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**Exploring the Impact of Integrating Authentic Materials and  
ChatGPT in Teaching Grammar: A Case of Second-year Students in the  
Department of English at Ain Temouchent University**

*An extended essay submitted in partial fulfilment of the requirement for a Master's  
degree in Didactics and Applied Languages*

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## ***Dedications***

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## **Abstract**

The present research work investigates the impact of incorporating authentic materials and Chat Generative Pre-trained Transformer in EFL grammar classrooms. The focus was on improving grammar learning among EFL students and familiarizing EFL grammar teachers with the effectiveness of adopting new technologies in classrooms. The current research was a case study designed to investigate the effect of integrating these tools in grammar learning and how they can be applied effectively. The main aim of this research was to help the students learn the grammatical rules easily and effectively with different techniques. To achieve this, two research instruments were used: a questionnaire devoted to second-year EFL students at BELHADJ Bouchaib University, and a semi-structured interview designed for EFL grammar teachers. After the phase of data collection, data were analyzed and interpreted quantitatively and qualitatively. The research findings revealed that EFL students recognize the importance of integrating authentic materials and ChatGPT in learning grammar rules. Moreover, they knew that these tools facilitate the learning process. Additionally, grammar teachers supported the use of these tools in their teaching for better results despite the drawbacks of ChatGPT. Eventually, this study contained some suggestions and recommendations on how to utilize these tools in grammar classrooms to enhance learning.

**Keywords:** Grammar, authentic materials, ChatGPT.

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## **List of Abbreviations and Achronyms**

**AI:** Artificial Intelligence.

**ALM:** Audio-Lingual Method.

**BBU:** BELHADJ Bouchaib University.

**ChatGPT:** Chat Generative Pre-trained Transformer.

**CLT:** Communicative Language Teaching Approach.

**DA:** Deductive Approach.

**DM:** Direct Method.

**EFL:** English as a Foreign Language.

**GTM:** Grammar Translation Method.

**ICT:** Information and Communication Technologies.

**ID:** The Inductive Approach.

**Vs.:** Versus.

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# General Introduction

## General Introduction

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### General Introduction

English language proficiency is crucial for learners of English as a foreign language in today's globalized world. Language learning starts with its grammar that holds a significant place in language learning as it helps students to establish a solid foundation in the language. Moreover, it greatly enhances their speaking, reading, listening, and writing skills. However, when it comes to teaching grammar to EFL students, traditional methods may not always effectively engage learners. In simpler terms, grammar is a vital aspect of learning a language, for this reason it is very important for teachers and students to pay great attention to grammar teaching and learning.

Teaching grammar by using traditional methods may not enhance students' grammar learning, EFL teachers should adopt a suitable way to transmit the rules. On one hand, the Grammar translation method (GTM) is employed by EFL instructors, although many new innovative methods have emerged. It is based on explaining and clarifying rules in an explicit way. Though this method can enhance students' understanding of language grammatical rules, it fails to promote their ability to use these rules effectively and flexibly in communication. This is because traditional methods focus on teacher-centered instruction, where students passively listen or take notes while the teacher explains English grammar rules. On the other hand, the communicative language teaching method (CLT) believes that grammar is acquired unconsciously through the performance of communicative situations. Consequently, teaching grammar explicitly is considered useless. In this approach, an inductive method is employed, where learners are not presented with a list of grammar rules. Instead, the teacher provides them with examples from real-life situations, allowing the students to infer the rules by themselves.

Consequently, CLT is one of the approaches that support the use of authentic materials and technology in teaching grammar. Authentic materials are all kinds of materials taken from

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real-life situations and not specifically created for the purpose of language learning such as newspapers; photos; videos...etc. Furthermore, ChatGPT is a Chat Generative Pre-trained Transformer that offers responses resembling human-like interactions, generated based on user input, it has the ability to understand any context. This platform gives learners the opportunity to engage in interactive sessions that are both enjoyable and educational, allowing them to improve their grammar skills. Through Using authentic materials and ChatGPT students may enhance their capacities to learn grammar at the same time they will find the lessons more interesting and enjoyable.

Despite the main focus being on grammar instruction, EFL students still encounter difficulties in grasping grammar rules due to the utilization of traditional methods. Consequently, they lack focus and motivation during the learning process, leading to incorrect application of grammar rules and limited opportunities for practice. The problem revolves around the effectiveness of using different innovative methods in teaching grammar. Using authentic materials and ChatGPT in teaching grammar will ameliorate students' achievements and capacities.

This research work belongs to the field of didactics and applied languages, and specifically focuses on EFL learners. The research paper throws light on exploring the benefits of using authentic materials with technology in teaching grammar as a foreign language. The aim is to enhance grammar learning by using the appropriate instruments and techniques to make teaching and learning more effective and fun. The main focus is to aid students to become more positive, also exploring how these materials can inspire EFL students, pulling their attention to achieve better outcomes in learning.

The research attempts to raise the following research questions:

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1. What are the different innovative approaches used in grammar instructions without depending on traditional methods?
2. What are the benefits and drawbacks of using ChatGBT in teaching grammar rules?

In order to arrive at reliable and reasonable answers to the stated questions, the following hypotheses have been constructed:

1. Incorporating authentic materials and ChatGPT can serve as an effective approach to teaching grammar. This method may not only help students grasp instructions effortlessly, but it can also facilitate subconscious understanding.
2. Using ChatGPT in grammar classrooms could enable the students to practice the rules easily without facing any difficulties. Whereas, it may mislead them with inaccurate information.

The investigation is on a selected case which is second-level students of English at Belhadj Bouchaib University of Ain Temouchent. The reason behind choosing this sample is that second-year students have the basic rules of grammar from their previous academic year. Teachers of grammar at the English department of Ain Temouchent are also participants in this study.

The aim of choosing this case study is to know how these tools can aid them in enhancing their grammatical knowledge.

The mixed method is adopted in this study in order to gather data about the topic under investigation, quantitative based on a questionnaire devoted to second-year students to be answered to know whether the use of authentic materials and ChatGPT may aid them in developing their grammar skills. Qualitative research is based on an interview designed for

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grammar teachers of the English language department to examine the effectiveness of incorporating these tools in teaching grammar.

This research work is divided into theoretical and practical parts that comprise three main chapters. The first chapter is devoted to the literature review. It starts by defining grammar and discusses its role in foreign language teaching. Also, it deals with two major grammar teaching approaches “deductive and inductive” and the main teaching methods used in teaching grammar. Additionally, the researcher defines the term “authentic materials” with an explanation of its types and the way it is used. Then, it illustrates the way these types can be applied in teaching grammar. Moreover, the chapter deals with the definition of the platform ChatGPT and the way it is used. Then how it can be applied in the grammar sessions. Also, it provides the role of ChatGPT in grammar language learning. The second chapter is entitled Research Methodology and Data Collection. It deals with the methodology, discusses the objective of the research as well introduces the research instruments. The chapter provides the different data analyses utilized in the study and gives a clear explanation of the validity and reliability of the data. The third chapter entitled “Data Analysis, Suggestions, and Limitations”, it presents the results and analysis of this study. Then, the limitations of the study as well as offering recommendations for further research on using authentic materials and ChatGPT in teaching grammar.



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### 1.1 Introduction

In English as a foreign language classroom, teaching grammar plays a crucial role. It has great importance in both spoken and written form, ensuring accuracy and appropriateness. Without efficient grammar rules, students cannot communicate effectively or express their ideas correctly. However, teaching and learning grammar can be challenging, especially for educators who need effective methods to present grammar rules to students. This chapter aims to provide a general definition of grammar, highlight its importance, and discuss its types, as well as the main approaches to teaching grammar. Also, it deals with authentic materials, its definition that is viewed by different scholars, its types, selection, and application. Besides these concepts, the researcher also mentions the definition of non-authentic, advantages, and drawbacks of authentic materials. Furthermore, it deals with the definitions of ICT tools, Artificial Intelligence, and ChatGPT. Last but not least, it highlights the application of ChatGPT, and the advantages and disadvantages of teaching grammar.

### 1.2 Definition of Grammar

For a long time, scholars have examined the idea of grammar, often known as the language “code”. As a result, the definition of grammar has been discussed and defined by numerous linguists, it is crucial to refer to its etymology. The classical Latin word grammar comes from the Greek expression “*Grammatike tekhnē*”, which means “*the art of letters*” referring both to philology and literature. Over time, it evolved to take on its modern meaning.

Different researchers and specialists provide relatively different definitions of the concept of grammar. On one hand, Quirk et al. (1985, p. 47) define grammar as: “a linguistic ‘core’ round with other aspects of linguistic organization and usage are integrated”, which means that grammar plays a crucial role in language, providing a framework around other linguistic elements and practices are organized. Essentially, grammar acts as a cohesive force, facilitating the integration and structuring of various components of language use. On the other hand,

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Cowan defines grammar as: “The set of rules that describe how words and a group of words can be arranged to form sentences in a particular language” (2008, p.3). Similarly, The Oxford American Dictionary (1980, p. 282), describes grammar as: “The study of words and the rules for their formation and their relationship to each other in sentences”. This means that grammar is the study of words, encompassing the principles governing how they are structured and how they interact within sentences. It is essential to know how words are put together and arranged to convey an effective meaning.

In addition, Chomsky states, “grammar is a system of rules that in some explicit and well-defined way assign structural description of sentences” (1965, p. 8). In other words, grammar offers a systematic framework for explaining sentence construction. Similarly, Ur (1996, p. 75) argues that grammar is sometimes defined as: “the way words are put together to make correct sentences”. It indicates that the correct arrangement of the words does not form the whole grammar. Later on, he argues that the precise order is insignificant without an accurate meaning.

As a result, grammar does not only focus on the arrangement of words to create sentences and phrases but also plays a role in conveying grammatical meaning. Grammar is not just about structure but is instrumental in expressing meaning through proper language usage.

### 1.3 Teaching Grammar

Teaching grammar is to provide learners with instructions that catch their attention to the grammatical forms, enabling them to understand how to use them effectively in a language. According to Ellis (2006, p. 84),

Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and/ or process it in comprehension and/ or production so that they can internalize it.

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Simply, grammar teaching encompasses various instructional techniques and strategies that draw learners' attention and help students understand the language use. Teachers face numerous decisions either to provide the rules consciously or subconsciously, for an effective teaching process, educators should transmit the grammar knowledge in context through using visual aids, pictures, videos ...etc. In this respect, Harmer (1991, p. 57) points out, "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".

### 1.4 Types of Grammar Teaching

Grammar has three main types mainly: prescriptive, descriptive, and pedagogical grammar. Each type plays a dominant role in teaching as well as they help the students to understand the rules correctly.

#### 1.4.1 Prescriptive Grammar

Prescriptive grammar plays a crucial role in guiding language usage and ensuring that grammar rules are applied correctly. By providing users with a clear understanding of when and how grammar rules should be applied. This approach establishes clear distinctions between good and bad grammar, providing a framework for making informed choices about language usage. As mentioned by linguists Depraetere & Langford, "A prescriptive grammar is one that gives hard and fast rules about what is right (or grammatical) and what is wrong (or ungrammatical), often with advice about what not to say but with little explanation" (2012, p. 2). That is, Prescriptive rules offer specific guidelines on which grammar rules to follow and which to avoid, empowering users to make well-informed decisions about their language choices.

#### 1.4.2 Descriptive Grammar

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According to Fenn (2014, p. 146), descriptive grammar deals with the actual utilization of language utterances by its native speakers. In other words, it focuses on observing and documenting the actual usage of a language by its speakers. Unlike prescriptive grammar, which dictates how language should be used, descriptive grammar aims to provide an accurate account of language as it is naturally spoken and written. It describes patterns, structures, and variations found in real-world language use.

### 1.4.3 Pedagogical Grammar

Newby (2015, p.14), defines pedagogical grammar as materials and activities developed to facilitate the learning process for both educators and learners by following appropriate methodologies. In simpler terms, pedagogical grammar aims to make learning easier, which will ultimately increase the effectiveness and accessibility of education.

### 5.1 Importance of Grammar in Language Learning

Grammar plays a crucial role, it is the pillar of language learning, as mentioned by Phillips (2000, p. 68), without grammar, people would only have individual words or sounds, pictures, and body language to convey meaning. Besides that, Palmer (1978, p. 10), asserts that grammar serves as meaningful signs and accurate communication among individuals. To make it clear, grammar helps people to communicate accurately and effectively with each other. Additionally, Lester (1976, p. 44) claims that studying and developing grammar skills, equip learners with greater proficiency, creativity, and flexibility in the language. That is to say, a good understanding of grammar instructions provides a solid foundation in using the language.

According to Richards and Renandya without grammar, there is no language (2002, p.145), “People now agree that grammar is too important to be ignored and that without a good knowledge of grammar, learners’ language development will be severely constrained”.

### 1.6 Grammar Teaching Methods

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Throughout the history of foreign language teaching, various methods have emerged each one aims to describe how language should be taught effectively and how to achieve successful learning. Every method brings its own set of objectives and principles and whether to teach grammar explicitly or implicitly.

### 1.6.1 Grammar Translation Method (GTM)

The Grammar Translation Method (GTM) is the most traditional in language teaching, it originated in the Renaissance. It is often called the classical method, it had been started between the late 18th century and the 19th century. In this method, the focus is on applying grammatical knowledge through translating texts and passages from the target language to the native language and vice versa. Richard and Rodger point out:

Grammar translation is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of, the target language (1986, p. 3).

Consequently, students can learn and understand the grammatical rules, but they may need help to apply this knowledge effectively in real communication.

### 1.6.2 The Direct Method (DM)

The direct method emerged at the end of the 19th century, as a response to the grammar-translation method. It focuses on the written form of language (Thornbury, 1999, p. 21). According to Zillo (2003, p. 70), the direct method emphasizes teaching foreign language conversations, discussions, and reading in the foreign language itself without the use of the learners' native language. It also rejects the method of translation and the use of grammar. The previous statement indicates that this approach focuses on real communication rather than the use of translation or explicit grammar instructions.



### 1.6.3 The Audio-lingual Method (ALM)

The audio-lingual method (ALM) appeared in the Second World War because there was an absolute need for oral communication and language fluency development. It is also known as the “Army Method”, it emerged in the 1940s as a response to the limitations of the direct method.

Freeman (2000, p. 35), stated that students will achieve communicative competence through forming new habits in the mother tongue. Furthermore, this method is grounded in behaviorist principles, which propose that students acquire language through repetitive practice and reinforcement until they become automatic habits. ALM focuses on drills and structured practice to develop accurate language behaviors.

### 6.1.4 Communicative Language Teaching (CLT)

Communicative language teaching (CLT) emerged in the early 1970s as a result of the efforts of the Council of Europe. It is generally considered as an approach rather than a method (Richards & Rodgers, 2001, p. 154). It puts focus on the learner as it aims to teach the basics of grammar within meaningful situations. According to Richard & Rodgers, “language is learned through communication, and developing communicative competence was the major aim” (1986, p. 69). In simple terms, the major goal of this approach is to enable students to express themselves and understand others in real-life situations.

CLT is one of the approaches that support the incorporation of authentic materials while learning to aid students in becoming familiar with understanding the real-life context of the subject as mentioned by Hiep (2005, p.5), “the CLT Method usually uses the authentic material to make the students familiar and understand the real context of the subject given”.

As a result, the history of teaching foreign languages has witnessed significant changes over time. Each presented method has its strengths and weaknesses. By understanding and

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recognizing these differences, teachers can make informed decisions about which approach to employ based on their specific teaching goals and the requirements of their learners.

### 1.7 Approaches to Grammar Teaching

When teaching grammar to EFL students, teachers should choose the appropriate approach based on the lesson's purpose and the student's proficiency level. The two primary approaches are the inductive and the deductive approaches.

#### 1.7.1 Deductive Approach (DA)

This approach is also known as a rule-driven approach, as Widodo (2006, p. 126) says, "dealing with the teaching of grammar, the deductive approach can also be called rule-driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule". To make it clear, in this approach, the teacher starts from general to reach the specific that is the teacher provides his students with the appropriate rules and clear explanations followed by examples and activities.

The deductive approach is considered a traditional approach where the teacher takes the central role in the teaching process. In contrast, the inductive approach is considered a learner-centered approach.

#### 1.7.2 Inductive Approach (IA)

The Inductive Approach or what is called the Rule Discovery approach, is a pedagogical method where the teacher is passive and plays the role of facilitator and guide, this approach expects the students to discover rules independently. As described by Thornbury (1999, p. 49), "The inductive approach is a rule-discovery path. This implies manipulating a number of examples before knowing the target rule and from this exposure expecting the learners to find out some rules depending on themselves". He adds (1999, p.29), that the inductive approach works in the opposite manner of the deductive approach. When teaching grammar using an inductive approach, one starts by providing the examples first, followed by the deduction, and

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explanation of the rule, and finally concluding with tasks and activities related to the explained rule.

### **1.8 Historical Overview: Authenticity in Language Teaching and Learning**

During the early days of language instructions, teaching was based only on textbooks and explanations, with a strong focus on memorizing. During the nineteenth century, the dominant method was Grammar Translation. Henry Sweet was the first linguist who wrote about authentic texts in his book, Sweet outlines:

The great advantage of natural, idiomatic texts over artificial ‘methods’ or ‘series’ is that they do justice to every feature of the language [...] The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, and certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential (1899, p. 177).

Later, during the 1970s the integration of authentic materials reappeared and was advocated by communicative language teaching as Nunan (1991, p. 29) states, “a greater move towards authenticity was fostered through communicative approach”. That is CLT was utilized to encourage the use of real-world materials in the classroom.

Consequently, the concept of authenticity in language learning and teaching comes due to the emergence of communicative language teaching. Additionally, CLT supports the use of authentic texts created for genuine communicative purposes. Nonetheless, authentic materials become complex because of the rise of ICTs.

#### **1.8.1 Language Teaching Materials**

In English language teaching, educators tend to incorporate various materials and resources to facilitate and reach the main objective of a particular lesson, these tools can include

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textbooks, audiovisual aids, videos...etc. In this respect, Tomlinson outlines that language-teaching material can be:

Cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks, or photocopied exercises. They could be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards, or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language (1998, p. 2).

As mentioned by Tomlinson language teaching materials are tools used to aid learners to achieve their knowledge. That is the student will ameliorate his grammar information through these resources.

### 1.8.2 Definitions of Authentic Materials

Teaching materials are one of the main resources that aid the teacher and students in facilitating learning. Hence the use of authentic materials is one of the effective ways of transmitting grammar instructions. Before defining authentic materials, it is important to establish what authenticity truly encompasses. It is widely that authenticity refers to “original”, “real”, “genuine”, or “true”.

Considering authentic materials many scholars have discussed the term and defined it differently, for instance, Peacock (1997, p.250) defines it as: “materials that have been produced to fulfill some social purpose in the language community”. In other words, authentic materials are resources created to serve a specific purpose in the language community. Haines (1995, p. 60), supports the same view and states that authentic materials are “written or spoken language which has been produced for native speakers, rather than for foreign learners of a language”. Generally speaking, authentic materials are resources such as newspapers, videos, articles,

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songs...etc. These tools are designed for native speakers to fulfill social needs, not for pedagogical teaching or learning purposes.

Indeed, these materials emphasize understanding the language utilized in a real-world context. Martinez outlines “Authentic would be material designed for native speakers of English employed in the schoolroom during an approach almost like the one it had been designed for” (2002, p.1). That is, authentic materials act as a bridge between classroom learning and the real-world context.

To sum up, authentic materials are considered a key issue in the field of language teaching and learning. Authentic materials are resources designed for native speakers for real-life purposes, they can be written or spoken, created not for the sake of the teaching and learning process. That is, through it the learner will acquire the real language and grammar employed by native speakers without any simplification or modification as a result, the learner will be exposed to a natural use of grammar knowledge.

### **1.8.3 Non-authentic materials**

Non-authentic materials are completely the reverse of what is generally called authentic materials. They are resources created by professionals who are non-native speakers, to reach a certain goal in an educational context. Flowerdew and Peacock (2005, p. 182) declare that non-authentic materials do not refer to real-world language use, in other words, these resources are created for serving academic purposes. Furthermore, these materials are designed for non-native speakers. In simpler terms, the teachers who designed these tools emphasize using simple language, vocabulary, and grammar. Moreover, the use of grammatical rules in these materials serves a certain objective within the lesson.

### **1.8.4 Authentic VS Non-authentic Materials**

Authentic and non-authentic materials are tools that can be used in teaching and learning grammar, many researchers made a comparison between them and have found many

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dissimilarities. Indeed, authentic materials are created by the native speakers for the native speakers to fulfill social purposes. However, non-authentic materials have been developed by designers who are not native speakers to non-native speakers for educational aims rather than real-life communication. They typically have simpler words and easy pronunciation with clear use of grammar, unlike authentic materials that contain complex language structure and the difficult use of grammar and pronunciation.

To sum up, the main differences that exist between authentic and non-authentic materials are found in the following table:

**Table 1 .1: Authentic VS Non-authentic Materials**

<b>Authentic materials</b>	<b>Non-authentic materials</b>
. Employed by native speakers for the native speakers.	. Employed by non-native speakers for non-native speakers.
. They are created for social purposes.	. They are designed for learning and teaching purposes.
. Complex language is used.	. Simple vocabulary.
. Complex grammar is used.	. Simple grammar is used.
. Difficult pronunciation is used.	. Easy pronunciation is used.

### 9.1 Categories of Authentic Materials

In teaching English as a foreign language, the teacher should select suitable tools in his classroom. Integrating authentic materials while teaching grammar, these materials play a crucial role in enhancing students' knowledge. Thus, the teacher has to know which material is

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appropriate for his lecture. Furthermore, authentic materials are divided into two main types such as: spoken and written materials.

### 1.9.1.1 Written Authentic Materials

Written materials are one of the important materials that can the teacher use in his grammar classroom. This type of resource refers to any content presented in written form by the native speakers to the native speakers, they can be stories, novels, newspapers, articles... etc. Furthermore, these materials play a dominant role in developing students' grammar knowledge, as well as catching their interest because they learn the instructions differently through real-life situations not like traditional strategies.

#### ➤ **Novels and Stories**

Stories and novels are literature works that can be either fictional or non-fictional, with different styles and structures, they contain a plot where you find the characters, theme, and settings. Both stories and novels contain hidden messages and convey morals for the reader. These two literary works play a crucial role in improving students' understanding of grammar instructions, the learners are exposed to grammar structure within a natural use of language, helping them to grasp the rules more effectively. Since the stories and the novels can be narrative, descriptive, argumentative...etc., they will offer the learners diverse language input, leading them to acquire different tenses, rules, and various grammatical structures. Simply these types of authentic texts will help the students to learn both grammar knowledge and resources unconsciously.

#### ➤ **Newspapers and Articles**

Newspapers and articles are valuable resources that can be used in teaching grammar, they are considered as the most traditional cultural products. By incorporating these materials into the classroom, the students will be provided with real-world language, and as a result, they

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will understand the grammatical knowledge within authentic situations. These resources give the learners immeasurable knowledge of the target language. Overall, integrating newspapers and articles in teaching grammar develops learners' language proficiency, and prepares them to use the grammatical instructions in real-world situations.

### 1.9.1.2 Spoken Authentic Materials

Spoken materials are real-life tools that can be used in grammar learning to aid students in learning. This type of resource refers to any content presented in spoken form, they can be videos, movies, broadcasts... etc. Moreover, these resources can easily enhance students' grammar understanding as Corder (1996, p. 34) claims that EFL teachers can utilize any auditory materials to teach students how native speakers use the language in specific situations. Each of these examples will be discussed in detail.

#### ➤ **Videos**

The use of videos in teaching grammar is one of the main interesting things that the students find, many researchers have noticed that integrating videos in learning effect positively on students' understanding. It provides audio and visual inputs as asserted by Ur (1984, p. 23), "Instructors could rely on sound effects, picture, and emotions to stir up comprehensible language input for students". That is, this kind of authentic material helps the learners to be more active and creative in learning as well as in constructing new conversations in real-life contexts.

#### ➤ **Broadcast Media**

Integrating broadcast media in EFL classrooms helps the students to practice language easily by using different grammatical rules provided in these media, Zyzik and Polio (2017, p. 132) say, "The broadcast media - radio and television - have many genres in common; news, current affairs, art reviews, and entertainment programs such as quiz shows, soaps and plays".



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Overall, learners can ameliorate and improve their grammar through the usage of broadcast media which are based on simple and clear language structure.

### 1.9.2 Criteria for Choosing Authentic Materials

Teaching by integrating authentic materials in a grammar classroom needs special preparation by the teacher, they should not be chosen haphazardly. That is, educators must consider some criteria to meet the lessons' objective. Many scholars have discussed how the teacher chooses the appropriate authentic materials, the first one who suggests some factors is Berardo (2006, p. 62), he provides three main criteria for choosing authentic materials, "suitability of content, exploitability, and readability". In simpler terms, the teacher should ensure that the materials chosen for teaching are appropriate for the student's age, and language proficiency levels and able to fulfill the lessons' objective. Additionally, these resources should be easy to comprehend by the students. Besides that, Richards (2001, p. 253) stated that the teacher has to take time to select and prepare the materials, he says that the teachers, "have to be prepared to spend a considerable amount of time locating suitable sources for materials and developing activities and exercises to accompany the materials".

Furthermore, Seugni (2009), adds other criteria that the teacher can take into consideration while choosing materials,

Authenticity: The selected material should serve communicative goals.

Accessibility: The material should be easy for the learner to understand and suitable for the teacher.

Appropriateness: It should suit the learner's age, level needs, and interests.

Applicability: It should suit the teaching context and make the objectives attainable.

Adaptability: It should be adapted to the learners' level, needs and interests.

(Seugni, 2009, p. 46)

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To sum up, the teacher must use genuine materials that are found easy by the students and at the same time applicable and interesting, taking into consideration that these tools must fit the main goals of the lesson.

### ➤ **Applying Authentic Materials in Teaching Grammar**

In Algerian universities grammar teachers use either inductive or deductive methods to transmit grammar knowledge, learners acquire the rules but they do not see how the rules are applied in the context of this respect, Thornbury (1999, p.69) points out, “language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or a phrase”. That is learning grammar rules in the context aids students to improve their contextualized grammar.

One of the helpful techniques that can change the routine of teaching grammar is to use authentic materials which can greatly ameliorate and develop students’ skills. The educator can give his students the rules deductively followed by examples from a video or a newspaper article to explain the instructions, this strategy can be beneficial for learning grammar and prevent students from feeling bored when using the deductive and inductive methods in isolation, however, the teacher should appropriately choose the materials that match the students’ level and for better results.

### **1.10 Advantages and Disadvantages of Using Authentic Materials**

In EFL classrooms, the incorporation of authentic materials has become significant in teaching, especially when it comes to teaching grammar. The utilization of such materials in grammar instruction offers numerous advantages, but it also presents challenges that educators must effectively navigate.

One of the primary benefits of using authentic materials in teaching grammar is their ability to contextualize language learning. They expose learners to language as it is naturally used in real-life situations, the students will encounter grammar instructions in authentic

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conversations. Additionally, these tools enhance learners' engagement and contribute to more effective grammar knowledge outcomes. These resources offer the learner with more realistic experiences in a natural flow way, this will link the gap between classroom learning and the world outside as pointed out by Guariento and Morely (2001, p. 348) authentic materials, "bridge the gap between the classroom and the real world".

Using authentic materials in teaching grammar enhances students' motivation, the main reason behind this is that they are exposing the learner to real context as stated by Nuttall (1996, p. 172), "Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people". Additionally, these resources encourage the students to be active participants in the classroom without facing any challenges or difficulties. Furthermore, the integration of these tools catches students' interest. In line with this, Gilmore argues that many linguists claim, "authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language" (2007, p.106). Simply using these resources in EFL learning freshens up the classroom as well as boosts students' motivation and interest unlike non-authentic materials learning.

Moreover, Haines (1995, p.60) states the positive views and opposing arguments about authentic materials (p.62). They are useful materials since

- The content is written or spoken in real English.
- They do not patronize foreign learners.
- They are themselves attractive to learners.
- They can be delivered at various levels.

On the other hand,

- They can be difficult for lower levels.
- Some of them might break the rules taught by teachers.
- They might have potentials to become quickly outdated.

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To make it clear he highlights the advantages and the challenges of utilizing these materials in language learning, they effectively develop reading and listening strategies and expose the learners to genuine language use. However, low-level students may encounter difficulties because the language used might be advanced. Furthermore, these materials might become outdated rapidly.

Guariento and Morley (2001, p. 347) argue, “ at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and, more importantly, de-motivated”. This means that the integration of authentic materials can cause anxiety and de-motivation for learners who have lower levels because they do not have the full knowledge used in the target language. Similarly, Ur (1996, p. 150) states, “The use of authentic texts with less proficient learners is often frustrating”.

### **1.11 ICT Definition and Use in Education**

In the early 21<sup>st</sup> century, the utilization of Information and Communication Technologies (ICTs) in teaching grammar has widely evolved generally, it is used to refer to, “computing devices such as desktop computers, laptops, software or internet for instructional purposes” (Hew & Brush, 2007, p. 225). The concept of ICT refers to any technology that can transmit, create, and collect data. It is often related to high-tech devices like software and hardware. Softwares represent abstract technologies such as the internet, websites, artificial intelligence... etc. However, hardware is related to touchable devices like computers, keyboards, mouse... etc. According to the Oxford Dictionary of English the term “software” stands for the programs which are created as a function in the computer. In other words, it is related to the various applications that are installed on the computer. The concept “Hardware”, is defined in the Oxford Dictionary as electronic devices that comprise the computer like a memory card,

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keyboard, mouse... etc. To make it clearer both Hardware and software have interrelated activities that cannot work in isolation.

The inclusion of ICTs in Algerian society was from the year 2002, when an “independent regulatory authority” of posts and telecommunication was created, until 2003, when these technological applications were integrated into the Algerian educational system. This involved the introduction of using technology and authentic materials for both learning and teaching purposes.

The use of ICT tools has significantly improved the educational field by facilitating language teaching in general and grammar learning in particular. According to Prensky (2001, p.32), “Contemporary students can use a variety of tools to learn independently”. That is, the incorporation of these tools aids the students to learn easily and effectively.

To sum up, teaching EFL students through using ICT devices enables them to effectively engage with the learning process consequently, they increase students’ awareness of grammatical rules.

### **1.11.1 Artificial Intelligence**

Artificial intelligence commonly refers to AI, it is a broad branch of the computer field that emphasizes the development of intelligent machines. It is a software application that is constructed through complex algorithms and mathematical functions. These machines are designed to perform tasks that typically require human-like intelligence, they can interpret external data. In today’s world, the use of this machine is everywhere in medicine, education, economy... etc. As pointed out by Ghareeb (2020, p. 78), “It is a broad field that is used in many disciplines such as computer science, statistics, linguistics, psychology, education, and decision science”.

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Indeed, integrating AI in EFL classrooms will improve the teaching and learning process, since most of the students are familiar with these tools they will ameliorate their engagement as well as catch their interest.

### 1.11.2 Definition of ChatGPT

ChatGBT “generative, pre-trained, transformer” is an artificial intelligence language model, developed by the Microsoft-backed company OpenAI that can generate responses similar to those of humane based on the inputs received from users as well it interacts conversationally through dialogues either through texts or voices. According to Gordijin and Ten (2023), it is important to know that ChatGPT differs from Google. Instead, it is a language generation model primarily utilized for creating texts which are responses in the form of conversations. Additionally, ChatGPT uses natural language processing algorithms, the model can comprehend the context and generate correct responses in real time, these responses have been trained through various texts including books, articles, publications...etc.

Mubin et al (2022) believe that ChatGPT is a valuable tool for improving teaching and learning also it is important to its potential impact on students’ motivation and focus. Moreover, this model has caught language educators’ attention since the learner can interact with it easily through the target language. Besides that, ChatGPT improves student’s grammar skills as asserted by Kim (2019) in his investigation of a Korean college, where he examined the impact of integrating chatbots into grammar classrooms.

#### ➤ **Applying ChatGPT in Grammar Classroom**

In Algerian universities the use of ChatGPT is very common, the majority of students utilize this tool in their learning process. Shafaei (2012) found that students prefer using AI in classroom learning and they are very eager to use it. Therefore, it is very crucial to highlight its importance and integrate it into teaching grammar. In this respect, Shafaei (2012), found that

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AI simplifies the understanding of grammar rules as well as helps in correcting and reducing grammatical errors.

In a grammar classroom, the educator provides the learner with the rules either inductively or deductively however, the students feel bored and uninterested, to change this he should use technological tools in his teaching that is, after providing his students with the appropriate instructions of the grammatical rules, he will give them time to practice their knowledge through conversationally using ChatGPT, the model will offer the students with the appropriate exercises at the same time it corrects the sentences that contain grammatical mistakes. After analyzing the errors the model provides clear explanations and clarifications.

### ➤ **Teacher's and students' roles within ChatGPT**

Traditionally, EFL teachers used to rely on the blackboard and a piece of chalk when teaching. Today, in EFL classrooms many innovative tools are integrated into teaching grammar like ChatGPT, instructors have to be aware of their role in the classroom while using these tools, Lawrence (2002) points out that, the teacher is no longer the only source of knowledge, he exemplified his roles as conductor of an orchestra where students act like musicians who learn and perform in different ways. Accordingly, the usual role of grammar teachers while using ChatGPT changes radically from responsible to guide and facilitator that is, from a teacher-centered to a learner-centered approach. Thus, EFL learners must be active participants and autonomous learners at the same time productive additionally, they can practice their grammatical knowledge with ChatGPT in the form of conversations to ameliorate their proficiency level after the instructors' guide.

### **1.12 Advantages and Disadvantages of Using AI and ChatGPT in Teaching Grammar**

In EFL classrooms many learners find obstacles with grammatical barriers that hinder their ability to meet their educational needs. Hence, incorporating ChatGPT in teaching

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grammar offers the students many benefits that can decrease their difficulties, as it creates an interesting and joyful atmosphere. According to Nghi et al (2019), AI tools are crucial in learning and they lead to an enjoyable and exciting classroom. Moreover, Ghareeb, (2020, p. 72) claims, “AI has the potential to provide more, and more motivating, opportunities for children to practice the target language”. Furthermore, using AI reduces anxiety and empowers students’ autonomy in this respect.

Since ChatGPT functions as an AI tool, its presence plays a significant role in enhancing students’ grammar knowledge. One of the great advantages of using this model is its non-judgmental nature, unlike human instructors who may cause anxiety and disappointment, particularly among introverted students at the same time it understands students’ styles. Additionally, with the use of this model, students will have the opportunity to learn at their own pace. Furthermore, this model is available anywhere which makes it flexible in learning. Moreover, teaching grammar through using ChatGPT boosts students’ motivation also, decreases the level of anxiety among students, and promotes their autonomy.

Nothing is perfectly done everything has both advantages and drawbacks. In the context of grammar classrooms, the use of ChatGPT can cause certain obstacles for students. This model can produce inaccurate information and may give inaccurate grammar information as Bowman (2022) states, “There are still many cases where you ask [ChatGPT] a question, and it’ll give you a very impressive-sounding answer that’s just dead wrong.”

Furthermore, it cannot provide personalized feedback that is specifically tailored to meet the individual needs of each student which could potentially hinder their progress. One of the main issues that can face Algerian students in using ChatGPT is the unreachability to the network that is, numerous students do not have internet connectivity in the classroom.

### 1.13 Conclusion



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To conclude, in this chapter, the researcher tried to shed light on a general overview related to the field of grammar. It gives some definitions of English grammar, discussing its various types, methods, and its importance. Furthermore, it explores the two main approaches to teaching English grammar. Moreover, the chapter provided some definitions of authentic materials and non-authentic materials. Additionally, the researcher discussed the categories of authentic materials, their criteria for choosing them, and their application, and highlighted their advantages and disadvantages. Also, an overview of Information and Communication Technologies (ICTs) was given, and some definitions of Artificial Intelligence (AI) and ChatGPT were provided. Moreover, it dealt with advantages and drawbacks, its application, and the role of both teachers and students in the classroom while using ChatGPT.

**Chapter Two Research**

**Methodology and Data**

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### 2. 1 Introduction

This chapter outlines the steps taken to investigate the impact of integrating authentic materials and ChatGPT in teaching and learning grammar, the researcher outlines the study objectives and motivations as well as methodology and research design will be presented. Subsequently, the researcher will detail the context of the investigation and the sample population. Additionally, the main instruments used for data collection will be introduced. The researcher will examine the various data analysis methods employed in this study. Lastly, the researcher provides a clear explanation and interpretation of the validity and reliability of the data.

### 2. 2 Research Objectives and Motivations

The researcher encouraged to choose this specific topic to avoid the traditional grammar instruction that is based only on a teacher-centered approach and leads to a student-centered learning environment in grammar classrooms. The researcher has noticed that EFL students struggle to learn grammar because of the use of traditional methods. In this respect, the researcher aims to investigate the impact of integrating authentic materials and ChatGPT in teaching and learning grammar to eradicate the difficulties that the students may find in their learning.

Additionally, the main reason behind selecting this topic is the increasing familiarity of learners with innovative tools. These tools have become a significant part of students' education. Many learners have already incorporated AI tools, into their study routines for language practice, and writing skills. This familiarity with technology can lead the learner to acquire grammar rules effectively.

In this research study, the researcher aims to explore the benefits of using authentic materials and ChatGPT in EFL grammar classrooms and how these tools can enhance students' grammar skills.

### 2. 3 Research Methodology

Research methodology refers to the specific procedures and techniques employed to gather the data. It allows the researcher to analyze, and interpret his research questions and hypothesis correctly.

Since this investigation aims to explore the impact of the integration of authentic materials and ChatGPT in teaching grammar to EFL students, this research adopts a descriptive method. By employing this research method the researcher aims to gain a clear understanding of how authentic materials and ChatGPT can either facilitate or hinder students' grammar learning. According to Seliger & Shohamy,

Descriptive research can be heuristic or deductive. While technically, qualitative research is also concerned with description, descriptive research as a type or category of research refers to investigation which utilizes already existing data or non-experimental research with a preconceived hypothesis (2000, p. 117).

Consequently, the choice of descriptive method in this research is based on its ability to provide comprehensive and illustrative results.

#### 2.3.1 Research Design

Research design acts as the roadmap or plan that outlines the methodology employed in the study, it encompasses decisions regarding the research methods, procedures, techniques, and strategies that will be conducted in the study to gather and analyze data. In this respect Kothari (2004) states that research design is the “blue print for the collection, measurement, and analysis of data” (p. 31). Simply, the research design aims to provide the study with reliable and valid results. It involves planned procedures and activities started from specific methods, instruments, samples, etc.

Additionally, when designing educational research, the researcher must consider the suitability of methods and data collection instruments. Accordingly, the research design should

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serve as the framework that connects the research problem with the implementation of procedures that is the methods used should align with the research problem, and ultimately provide valid and accurate findings that address the research questions which will confirm or disconfirm the hypotheses.

### **2. 3. 2 Case Study**

A case study is a valuable research approach that allows for a comprehensive understanding of complex issues, it is considered as the fundamental aspect of any research. According to Yin (2014), a case study is an empirical investigation that seeks to understand a phenomenon within its real-life context. Consequently, it involves the examination of people, events, or phenomena in a real context.

The primary goal of a case study is to provide a deep understanding at the same time it helps the researchers to ameliorate their knowledge of humans' behavior. Furthermore, it aids the researcher in generating good results and deep analysis of the study. The case study method allows the researcher to collect data in an organized way that helps to better understand the phenomenon.

This academic research is based on a descriptive case study at Ain Temouchent University, it was conducted with EFL grammar teachers and second-year students in the second semester of the year 2023/2024. The main objective of this case is to determine the significance and effectiveness of using authentic materials and chatGBT in improving grammar skills. Moreover, it explores teachers' attitudes towards using authentic materials in their grammar sessions.

### **2. 4 Mixed Method**

A mixed method research is the integration of both qualitative and quantitative approaches in a single study that is, this method is based on the use of numerical and non-

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numerical research. According to Creswell mixed method is: “a research approach, popular in the social, behavioral, and health sciences, in which researchers collect, analyse, and integrate both quantitative and qualitative data in a single study” (2009, p. 4). It aims to provide a comprehensive understanding of the research not only from a single method.

Consequently, Jason and Glenwick (2016) mention that the use of mixed methods in research helps to minimize weaknesses and maximize strengths in each approach. Additionally, it is highly recommended to adopt a mixed method approach to gain more insights into a phenomenon rather than relying on only one method which may limit the understanding of the subject. Moreover, it allows for a more effective and credible investigation, providing a stronger foundation for the research findings.

### **2. 4. 1 Quantitative Method**

The quantitative method is an approach that relies on statistical processes, it involves collecting, analyzing, and interpreting numerical data. Kothori (2004, p. 3) mentions, “Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity”. Additionally, this method follows a deductive approach, it aids the researcher to confirm or disconfirm the hypotheses of his/her study as well as provides reliable data.

According to Lichtman (2013), quantitative research does not rely on creative thinking or speculation, which may lead to unreliable findings. Instead, it relies on clear objectives and evident qualities.

### **2. 4. 2 Qualitative Research**

Qualitative research is an approach that emphasizes the quality of data. It is based on collecting and analyzing non-numerical information. It follows an inductive approach through

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understanding human experiences and problems. Additionally, it focuses on meaning instead of measurements. Unlike the quantitative approach, the qualitative approach provides credible and naturalistic data.

Consequently, Dornyei (2007, p. 29) mentions, “Qualitative research was perceived to present a flexible and highly content-sensitive micro perspective of the everyday realities of the world”. To make it clearer, qualitative research provides a comprehensive perspective to explore the individuals’ experiences.

### **2. 4. 3 Quantitative VS Qualitative**

The quantitative approach offers several benefits to the researcher. It helps save time and resources by providing statistical data, which allows for objective and unbiased interpretations of the compiled data this is because there is indirect contact between the researcher and the research respondents. On the other hand, qualitative research also offers numerous advantages that contribute to effective analysis in any research study. It provides a comprehensive understanding of complex social issues, exploring social phenomena that are difficult to measure or quantify, generating descriptive data, and being flexible and adaptable to new insights or unexpected findings during the research process.

The following table summarizes the main differences between qualitative and quantitative research.

**Table 2.1: Qualitative VS Quantitative Research**



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Quantitative research	Qualitative research
.Deductive reasoning.	.Inductive reasoning.
. A large sample size is utilized.	.The size of the sample is small.
. Statistical analysis of numerical data.	. Description and interpretation.
. Reliability of the findings.	. Credibility and validity of the findings.

### 2.5 Sample Population

The proper selection of a sample played a crucial role in accessing the necessary data and obtaining accurate results. It refers to a set of units taken from a large population, basically chosen to represent the entire population, and should not show bias towards any specific attribute. According to Kothari (1980, p. 56), the sample is defined as: “the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample”. Furthermore, the selection of the sample population should be representative, suitable, and generalizable. It is important for the researcher to indicate the sample population before conducting any research and not rely only on a proper selection of methods and instruments for effective research work.

To well investigate the issue presented in the study, the researcher examined two different populations to gather as much useful information as possible, the researcher randomly selected second-year students and EFL teachers at Ain Temouchent University for the year 2023/2024 as sample populations.

#### 2. 5. 1 The students’ Profile

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The selected population of our study comprises second-year LMD students of English at the University BELHADJ Bouchaibe, Ain Temouchent. The sample is chosen randomly, it consists of forty-two (42) students from a total of approximately one hundred sixty-two (162) students of the whole promotion, divided into four main groups. The reason that lies behind our choice of the population is the fact that second-year students are expected to have the basics of grammar knowledge in their first academic year. Therefore, at this level, they are not required to discover new rules but rather to master their application. Additionally, they are mature enough to select the appropriate and suitable strategy that helps them in learning.

### **2. 5. 2 Teachers' Profile**

The English department of BBU consists of twenty-four (24) teachers. The research dealt with six (6) teachers who specialize in teaching grammar to EFL students at the level of second-year level, only one teacher holds a Ph.D. while two assistant teachers hold a Magister degree. Additionally, three other teachers have a Master's degree. The reason behind selecting those teachers is that they are experienced in teaching grammar, and aware of students' weaknesses and strengths.

### **2. 6 Research Site**

The research site refers to a location where research is conducted. The researcher aims to establish this research work at the University of Ain Temouchent, in an Algerian wilaya. It is known as Belhadj Bouchaib, it opened its doors in 2009 as a university center. However, it officially became a university on November 22nd, 2020. The English department was introduced in 2012. The section of English became recently an independent department. The English department contains twenty-four (24) permanent teachers and seven hundred seventy-two (772) students.

### 2. 7 Research Instruments

Research instruments are tools used by researchers to collect data for their study. These instruments have a crucial place in any research because they are the main reason behind gathering the information and solving the research problem. These instruments can be questionnaires, interviews, observations... etc.

To conduct this study, two research instruments are utilized to ensure the hypotheses. As mentioned by Cohen and Manion (1996) novice researchers should not rely on one research instrument for data collection. In simpler terms, inexperienced researchers had to avoid a single research instrument for better results.

#### 2. 7.1 Questionnaires

The questionnaire is one of the quantitative methods that comprises a set of questions, either close-ended or open-ended, designed to collect data for research. Furthermore, the questionnaire is easy to prepare and very practical especially when the researcher conducts his study with a large number of samples. The questionnaire is not just a set of random questions, it is designed for a specific aim that fits the objectives of research and hypothesis. As described by Oppenheim (1978),

A questionnaire is not some sort of official form, nor is it a set of questions which have been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection (p. 101).

Open-ended questions are designed to clarify any confusion the subjects may have. Ultimately, the “Why” questions provide the study with qualitative data to effectively analyze participants' views. Richterich and Chancerel (1980), explain that close-ended questions do not demand ready-made answers in advance, and allow the respondent to freely express their ideas, judgments, and opinions. Furthermore, it enables the students to share their personal academic experiences at the same time justify their answers.

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Close-ended questions which are “Yes” / “No” questions require straightforward answers without the need for further elaboration. The students can answer easily without discriminating. Additionally, the answers that are obtained from this type of question provide quantitative data.

The questionnaire has been formed in Google form and distributed to second-year EFL learners of Ain Temouchent University via Facebook and Email. The students’ questionnaire contains thirteen (13) questions, categorized into four main sections. The first section focuses on gathering information about the student’s gender and level of grammar proficiency. The second section explores students’ grammar understanding and how they prefer to learn it. The third section aims to know whether the students are aware of the concept of authentic materials also if they like to learn grammar through these materials or not. The last section explores the students’ utilization of ChatGPT in learning grammar rules, and whether they prefer it in their classroom.

### **2. 7. 2 Interviews**

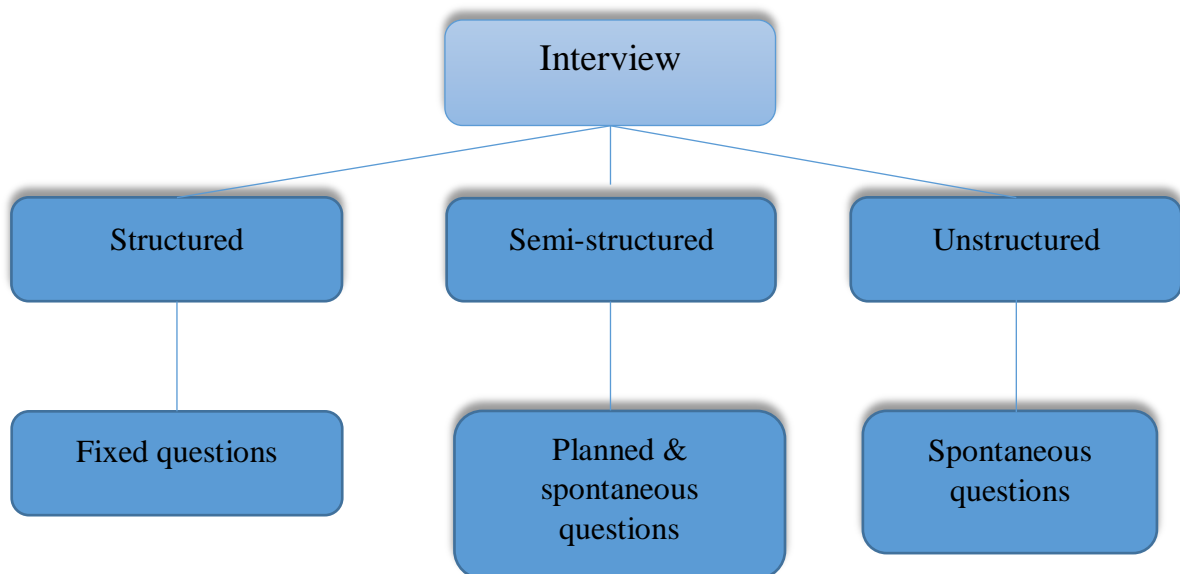
The interview is one of the qualitative methods that consists of face-to-face questions. It aims to gather information about people’s attitudes, knowledge, and skills. There are three main types of interviews such as structured interview, semi-structured interview, and unstructured interview. In a Structured interview, the interviewer follows fixed questions.

Structured interviews are the type of interview that involves a set of pre-determined questions. In this type of interview, the questions used follow a strict procedure to obtain the exact information needed for the research. In this type of interview, the interviewer follows fixed questions for all the interviewees. Additionally, these interviews commonly consist of closed-ended questions which can be “yes” / “no” questions or multiple choices. Although open-ended questions can exist in structured interviews they are very rare.

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Unstructured interviews, also known as in-depth interviews, were developed as a method to understand people's social reality. The interviewer is flexible, spontaneous, and creative each interviewee has his unique questions.

Semi-structured interviews are a blend of structured and unstructured formats. The interviewer asks some prepared questions and adds some unplanned ones, allowing the respondents to provide additional information about the topic. In this type of interview, the interviewer can change the questions according to the responses of the interviewee.



**Figure 2.1: Types of Interviews**

In this study, the researcher has employed a semi-structured interview as a data-gathering tool to introduce enough information and ideas. The purpose of the interview is to collect insight into whether grammar EFL teachers at BBU are supportive of the integration of authentic materials and ChatGPT in grammar classrooms. The interviewees were English Grammar teachers, they were asked a set of planned questions, and some of them were provided extra ideas that were related to the topic which is why the researcher changed some questions. All the interviews were conducted face-to-face and their responses were recorded through smartphones.

### 2. 8 Data Analysis Methods

## **Chapter Two: Research Methodology and Data Collection**

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After the data has been collected, the next step is data analysis. This phase involves explaining, evaluating, and analyzing the data obtained to achieve the research objectives and answer the research questions. It requires interpreting the gathered data using logical reasoning. There are two effective methods for effective data analysis: quantitative and qualitative analysis.

In this study, both qualitative and quantitative data analysis methods were used to investigate the impact of incorporating authentic materials and ChatGPT in EFL grammar classrooms. The data obtained from the questionnaire were analyzed quantitatively, while the qualitative analysis focused on the interview.

### **2. 8. 1 Quantitative analysis**

Quantitative data analysis holds a significant importance in any research study. The main objective of quantitative research is to explain phenomena by collecting numerical data and analyzing it through different methods. This type of research employs numerical information to confirm or disconfirm the hypotheses and draw conclusions. Additionally, in quantitative research, data are classified, and counted, through a statistical and numerical analysis. Quantitative data analysis relies on numerical analysis the strength of quantitative analysis lies in its statistical reliability, allowing the results to be potentially generalized to a larger population.

In this research study, the researcher analyzed his data through statistical procedures to have a comprehensive understanding of the integration of authentic materials and ChatGPT in teaching and learning grammar. As well as it enables educators to interpret the gathered statistical data in a meaningful and reasonable way.

### **2. 8. 2 Qualitative Analysis**

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In contrast to the quantitative method which focuses on measurement, the qualitative method is employed to elucidate human behavior. Its objective is to comprehend individuals' thoughts, emotions, and the rationale behind their decision-making.

The primary purpose of utilizing qualitative research in this context is to describe phenomena, such as previously unexplored patterns of foreign language behavior, to gain an understanding of these phenomena from the participants' perspective.

### **2. 9 Validity and Reliability**

Validity and reliability are essential in any research. Validity refers to the degree of accuracy and relevance of the research data, it ensures that the instrument measures what it is supposed to measure. Oliver argues that the validity of research refers to the extent to which scientific research methods have been followed in generating research findings. It is a crucial requirement for all types of studies (2010). Additionally, Willis mentions that Validity in research can be divided into two essential parts: internal validity (credibility) and external validity (transferability). Internal validity assesses whether the study's results are valid due to the selection of groups, data recording, and analysis methods (2007). To make it clearer, external validity refers to the generalizability of the results among different populations, settings, and cases, while internal validity focuses on the ability of the research design measurements. Additionally, it determines whether the results obtained meet the requirements of the scientific research method.

Creswell (2005) divided validity into four main types such as content validity, face validity, construct validity, and criterion-related validity. Content validity refers to all the possible questions that can be asked about the content. It focuses on established theories. However, face validity is considered as the basic indicator of content validity, it provides a general assessment of what the test is measuring. Face validity is the simplest and least precise method of determining validity. Additionally, it is not based on established theories of content

## **Chapter Two: Research Methodology and Data Collection**

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validity. For construct validity, it is used to see whether a measurement tool truly represents the concept that the researcher is interested in measuring. Moreover, criterion-related Validity is a type of validity used to predict future or current performance. It determines how well the scale differentiates between individuals based on their performance on the criterion.

According to Chakrabartty, Reliability refers to measurements that consistently produce the same results. It measures consistency, precision, repeatability, and trustworthiness of research (2013). Furthermore, reliability is the degree to which the research results are consistent and stable over time and across different samples, methods, and evaluators.

Reliability is a necessary but not sufficient condition for research validity that is why both validity and reliability are important aspects of trustworthy research. In this study, a mixed methodology is utilized to ensure the reliability and validity of the research findings. The mixed methods involve the use of both qualitative and quantitative research methods to examine the effects of incorporating authentic materials and ChatGPT in the teaching of grammar in EFL classrooms.

### **2. 9 Conclusion**

This chapter begins with presenting the research objectives and motivations and then discussing the methods used to analyze the quantitative and qualitative data. This chapter also covers the research design, investigation context, sample population, instruments, and data collection procedures used in the case study. Additionally, it addresses the validity and reliability of the data and research findings. The next chapter will focus on analyzing, interpreting, and discussing the findings, as well as providing suggestions and recommendations to improve students' grammar skills and overcome challenges.



# Chapter Three Data Analysis, Suggestions & Limitations

## **Chapter Three: Data Analysis, Suggestions & Limitations**

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## Chapter Three: Data Analysis, Suggestions & Limitations

### 3.1 Introduction

The present chapter serves as the foundation of the research study as it presents the analysis of the data and the interpretation of the results obtained from the two research instruments, namely a questionnaire and an interview. Then, the researcher will Confirm or disconfirm the hypotheses stated previously. Finally, the chapter highlights the limitations faced by the researcher in conducting this study and provides the grammar teachers and the EFL students with some recommendations and suggestions regarding the incorporation of authentic materials and ChatGPT in grammar classrooms.

### 3.2 Students' Questionnaire Analysis

The questionnaire has devoted to second-year EFL students at BBU. The content is composed of thirteen (13) questions divided into four main sections such as general information, grammar, authentic materials in teaching grammar, and ChatGPT in teaching grammar. These questions will be analyzed as follows:

#### Section One: General Information

**Question one:** Gender

**Table 3.1: Students' Gender**

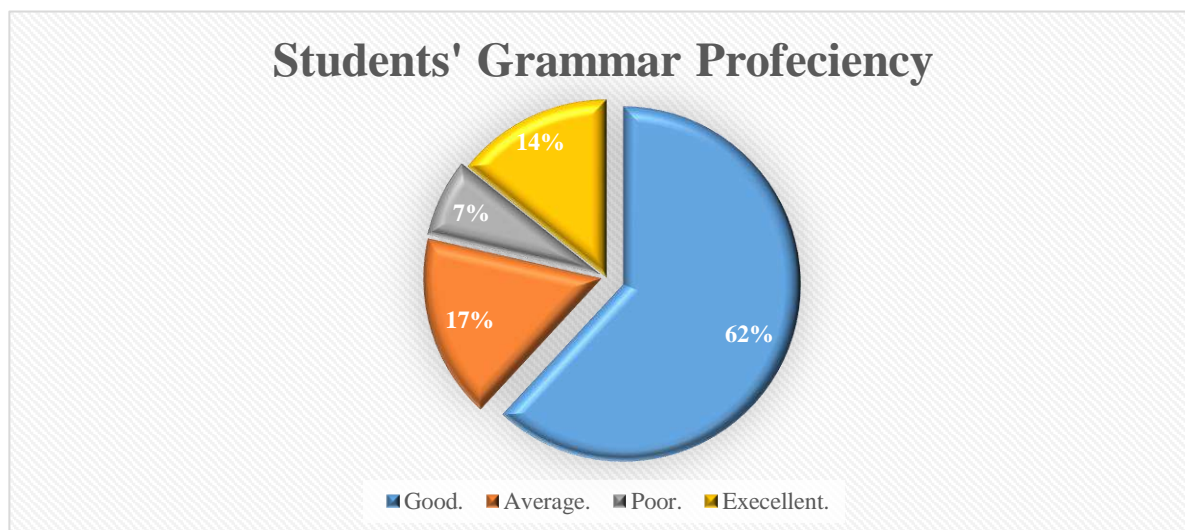
<b>Option</b>	<b>Students' Number</b>	<b>Percentage</b>
<b>Female</b>	30	71%
<b>Male</b>	12	29%
<b>Total</b>	42	100%

The primary objective of this question is to determine the gender of the participants, and the responses of the participants, consisting of thirty (30) girls representing 71% and twelve

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(12) boys representing 29%, totaling 42. This can be attributed to the fact that the percentage of female students at the Department of English at Ain Temouchent University is higher than males.

**Question two:** How would you rate your proficiency in grammar?



**Figure 3.1: Students' Grammar Proficiency**

Looking at the figure above, more than half of the total sample of twenty-six students (62%) have evaluated their level as good. Moreover, seven students (17%) have claimed to have an average level of grammar. Additionally, six students (14%) have reported an average level of English grammar, while three students (7%) have believed that their level was poor. This variation in results indicate that students have different levels of grammar.

### **Section two: Grammar.**

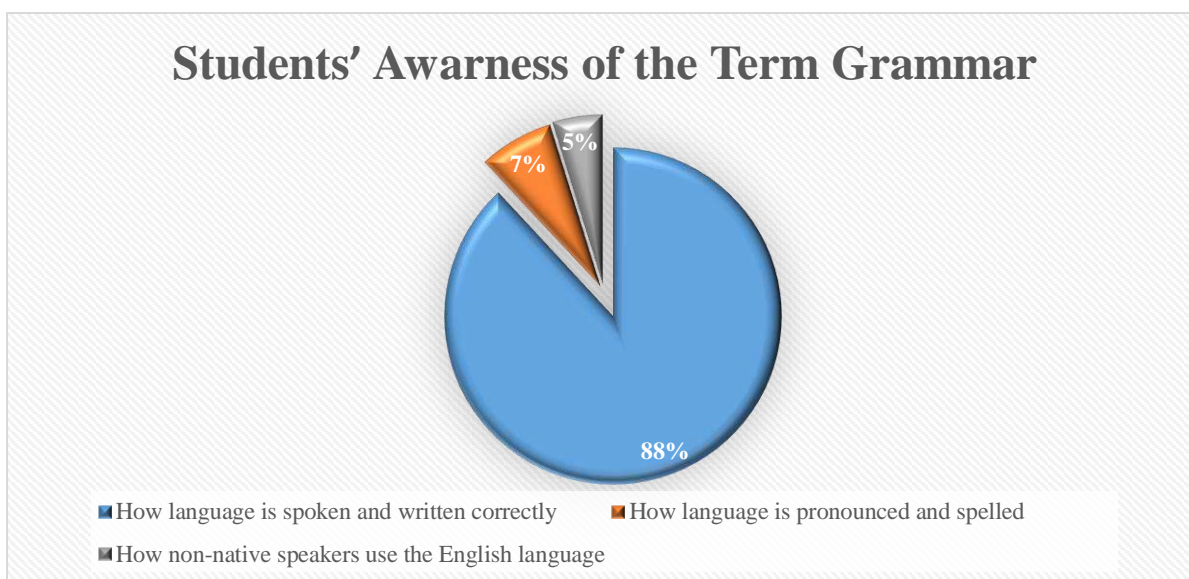
**Question One:** What does grammar refer to?

**Table 3.2: Students' Awareness of the Term Grammar**

Options	Students' number
How language is spoken and written correctly.	37

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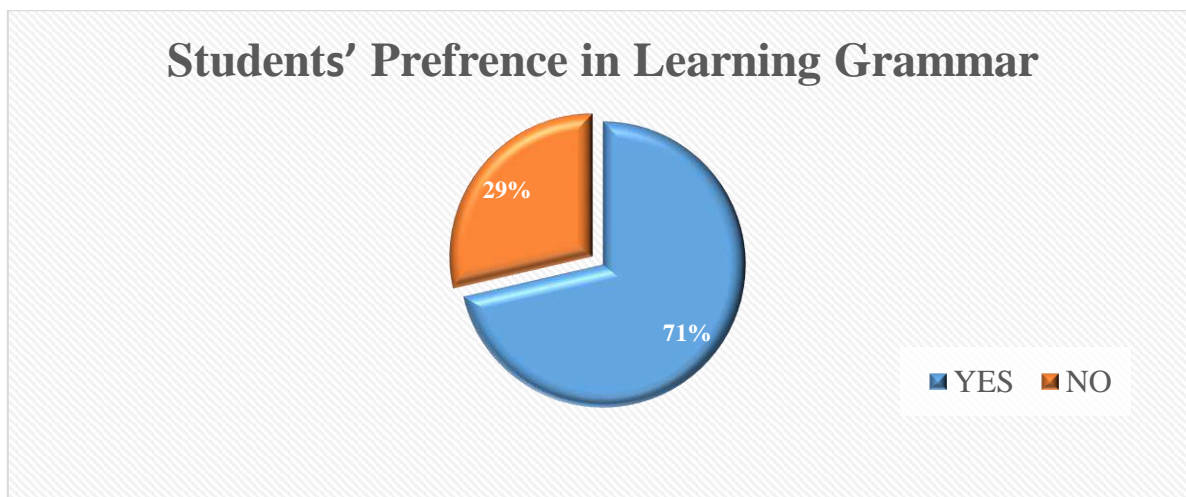
How non-native speakers use the English language.	2
How language is pronounced and spelled.	3
<b>Total</b>	<b>42</b>



**Figure 3.2: Students' Awareness of the Term Grammar**

According to the findings presented in the table and the figure above, the majority of students thirty-seven (88%) have perceived grammar as the way language is spoken and written correctly. However, three students (7%) have viewed that grammar refers to the pronunciation and the spelling of the English language. Only a small percentage (5%) of participants which consist of two students have defined grammar as the language used by non-native speakers. This suggests that they may not fully grasp the true essence of grammar.

**Question Two:** When learning grammar, do you enjoy discovering the rules on your own?



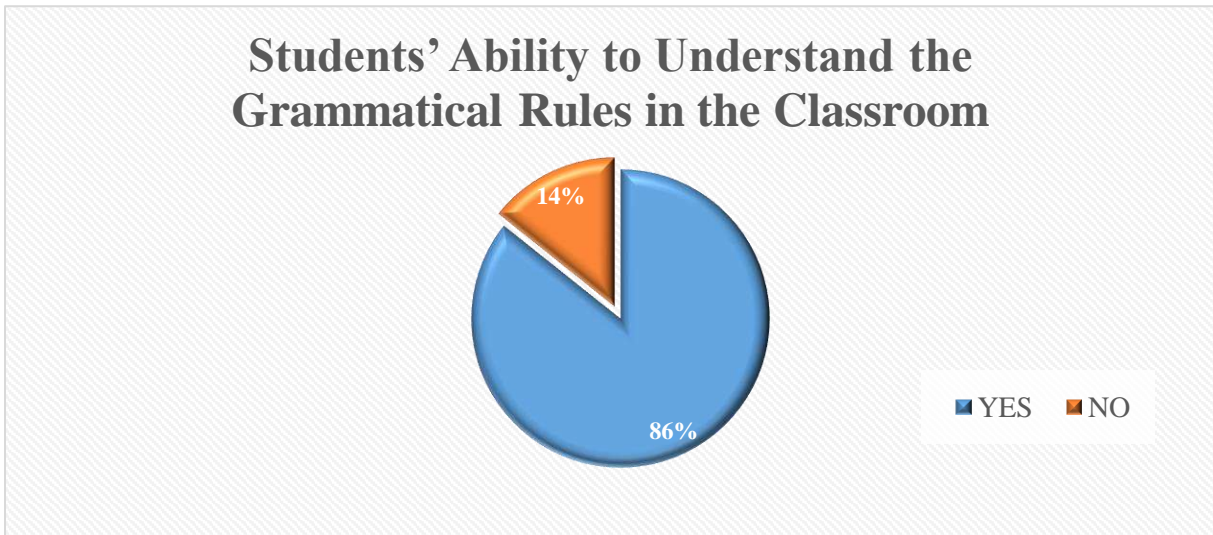
**Figure 3.3: Students' Preference in Learning Grammar**

The purpose of the following question is to explore whether learners prefer to learn the grammatical rules inductively or deductively. More than half of the learners 30 (71%) students have preferred discovering grammar rules on their own, indicating their active involvement in the learning process. The remaining students 12 (29%) have favored the rules to be presented directly by the teacher. This indicates that the majority of students prefer to learn the grammatical rules inductively rather than deductively.

**Question three:** Do you grasp the grammatical rules when your teacher explains them in the classroom?

**Table 3.3: Students' Ability to Understand the Grammatical Rules in the Classroom**

Options	Students' Number
Yes	36
No	6
<b>Total</b>	42

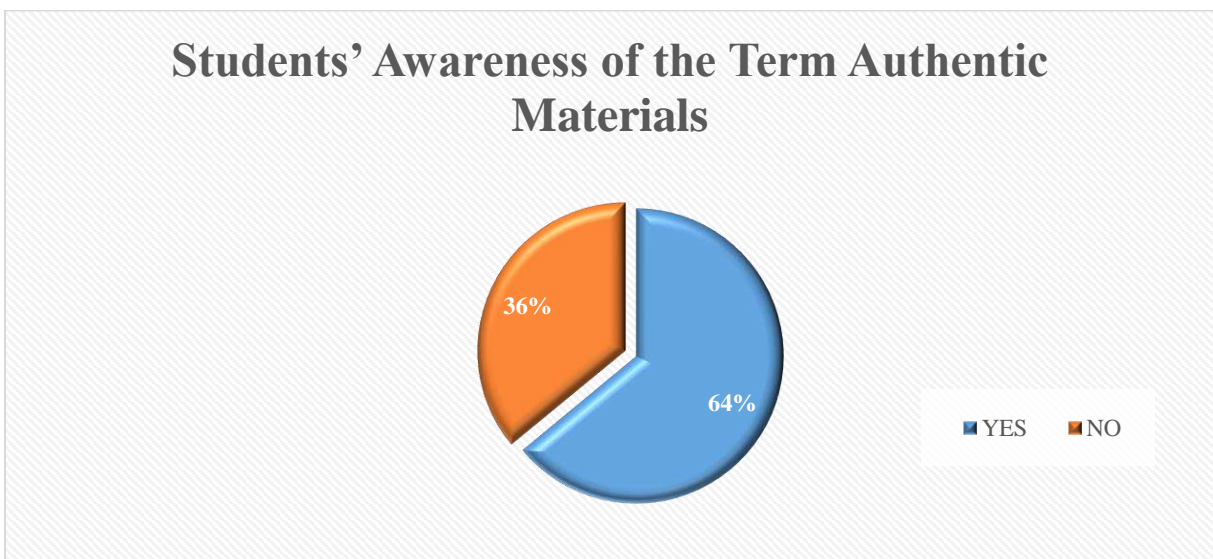


**Figure 3.4: Students' Ability to Understand the Grammatical Rules in the Classroom**

Based on the data presented in the table and figure above, the majority of students thirty-six (86%) have demonstrated a good understanding of grammatical rules in the classroom. However, a small percentage of six students (14%) have found it challenging to grasp these rules. This suggests that most students are able to comprehend the rules when they are explained by their teacher in the classroom.

**Section three: The integration of authentic materials in teaching grammar.**

**Question One:** Do you have any knowledge about the concept of authentic materials?

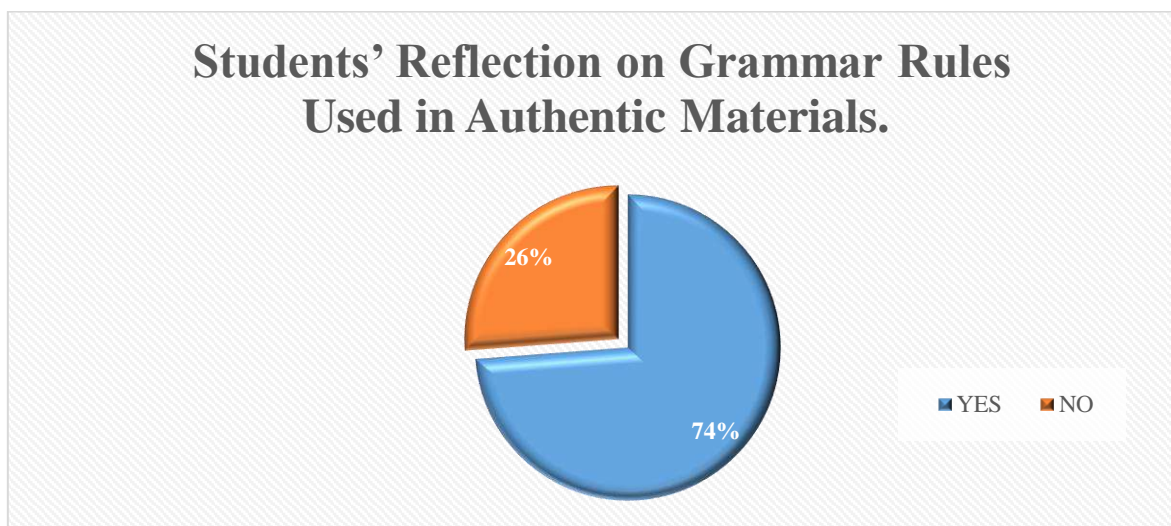


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**Figure 3.5: Students' Awareness of the Term Authentic Materials**

The figure displays the results concerning students' awareness of authentic materials. It shows that the majority of students twenty-seven (64%) have been familiar with the concept of authenticity. While the remaining students fifteen (36%) have not been aware of the term authentic materials. This shows that the term authentic material is well-known in EFL classrooms.

**Question two:** Do you frequently take into account the grammatical rules used in videos, broadcasts, and newspaper articles?



**Figure 3.6: Students' Reflection on Grammar Rules Used in Authentic Materials**

The results presented in the figure above indicate that the majority of students thirty-one (74%) have tended to analyze the use of grammatical rules applied by native speakers in various types of authentic materials. This means that they try to find explanations or justifications for the use of different grammatical rules in different contexts. On the other hand, a small number of students eleven (26%) have stated that they do not reflect on the grammatical rules provided in authentic materials. This shows that the grammatical rules that are used in authentic material attract the attention of the majority of students.



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**Question three:** What types of authentic materials do you find most interesting and useful for learning grammar?

**Table 3.4: The Most Interesting Authentic Materials in Learning Grammar.**

Option	Students' Number	Percentage
Reading novels and stories.	16	38%
Watching videos.	15	35%
Reading newspaper articles.	6	14%
Watching broadcasts.	2	4%
Others.	3	9%
<b>Total</b>	<b>42</b>	<b>100%</b>

The purpose of this question is to know which authentic materials are the most interesting and useful for learning grammar. The results in the table above indicate that the majority of students sixteen (38%) preferred reading novels and stories to enhance their grammatical skills. On the other hand, fifteen students (35%) have found watching videos useful in learning grammar. However, some students six (14%) have liked to watch broadcasts to ameliorate their grammatical knowledge. Additionally, two students (4%) have stated that reading newspaper articles are helpful in learning grammar. The remaining students (9%) preferred listening to songs to develop their grammatical rules.

**Question Three:** Do you believe that incorporating authentic materials is an effective method?

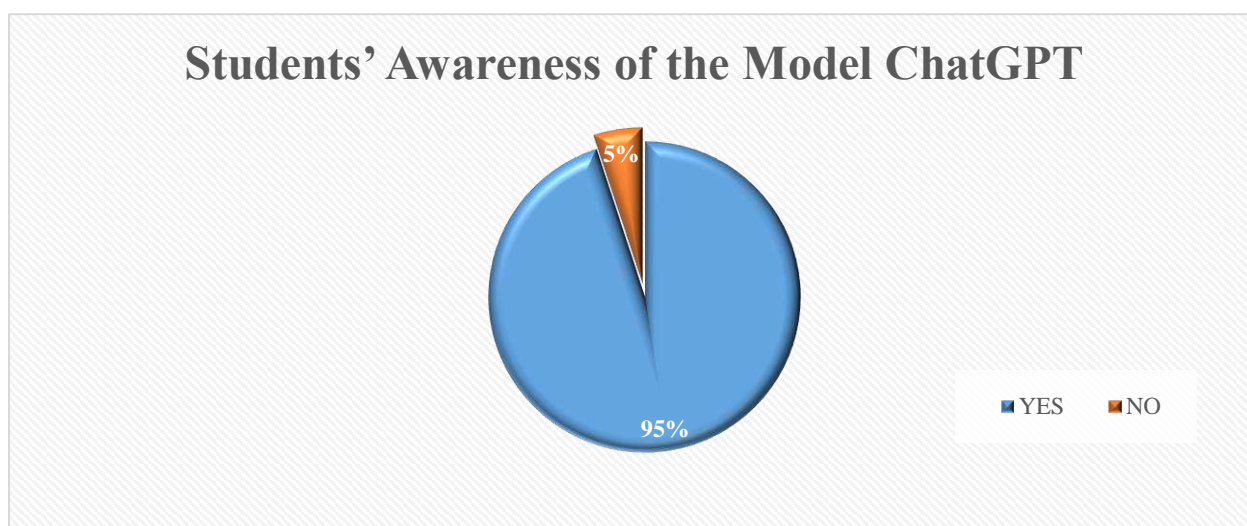
The final question in this section aims to know whether the students believe that incorporating authentic materials in grammar classrooms is an effective method. The majority of the students have seen that authentic materials are effective tools in learning grammar, they

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have claimed that these tools help the students grasp the rules unconsciously without any memorization at the same time these materials lead to an enjoyable learning environment. Additionally, some students have asserted that these tools are effective for those who already have the basics of grammar rules. However, few students have found authentic materials ineffective and may cause some difficulties with the language which may lead the learner to find problems in acquiring the correct grammar rules as taught by the teacher.

### Section four: The integration of ChatGPT in teaching grammar.

**Question one:** Do you know the ChatGPT model?

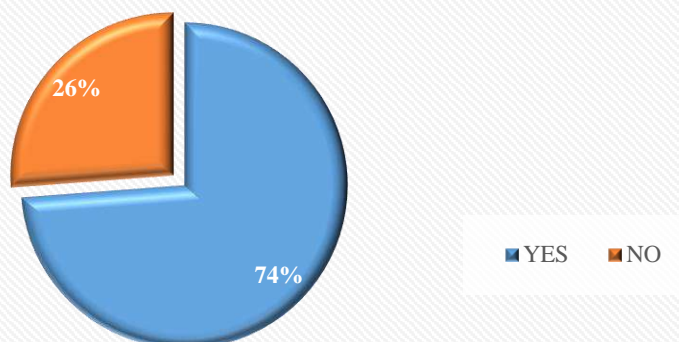


**Figure 3.7: Students' Awareness of the Model ChatGPT**

The figure displays the results concerning students' awareness of the ChatGPT model. It shows that the majority of students forty (95%) have been familiar with ChatGPT. While the remaining students two (5%) have not been aware of this model. This shows that the majority of EFL students know the model ChatGPT.

**Question two:** Have you ever used ChatGPT to enhance your grammatical knowledge?

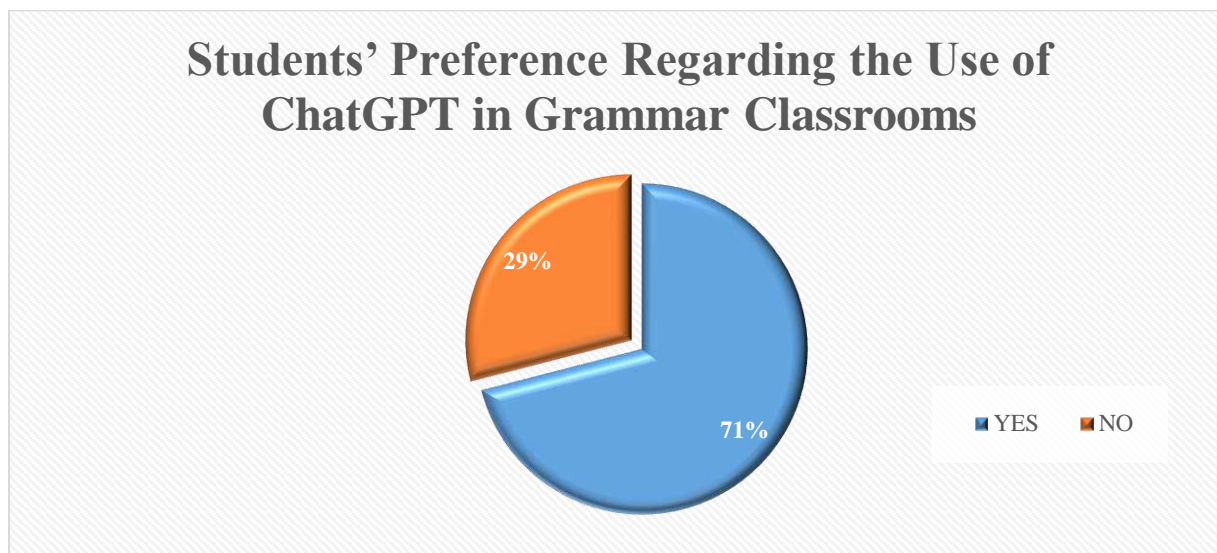
### Students' Experiences with ChatGPT in Grammar Classrooms.



**Figure 3.8: Students' Experiences with ChatGPT in Grammar Classrooms.**

The primary objective of this question is to see whether the students have examined ChatGPT when applying the grammatical rules. The findings from this question indicate that the majority of students thirty-one (74%) have used the model when learning grammar. A small percentage of students eleven (26%) have not examined ChatGPT in learning grammar. This shows that the students use ChatGPT. This shows that the majority of students are familiar with the model as well as they use it in their everyday learning.

**Question three:** Do you think ChatGPT can effectively develop your grammar proficiency?



**Figure 3.9: Students' Preference Regarding the use of ChatGPT in Grammar Classrooms**

The main objective of this question is to check students' perceptions towards the integration of ChatGPT when learning the grammatical rules. The results presented in the figure above indicate that the majority of students thirty (71%) have preferred to utilize ChatGPT to enhance their grammar skills. While a small number of students twelve (29%) have stated that they do not utilize ChatGPT in learning the grammatical rules. This indicates that the majority of EFL students exhibit a positive attitude towards using the model for grammar learning.

**Question four:** In which other modules do you use ChatGPT?

Regarding this question that aims to explore the other modules that the students have integrated ChatGPT, the findings have shown that the majority of participants use the model in all modules to help them solve their homework that is, they have utilized ChatGPT for illegal practices not to learn. One of the participants' answers was "*I use ChatGPT (responses) in all modules*". Only one student said that s/he have used ChatGPT in taking some necessary ideas in her /his presentations "*I use it to take the important points when I have a presentation about a specific topic*". This shows that some students utilize ChatGPT as a supportive way in their learning process.

### 3.3 Teachers' Interview Analysis

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The interview is the second data collection that has been adopted in the current study, it addresses six teachers who teach grammar at BBU. The content is composed of ten (10) questions that will be analyzed as follows:

**Question one:** what is your academic degree?

**Table 3.5: Teachers' Academic Degree**

Options	Teachers' Number	Percentage
Master degree	3	50%
Magister degree	2	34%
PhD	1	16%
Total	6	100%

The findings shown in the table indicate that three participants (50%) are Master's holders. However, two teachers (34%) hold a Magister degree while one teacher representing (16%) holds a PhD.

**Question two:** How long have you been teaching English grammar?

This question aims to explore teachers' years of experience in teaching grammar. Three teachers have reported that they spent three years teaching grammar, while two teachers have claimed to have taught grammar for two years. Additionally, one teacher has stated that she has spent one year teaching grammar.

**Question three:** Do you use the communicative language teaching approach in your classroom?

Regarding the question concerning the approach used in teaching grammar, all teachers (100%) have used the communicative language teaching approach as the sole method to assist students in comprehending and acquiring various grammatical rules and structures. Teachers have justified their answers by stating that this approach enables students to acquire grammar knowledge in a manner that enhances their understanding of how to appropriately apply this

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knowledge in different situations. They have believed that this approach leads to a learner-centered where the learner is responsible for his/her learning.

**Question four:** In your classroom, do you use the inductive or deductive approach in teaching grammar? Why?

This question aims to investigate the appropriate methods used by the teacher while teaching grammar. From the answers provided by the interviewees all of them (100%) have switched between inductive and deductive approaches based on the students' needs. In other words, they tend to provide students with multiple examples of a particular grammar rule, then ask them to analyze the difference between the examples and deduce the use of the rule. At the same time, they have focused on directly providing the general rule and then asking students to analyze and provide examples. The interviewees have claimed that the methods employed in the classrooms should suit each student.

**Question five:** Do you integrate authentic materials when teaching grammar? If yes could you please provide examples of these materials?

The purpose of this question is to know whether grammar teachers utilize authentic materials in their classrooms. The results have shown that all the teachers tend to integrate different authentic materials when explaining the grammatical rules to students. Three teachers (50%) have used authentic books and stories to transmit the grammatical rules. The remaining teachers (50%) utilize dialogues, conversations, and videos in their teaching. These materials are provided as examples to better illustrate the use of grammar rules in different contexts which help the learner to understand the rules easily.

**Question six:** Do you think incorporating ICT tools into teaching grammar to EFL students has shown to be advantageous?

This question aims to explore whether incorporating ICT tools in teaching grammar is beneficial or not. All teachers have seen that ICTs are very helpful in teaching grammar

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especially when students are familiar with these tools, they have claimed that using a variety of these tools enhances their learning experiences, especially with the students who feel bored during the traditional sessions.

**Question Seven:** How can the use of authentic materials enhance students' motivation?

In this question, all the teachers (100%), have agreed that authentic materials are motivational tools. However, they have mentioned that the motivation of students can vary depending on their interest in the topic. If the topic or content is engaging, the student will be active in the classroom at the same time s/he feels included which will lead the student to make efforts in learning. Moreover, they have assumed that these tools have a great impact on catching students' concentration and interest. This shows that the use of authentic materials in grammar learning have a great impact in catching students' interest and concentration.

**Question Eight:** Have you explored using ChatGPT as a tool for enhancing grammar instruction in your classroom? Regarding its contribution, what are your impressions?

Regarding the question which is related to the use of ChatGPT in developing grammar skills. The results have shown that the majority of teachers have not yet integrated ChatGBT into their grammar classrooms. However, only two teachers have explored it while preparing the lectures and the activities of the sessions, they have claimed that integrating such a model needs supervision from the teacher.

**Question nine:** How does the use of ChatGPT support a learner-centered approach?

This question seeks to know whether the integration of ChatGPT supports a learner-centered approach. The findings have shown that all the teachers agreed that the model ChatGPT supports a learner-centered approach, when the learners use the model they become responsible and aware about their learning. Additionally, when the students make some errors the model will correct them, allowing the learner to learn from their mistakes. One interviewer

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have asserted that ChatGPT can enhance learning autonomy. This indicates that the incorporation of this model in learning support student-centered approach.

**Question ten:** From your perspective, what are the positive aspects and potential drawbacks of utilizing ChatGPT for teaching grammar?

The main objective of the final question in the interview is to know the advantages and drawbacks of integrating ChatGPT in grammar classrooms. The interviewers have asserted many potentials and disadvantages, they have found ChatGPT very helpful in learning they have assumed that it aids the students in simplifying the grammatical rules, asking questions, and seeking clarifications. Additionally, it benefits introverted students who may not understand in the classroom and do not ask for explanations. For the drawbacks, many teachers have claimed that the majority of students do not use the model legally, they use it only for cheating or saving their homework. Moreover, ChatGPT has the ability to generate inaccurate or misleading information, which may lead learners to grasp incorrect grammar especially with the ones who have limited knowledge of grammar.

The following pictures show a conversation with ChatGPT.



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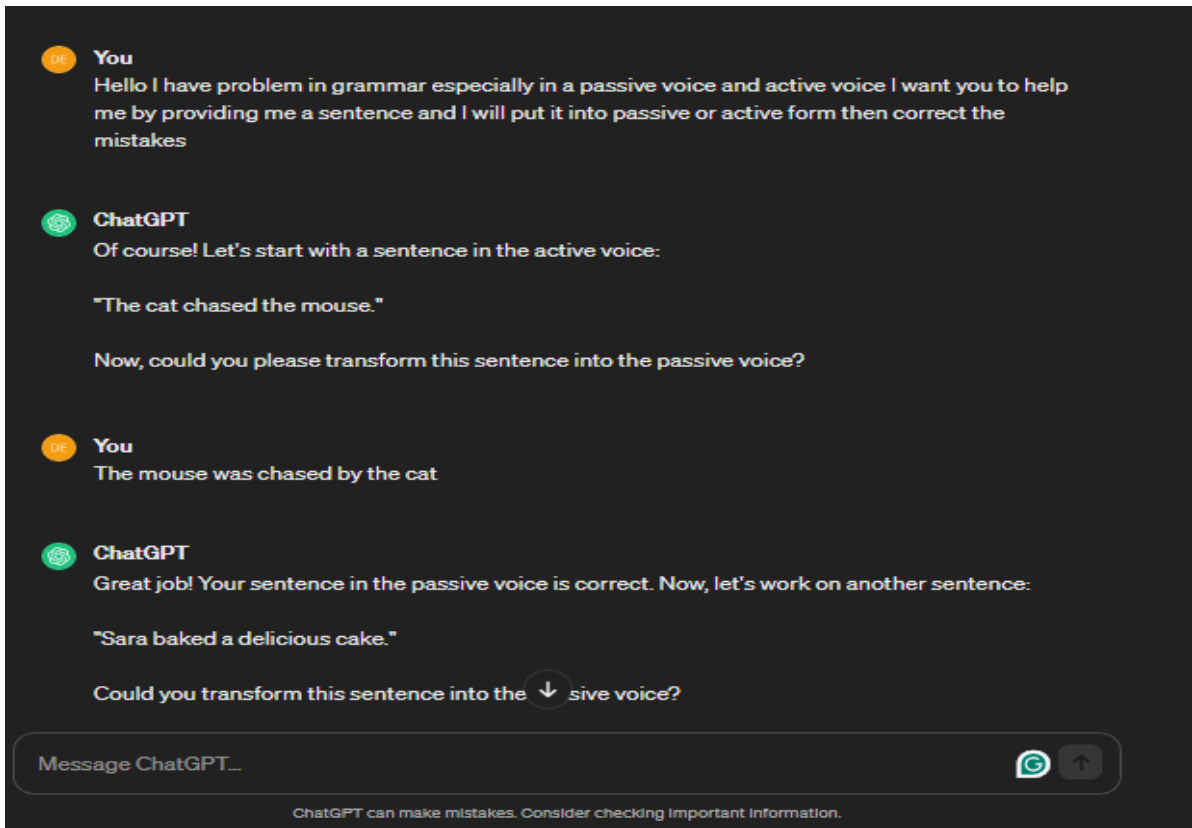


Figure 3.10: Example of Utilizing ChatGPT: Practicing Exercises

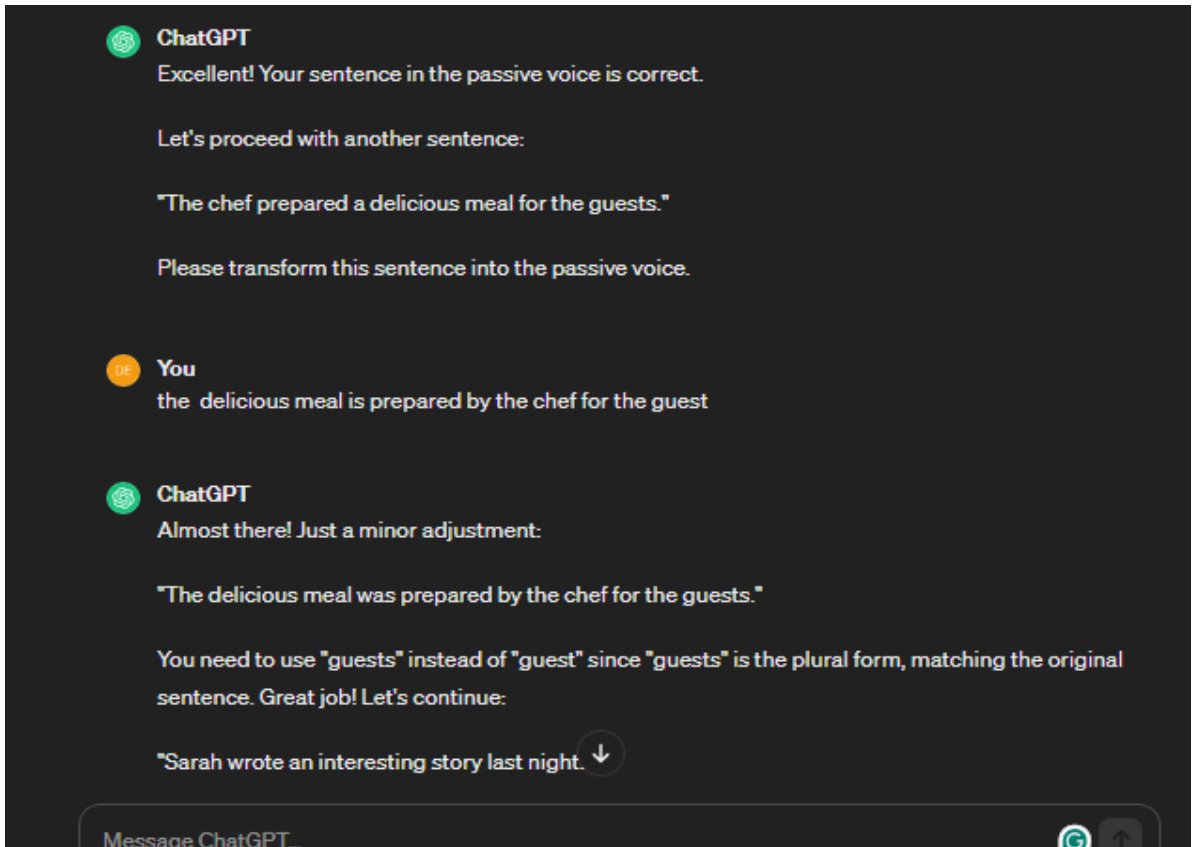
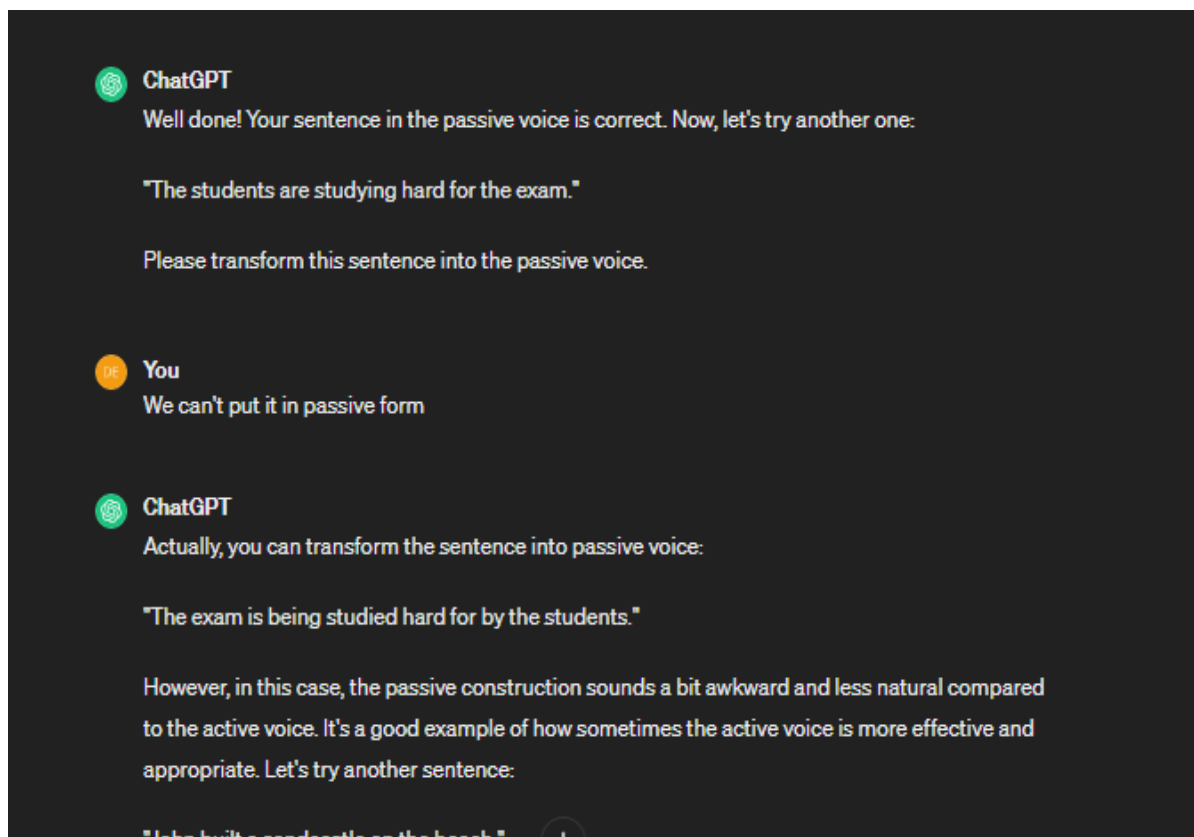


Figure 3.11: Example of Utilizing ChatGPT: Correcting Mistakes

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In following Figure, ChatGPT provides a statement to transfer into a passive form which cannot be in that form



**Figure 3.12: Example of ChatGPT Errors**

### 3.4 Summary of the Main Results

This part focuses on discussing the main results obtained from the two primary research instruments that are used in this investigation. The researcher has reached certain findings, both quantitatively and qualitatively. These instruments were used to gather data to confirm or disconfirm the hypotheses stated in the introduction. The first research question focused on exploring the different innovative approaches that aid the students in grasping the grammatical rules. In response to this research question, the researcher has hypothesized that the incorporation of authentic materials and ChatGPT could serve as an effective approach to teaching grammar, it will help the learner to comprehend the rules unconsciously and

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effortlessly. Regarding the second research question which has examined the potentials and the drawbacks of integrating ChatGPT in grammar learning, it was hypothesized that using this model may help and facilitate learning however it can cause some obstacles through its inaccurate information.

Firstly, the data collected through interviews with teachers and a questionnaire administered to students have demonstrated that the integration of authentic materials and ChatGPT in grammar learning is highly beneficial to the learning process. Upon analyzing and interpreting the gathered data in this study, it has found that the use of authentic materials has a positive impact on the development of grammar knowledge. The results confirm that the use of these tools in the grammar classroom enhances students' skills unconsciously, as well as boosts their motivation and willingness moreover, authentic materials catch students' interest as well as their concentration. Additionally, the majority of students have been familiar with ChatGPT and have found it to be very effective in learning grammar. These findings have supported the first hypothesis, which pertains to the effectiveness of integrating authentic materials and ChatGPT in grammar learning.

Furthermore, the second hypothesis has focused on the advantages and disadvantages of integrating ChatGPT in the grammar classroom. This model can facilitate grammar learning for students, but it may also present obstacles due to the unreliable information it provides. The obtained outcomes have demonstrated that using ChatGPT can benefit learning grammar and increase student engagement, especially for introverted students who may not actively participate in the classroom. Moreover, it can effectively simplify grammar rules for learners. In contrast, there are several drawbacks associated with using this model. The majority of students who have explored ChatGPT, do not utilize it appropriately for learning they use it only for cheating because, in their subconscious mind, they see it simply as a tool to answer their activities rather than a way of learning. Additionally, learners use ChatGPT for writing

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their assignments and homework as well as to cheat in their exams and tests, they use it inaccurately. However, this model contains numerous mistakes and errors that may mislead the learners' understanding.

Consequently, the findings of the present study have shown that the majority of the teachers and students have positive attitudes toward using authentic materials in teaching and learning grammar. Therefore, it is important to combine authentic materials and ChatGPT in grammar classrooms for effective learning.

### **3.5 Limitations of the study**

Limitations are inevitable in any research work. As previously stated, our research aimed to explore the impact of integrating the use of authentic materials and ChatGPT in learning grammar for EFL students. However, there are several limitations that need to be addressed. Firstly, there is a lack of previous studies in this specific research area, and the utilization of ChatGPT in grammar learning has not been introduced yet. Additionally, most of the available books of ChatGPT require payment, making it difficult for the researcher to access the necessary information.

In terms of the sample size, the researchers aimed to include ninety (90) students. However, some participants were uncooperative and refused to answer the questionnaire. Moreover, some students did not provide justifications for their answers, resulting in a lack of expected data from the questionnaires. Furthermore, some teachers have not accepted the face-to-face interview, they prefer it via email.

Additionally, during the investigation of the study, my personal computer unexpectedly broke down. This has caused a disruption in the study and hindered the progress of the research for four days.

### **3.6 Suggestions and Recommendations**

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The study indicates that using authentic materials and ChatGPT has improved students' grammar skills. It is important to consider some key recommendations and suggestions regarding the use of authentic materials in the grammar classroom.

### ➤ **The Selection of Authentic Materials**

The selection of suitable authentic materials for the lesson may be a challenging task. For effective grammar learning teachers should carefully select materials that meet the students' needs and levels, taking into consideration the language used in these materials. Moreover, they should choose the materials in accordance with the objectives of the lesson rather than random selections.

### ➤ **ChatGPT as a Support to Teachers and Students**

ChatGPT is one of the important tools in the learning process that can aid both teachers and students. During the lecture preparation, teachers may use ChatGPT to aid them in formulating the appropriate exercises for the lessons. Furthermore, students can create an interactive conversation with ChatGPT where they ask the model various questions about grammar or seek explanations for complex rules.

### ➤ **The Effective Utilization of ChatGPT and Authentic Materials**

In learning grammar, teachers had to integrate authentic materials and ICT tools to ameliorate students' knowledge and skills. However, teachers should not rely only on using these tools in their classrooms, they must use these tools as supportive to the traditional methods for effective learning. Additionally, when utilizing ChatGPT or any ICT tools the teachers should act as a supervisor on the students' practice.

### ➤ **Increasing Students' Motivation**

One of the most crucial factors that contribute to student's success is their level of motivation. Our research findings indicate that incorporating authentic materials into grammar

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classrooms increases students' motivation and willingness to learn. It is very important to include these materials in grammar lectures to enhance learning outcomes.

### ➤ **Encouraging Active Self-Learning**

In EFL classrooms it is noticeable that many students do not fully understand the importance of independent learning at the university level. The majority of students rely solely on direct teacher instructions without realizing that there are other valuable sources available to them. The teacher should act as a guide and observer to encourage his/ her students to become independent and responsible about their learning.

### ➤ **Blended Learning in EFL Classrooms**

In blended language learning classrooms, it is important to use a combination of authentic materials and AI tools in grammar classrooms to accommodate different learning preferences. When using authentic materials, it is crucial to prioritize overall meaning and communicative purposes before analyzing grammar. This provides an engaging and interesting learning.

## **3.7 Conclusion**

In conclusion, the last chapter focused on presenting the data obtained from the two research instruments, starting with a questionnaire devoted to second-year EFL students, and then an interview addressed to grammar teachers at Belhadj Bouchaib University. This chapter aimed to answer the research questions and to test the hypotheses which have been introduced previously. Last but not least, the researcher included some recommendations and suggestions that may help EFL teachers and students concerning teaching and learning grammar through authentic materials and ChatGPT.

# General Conclusion

## General conclusion

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### General conclusion

In today's world, the English language is the powerful lingua franca, it has become essential for people to master this language. While many individuals prioritize improving their four language skills, all EFL learners need to recognize the significant role that grammar plays in the language. Grammar governs the way people speak and write and it is what makes their speech and written understood. The learner as well as the teacher need to utilize effective strategies and techniques for better outcomes. Incorporating authentic materials and ChatGPT in grammar learning can develop students' rules and knowledge in an enjoyable environment.

This research work is composed of three main chapters. The first chapter is an overview of grammar, authentic materials, and ChatGPT. It presents a historical overview of grammar the importance of grammar teaching, methods, and approaches. Additionally, it sheds light on the definition of authentic materials, types, and their utilization in grammar learning. Moreover, the researcher deals with the definitions of ICTs and ChatGPT, it highlights the application of ChatGPT in grammar learning and the advantages and disadvantages of teaching grammar. Chapter two provides a detailed description of the research site and the chosen sample in addition to the process of data collection. Furthermore, it offers the validity and the reliability of the study. Chapter three covers the practical aspect of this investigation. It provides the analysis of the questionnaire and the interview in addition to the main findings. Last but not least, the chapter deals with the limitations faced by the researcher during the research work and provides some suggestions and recommendations for both teachers and students.

Aiming to investigate the impact of incorporating authentic materials and ChatGPT in grammar teaching and learning, a case study was conducted at the Department of Letters and English Language at BBU. The study involved second-year EFL students. To achieve the objectives of the current research as well as to obtain reliable answers to the research questions, and to test the validity of the hypotheses, the study was based on an online questionnaire with



## General conclusion

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EFL students and an interview with grammar teachers. The collected data was analyzed both quantitatively and qualitatively.

Based on the data collection, suggestions and recommendations have been provided for both teachers and students to enhance their grammar teaching and learning. The results obtained from this investigation provide evidence for the research hypotheses, first, it is indicated that EFL teachers and students are aware of the importance of incorporating authentic materials and ChatGPT in grammar learning also these materials develop learners' knowledge subconsciously. Additionally, grammar teachers have recognized the potential and the drawbacks of utilizing ChatGPT in learning, it may facilitate grammar learning for learners, but at the same time, it can cause some difficulties through its inaccurate information. At last, this research work has been conducted to improve grammar learning through different strategies and techniques, as well as to make learning more enjoyable to catch students' interest, this research needs to be investigated from other angles in the future.

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# Appendices



## Appendices

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### Appendix A

Dear students,

This questionnaire is part of a study for a master's degree that aims to investigate and explore the impact of integrating authentic materials and ChatGPT in teaching and learning grammar to EFL students. You are kindly requested to answer the following question, your contribution is very important.

#### Students' questionnaire

##### Section one: General information.

1- Gender:

Male

Female

2- How would you rate your proficiency in grammar?

a- Excellent.

b- Good.

c- Average.

d- Poor.

##### Section two: Grammar.

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1- What does grammar refer to?

a- How language is spoken and written correctly.

b- How non-native speakers use the English language.

c- How language is pronounced and spelled.

2- When learning grammar, do you enjoy discovering the rules on your own?

Yes

No

3- Do you grasp the grammatical rules when your teacher explains them in the classroom?

Yes

No

### **Section three: The integration of authentic materials in teaching grammar.**

1-Do you have any knowledge about the concept of authentic materials?

Yes

No

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2-Do you frequently take into account the grammatical rules used in videos, broadcasts, and newspaper articles?

Yes

No

3- What types of authentic materials do you find most interesting and useful for learning grammar?

a. Reading novels and stories.

b. Watching videos.

c. Reading newspaper articles.

d. Watching broadcasts.

e. Others .....

4- Do you believe that incorporating authentic materials is an effective method?

.....

### **Section four: The integration of ChatGPT in teaching grammar.**

1-Do you know the ChatGPT model?

Yes

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No

2- Have you ever used ChatGPT to enhance your grammatical knowledge?

Yes

No

3- Do you think ChatGPT can effectively develop your grammar proficiency?

Yes

No

4-In which other modules do you use ChatGPT?

.....

## Appendices

### Appendix B

#### Teachers' Interview

Dear Teachers,

This interview is a part of a master's dissertation. It aims to explore the impact of integrating authentic materials and ChatGPT in grammar learning. You are kindly requested to answer the following questions:

1. What is your academic degree?

.....

2. How long have you been teaching English grammar?

.....

3. Do you use the communicative language teaching approach in your classroom?

.....

.....

4. In your classroom, do you use the inductive or deductive approach in teaching grammar?

Why?

.....

.....

5. Do you integrate authentic materials when teaching grammar? If yes could you please provide examples of these materials?

.....

.....

6. Do you think incorporating ICT tools into teaching grammar to EFL students has shown to be advantageous?

.....

7. How can the use of authentic materials enhance students' motivation?

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**8.** Have you explored using ChatGPT as a tool for enhancing grammar instruction in your classroom? Regarding its contribution, what are your impressions?

.....

**9.** How does the use of ChatGPT support a learner-centered approach?

.....

**10.** From your perspective, what are the positive aspects and potential drawbacks of utilizing ChatGPT for teaching grammar?

.....

.....

## ملخص

تعد القواعد من أحد الركائز الأساسية في دراسة أي لغة. ينصب تركيز هذا البحث على تحسين تعلم قواعد اللغة الإنجليزية من خلال الاعتماد على الوسائل التعليمية الأصلية ونموذج شات جي بي تي. الهدف من هذه الدراسة هو مساعدة الطلاب على تعلم القواعد النحوية بسهولة وفعالية. أجري هذا البحث مع طلاب السنة الثانية بقسم اللغة الإنجليزية بجامعة عين تموشنت، حيث تم استخدام وسيلتين للبحث هما: استبيان وهو مخصص لطلاب السنة الثانية ومقابلة موجهة لأساتذة القواعد في جامعة بلحاج بوشعيب. النتائج التي تم تجميعها من خلال هذه الوسائل تم تحليلها كمياً ونوعياً، إذ بينت أن معظم الطلاب والأساتذة يدركون أهمية استخدام الوسائل التعليمية الأصلية والمنصة في تعلم القواعد النحوية. علاوة على ذلك، فهم يعلمون أن هذه الأدوات تسهل عملية التعلم. بالإضافة إلى ذلك، فإن أساتذة القواعد يدعمون فكرة استخدام هذه الوسائل في التدريس وذلك من أجل الحصول على نتائج أفضل على الرغم من سلبيات المنصة.

**الكلمات المفتاحية:** القواعد- الوسائل التعليمية الأصلية- منصة شات جي بي تي.

## Résumé

La grammaire est le pilier de tout apprentissage des langues. L'objectif principal de cette étude est d'améliorer l'apprentissage de la grammaire grâce à l'utilisation de matériaux authentiques et de ChatGPT. Le but de cette recherche est d'aider les étudiants à apprendre les règles grammaticales facilement et efficacement. Cette étude a été menée auprès d'étudiants de deuxième année du département d'anglais de l'université d'Ain Témouchent. Deux instruments de recherche ont été utilisés : un questionnaire, destiné aux étudiants de deuxième année, et une interview adressée aux professeurs de grammaire de l'Université Belhadj Bouchaib. Les résultats obtenus ont été analysés quantitativement et qualitativement, ils ont montré que la plupart des étudiants et des enseignants se rendent compte de l'importance d'intégrer du matériel authentique et du chatGBT dans l'apprentissage des règles grammaticales. De plus, ils savent que ces outils facilitent le processus d'apprentissage. Les professeurs de grammaire soutiennent l'utilisation de ces outils dans l'enseignement pour obtenir de meilleurs résultats malgré les inconvénients de la plateforme.

**Mots clés :** ChatGPT– la grammaire – les matériaux authentiques.

## Summary

Grammar is one of the pillars of any language learning. The main focus of this study is to improve grammar learning through the utilization of Authentic Materials and ChatGPT. The aim of this research is to help students to learn the grammatical rules easily and effectively. This study was conducted to second-year students in the English Department at Ain Temouchent University. Two research instruments have been used: a questionnaire, devoted to second-year students, and an interview directed to grammar teachers at Belhadj Bouchaib, University. The results obtained have been analyzed quantitatively and qualitatively, they have shown that most students and teachers realize the importance of integrating authentic materials and chatGBT in learning the grammatical rules. Moreover, they know that these tools facilitate the learning process. In addition, grammar teachers have supported the utilization of these tools in teaching to obtain better results despite the drawbacks of the platform.

**Key words:** Authentic materials – ChatGPT – Grammar.