of involving a large number of first-year EFL student in the investigation. Meanwhile the use of qualitative approach is mainly due the small number of teacher as well as the reliable data that can be gathered. in this sense (Alisson & Susan(, 2005, p. 163) stated that "Rather than using a large group of ... participants with the goal of generalizing to a larger population like quantitative researchers, qualitative researchers tend to work more intensively with fewer participants, and are less concerned about the issues of generalizability".

In this regard , a student's questionnaire was used to gather quantitative data from a great number of first-year EFL students, and teachers' interview as well as classroom observation were employed to collect qualitative data.

2.7 Research Instruments

To carry out our research in the department of English, and for cross-checking multiple data which is called **triangulation,** three instruments, as mentioned before, were used : the students' questionnaire , teachers' interview, and classroom observation. The figure 2.1 illustrates the use of triangulation in this study.

Classroom observation

The obtained data will be combined in the analysis phase to check if they are consistent or contradictory

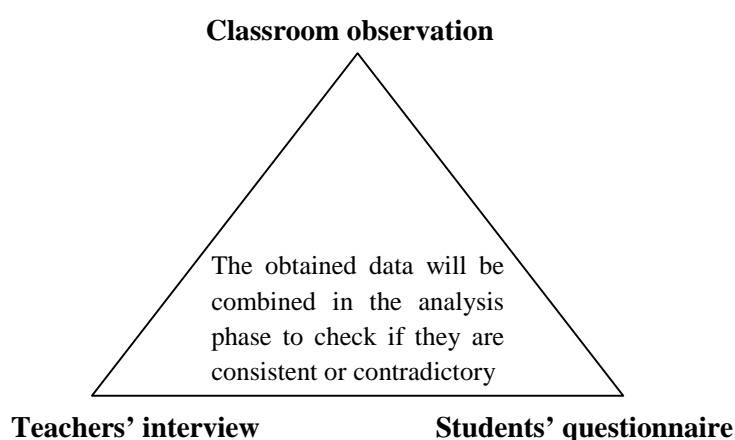**Teachers' interview**   **Students' questionnaire**

Figure 2.1 The use of triangulation in this study

Triangulation is of paramount importance as a procedure to check the validity of the gathered data. In this respect, Creswell (as cited Lin, 2018, p. 39) pointed out that "The findings obtained from different techniques can ...be used to cross-validate each other; in other word, the results obtained from using techniques may be either confirmed or contradicted by the results obtained from using other techniques."

In the same vein, Johnson (as cited in (Alisson & Susan(, 2005, p. 181) stated that using triangulation reduces the researcher's bias and improves the validity and the reliability of the information.

2.7.1 Student's questionnaire

Questionnaires are defined by (Brown, 2001, p. 6) as "any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers...questionnaires are particularly efficient for gathering data on a large-scale basis".

Questionnaire is usually employed not only for its advantage to collect a large amount of data but also to uncover people perception of different things. In this respect, (Herbert & Elana, 2001) contended that in second language acquisition research, questionnaires are used mainly to elicit data on phenomena that are difficult to observe, such as motivation and attitudes.

To undertake this study, a questionnaire was administered to first-year students containing 13 questions (closed and open ended questions), with the aim of examining the learners' attitude toward the importance of learning English grammar, the grammar teaching methodologies, the difficulties faced in learning grammar , and others points that might give helpful insights to the researchers (See Appendix A).

The questionnaire was administrated to students at the end of the grammar lecture with the help of the teachers. It took approximately fifteen minutes to fill it. The aim of the research was clearly declared to the students and all the questions have been explained.

Three groups of first-year students took part in the survey. There were in total 86 participants who have filled the questionnaire and returned it. However, due the inappropriate or missed answers, only 70 questionnaires were used in the analysis.

2.7.2 Teacher's interview

According (Barlow, 2010) the interview is a common used method of data gathering for undertaking a systematic research, they can be conducted face to face , by telephone, or online.

Different types of interview can be used in data collection. The structured interview, in which the same questions are administered to all participants with the goal of comparing their answers, the semi-structured interview, in which in addition to predetermined list of questions, the researcher can ask more different questions, and the unstructured interview, in which the questions are not predetermined. (Alisson & Susan(, 2005)

As the teachers play the major role in teaching and learning foreign languages grammar, a semi-structured and face to face interview was addressed to six grammar teachers in the department of English. The interview was conducted in English language and it was not recorded.

The interview consisted of thirteen questions, targeting mainly:

- The teacher's prevailing attitudes toward English grammar.
- The approaches and strategies used by them, and the material employed.
- Their evaluation of their students ability to use grammar rules in different contexts.
- Their attitudes about the grammar syllabus.
- The time allotted to the grammar lecture.
- The difficulties that both teachers and students faced in teaching and learning respectively English grammar.
- Their suggestions to improve the student's grammar proficiency.

2.7.3 Classroom observation

(Mason, 2002) defined observation as "methods of generating data which entail the researcher immersing herself or himself in a research setting so that they can experience and observe at first hand a range of dimensions in and of that setting".

Further, Alisson & Susan(2005) suggested that observations can be highly structured through the use of checklist or rating scale or less structured when the researcher employs field notes or transcripts of tape in order to describe what being observed .

In spite of the lack of the researchers' experience in using classroom observation as qualitative instrument, a check list have been elaborated to gather the necessary data. It contained a set of predetermined observation items and also field notes which enabled the transcription of additional data. Due to the lack of time, the classroom observations were carried out during five grammar lectures with two groups only (instead of three) of first-year students.

The checklist used, consisted of six rubrics, each one contained one to four observation items that helped to identify what were the grammar teaching methodologies used by the teachers, the materials employed (textbooks , handouts ...etc), the teacher's and the student's difficulties, and the student's attitude toward grammar by checking if they are really interested and motivated.

It is worth mentioning that teacher was asked to present the observer to the students and to give them an idea about the topic of the present study in order to avoid being an obtrusive observer, which his " presence may be felt in the classroom to the extent that the events observed cannot be said to be fully representative of the class in its typical behaviour" (Alisson & Susan, Second language research Methodology and Design, 2005, p. 187) ,

2.8 The pilot study

Shawn & Luke(2015) pointed out that the pilot study is "a small-scale study that is conducted before the main research study in order to ensure that the research instruments and procedures work as they are intended"(Shawn & Luke, 2015, p. 142).

Accordingly, for the purpose of testing and validating our data collection instruments, a pilot study has been undertaken in the early stage of this research. Questionnaires were initially administrated to 10 first-year students in the English department. Consequently, some questions were difficult to understand by the participants and some others, in particular open questions, could not provide reliable data. Therefore, many questions have been reformulated in order to be understandable by all the students, and new ones have been added.

Similarly, after the first classroom observation, the check list was updated by deleting some irrelevant items. Concerning the teacher's interview, the same technique has been used, from the first interview, some questions have been erased and other have been reformulated.

It should be noted that the data gathered through classroom observation and teacher's interview during the pilot study, will be used in the analysis, because they are considered as valuable and valid data.

2.9 Conclusion

The second chapter was devoted to the description of the English language teaching situation in the Algerian context, and the research design and the methodology of this study. It unveiled the empirical phase and introduced the research instruments used in data elicitation, which are questionnaire, interview and classroom observation.

The use of these three instruments gave the opportunity for a cross-checking multiple data (triangulation) and helped to get reliable results. In the next chapter, the collected data will be displayed and analysed according the each research instruments. The main finding will be also discussed in the light of the research questions and hypothesises.

Chapter three:

Data analysis & discussing
of the main findings

Chapter III:

Data Analysis, & Discussing of the Main Findings

3.1 Introduction

3.2 Analysis of the students' questionnaire .

   3.2.1 Results & interpretation

3.3 Analysis of the teachers' interview

   3.3.1 Results & interpretation

3.4 Classroom observation analysis

   3.4.1 Results & interpretation .

3.5 Summary of the main findings

3.6 Suggestions and recommendations

   3.6.1 Teacher's role and grammar teaching methodologies

   3.6.2 Teacher training

   3.6.3 The syllabus

   3.6.4 The students' roles and needs

3.7 Conclusion

3.1 Introduction

This chapter is concerned with the analysis of the data gathered through the student's questionnaire, the teacher's interview and the classroom observation. The results are interpreted separately and compared to one another in the same time, in order to achieve triangulation.

Also , the current chapter exposes the main findings of the present study that are related to the research questions, presented early in the general introduction. The last part of this chapter tries to put forward some suggestions and recommendations for improvement.

3.2 Analysis of the students' questionnaire

The present section is concerned with the analysis of the student' questionnaire. This instrument was used because it has many advantages, especially in gathering a tremendous amount of data and canvassing a large number of participants in a short period of time.

3.2.1 Results & interpretation

The student's questionnaire consists of twelve questions as following :

Question one : students' attitude toward the importance of grammar**.**

The results indicated that majority of students 44% and 31 % hold positive attitude toward grammar, while the ratio of 17 % have reported been neutral. Few students, only 3 % and 4 % answered that grammar is not of paramount importance. The bar-graph3.1 illustrates the obtained result.
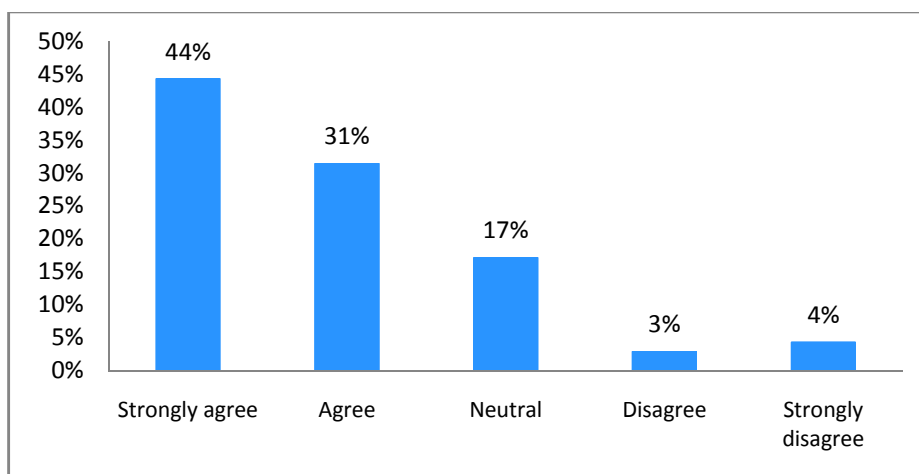
Bar-graph 3.1 Students' attitude toward the importance of grammar.

Question two: students' attitudes toward the grammar lecture.

This question was asked with the aim of knowing if the grammar lecture is a serious challenge to fist-year students. The data elicited show that grammar lecture was considered as a little difficult for the half of students (49%) , and nearly the same number 46 % thought that it was easy. Very few of them (4%), found the grammar lecture difficult. The bar-graph 3.2 below exposes the detailed results.
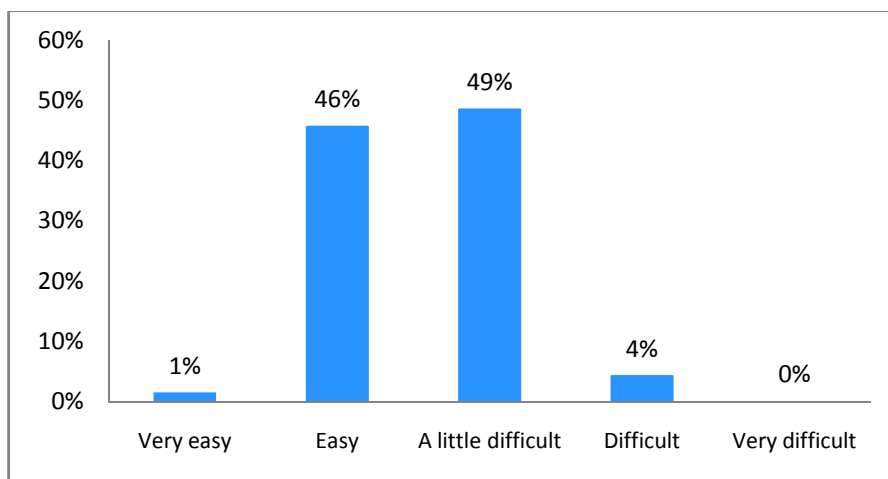
Bar-graph 3.2 Students' attitude toward grammar lecture

Question three : Student's opinion about the grammar teaching methodology
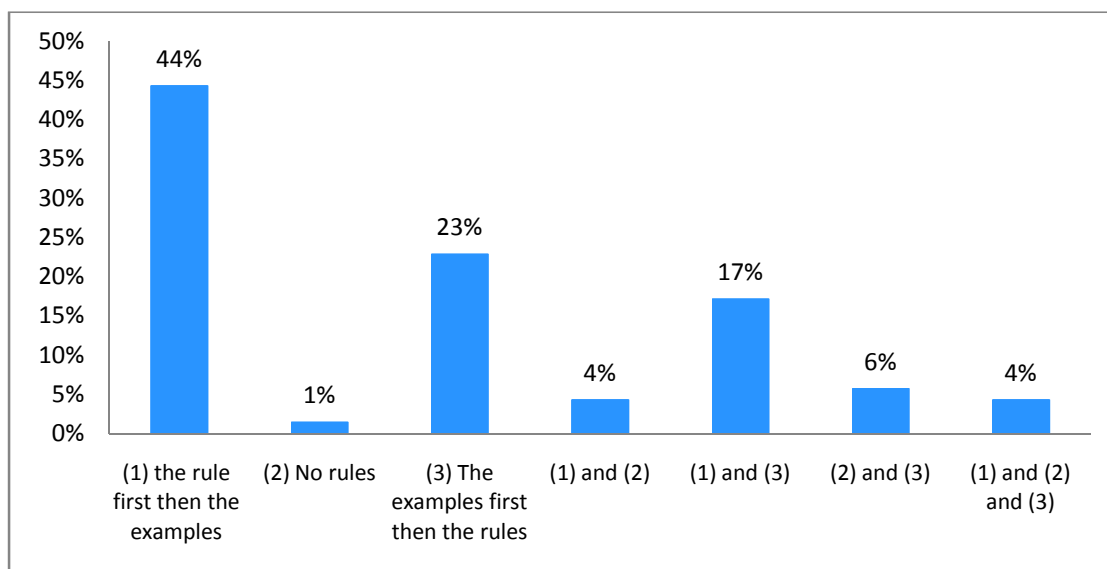
Bar-graph 3.3 Student's views of the grammar teaching ways used by teachers.

The students were given the choice to select more than one answer and the possibility to add others . Bar-graph 3.3 indicated that the ratio of 44% of students reckoned that the teacher shown the rules before providing examples, i.e. : grammar in this case is taught explicitly and deductively (See Chapter I , section 1.4.1).

Meanwhile, 23% of the students thought that grammar is taught also explicitly but inductively (See Chapter I section 1.4.1) . Some students (17%) shared the same opinion that grammar is taught explicitly but they state that both deductive and inductive approaches were used by their teachers. Only very few number of students appeared to hold that grammar is taught through a mixture of approaches (explicitly, implicitly, deductively, and inductively).

Question four : Student's opinion about how they practise in the classroom
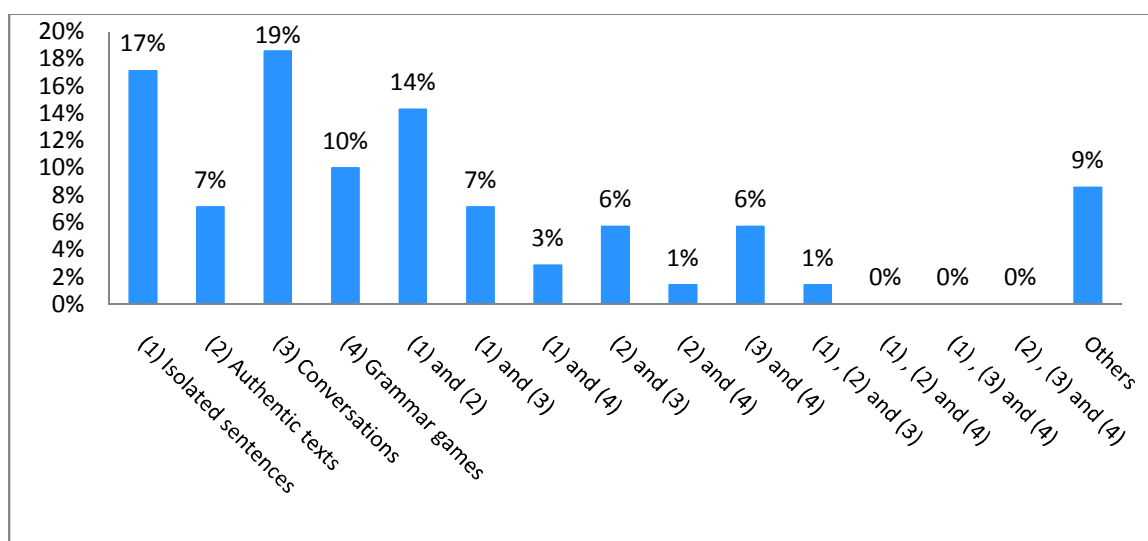
Bar-graph 3.4 Student's views of the grammar practice activities.

This question helps to know how the students practise in the classroom what they have learnt, thus, the reason behind asking this question is to check whether the grammar is taught in context or /and communicatively (See Chapter I , section 1.4.2 & 1.4.4).

The data collected and illustrated in bar-graph 3.4, show that the ratio of 19% of students stated that they practise through conversations and speeches, while 17% of them claimed that the teacher provided them by activities which contained only isolated sentences. 10 students (14%)   mentioned that teacher gave them isolated sentences as well as passages to practise. 07 students (10%) answered that through games they practised what they have learnt. 06 students (9%) cited that teachers used others techniques to make them practise more (e.g the teachers asked the students to brain storm and give their own sentences in which the new studied forms should be employed). One to five students (1 to 7 %) answered differently to the question by choosing multiple proposed answers.

Question five : Student's attitude toward the teachers' way of teaching grammar.
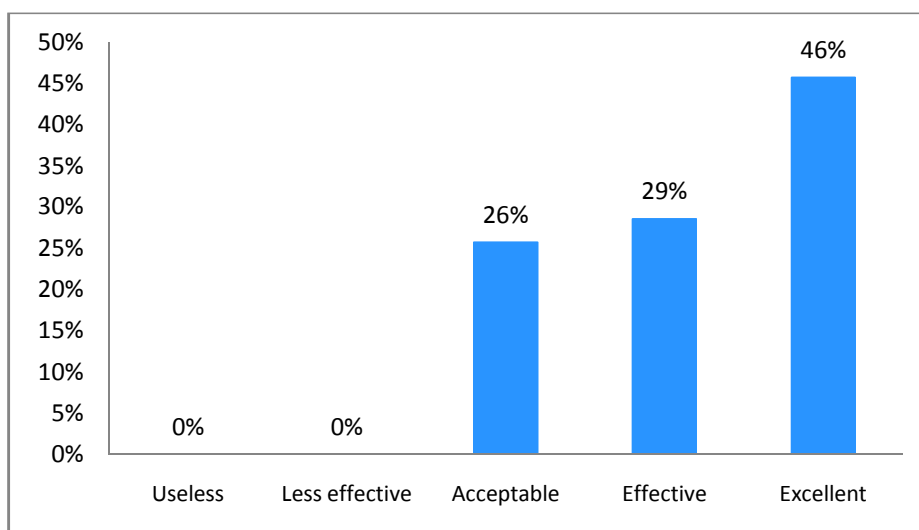
Bar-graph 3.5 Student's attitude toward the grammar teacher 's way.

From the bar-graph 3.5 , it can be noticed that a great number of students (46%) judged that their teachers had an excellent way of teaching, the ratio of 29% taught that they had an effective way and the rest (26%) mentioned that the way of teaching grammar was acceptable.

Question six : The correction of grammar error by the teacher.

The reason behind asking this question is to check how often the teacher used the feedback correction strategy (Cf. Chapter I, section 1.4.5). The majority of students (57.14%) stated that the teacher always intervened and correct the student's grammatical error. While, 24.29% of them claimed that teachers sometimes did that. The ratio of 11.43 % mentioned that teacher frequently correct the student's error. 05 students (7.14%) cited that teacher rarely did that. Bar-graph 3.6 shows all the obtained results.
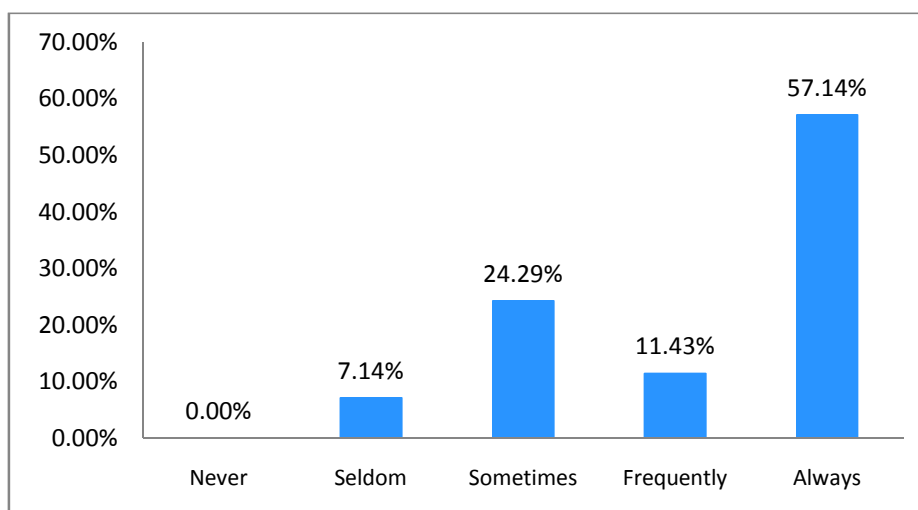
Bar-graph 3.6 The student's views about the teacher's use of corrective feedback.

Question seven : The student's ability of using grammar rules in different context.
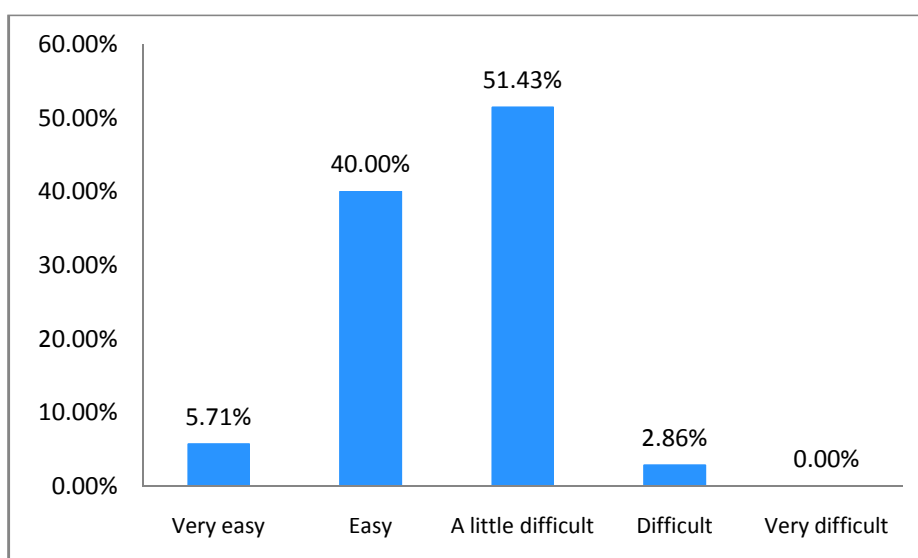
Bar-graph 3.7 Student's believe about their ability to use the grammar rules.

From the bar-graph 3.7, it is clear that most of the students (51.43%) found using grammar rules in productive skills (writing and speaking) as a little difficult, whereas a great numbers of them, 40% (28 students) thought that applying these rules was easy. Few students (5.71%) claimed that it was very easy to use these rules in different contexts and very few of them , 2.86% (only 02 students) found that the applications of grammar rules was very difficult.

Question eight : The time allotted the grammar lecture.

This question targeted the student's opinion about the time allotted to the grammar lecture which was 3 hours per week. As the bar-graph 3.8 bellow shows, the majority of the student (the ratio of 70%) thought that 3 hours per week were sufficient for them , whereas 30 % of the students didn't share the same view.
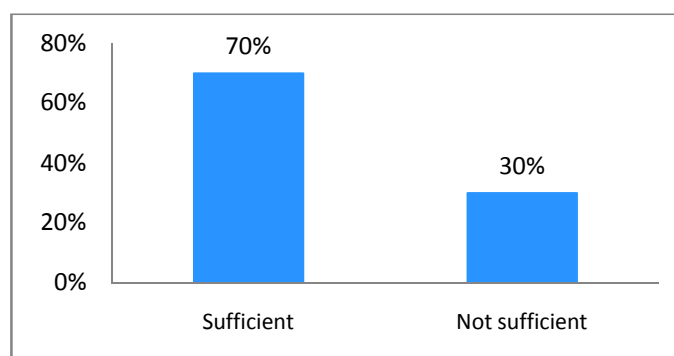
Bar-graph 3.8 Student's opinion about the time allotted to grammar module.

41

Question nine : the student's practice outside the classroom.

According to data exposed in bar-graph 3.9 bellow , the majority of students (61%) claimed that they made efforts to practise more and did extra researches outside the classroom. Meanwhile 39% of them confirmed that they neither practised nor made extra researches about what they have learnt.
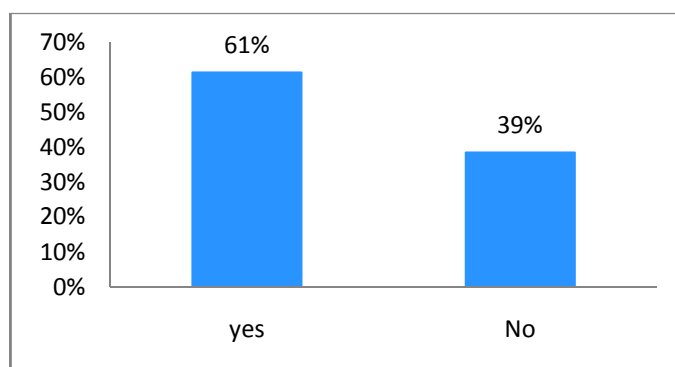
Bar-graph 3.9 Student's self practice

Question ten : The coordination between grammar module and the written and oral expressions modules.
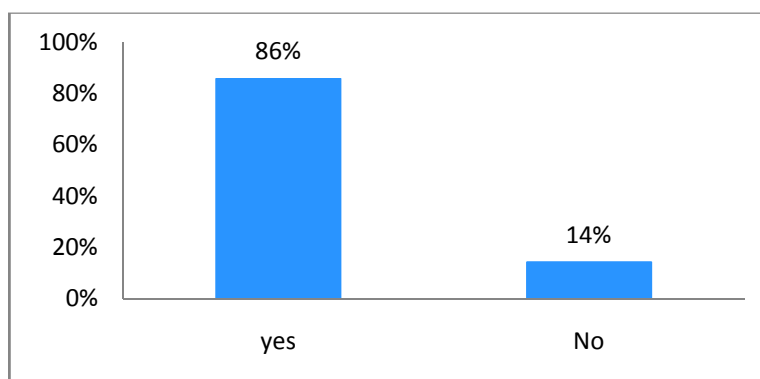
Bar-graph 3.10 Student's point of view about the link between grammar
lessons & written/oral expressions modules.

This question investigated the student's opinion about the existence or not of a coordination between what they were learning in grammar lecture and the modules which emphasise the productive skills (oral and written expression modules). As Bar-graph 3.10 shows, most of the students (86%) thought that the content of written and oral expression modules were in consistent with the content of grammar module. Whereas, 14% of students appeared to have different opinion.

Question eleven : The difficulties that students faced in learning grammar.
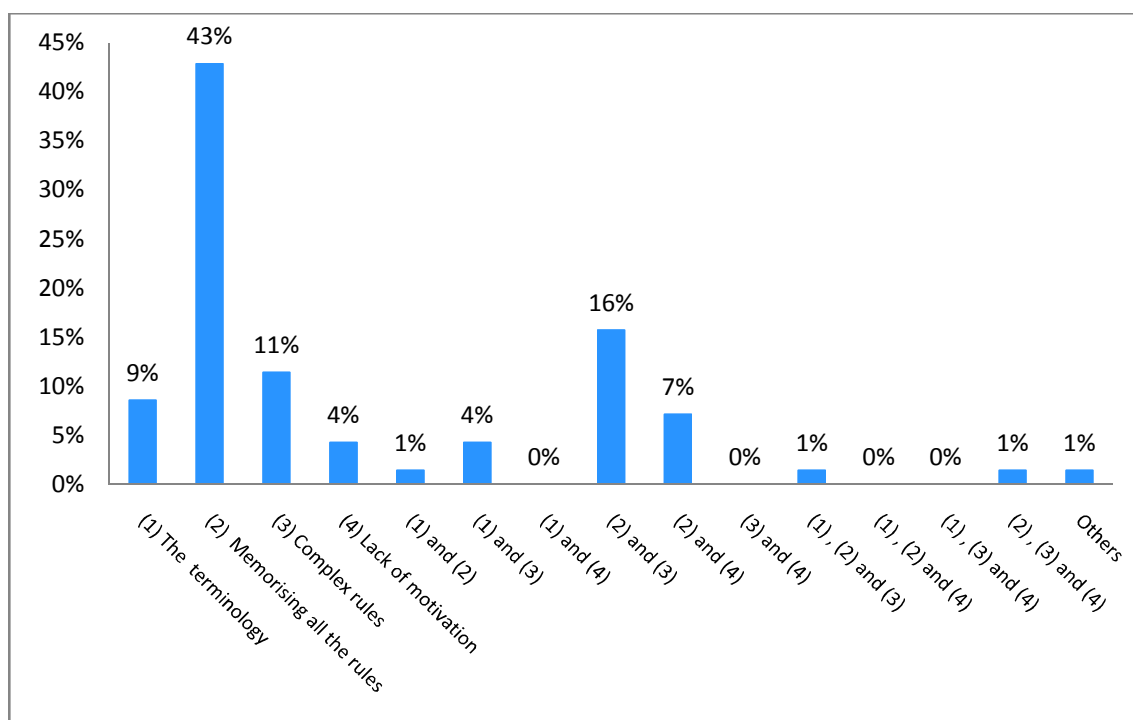
Bar-graph 3.11 The students' difficulties in learning grammar

The results represented on the bar-graph 3.11 above indicated that the ratio of 43 % of students mentioned that they face serious problem in memorising the large number of grammar rules. 16% of students claimed that memorising all the rules and understanding complex ones were both real difficulties in learning grammar.

Moreover, the ratio of 11% , expressed concern only for the complex rules. Very few participants (4%) reckoned that their problem is the lack of motivation to learn grammar, whereas the same number of students said that in addition to the lack of motivation, grammar terminology was another challenge to them. Also , a ratio of 7% cited that the obstacles to learn grammar were the lack of motivation and the memorisation of the rules.

Question twelve : The students' suggestion to enhance their grammar level.

Despite their limited knowledge and experience, first-year students have provided pertinent answers for this question. Most of their suggestions turned around what student should do and the teacher's role to alleviate their difficulties.

According to the majority, in order to improve their language accuracy, students should make extra researches and practise more out of the classroom. Some students thought that they need additional grammar lectures sessions , i.e : the three hours per week allotted to the grammar session were not sufficient for them to assimilate the lessons.

On the other hand, other students claimed that teachers should do the following :

- Giving examples from daily life, i:e: teaching grammar in context.
- Motivating students to learn grammar.
- Making the students practise what they have learnt through conversations, i:e: teaching grammar communicatively.
- Working with all the students instead of focusing only on the active ones.
- Using ICTs in teaching grammar.
- Making the grammar lecture entertaining.

3.3 Analysis of the teachers' interview

To look for the right answers to the research questions among grammar teachers, and in order to elicit the necessary information, an interview (See Appendix B) was addressed to the teachers. This instrument was used because of its effectiveness and efficiency in gathering reliable and very rich data from only a small number of participants.

3.3.1 Results & interpretation

Question one and two: These two questions were asked only to get an idea about how many years has the interviewees been teaching grammar and also to identify which year he /she was teaching.

The teachers who participated in this study, have from one to more than three years' experience in teaching grammar. Two of them were teaching first-year students and one teacher was teaching second-year students in the English department during the academic year 2017-2018, whereas the others they have taught grammar in the past either in the same department or at others Algerian universities.

Question Three: Teacher's attitude toward the role of grammar instruction.

The majority of the teachers who have been interviewed have strongly agreed that teaching English grammar to the EFL students is of paramount importance. Therefore, most of them believed that grammar is still considered as a very important language drill to promote the learners' accuracy.

However, one of the teacher who has the longer experience in teaching English language did not shared the same opinion. He explained, saying that :"grammar does not lead very far". Which means that grammar is important for the language usage but the EFL learner need others language skills and drills for the language use.

Question four and five: Grammar teaching methodologies and strategies.

The reason behind asking the teachers these two questions and provided them by multiple choice of different answers is to find out the methodologies and techniques adopted and used by them.

Some teachers claimed that they would rather giving firstly examples of the target structure before showing clearly the rule or asking students to conclude it. The remaining teachers argued that it was preferable to give directly the rule and then providing the students by different examples for better understanding.

These results indicated that grammar in the English department was taught explicitly by the two groups of teachers. However, the first group used the inductive way, whereas the second one use the deductive method of teaching.

Furthermore, the majority of the interviewed teachers mentioned that in order to make their students practise what they have learnt, they provided them by isolated sentences and/or passages from authentic texts. In addition, some teachers argued that they make students practise through conversations, whereas few of them argued that they used sometimes grammar games. One teachers claimed that teaching grammar communicatively in the English department was impossible, due to the time constraints and the overloaded syllabus.

In the same sense, another teacher reported that implementing the new approaches in teaching grammar was quiet impossible, for the reason that these approaches required from students real engagement, more concentration, high motivation and autonomy.

The results obtained through teacher's interview resemble to some extent to which have been collected by the means of the student's questionnaire, teachers and students responses confirmed the use of explicit approach, either deductively or inductively.

Conversely, student's answers in the questionnaires, contradict the teacher's answers about the grammar practice strategies adopted by the teachers. When students thought that they practised more through conversations, teachers assured that students practised using commonly isolated sentences and passages.

Question six: The use of corrective feedback.
This question tried to figure out whether teachers correct their students grammatical errors during the lecture and how often they do that. Teacher's answers shown that the majority of them used this strategy during the lesson, except for one teacher who argued that he gave the opportunity to the students to correct each other.

Moreover, most of the interviewee's responses to the question about how often they use this techniques indicated that teachers employed frequently corrective feedback, because they believed that it is an effective way of transmitting the grammatical knowledge to the theirs EFL students.

Accordingly, the data gathered through student's questionnaire and teacher's interview about the current question confirmed the teacher's use of corrective feedback during the grammar lecture to draw the learner's attention to the correct grammatical form.

Question Seven: Teacher's opinions about the student's ability to use grammar rules.
This question aimed to know how the teachers evaluated their student's abilities to transfer their grammatical knowledge in the use of target language communicatively within an appropriate context.

Not surprisingly, All the teachers shared the same opinions about the issue and contended that student's capacity to use what they have learnt during the lecture in other contexts is neither good nor bad which means that their ability can be acceptable to some extent.

Seemingly, the results obtained from students' questionnaire about this issue are similar to the teacher's point view, because generally most students cited that it is difficult for them to use their grammatical knowledge in productive skills.

Question eight: The materials employed by grammar teachers.
This question attempted to explore what kind of materials that the teachers used to prepare the grammar lesson, to give the lecture and to provide students by the adequate activities.

Most of the teachers stated that textbooks are their primary sources. Meanwhile few teachers claimed that they used also websites . In addition, most of them assured that they provided students by handouts which contained different exercises related the grammar lecture.

Albeit the ICTs offer the potential of enhancing the teaching and learning processes, the majority of the teachers didn't mention the use of these technologies in teaching grammar.

Moreover, one teacher argued using pictures during the lectures to model the real contexts and to illustrate the lesson content which could be resulted in better understanding of the grammatical rules.

Question nine: The time allotted to the grammar lecture.
As the period of time reserved to the grammar lecture can affect the teaching and learning process, this question tried to know the teacher's point of view about of the time (three hours per week) allotted to the presentation of the linguistic items and to the practice activities.

The majority of the teachers agreed that three hours per week were really not enough, for the reason that they needed additional time to teach effectively all the units of the grammar syllabus, which was considered as an overloaded and long program.

It is worth mentioning that student's opinions and the teacher's views are contradictory about the subject matter, which means that student's responses were subjective, because their difficulties to use the acquiring grammatical knowledge in the productive skills, are maybe due to the insufficient time allotted to grammar module.

Question ten: The coordination between the grammar lecture and the contents of the written and oral modules.

The purpose of this question was to figure out if there is a link between what students learnt in the grammar courses and what they did in the others modules of productive skills.

Teacher's answers to the question contradicted each other. Most of them claimed that what they were teaching in grammar was not directly practised in written and oral expression modules. Other teachers assured that the link between the contents of the three objects of study existed. Whereas one teacher stated that : 'As she often collaborated with the written expression teacher, what students learnt in the two modules was interrelated".

Apparently, the obtained results make strong contrast with the data collected trough the student's questionnaire, in which most of the students claimed that there is coordination between their gained grammatical knowledge and the contents of the written and oral expressions modules.

Question eleven: The difficulties faced by the grammar teachers.
This question was asked to gather information about what kind of difficulties that teachers faced in teaching grammar in effective way. The teacher's answers generally can be classified in three categories, which are illustrated in the Table 3.1 .

Table 3.1 : The difficulties faced by the teachers of grammar.

The teaching conditions	The student's learnability problem	The teacher's ability
- Lack of the teaching materiel - The overloaded grammar syllabus. - Three hours per week for the grammar module are not sufficient. - Large classes. - Disciplines problems.	- The low level of first-year English student. - Lack of the student's motivation. - Students have negative attitude toward learning grammar. - Lack of the student's concentration. - Lack of the student's autonomy.	- Lack of experience in dealing with the student's confusion and disability to understand the grammar lecture. - Teaching grammar requires more interactions and involves more efforts to make the students practising and understanding the lesson

It is worthwhile to mention that a teacher who has a long experience cited that because of these difficulties and mainly the last one of the third category, teachers usually preferred teaching another module instead of grammar, consequently grammar lecture was generally attributed to novice teachers.

Question twelve: The teacher's perception of the student's difficulties in leaning grammar.

Inside the classroom, only teachers know what are their student's barriers to use the English language accurately and get a high level of proficiency. For that reason, teachers have been asked this question, to which they provided the following answers:

- Student's disability to express their selves.
- Lack of practice out of the classroom.
- Students are less motivated.
- Some teacher's didn't assume responsibility for their work .
- Some teachers are not enough qualified to teach grammar.
- Grammar is generally taught out of context.
- There is no coordination between the grammar lessons and the others modules.

The majority of the teachers shared the same opinion that the lack of student's learnability was considered as the most serious difficulty. Meanwhile some of them assured that the absence of qualified teachers and the inappropriate teaching conditions are the major problems.

The teachers perceptions' about the student's difficulties in learning grammar do not coincide with the ones citing in student's questionnaires. The students generally complained about the huge number of rules to memorise. This means that they are not enough aware about their real learning constraints. In addition, it is obvious that some difficulties (e.g. lack of student's motivation) were considered as serious problem for both teachers and learners.

Question Thirteen: teacher's suggestions to improve the students' grammar proficiency.

This last question was aspired to figure out what the teacher's suggestions to overcome the weakness of teaching and learning grammar in order to enhance the student's language usage and use abilities.

The following were the teacher's remarks and suggestions:

- Students should practise more out the classroom.
- Making the students aware of the importance of grammar.
- Motivating students to learn grammar.
- Teaching grammar in context.
- Facilitating the teacher and students' interaction.
- Introducing grammar games as practice activities.
- Using the new teaching techniques, e.g. group works.
- Varying the ways of teaching according the linguistic items (e.g. teaching tenses in different way from teaching prepositions).
- Integrating grammar with other modules like written and oral expression.
- Using ICTs in teaching grammar.
- Devoting additional time to the grammar lecture.
- Reforming the whole curriculum.
- Organising workshops, book club, seminars and competitions for the students.
- Teacher should be trained in teaching grammar.

According to these suggestions, it can be said that both teachers and the university administration have the great part of responsibility for helping students to achieve a high level of language proficiency. However, it is also the student's duty to develop their knowledge independently of the teachers.

3.4 Classroom observation analysis

This section is devoted the depiction of the third researcher instruments used in this study, which is classroom observation and the interpretation of some of the obtained results in relation to the other instruments finding.

The purpose of using such research instrument was to shed light on what actually happened inside the classroom. Thus, thorough notes could be taken and consistent evidences could be collected, by observing closely the process of teaching and learning grammar within the context of this investigation.

3.4.1 Results & interpretation

- **Grammar teaching methodologies:**

Through many classroom observations, it was noticed that all the teachers observed used most of the time an explicit way of teaching grammar, either deductively or inductively. All of them showed clearly the grammatical rule or made the students concluded it.

Apparently, the explicit way of teaching grammar made the teachers more comfortable and ensured that the students had well understood the target grammatical forms presented during the lecture

These finding confirm the obtained results from students' questionnaire and teachers' interview. Therefore, the explicit method remained the most favourite grammar teaching approach for the teachers in the department of English.

- **Grammar practice activities in the classroom**

After attempting many grammar sessions, it was concluded that teachers usually provided their students with isolated and short sentences that emphasised the target grammatical forms. In addition, it was observed the absence of communication tasks (e.g. the use of the target form through communicative activities).

Moreover, it was noticed that, one teacher used grammar game to make the lecture entertaining and to keep the student's attention. But , unfortunately, due to the time constraint, this interesting activity took only short period of time, and most of students had no chance to participate.

Classroom observation results are in accord with the findings of teacher's interview about the content of the practice activities. Most of the time, teachers relied mainly on isolated sentences to foster the student's acquired grammatical knowledge during the lesson.

- **Grammar teaching materials**

In the course of classroom observations period, it was noted that teachers in general used textbooks for preparing the grammar lesson, and elaborating sometimes handouts that contained practice activities for the students.

The ICTs were totally absent from the grammar lectures, except for one session, in which the "data show" was used only to expose the document which contained practice activities that the students had to achieve in the classroom.

- **Students' learnabilty**

During the grammar lectures, it was observed that the student's learnability, which is "the students's ...ability, interests, and motivation" (Neuner as cited in Belkhir-Benmostefa, 2017, p. 219) varied according to the topic of the lecture and mainly to the teacher. For instance, in one lecture, students seemed to be really motivated and interested in the grammar lesson, whilst in others lectures, most of the students appeared less interested without real engagement in the lesson.

These student's behaviours were contradictory to the results obtained by the means of students' questionnaire, in which most students expressed positive attitude toward grammar in general and toward the way of teaching grammar in particular. However, these results were consistent with the finding of teachers' interview.

- **Teacher-student's interactions.**

What have been noticed that not all of the students participated during the grammar lecture, some of them didn't utter even a word, and others appeared to be passive learners. However, during the practice session, usually most of students participated by providing answers to the activities questions.

It is worth mentioning that the most part of the classroom talks were dominated by teachers, which could affect the student's use of the language because "The more a teacher talks - the less opportunity there is for the learners. They need time to think, to prepare what they are going to say and how they are going to say it." (Scrivener as cited in Dickey & Han, 1999, p. 46)

- **The use of corrective feedback (CF)**

Corrective feedback is considered as very helpful strategy in language pedagogy. The findings of many studies indicated that student held positive attitude toward CF, they prefer to be corrected when committing errors by their teachers (LI, 2018, p. 4).

In this respect, over the period of classroom observations, it was noted that teachers in some sessions corrected frequently the occurring student's errors using different feedback types (*recasts*, *repetition*, *clarification*, *elicitation*, *explicit correction* and *metalinguistic feedback*) (See Chapter I , section 1.3.5).

However, because of the lack of time and/or for giving the opportunity to other students to participate, or maybe due the unclear student's utterance, sometimes teachers ignored totally the student's mistakes.

Accordingly, the obtained results confirm the finding of the teachers' interview and students' questionnaire, which have indicated that teachers provided feedback to their student's errors most of the time.

- **The time devoted to grammar lecture.**

The time allotted to teaching grammar to the EFL learners is of paramount importance. The more time spent in practice the better student's language accuracy improved, because accuracy "...requires attention, attention needs times... learners are more accurate the more time they have available. They can use this time to plan, monitor and fine-tune their output" (Thornbury, 2002, p. 92)

It was noted during all the observations, that the insufficient time reserved for the grammar lecture and the practice session was one of the major constraint that could affect the student's ability to use what they have learnt effectively.

Moreover, every lecture started usually late more than fifteen minutes because of many factors, such as students usually arrived late, the break between two sessions exceeded the necessary time, interferences before and during the lesson, just to name a few.

In this regard, these obtained findings match up the results obtained through the teachers' interview. Therefore, in order to well assimilate the grammatical structures, both teachers and students need more time, three hours per week are insufficient at all.

- **Teacher's difficulties in teaching grammar**

Throughout the classroom observation period, it was noted that grammar teachers faced serious problems during the lesson. One of the most important difficulty is the large classes, in which the number of students could exceeded 30 students . Actually , this situation not only limited the student's participation opportunity, but also prevented the teachers from checking effectively the students understanding.

Furthermore, student's learnability problem was another challenge to teachers. Number of students gave the impression that they were not interested in the lecture, not motivated to learn. Whereas, others seemed don't concentrating with the teacher at all.

In the same vein, the lack of material, the inappropriate classrooms, the discipline problems, and many other deceiving factors added a burden on teachers. These contextual realities may affect the teacher's motivation, because "Such factors discourage experimentation and innovation, and encourage a 'safe' strategy of sticking close to prescribed materials and familiar teaching approaches" (Richards, 1998, pp. 187-188)

These results confirmed the teachers answers during the interviews about the current issue. Even though those surrounding difficulties could not be overcome overnight, teachers generally strove hard to deal positively with this contextual realities.

- **Student's difficulties in learning grammar**

After attending many grammar sessions, it was easy to realise that the teacher-centred approach still dominating. Teacher continued to play the role of knowledge-provider and the leaner still regarded as a receiver. Needless to say, this sustained teaching approach is one of the real learner's problem, because it could result in learner's passivity.

Moreover, it was observed that complex grammatical rules were hardly understood by first-year students, e.g. when should the last consonant of a verb be doubled in "ing" forms? Or the use of passive form in question. In fact, the time allotted to master these kind of complex rules remained insufficient and students had got to put more efforts into such linguistic items.

Also, students sometimes appeared to forgot the basic rules of grammar, which could prevent them from achieving a high level of accuracy (e.g. if the students could not remember the past participle of some irregular verbs, how they would use the present perfect tense ?).

Another student's difficulty in learning grammar was that, they understood perfectly the rules during the grammar lecture, but, when it came to apply these rules in the practice activities, students struggled to use them accurately.

Additionally, students seemed to have another trouble, most of them needed to develop their suitable learning strategies, defined as "behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable" (Oxford as cited in Ellis, 2012, p. 329).

It is worth mentioning that it was impossible to observe all the student's difficulties that might vary from one to another. But the obtained results coincided to some extent with the findings of the teachers' interview, particularly the student's learnability problem.

3.5 Summary of the main findings

Through the analysis of the data gathered by the means of the three research instruments: students' questionnaire, teacher's interview and classroom observation, it was found that teachers, in the English department, during the lecture provided the students by the grammatical rules or guide them to infer these rules themselves. Thus, both cases were an explicit approach in teaching grammar, either inductively or deductively.

It should be noted that teaching grammar in explicit way solely cannot develop the student language proficiency, for the reason that "traditional approach to teaching grammar based on explicit explanations and drill-like practice is unlikely to result in the acquisition of the implicit knowledge needed for fluent and accurate communication" (Ellis, 2006, p. 102).

Moreover, the results indicated that the implicit approach is not used at all. Teachers seemed to prefer the explicit instruction rather the implicit one. The reason behind this could be the available materials in teaching grammar (textbooks), which relied mainly on the explicit approach, or because explicit approach required generally less time than the implicit one.

In addition, teaching English grammar in a series of separate lectures as in the case of English department, is considered in the literature review as "focus-on-forms" approach because "In a *focus on formS* approach, the syllabus is organized according to grammatical features, and daily lessons involve the explicit teaching of a target form followed by structured practice " (Casey & YouJin, 2014, p. 28).

Further, the findings revealed that English grammar is taught out of the contexts and the grammar lesson didn't included any communicative tasks. Teachers generally relied only on isolated sentences when providing students with examples during the lecture or exercises during the practice sessions.

Needless to say that the current approaches used in grammar teaching in English department no longer work, they are not only far from any communicative context , but they didn't also meet the student's needs even though "students need to feel confident that educators have met their needs . . . and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar"(Morelli as cited in (Al-Mekhlafi & Nagaratnam, 2011, p. 72). Consequently, These approaches could be considered as one of the main factors that affected the student's achievement of high level of language accuracy and proficiency.

What is more, it has been found that the teacher-centred approach was still dominated the pedagogical scene. Most of the time, the learners seemed to be passive, receiving what the teacher was giving without real interactions. However, it was also confirmed that teachers generally use different types of corrective feedback strategies to correct their student's grammatical errors, which was very helpful for the student to gain more progress in the use of language accurately.

The results shown also that the general attitude toward grammar is not really positive as it looks. Even though the first-year students have expressed that teaching grammar is of paramount importance to master English language, their behaviours inside the classroom and their teacher's opinions about the matter revealed the opposite. Most of the student appeared uninterested to learn grammar.

Furthermore, the findings revealed that teachers encountered many difficulties to teach grammar efficiently. First of all, teachers strove hard to deal with large class size in which it is "hard to organise class activities....out of control...impossible to communicate" (Qiang & Ning as cited in Vongxay, 2013, p. 20). Large class size prevented teachers from making continuous evaluation of the student's understanding and not offered the same opportunity for all the students to express their needs.

In the same vein , the time allotted to the grammar lesson and the overloaded syllabus imposed another constraint on both teachers and students. Thus, teachers struggled to complete all the grammar program and to deal effectively with their mixed student's abilities and needs, and the students lost the opportunity to acquire and assimilate the grammatical knowledge at their own pace.

Additionally, student's lack of motivation and concentration, uninterested learners, the absence of the leaner's autonomy, lack of practice outside the classroom could be the major impediments to teaching grammar efficiency, Teachers were not satisfied about their student's engagement in learning grammar and they seemed to be overwhelmed by this situation.

Accordingly, such factors together, could not promote the teaching and learning grammar process. Instead they could only aggravate the current situation by leading to another failure. Effective grammar teaching and learning requires involved and motivated students, who can adapt their learning strategies and develop autonomy.

3.6 Suggestions and recommendations

Even though, the findings mentioned before, shown that teachers held positive opinions about the importance of grammar to promote the student's language proficiency, the current situation seems not to favour the development of such competency. The absence of teachers' training in the subject matter and the less importance given to grammar courses in comparison with other modules (grammar module has relatively low coefficient), are examples of the widespread attitude towards grammar.

Therefore, it is crucial to reconsider the role of grammar in the EFL classroom as a necessary component for developing the students' use of the target language   . To do so, all the agents of the educational scene have to take prompt action to remedy the situation.

In the light of the previous findings, this section tries to put forward a number of suggestions that may be useful to improve the current teaching methodologies adopted by the teachers in the English department and helpful to enhance the student's grammar learning.

3.6.1 Teacher's role and grammar teaching methodologies

Teachers are required to find out the appropriate methods in teaching grammar, to be eclectic in using these methods, and to strive hard to adapt these methods to their teaching and learning contexts in order to help their students to have a high level of grammatical attainment.

According to (Brown H. , 2002, p. 10) , " It has been realised that there never was and probably never will be a method for all" . However, researchers and educators advocated number of grammar teaching methodologies based on their teaching experiences or on empirical research findings, that may fit to some extent the situation under study.

Teaching grammar in context.

The findings of this current study have already shown that most, if not all, of the examples given by the teachers during the grammar lesson and the practice activities are based only on isolated sentences to illustrate the grammatical forms.

In this respect, Harmer(1991) stated that "Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context" (p.57). Hence, it is essential that the teachers give the grammatical lesson through authentic texts and passages, because real language use rarely consists of isolated sentences but set of sentences that construct coherent texts. (Thornbury, 2002).

Teaching grammar communicatively

The research results mentioned before indicated that teaching grammar in series of separate lessons and presenting the grammatical features one by one to the learners, refers to the focus-on-forms approach, in which the focus is on the form and not on the meaning. Therefore, any alternative grammar teaching method must take account of both form and meaning, because "grammar should not be viewed solely in terms of linguistic form, but should also include the role that literal and intended meaning plays in providing resources for all types of communication" (Purpura, 2005, p. 82)

Accordingly, teachers are requested to focus equally on forms and meaning. To do so, grammar should be taught communicatively. In other word, even though focus-on-forms gives the primary importance to the forms, teachers should manage to provide students with exercises that incorporate communicative activities, for the reason that "a focus-on-forms approach is valid as long as it includes an opportunity for learners to practise behaviour in communicative tasks" (Ellis, 2006, p. 102).

Thus, instead of providing activities including solely isolated sentences, teacher can incorporate into grammar lessons some communicative tasks that enable the students to use their grammatical knowledge in simulated real situations. The following example provides two activities to practise the use of the present continuous.

e.g. The use of the present continuous (Murphy, 2004) (Adapted)

Activity one: Put the verb into correct form.
1- Please don't make so much noise. I ....(try) to work.
2- Let's go out now. It ....(rain) any more.
3- You can turn off the radio . I ....(listen) to it.
4- Andrew has just started evening classes. He ....(learn) German.

Activity two: Complete then practise the conversation.
A: I saw Brian a few days ago.
B: Oh, did you ? .... these days ? (what/he/do)
A: He's at university.
B: ....? (what/ he /study)
A: Psychology.
B: ....it ? (he/ enjoy)
A: Yes, he says it's a very good course.

For instance , students can practise the use of the present continuous through these two activities, but instead of doing only the first one which relies only on isolated sentences, they can perform peer conversations using the second activity.

It is worthwhile mentioning that a wide range of methodological options in teaching grammar communicatively have been put forward by researchers. In this sense, Hossein & Fotos(2011) have examined and illustrated some these options, such as *processing instruction*, *textual enhancement*, *discourse-based grammar teaching*, *interactional feedback*, *grammar-focused tasks*, and *collaborative output tasks*, in which they showed how teachers can easily integrate grammar instruction and meaningful communication.

In the same respect, Larsen-Freeman (2001) offered similar approach, what she called it *Grammaring*, "the ability to use grammar structures accurately, meaningfully, and appropriately" (Larsen-Freeman, 2001, p. 526).

To sum up, as it is out of question to generalise the conclusion of any research findings, it is impossible to prescribe decisive basis for the choice of a grammar teaching methodology that is helpful and practical (UR, 2011). However, teachers are asked to "be eclectic in their pedagogical approach. That is, they should choose and synthesize the best elements, principles and activities of different approaches to grammar teaching to attain success" (Hossein & Fotos , 2011, p. 139).

3.6.2 Teacher training.

Teachers must benefit from regular and specific training programs in the very recent grammar teaching approaches in order to update their knowledge and to meet their student's needs and expectations. Seminars and workshop, teacher's meeting , and study days are examples of such trainings. Table 3.2 exposes some suggested training programmes that may contribute in improving the current situation and overcoming the difficulties faced in teaching and learning grammar.

Table3.2 Training programs

The training programme	The objective
Seminars and workshops	Providing solutions to the learning situation.
Teacher's meeting	Exchanging knowledge and ideas between novice and experienced teachers.
Study days	Giving the opportunity to teachers to have debates with students about teaching and learning grammar
Conferences	Exchanging experiences with others teachers from other universities about the current issues of teaching grammar.
Collaborative planning	Promoting the collective work of teachers, i.e : working in group instead of alone.

3.6.3 The syllabus

The findings indicated that the grammar syllabus is considered as overloaded and boring. In fact, the syllabus in language teaching is of paramount importance, it doesn't only delimit the grammar units that should be studied but also sets the objectives to be achieved, because "A language teaching syllabus involves the combination of subject matter (what to teach) and linguistic matter (how to teach). It actually performs as a guide for both teacher and learner by providing some goals to be accomplished" (Mohseni as cited in Omari, 2015, p. 171).

Consequently, teachers are asked to be more flexible in following the grammar syllabus, that can be adapted according to the student's ability and needs. Also, they should focus more on the rules that are hardly understood by students instead of trying to teach all the detailed structures. In this regard, Ellis (2006) confirmed that : "Teachers should endeavour to focus on those grammatical structures that are known to be problematic to learners rather than try to teach the whole of grammar" (Ellis, 2006, p. 102).

3.6.4 The students' roles and needs

The learner is an integral part in teaching and learning foreign languages. Without the leaner's involvement and engagement, any teacher's effort to boost their student's language competences will be futile. Hence, EFL learners are required to take part in remedying the situation, overcoming the current difficulties, and promoting the academic language studies.

In this sense, Scharle and Szabó stated that "the saying goes: you can bring the horse to water, but you cannot make him drink. In language teaching, teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute" (Scharle and Szabó as cited in Omari, 2015, p. 182).

In the same respect, learners have to be highly motivated intrinsically and extrinsically. The intrinsic motivation is the student's responsibility to have positive attitude toward leaning grammar as essential component of language proficiency, whereas teachers are equally recommended to motivate their students extrinsically, they have to show them not only what is grammar but also what to do with grammar.

Actually, teacher plays the major role in motivating their learners extrinsically and also intrinsically, for the reason that :

The teacher's role in all of this is central, and difficult. It goes far beyond the provision of reward (itself dependent on the learner's self-efficacy). It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation. Perhaps the most difficult aspect is not doing anything to de-motivate them. (McDonough, 2007, p. 370)

What is more, students have to develop certain autonomy, to be not all the time depending upon the teacher. This autonomy will pave the way for working independently and collaboratively inside the classroom and studding reflectively outside the classroom. Moreover, they have got to be serious when dealing with grammar courses, and curious to know more about what they have acquired.

Further, student's should be aware about how to improve and adapt their learning strategies. Such strategies could be : cognitive strategies including note taking, deducting, imagery, repeating, translation..., metacognitive strategies comprising thinking about the learning process, planning for learning, monitoring of one's production or comprehension (Saeid & Fatemeh, 2015), to name but a few.

3.7 Conclusion

The third chapter investigated the central themes of the current study. The first three sections presented the analysis of data collected by the means of research tools and provided interpretations of the obtained results, which were combined and converged to verify the reliability of the elicited data .

The next section exposed the main findings of the study that will be used to test the hypothesis of the research. The last section offered some possible suggestions and recommendations about how grammar can be taught and learnt effectively in the English department as well as the teacher and the student's role to do so.

General introduction

General conclusion

In ESL and EFL contexts, the discrepancy between acquiring the grammatical knowledge and the ability of using this knowledge has aroused many controversies over the effective role of grammar instruction in learning second and foreign languages, but many of these controversies have been resolved, and today there is substantial agreement on the importance of teaching grammar to rich high level of language proficiency. However, the debates continue over the question of what kind of grammar instruction should be given to EFL & ESL learners to bridge the gap between the learner's grammatical knowledge and their ability to use this knowledge meaningfully and appropriately.

In this regard, the present study investigated partially the problem of transferring the English grammatical knowledge into accurate communicative use within the Algerian university context, with reference to the first-year students in the English department at Belhadj Bouchaib University Centre. It aimed mainly to identify the factors that affect the grammar teaching and learning process through the investigation of various and interrelated research variables. Firstly, it tried to reveal the grammar teaching approaches and methods adopted by grammar teachers in the English department and how can such approaches affect the student's language proficiency. It also targeted toward uncovering the student's attitudes and believes about the role of grammar in English language teaching and learning. Further, this study tried to shed light on the difficulties faced by teachers in teaching English grammar effectively.

Chapter one provided theoretical background of the study. It gave some definitions of the term of "grammar", and exposed different linguistic views of the concept of "grammar", that might influence directly or indirectly the way that grammar is taught and learnt. Then it reviewed the most discussed grammar teaching approaches and methodologies in the literature.

Chapter two depicted the general English teaching situation in the Algerian context, and the current position of the grammar as module within the English department in which this study took place. The second part of this chapter is devoted the description of the research design, the methodologies adopted and the research instruments used in data collection: the students questionnaire, the teacher's interview, and the classroom observation. Finally, this chapter shown how the study was initially piloting before undertaking the proper one.

Chapter three was concerned primarily with the analysis of the data gathered through the three research instruments, individually and in combination for the sake of triangulation and cross-checking multiple data sources. The results obtained by each research instruments have been clearly exposed, and their interpretations have been precisely provided. Then, this chapter discussed the main findings of the present investigation and attempted to afford some suggestions and recommendations that could help teachers to develop the appropriate way of teaching grammar and how they might remedy the situation or at least alleviated It.

The findings of this study have really provided insights into the way that English grammar is taught, perceived , and dealt with in the English department. Thus, the methodologies used to teach English grammar to the first-year students have been clearly identified, the focus-on-forms approach in which grammar is taught in series and separate lessons and the emphasis is on the form over the meaning dominated the teaching scene in the department. Focus on forms in the literature is equated with the explicit approach of grammar instruction either deductively or inductively; consequently this findings confirm to some extent the first research hypothesis.

Moreover, it has been found that the first-year students hold negative attitude towards grammar as essential language drill to use the English language accurately. In fact, the obtained results from the student's questionnaire indicated that most of students had positive attitude. However, the finding related to the classroom observation and teacher's interview shown the opposite. Therefore, the interpretation of these finding confirm the second research hypothesis by which it was assumed that students see grammar as useless object of study.

What is more, the findings revealed that teachers suffered from many setbacks to teach English grammar efficiently, these could be classified in three categories: the first category of difficulties were related to the student's learnability problem, such as lack of motivation and concentration, lack of learner's autonomy. The second kind of difficulties were concerned with the teaching conditions constraints, including overloaded grammar syllabus, insufficient time (three hours per week for both grammar lecture and practice session), lack of teaching materials especially the ICTs, large classes and discipline problems.

The third type of difficulties were resided in the teacher himself/herself and related mainly to the lack of experience in dealing with the student's confusion to understand the lesson, in addition, teaching grammar required more interactions with the students and involves more efforts. Thus, these findings validate the third research hypothesis by which it was presumed that student's learnability problem and the time allotted could be the major difficulties faced by teachers.

Accordingly, all these difficulties mentioned before could be considered as factors that affected teaching and learning grammar within the department of English. In effect, these factors could be interrelated, that is to say, inappropriate approach of teaching led to unmotivated and uninterested learners, which obliged the teachers to make more efforts and to strive hard to cope with serious and pressing problems.

Actually, teaching English grammar is not as easy as it looks. The plethora of the empirical and theoretical researches published on the topic seems confusing teachers about what the ideal approach to adopt. What is more, the difficulties cited above added another burden on teachers. However teachers are urgently required to deal with the situation by adapting the current approach in grammar instruction (focus on forms) to meet the student's needs and expectations.

Therefore, teachers are requested to contextualise the grammar instructions by including authentic texts and passages, in the same time they are highly recommended to integrate communicative tasks with focus-on-forms approach. Hence, instead of providing only isolated sentences, they can, for instance, give activities that contain conversations from real life situations. Similarly, they can ask students to produce their own communicative examples that reflect daily interactions, with the aim of not only using language accurately, meaningfully and properly, but also making grammar instruction interesting and attractive to the students.

More importantly, teachers are required to strive hard to motivate their students and raise their awareness of the importance of learning grammar to achieve academic language proficiency. Also, they are asked to help students to develop their own learning strategies as well as their autonomy. In the same vein, students should to be more involved by having real engagement in learning grammar.

It is worthwhile mentioning that there are some limitations in undertaking this study. Firstly ,the limitation of the time span to conduct all the investigation phases. The topic under study really required more than the predetermined period, in order to check deeply many research variables. The second limitation is due to the size of the sampling population which is the few number of interviewed teachers. The last limitation is the procedure of classroom observation, which because of the lack of time was conducted only with two groups of students instead of three groups that have been given questionnaires. Also, this procedure usually should be longitudinal to get more reliable data, i.e. it should be conducted at periodic interval during a long period of time.

Finally, it should be noted that this study can never be the one that fits all, for the reason that the research findings and the suggested solutions cannot be generalised to other English departments at other Algerian universities, which requires a larger research survey. However, It is to be hoped that this investigation will provide an empirical and theoretical basis for further research, such as grammar assessment, teaching and learning complex and simple rules, or student's grammar learning strategies.

Bibliography

<u>Books</u>

Alisson, M., & Susan, M. G. (2005). *Second language research Methodology and Design.* Lawrence Erlbaum Associates.

Barlow, C. A. (2010). *Encyclopaedia of Case Study Research* (Vol. 2). (A. J. Mills, & G. Durepos, Éds.) SAGE.

Bloomfield, L. (1933). *Language.* London: George Allen & Unwin Ltd.

Brown, H. (2002). *English Language Teaching in the "Post-Method" Era : Toward Better Diagnosis, Treatement, and Assessment in Methodology in Language Teaching.* (J. C. A.Renandya, Éd.) Cambridge University Press.

Brown, J. D. (2001). *Using Surveys in Language Programs.* Cambridge University Press.

Casey, K., & YouJin, K. (2014). *Pedagogical Grammar.* John Benjamins Publishing Company.

Chomsky, N. (1965). *Aspects of the theory of syntax.* M.LT. PRESS.

Chomsky, N. (1986). *Knowledge of Language: its Nature, Origin, and Use.* PRAEGER.

Chomsky, N. (2007). *On language , language and responsability.* The New Press.

Ellis, R. (2009). *Implicit and Explicit Learning, Knowledge and Instruction.* (R. Ellis, L. Shawn, E. Catherine, E. Rosemary, P. Jenefer, & R. Hayo, Éds.) MULTILINGUAL MATTERS.

Ellis, R. (2009b). *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching.* (T. a. Implicit and Explicit Knowledge in Second Language Learning, Éd.) MULTILINGUAL MATTERS.

Ellis, R. (2012). *Language Teaching Research and Language Pedagogy.* Wiley-Blackwell.

Guest, G., Namey, E. E., & Mitchel, M. L. (2013). *Collecting Qualitative Data: A Field Manual for Applied Research.* Sage publication.

Hagemann, J. A. (2002). *Teaching Grammar : A Reader and Workbook.* Allyn & Bacon.

Harmer, J. (1991). *The Practice of English Language Teachin.* Longman.

Hossein, N., & Fotos, S. (2011). *Teaching Grammar in Second Language Classrooms .* Routledge.

Jack, C. R., Richard, S., Kendricks, H., & Kim, Y. (2002). *Longman Dictionary of Language Teaching And Applied Linguistics* (3rd edition ed.). Longman.

Laimutis, V., & Buitkienné, J. (2003). *An introductory course in theoretical English grammar.* Vilinius Pedagogical University.

Larsen-Freeman, D. (2001). *Teaching grammar in Teaching English as a second or foreign language.* (M. Celce-Murcia, Éd.) Boston: MA: Thomson/Heinle.

Larsen-Freeman, D. (2009). *Teaching and Testing Grammar* (1 ed.). (M. H. Long, & C. J. Doughty, Eds.) Blackwell.

Lin, Y. (2018). *Developing Critical Thinking in EFL Classes: An Infusion Approach.* Springer.

Lock, G. (1997). *Functional English Grammar An introduction for second language teachers.* Cambridge University Press.

Malmkæjer, K. (2002). *The linguistics encyclopedia - The history of grammar* (2nd edition ed.). Routledge.

Mason, J. (2002). *Qualitative Researching* (éd. 2). Sage.

Murphy, R. (2004). *English Grammar In Use.* Cambridge University Press.

Pinker, S. (1995). *The language instinct.* HarperPerennial.

Purpura, J. E. (2005). *Assessing Grammar.* Cambridge.

Richards, J. C. (1998). *Beyond Training: Perspectives on Language Teacher Education.* Cambridge University Press.

Rowland, C. (2014). *Understanding Child Language Acquisition.* Routledge.

Shawn, L., & Luke, P. (2015). *An A–Z of Applied Linguistics Research Methods.* Oxford University Press.

Smith, A. (2005). *Encyclopedia of linguistics* (Vol. 1). (P. Strazny, Ed.) New York: Fitzroy Dearborn.

Thornbury, S. (2002). *How to teach grammar* (Fourth ed.). Longman.

Ur, Penny (2011). *Grammar Teaching: Research, Theory, and Practice* (Vol. II). (E. Hinkel, Éd.) New York: Routledge.

Yule, G. (2014). *The study of language* (Fifth ed.). Cambridge University Press.

Articles

Al-Mekhlaf, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction , 4* (2),69-92.

Carter, R., & McCarthy, M. (2015). Spoken grammar: where are we and where are we going? *Applied Linguistics - Oxford University Press* , 1-21.

Dickey, R. J., & Han, S.-H. (1999). Classroom English for Enhanced Student Learning. *The Korea TESOL Journal , 2* (1), 43-51.

Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL QUARTERLY , 40* (1), 83-107.

Ellis, R. (2009a). Corrective Feedback and Teacher Development. *L2 Journal , 1* (1), 3-18.

Ellis, R. (2015). The importance of focus on form in communicative language teaching. *EJAL Journal , 1* (2), 1-12.

LI, S. (2018). Corrective Feedback in L2 Speech Production. (J. W. Sons, Éd.) *The TESOL Encyclopedia of English Language Teaching* , 1-9.

McDonough, S. (2007). Motivation in ELT. *ELT Journal , 61/4*, 369-371.

Rezig, N. (2011). Teaching English in Algeria and Educational Reforms : An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University. *Procedia - Social and Behavioral Sciences* (29), 1327 – 1333.

Saeid, N. S., & Fatemeh, A. (2015). The Effectiveness of Metacognitive Strategy Use on Efl Learners' Reading Comprehension and Motivation. *Modern Journal of Language Teaching Methods (MJLTM) , 4* (5).

Sheen, R. (2002). 'Focus on form' and 'focus on forms'. (O. U. Press, Ed.) *ELT Journal, 56* (3), 303-305.

Theses

Arar, S. (2015). Developing Metacognitive Awareness in Writing: an Instructional Framework For Lmd EFL students. *Doctoral Thesis - Tlemcen University* .

Belkacem, B. K. (2015). *Teaching Simple and Complex Grammar Rules through Explicit Instruction - Doctoral thesis.* University of Constantine.

Belkhir-Benmostefa, F. Z. (2017). *The Impact of Culture Teaching to Enhance Learners' Interest and Competence in Foreign Language Learning and Communication: - Doctorate dissertation. - Tlemcen University* .

Burner, T. (2005). *A study of the teaching and learning of English grammar - Master thesis. The University of Oslo*.

Hakem-Benkhenafou, H. (2016). Vocabulary attrition in the discourse comprehension module, *Doctorale thesis, Tlemcen University*

Liviero, S. (2014, February). Teachers' reported beliefs about the role of grammar, and their observed pedagogical practice of Foreign Languages teaching in England. *Doctoral thesis - University of Exeter* .

Omari, F.-Z. I. (2015). An Evaluation of the Teaching of the Speaking Skill in EFL Classrooms within the Framework of the CBA , *Doctorale thesis, Tlemcen University*

Semakdji, F.-Z. (2015). The Place of Spoken Grammar in the Teaching and Learning of Speaking. *Doctoral thesis - Univestity of Constantine*

Vongxay, H. (2013). The implementation of communicative Language teaching (CLT) in an English department in a Lao higher educational institution. *Master thesis -*Unitec Institution of Technology, New Zealand .

Documents

English department -University Centre Belhadj Bouchaib. (2015). *Compliant model.* CUAT - English departement.

Ministry of National Education (2016). *Curriculum Support Document of the middle cycle - English.*

Takroumbalt, M. A. (2018). Grammar syllabus of the 1st year EFL Students. English *departement* - Belhadj Bouchaib University Centre.

Lectures

Muskat, B. V. (2012). Lecture :Models of GrammarLexical-Functional Grammar, *University* of Malta.

Webliography

Alroqi, H. Lecture: Syntax. Retrieved April ,2014, from https://www.kau.edu.sa

Longman Dictionary. (2018). *Longman Dictionary od Contemporary English.* Retrieved February 11, 2018, from https://www.ldoceonline.com/dictionary/grammar

Oxford Dictionary. (2017). *Grammar.* Retrieved December 25, 2017, from Oxford Dictionary: https://en.oxforddictionaries.com/definition/grammar

Appendix A
The students' questionnaire

This questionnaire will help me to achieve a study on grammar teaching & learning in the English Department at Ain Témouchent University Centre, so your participation is highly appreciated.

Please thick the answer that you think is correct and write when it is needed.

- Are you : ☐ Male ☐ Female   ▪ How old are you ?................. years old.

1- Studying grammar is crucial to master the English language.
☐ Strongly agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly disagree

2- How do you find the grammar lectures ?
☐ Very easy   ☐ Easy   ☐ A little difficult ☐ Difficult   ☐ Very difficult

3- How does the grammar teacher give you the lectures ? (You can select more than one answer)
- ☐ By showing **firstly** the rules and asking you to apply them trough examples.
- ☐ By providing examples, **no rule** is formulated.
- ☐ By providing **firstly** examples **then** asking you to infer the rules and make generalizations.
- ☐ Others:...

4- How do you practise the grammar lecture in the classroom?
- ☐ The teacher provides you only with sentences.
- ☐ The teacher provides you with passages (**authentic texts**).
- ☐ The teacher asks you to practise through conversations and speeches.
- ☐ The teacher asks you to practise by playing grammar games.
- ☐ Others:...

5- How do you consider **the way** that the grammar teacher gives the lectures ?
☐ Useless   ☐ Less effective   ☐ Acceptable   ☐ Effective   ☐ Excellent

6- How often does the teacher correct your grammatical errors during the lectures ?
☐ Never   ☐ Seldom (rarely)   ☐ Sometimes   ☐ Frequently ☐ Always

7- After learning the grammar rules, using them in different contexts (writing and speaking) is
☐ Very easy   ☐ Easy ☐ A little difficult   ☐ Difficult   ☐ Very difficult

8- Is the time (3 hours per week) allotted to the grammar lecture sufficient? ☐ Yes ☐ No.

9- Do you make an extra research and practise more what you have learnt? ☐ Yes ☐ No

10- In written and oral expression modules do you practise **usually** what you have learnt in grammar lectures (is there any **coordination** between them) ? ☐ Yes ☐ No

11- What are the difficulties that you face in learning grammar ?
- ☐ The use of the grammatical terminology.
- ☐ There are too many rules that you cannot memorise all of them..
- ☐ Complex rules are hardly understood.
- ☐ Lack of motivation to learn grammar.
- ☐ Others:...

12- What do you suggest to improve the students' grammar proficiency ?

Appendix B
Teachers' interview

The teacher's name :   The teacher's gender : ☐ Male ☐ Female
The Teacher's qualification:

1- For how many years have you been teaching grammar ?

2- Which year do you presently teach ?

3- Do you thing that studying grammar is crucial to master the English language ?

4- How do you give the grammar ?

5- How do you make your students practise the grammar lecture in the classroom?

6- How often do you correct your students' grammatical errors during the lectures ?

7- How do you evaluate the students ability to use the grammar rules in different contexts (in writing and speaking) ?

8- What are the materials that you use in teaching grammar ?

9- Is the time allotted to the grammar lecture sufficient (per week) ?

10- Is there any link and coordination between the grammar courses and the written and oral expression modules ?

11- What are the difficulties that you face in teaching grammar ?

12- According to you, what are the difficulties that your students face in learning grammar effectively?

13- What do you suggest to improve the students' grammar proficiency?

Appendix C
The check list of classroom observation

Date:....................... -   Observation N°:............
The teacher's name :................... -Gender : ☐ Male ☐ Female -   Qualification:................

Observation items	Yes	No	Field note
Showing the rules then applying them trough examples			
Providing examples then asking students to infer the rules			
Only examples , no rule is formulated			
Others approaches			
Practice through isolated sentences			
Practice through passages (authentic texts).			
Practice through conversations and speeches			
Practice grammar games			
The teacher uses different materials (textbooks, data show ...)			
Others strategies			
Students are interested in the grammar lecture			
Student have a good interaction with the teacher			
The teacher corrects the students' grammatical errors			
The time allotted to the grammar lecture is sufficient			

- The student's difficulties in learning grammar and using what he/she has learnt .

....

- The teacher 's difficulties in teaching grammar.

....

- Other observations

....

ملــخــص

الهدف المتوخى من هذه الدراسة هو كشف العوامل التي تحول دون إستخدام المعارف النحوية بدقة وبشكل فعال عند التواصل من طرف طلاب السنه الأولي بقسم اللغة الانجليزيه بالمركز الجامعي بالحاج بوشعيب بعين تموشنت. أسفرت النتائج على أن الطرق التقليدية في تدريس قواعد اللغة لازالت تهيمن على منهجية تعليم النحو، وتبين أيضا أن لطلاب السنة الأولى إنجليزي رؤية سلبية اتجاه تعلم علم النحو، كما أن أساتذة مادة النحو يواجهون العديد من الصعوبات على غرار ضيق الوقت وطول المناهج الدراسية، ومشكل القدرات المعرفية للطلاب. كل هذه العوامل من شأنها التأثير سلبا على عملية تعليم وتعلم القواعد النحوية.

الكلمات المفتاحية : النحو، مناهج تدريس قواعد النحو، الإنجليزية كلغة أجنبية.

Résumé

Cette étude tente d'identifier les facteurs qui empêchent les étudiants de la première année anglais au Département d'Anglais du Centre Universitaire Belhadj Bouchaib d'Ain Témouchent, d'utiliser leurs connaissances de grammaire en communiquant d'une façon effective et correcte. Les résultats ont indiqué que les méthodes traditionnelles d'instruction de la langue continuaient à dominer l'enseignement de la grammaire. Il a été constaté aussi que les étudiants de la première année anglais avaient une attitude négative à l'égard de la grammaire. En outre, les enseignants de la grammaire rencontraient beaucoup de difficultés, telles que la contrainte du temps, les programmes surchargés, et la difficulté d'apprentissage de l'étudiant. Touts ces facteurs pourrait affecter négativement le processus d'enseignement et d'apprentissage de la grammaire.

Les mots clés : Grammaire, approches d'enseignement de la grammaire, l'Anglais comme une langue étrangère.

Summary

This study tries to uncover the factors that prevent first-year EFL students, in the department of English at Belhadj Bouchaib University Centre of Ain Témouchent, to use their grammatical knowledge accurately, meaningfully and appropriately when communicating. The results revealed that the traditional approaches in teaching grammar continued to dominate the grammar pedagogy. The findings indicated also that first-year EFL students hold negative attitude towards grammar. In addition, it was found that teachers faced many difficulties, such as time constraint, overloaded syllabus, and student's learnability problem. All these factors could influence the process of teaching and learning grammar.

Key words : Grammar, teaching grammar approaches , EFL.