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Teaching EFL Grammar
in the Algerian Secondary School
(The Case of 3AS Classes)

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*I dedicate this work to my dear parents,
my brother Mohamed, my sisters, and to
my friend Hadia*

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Abstract

This study attempts to investigate the current grammar teaching in the Algerian secondary school. However, the research is specifically motivated by our concern about the fact that our learners are taught grammar, but even if they can apply the rules to their daily tasks successfully, they don't seem to be able to activate that knowledge while communicating. Many teachers are thus, familiar with the phenomenon of learners who get full marks on tests as well as on most of the grammar tasks of a particular grammatical structure, but unfortunately, fail to use the same structure appropriately during another part of the lesson or in another context. Thus, the present investigation aims at shedding light on the reasons behind 3AS learners' failure to use their knowledge of grammar to communicate effectively. Phrased as a question: why are 3AS learners unable to activate their knowledge of grammatical rules in communicative structures?

The study was conducted at Benmeameur Ahmed Secondary School in Sebdou, with the participation of 60 3AS LPh learners from the same school and 30 English teachers from all over the willaya of Tlemcen. To fulfil the purpose of the study, 60 questionnaires were administered to the learners chosen to conduct this investigation to gain insights about their attitudes towards their learning situation in general, their motivation, their sources of grammar learning difficulties and mainly their awareness about using different learning strategies. Similarly, a 21-item questionnaire was given to the teachers in question to probe information regarding grammar teaching and perspectives of behaviour on the learning situation. Because triangulation seemed to be the most convenient research method for this study, the two questionnaires were coupled with a classroom based observation to provide a thorough diagnosis of the problematic leading the present investigation. The analysis of the quantitative data highlighted a range of factors that have directly or indirectly affected the natural occurrence of efficient grammar learning. In fact, learners' negative attitudes towards the target language learning, the low profile given to English, learners' low level, in addition to teachers' assessment procedure have indirectly contributed to aggravate the situation under investigation. Another significant finding is that such factors have prevented learners from becoming active users of learning strategies, namely cognitive, metacognitive and compensation strategies which have proved to be vital to help them to internalize their grammatical knowledge and use it to achieve some real world communicative purposes. The statistical analysis also revealed that metalinguistic terminology has its share of responsibility, since many learners reported their inability to remember the range of terms introduced after a grammar lesson. Finally, it was concluded that the already mentioned factors, in addition to the lack of practice inside and outside the classroom setting have minimized learners' invested efforts and have consequently prevented the internalization of grammatical rules which constitute a necessary background for the formation of learners' procedural knowledge

Table of Contents

Acknowledgements.....	I
Abstract.....	II
Contents.....	III
List of Tables and Figures.....	VI
Key to Abbreviations and Acronyms.....	VII
General Introduction.....	1
Chapter One: Review of Literature.....	4
1.1 Introduction.....	5
1.2. Defining Grammar.....	5
1.3. Attitudes to Grammar Teaching in English Language Learning.....	7
1.4. Possessing a knowledge about Grammar of a Language.....	9
1.4.1. Grammatical Knowledge.....	9
1.4.2. Grammatical Ability.....	9
1.4.3. Metalinguistic Knowledge.....	10
1.5. Pedagogical Grammar.....	11
1.6. Presenting and Explaining Grammar in the Classroom.....	12
1.6.1. Teaching and Presenting Grammar as Rules.....	13
1.6.2. Teaching and Presenting Grammar as Form.....	13
1.6.3. Teaching and Presenting Grammar as a Meaning Resource.....	14
1.7. Approaches to Teaching Grammar in the Classroom.....	14
1.7.1. Deductive Approach.....	14
1.7.2. Inductive Approach.....	15
1.8. Instructional Techniques in Teaching Grammar.....	16
1.8.1. Form-Based Techniques.....	17
1.8.2. Input –Based Techniques.....	18
1.8.3. Feedback–Based Techniques.....	18
1.8.4. Practice-based techniques.....	19
1.9. Learning Strategies.....	20
1.9.1. Definition of Learning Strategies.....	20
1.9.1.1. Grammar Learning Strategies.....	20
1.9.1.1.1. Cognitive Strategies.....	21
1.9.1.1.2. Compensation Strategies.....	21
1.9.1.1.3. Metacognitive Strategies.....	21
1.9.1.1.4. Social /Affective Strategies.....	21
1.10. Conclusion.....	22
Notes to Chapter One.....	23

Chapter Two: Description of the Teaching/ Learning Situation	24
2.1. Introduction.....	25
2.2. English in the Curriculum.....	25
2.2.1. EFL at the Secondary School.....	26
2.2.2. The Approach: The Competency-Based Approach (CBA).....	30
2.2.2.1. The Pedagogical Objectives of the CBA Approach	31
2.2.2.2. Facts about the Introduction of the CBA in the Algerian Secondary School.....	31
2.3. Description of the Teaching/ Learning Situation.....	32
2.3.1. School.....	33
2.3.2. Time Load.....	34
2.3.3. Teaching Materials.....	35
2.3.3.1. The Textbook.....	35
2.3.3.1. 1. New Prospects Design.....	40
2.3.3.1.2. Grammar in New Prospects.....	40
2.3.4. Teachers' Profile.....	42
2.3.5. Teaching Conditions.....	43
2.3.6. Learners' Profile.....	44
2.4. Data Collection Methods.....	45
2.4.1. Research Instruments and Research Design.....	46
2.4.1.1. The questionnaires Description.....	49
2.4.1.1.1. Learners' Questionnaire.....	49
2.4.1.1.2. Teachers' Questionnaire.....	51
2.4.1.2. Classroom Observation.....	52
2.5. Conclusion.....	54
Notes to Chapter Two.....	55
Chapter Three: Data Analysis and Interpretation	56
3.1. Introduction.....	57
3.2. Analysis of the Questionnaires.....	57
3.2.1. Learners' Questionnaire.....	57
3.2.1.1. Interpretation of Results	67
3.2.2. Teachers' Questionnaire	69
3.2.2.1. Interpretation of Results	81
3.3. Classroom Observation: Analysis of the Results.....	82
3.3.1. Learners' Attitudes Visa-a Vis the Learning Situation.....	83
3.3.1.1. Learners' Lack of Motivation.....	83
3.3.1.2. The Learners' Previous Negative Learning Experience.....	84
3.3.1.3. The English Language Low Coefficient.....	84
3.3.1.4. The Good Learners' Dominance of the Classroom Activities.....	85
3.3.2. The Teacher's Methodology and used Materials.....	85
3.3.2.1. The Teacher's Domination of the Classroom Talk.....	87
3.3.3. The Teaching Challenges Facing the Teacher.....	88
3.3.3.1. The size of the class.....	88
3.3.3.2. The Difficulty of Applying the CBA Approach.....	89
3.3.4. Interpretation of Results.....	89
3.4. Conclusion.....	91

Chapter Four: Perspectives on Grammar Teaching / Learning Development....93

4.1. Introduction.....	94
4.2. Pedagogical Implications.....	95
4.2.1. Implications for Teaching and Teacher Training.....	95
4.2.2. Teacher’s Development.....	96
4.2.3. Teaching Methodology.....	98
4.2.3.1. The Need for a Communicative Grammar Teaching	99
4.2.3.2. The Need for Adapting an Eclectic Approach.....	100
4.2.4. The Role of the Teacher.....	101
4.2.4.1. Creating an Effective Grammar Learning Atmosphere in the Classroom.....	102
4.2.4.2. Increasing Learners’ Motivation.....	103
4.2.4.3. Teacher’s Awareness about his Learners’ Differences in Learning Style and Abilities.....	104
4.2.4.4. Developing Language Awareness in Learners.....	106
4.2.4.5. Using Strategies for Enhancing Learners’ Grammar Learning.....	107
4.2.4.6. Selecting the Appropriate Out put Practice Grammar Activities for Learners.....	108
4.2.5. The Learner.....	109
4.2.5.1. The Need for Reflective Learning.....	109
4.2.5.2. Grammar Learning Strategies.....	110
4.2.5.3. Collaborative Learning.....	112
4.2.5.4. Learner-Centred Grammar Instruction.....	113
4.2.6. Applying New Trends for Teaching Grammar in the Classroom.....	114
4.2.6.1. Teaching Informal Pedagogical Grammar.....	114
4.2.6.2. Teaching Grammar in Context.....	116
4.2.6.3. Grammar Consciousness- Raising.....	117
4.2.6.4. Problem Solving Procedure.....	119
4.2.6.5. The Grammmaring Process.....	120
4.2.6.6. Ellis Approach to Grammar Teaching.....	121
4.2.7. The Need for Criteria for the Selection of Communicative Tasks.....	122
4.3. Conclusion.....	123
Notes to Chapter Four.....	126
General Conclusion	127
Bibliography	131
Appendices	136
Appendix A: Third-Year LPH Learners’ Questionnaire.....	137
Appendix B: Secondary School Teachers’ Questionnaire.....	139
Appendix C: List of Questioned teachers.....	142
Appendix D: Suggested Type of Tasks for Transitional Baccaulaureate Paper.....	143
Appendix E: Sample Baccaulaureate Examination Paper.....	144
Appendix F: A classroom Observation Grid showing the Number of Turns of the Observed teacher and Learners.....	146
Appendix G: Categorization used for the Grammar Learning Strategies.....	147
Appendix H: Strategy Types of Grammar Learning Strategies.....	148

List of Tables and Figures

Chapter One

Table (1.1) A Comparison between Reference Grammar and Pedagogical Grammar

Figure (1.1) Form-Based Techniques for Teaching English Grammar

Figure (1.2) Three processes in SLA and Use

Chapter Two

Table (2.1) English Time Load and Coefficient in the Curriculum of 3AS-LPH-stream

Table (2.2) The Suggested Units for each Stream

Table (2.3) A sample of Language Outcomes

Table (2.4) Time allotted to the Teaching of English for 3AS Learners (LPh stream)

Table (2.5) A sample of Language outcomes

Table (2.6) The Type of Grammar Activities related to the 3AS-LPh Syllabus

Figure (2.1) A Unit's Design in New Prospects

Figure (2.2) Data Collection Procedure

Chapter Three

Table (3.1) Learners' Attitudes to Learning English

Table (3.2) Learners' Reasons for Learning English

Table (3.3) Learners Attitudes to Grammar Lessons

Table (3.4) Learners' Attitudes to English Grammar

Table (3.5) Learners' Self Grammar Assessment

Table (3.6) Learners' Preference of Grammar Teaching Method

Table (3.7) Learners' Attitudes to the rote learning strategy of Grammar Rules

Table (3.8) Learners' Enjoyment of their Teacher's Methodology

Table (3.9) Learners' Attitudes to the different Grammatical Terminology

Table (3.10) Learners' Grammar Learning Strategies Use

Table (3.11) Learners' Attitude to their Teacher's Assessment Procedure

Table (3.12) Main Reasons for Learners' Difficulties in Grammar

Table (3.13) Teachers' Awareness of Objectives in Teaching Grammar to Terminal Classes

Table (3.14) Defining Grammar

Table (3.15) The Main Difficulties Pupils encounter When Practicing Grammar

Table (3.16) Grammar Learning Strategy-Instruction

Table (3.17) Grammar Learning Strategy-Evaluation

Table (3.18) The kind of Grammar Tasks Given to Learners

Table (3.19) Learners' Attitudes towards English Language Learning

Table (3.20) Subjects' Coefficient for 3AS/ LP Classes

Key to Abbreviations

AF	Absolute frequency
Bac exam	Baccalaureate Examination (Entrance examination for the university)
CBA	Competency Based Approach
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
EGI	Explicit Grammar Instruction
LPH	Lettres et Philosophie
LLS	Language Learning Strategies
LPh	Lettres et Philosophie
MLAT	Modern Language Aptitude Test
PLAB	Pimsleur Language Aptitude Battery
RF	Re frequency
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TTT	Teacher talking time
1 AS	Première Année Secondaire (1 st Secondary –School Year)
2 AS	Deuxième Année Secondaire (2 nd Secondary –School Year)
3AS	Troisième Année Secondaire (3 rd Secondary –School Year)

General Introduction

General Introduction

Language teachers are daily confronted with issues arising from teaching /learning situations. They most of the time, find themselves forced into situations, to which they may never find the answers. But they never cease to look for cues here and there. They make their classroom their own field of research. They make reference to their old TEFL lessons, whenever faced with similar issues.

Beyond all these, our topic of research was suggested by experiencing a feeling of failure when teaching /learning EFL grammar to guarantee the accuracy of any communicated information at the level of the secondary school, a failure report which is unfortunately felt by the end of 3AS.

Although we fill in their tiny heads with a large repertoire of grammar rules, different lexical items, and especially too many metalinguistic terms, learners are still unable to use that background knowledge to attain some communicative purposes, as if grammar was something and learning a language was something else. To this end, many learners still depend on a measure of conscious monitoring in order to produce grammatical structures correctly, when composing their free speech or writing.

In the light of such striking reality, teachers have to wonder if they really teach their learners the appropriate grammar. A grammar which remains in the spirit of all, a scale of evaluation of the degree of acquiring a foreign language in general and English in particular. Thus, in order to diagnose this failure, and identify its causes, the study tries to investigate the teaching of EFL grammar .Not to reject some responsibility on other agents of the educational scene, but simply to reflect a faintness, an ambiguity in which the teaching of grammar ruins offering thus, a thinking matter, on an actual state first, then, and at the same time on its teaching methods and objectives.

In the English language teaching, grammar, its definition, its teaching, the role that it plays, briefly its utility, are problematic aspects that do nothing, but add disorder in the vision of the language teacher. In the secondary school, grammar is a means to achieve some communicative objectives. A simple glance at its teaching reveals its importance in the school curriculum in both middle and secondary schools. It is for many a way of measuring learners' proficiency in English. It usually occurs in exams, and is at the centre of tests and written evaluations. The role of the teacher in such teaching is also paramount, since his vision will not fail to influence his attitudes in the class, the attitudes that consequently shape the grammar learning.

With regard to such a deceiving outcome of a quite lengthy grammar learning (4 years at the middle school and 3 years at the secondary school), the investigator will place the interest in the present research by clearing up the different factors affecting the pupils' learning of grammar at the level of third-year pupils at Benmeameur Ahmed Secondary School in Sebdou. Therefore, to fulfil the purpose of the study and suggest possible remedies by taking the appropriate line of action, a third year literary and philosophy stream (LPh) class has been chosen as a case study to investigate the problematic leading this research. Through-out this work the investigator will try to focus on the real causes behind learners' inability to transfer their grammatical knowledge into communicative needs by attempting to answer the following questions, formulated for the purpose of this study.

- 1 -What are the contextual variables that influence the teaching / learning of EFL grammar at the level of secondary school?
- 2-Are learners confronted with a huge amount of metalinguistic terms that prevent them from acquiring grammatical uses?
- 3- Is the problem related to a failure at the level strategies employed by learners to acquire grammatical structures?

It is hopefully expected that answers to such questions will not only determine the most convenient way of grammar teaching, but will similarly try to provide evidence and argument for the following research hypotheses.

First of all, the teacher's attitudes, his /her employed methodology, the kind of assessment and practice tasks he/ she uses, learners' negative attitudes and lack of interest in English language learning in general and grammar teaching in particular affect negatively the learners' grammatical knowledge and ability at once.

Second, learners are daily confronted with huge amount of metalinguistic terms (grammatical terminology) that prevents them from acquiring grammatical uses.

Third, there is either a lack of awareness or a failure of using the appropriate learning strategies by learners to acquire and practice the studied grammatical structures to achieve particular communicative purposes.

It is estimated that the testing of such research hypotheses can lead the investigator to uncover the circumstances surrounding the teaching /learning of EFL

grammar and then suggest convenient remedies to what exactly learners need to “know” in terms of grammar to be able to use it well enough for some real-world purposes

The handling of the central issues governing the present dissertation will be dealt with in four distinctive chapters.

Chapter one tackles the topic of grammar in EFL, by defining the key concept related to both its teaching and learning. It also attempts to provide a theoretical basis on which the teaching/learning of EFL grammar are based on. This theoretical background attempts to explain how grammar is viewed in the field of foreign language teaching and the crucial role that it plays in language learning. It as well cites the different approaches to its teaching, and finally demonstrates how grammar learning techniques and strategies can contribute to the acquisition of grammatical structure.

Chapter two describes the educational context of English language teaching (ELT) with reference to 3AS learners. It at the same time examines the many contextual variables shaping the teaching of ELT in general and grammar in particular, namely teachers’ and learners’ attitudes to ELT grammar, the employed teaching approach, and the teaching constraints inhibiting learning. It is similarly targeted towards describing the empirical phase carried out through various analytical tools: a class observation, and two questionnaires administered to the two poles of the teaching learning context: the teachers and 3AS learners.

Chapter three is devoted to the analyses of the results obtained from the different research tools. It is expected then that results of this investigative study would hopefully provide a thorough diagnosis of the problem under study and would also pave the way to a better testing of research hypothesis so as to propose alternative remedies to the present way of grammar teaching in the subsequent chapter.

Chapter four on its turn constitutes the closing phase of our investigation, as it is mainly concerned with proposing alternative recommendations to deal with the learners’ failure to use their grammar resources to produce their own speech or writing. It simply tries to suggest what exactly learners need to “know” in terms of grammar to be able to use it well enough for some real world purposes. It thus, moves the focus on the reconsideration of the teachers’ and learners’ roles within the reforms (the introduction of the Competency-Based Approach in education) that have occurred at national and international levels.

CHAPTER ONE

Chapter One: Review of the Related Literature

1.1. Introduction

1.2. Defining Grammar

1.3. Attitudes to Grammar Teaching in English Language Learning

1.4. Possessing a Knowledge about Grammar of a Language

1.4.1. Grammatical Knowledge

1.4.2. Grammatical Ability

1.4.3. Metalinguistic Knowledge

1.5. Pedagogical Grammar

1.6. Presenting and Explaining Grammar in the Classroom

1.6.1. Teaching and Presenting Grammar as Rules

1.6.2. Teaching and Presenting Grammar as Form

1.6.3. Teaching and Presenting Grammar as a Meaning Resource

1.7. Approaches to Teaching Grammar in the Classroom

1.7.1. Deductive Approach

1.7.2. Inductive Approach

1.8. Instructional Techniques in Teaching Grammar acquisition

1.8.1. Form-Based Techniques

1.8.2. Input –Based Techniques

1.8.3. Feedback–Based Techniques

1.8.4. Practice-based techniques

1.9. Learning Strategies

1.9.1. Definition of Learning Strategies

1.9.1.1. Types of Grammar Learning Strategies

1.9.1.1.1. Cognitive Strategies

1.9.1.1.2. Compensation Strategies

1.9.1.1.3. Metacognitive Strategies

1.9.1.1.4. Social /Affective Strategies

1.10. Conclusion

Notes to Chapter One

1.1. Introduction

Grammar or the so-called the language “code” has always played an important role in the history of second and foreign language teaching. For centuries, learning another language, meant at first place learning its grammatical structures and citing prescriptions for its use. Grammar teaching has long ago influenced and is still influencing the ebb and flow of different teaching methods. It is regarded by many as the language skeleton, while many others do acknowledge the pivotal role that grammar has never ceased to play in the history of language learning. It is central to the teaching and learning of any language. It is also one of the most difficult aspects of language to teach. Thus, in the light of such paramount role the present chapter will analytically address the pros of grammar teaching, present a brief over view of what grammar is, critically states its role in language teaching, briefly presents its teaching approaches, and theoretically discusses the close relationship between language teaching and language learning grammatical techniques and strategies. In general terms, it attributes respectfully a major attention to its methods of teaching.

1.2. Defining Grammar

In spite of the paramount role that grammar plays in language teaching and learning, many language specialists have failed to provide the field of language teaching with an appropriate picture of what grammar is that grammar which has dominated the field of language teaching for decades and was once at the centre of English language teaching. Thus, giving a comprehensive definition of what grammar is seems hard to accomplish, since many grammarians gave a multiplicity of views on what is really meant by grammar. Such difficulty can be justified by the fact that:

Linguistic notions of grammar have changed over time...and this has significantly increased the number of components that could be called ‘grammar’. In short, definitions of grammar and grammatical knowledge have changed over time and across context, and I expect this will be no different in the future (Purpura, 2004:50/51)

So how has grammar been viewed by experts in the field over the last few decades?

Traditionally speaking, grammar has been solely associated with “the analysis at the level of the sentence”. Thus, it describes the rules that govern how a language sentence is formed. In this sense,

Grammar is seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order of words in a sentence. It describes how rules are arranged in terms of their position and distribution. Morphology on the other hand is the system of rules that cover the formation of words (Radford, 1997:1)

Hence, according to this definition grammar does not only comprise syntax, it at the same time includes the study of formation of words or what is known as morphology.

On the other hand many linguists attribute the term grammar with a set of components: phonetics, phonology, morphology, syntax, and semantics or meaning (Musumeci, 1996, 1).

So, by definition, they advocate the central role that grammar plays in the study of a language. Accordingly, “Language does not exist without grammar, because all languages are characterized by these components” (Musumeci, 1996:1)

In their search of a convenient definition to the term grammar, many grammarians have nothing to offer. They have solely supported the linguists on their division of grammar into several components (phonetics, phonology, morphology, syntax, and semantics). Thus, according to many grammar is a whole made up of a number of parts and therefore grammar is described as “That science which treats the principles and rules of spoken and written language” (Woods, 1995:1). On this light, the target of English grammar teaching is helping learners to express their thoughts correctly, either in speaking or writing. Thus according to such definition, grammar might be seen as the vehicle by which language learners arrive to express their thoughts appropriately.

Many language teachers on their turn have loosely attributed the word "grammar" with a fixed set of rules that govern language, primarily its morphology and syntax. On this same line of thought, Penny Ur (1998) defines grammar as “The way words are put together to make correct sentences” (Ur, 1998:75)

While on the contrary, viewing grammar with all of its components helps teachers recognize the complexity of grammar of a language. Unfortunately, many of them tend to ignore

such concept of complexity, as they narrow their view of grammar to “the structural knowledge that can be measured in discrete tests” (Meiring & Norman, 2001:63). In this sense, they consider grammar as a scale of evaluation of the degree of acquiring a foreign language, while in reality, grammar is more than the limited range of language items that they assume evaluating during tests and exams or during a limited time in a grammar lesson.

To sum up, we can say that the complexity of providing a convenient definition to the term “grammar” can stem from the fact that:

Grammar is not the kind of concept that can be given a ‘correct’ definition, even professional grammarians cannot agree, and have no prospect of even finding some kind objective facts which would push us to an agreed definition. This doesn’t mean that grammar itself is vague and subjective...but simply that it has no natural boundaries waiting to be discovered” (Purpura, 2004:42)

In this sense, how grammar has been defined and how it is solely viewed differ from a language specialist to another

1.3. Attitudes to Grammar Teaching in English Language Learning

Unlike any other discipline, grammar has always been subject to numerous debates in language teaching and learning. If the question on its existence as a science has already been resolved, its state in the second and foreign language teaching and learning doesn’t seem to arrive to the same ultimate result. A look at the various positions gained by this latter in the history of language teaching/learning may clearly picture such views.

Attitudes to grammar changed and differed in the language classroom content. Such attitudes are most of the time dictated by both policy and syllabus makers. In this respect, Meiring and Norman (2001) postulate that: “There can be little doubt that policy and syllabus requirements shape teacher perceptions, which in turn account for changing attitudes towards grammar in the classroom” (Meiring & Norman, 2001:58). In the past “Grammar was used to mean the analysis of a language system, and the study of grammar was... thought to be sufficient for learners to actually acquire another language”(Rutherford, 1988, cited in Purpura, 2004:1). Grammar was then, an essential part of English written or spoken. According to many language specialists, helping pupils expend their knowledge of grammar will undoubtedly enable

them to express themselves in a more communicative way. The leaders of such view state that grammar guarantees to learners the ability to generate an infinite number of sentences. In this sense, “Grammar ...provides the learner with the means to generate a potentially enormous number of original sentences” (Thornbury, 1999:15)

However with the communicative approach attitudes to grammar changed when a lower position was given to that branch of language as language specialists shifted the focus to “communication”, arguing that the learners’ poor communicative ability in English resulted from a too much emphasis on grammar rules. Regarding all said up to here, the role of grammar has suffered in favour of communicative approaches as many linguists “... have stressed the fact that learning a second language cannot be equated with the progressive mastery of a finite and carefully sequenced set of syntactic patterns” (Radford, 1997:18). On the other hand many of them have associated learning the target language with “an unfamiliar cognitive system having its own rules and representing reality in its own unique way” (Radford, 1997:18). In this sense, teaching grammar was given a lower profile in the teaching as well as the learning of the target language. Supporters of such view considered the teaching of grammar really inhibiting and according to many of them:

Any emphasis on correct grammar in the classroom rather than the simple articulation of ideas helped to give learners with a weak grasp of language, a feeling of inferiority which would affect their attitude to the whole of their school work (Skehan, 1998:9)

Accordingly, grammar was viewed as a demotivating to learners’ attention and directly responsible of rendering them very self conscious.

However, such negative attitudes about grammar didn’t last for ever, sooner educators began to realize that abandoning grammar in the language teaching/learning sphere as problematic. Firstly, because most psychological theories have proved that language acquisition is a process when learners need to focus actively on noticing grammatical structures and secondly, because “Explicit instruction of grammar is necessary for developing a higher level of L2 accuracy. If there is no grammar teaching, there will be stagnation” (Fotos, 2002:137)

In spite of all these contradictory views, grammar has always been there, and has never ceased to play its role some where in the language learning/teaching sphere, whether such role

has been acknowledged or denied. And it is better not to try to wonder if grammar is necessary or not, but it is rather the question “how should grammar be taught?” which deserves more consideration in language learning.

1.4. Possessing a Knowledge about Grammar of a Language

Many language specialists attribute knowing grammar with three broad areas. They refer respectfully to these as grammatical knowledge (a knowledge about grammatical structures), metalinguistic knowledge (a knowledge about the different terminology used to describe those structures) and above all a grammatical ability (an ability to use the already acquired structures to convey meaningful messages)

1.4.1. Grammatical Knowledge

Grammatical knowledge is referred to by Purpura (2004) as “a set of internalized informational structures” (Purpura, 2004:85). According to many language specialists, possessing a grammatical knowledge about the target encompasses two highly related components: grammatical form and grammatical meaning. The former refers to Linguistic forms; where as the second helps the learner to identify what is said by the speaker (Purpura, 2004:85). Grammatical meaning encompasses literal meaning and intended meaning. Literal meaning is referred to by (Purpura, 2004) as: The literal meaning expressed by sounds, words, phrases and sentences, where the meaning of an utterance is derived from its component parts or the ways in which these parts are ordered in syntactic structure (Purpura, 2004:61). Intended meaning on the other hand refers to “interpret the meaning of an utterance in relation to a real or possible situation” (Purpura, 2004:21). It helps interpret the real meaning intended by the speaker’s utterance. In fact, both the literal and the intended meaning have proved to be vital for the understanding of a speaker’s utterance and are at the same time critical components to convey the appropriate grammatical meaning.

1.4.2. Grammatical Ability

Knowing the grammar of a language encompasses more than the mastery a set of informational structures. It includes a grammatical ability or what some linguists refer to as grammatical competence or language proficiency. Grammatical ability can be solely defined as:

“The learner’s capacity to realize grammatical knowledge in an accurate and meaningful way to convey different language uses” (Purpura, 2004: 89). According to this definition an individual’s grammatical ability involves more than just language knowledge, but an ability to use that knowledge to communicate correct, meaningful messages. On their turn, Bachman and Palmer (1996) view grammatical ability as “A combination of grammatical knowledge and strategic competence, defined as a set of metacognitive strategies such as associating and clarifying” (Bachman & Palmer, 1996:67). It is these strategies which in fact enables the language learner to achieve his communicative needs. It is also the most important type of knowledge that the learner should possess to be able to use his resources of grammar for some real world purposes.

1.4.3. Metalinguistic Knowledge

In essence, metalinguistic knowledge refers to the various common terms that are used in explanation of grammatical structures, during formal teaching of grammar. This latter consists of technical linguistic or grammatical terms such as nouns, verbs, prepositions and so on used in a grammar lesson. Dykes (2007) respectfully refers to such knowledge as:

A language to talk about language...without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming Procedure (Dykes, 2007:5)

Albeit, many linguists do not always consider metalinguistic terms useful in understanding a language, these seem a necessary language to talk about language. In this sense, knowing grammar means among many other things knowing its metalinguistic knowledge.

Many language specialists have equally pointed to the crucial role that metalinguistic knowledge plays in enhancing language acquisition. In this respect, Wolfgang (1986) states that: “Although natural languages do indeed have a ‘metalinguistic vocabulary’...metalinguistic language use ...does indeed play a role in language acquisition”(Wolfgang ,1986:141). Hence, possessing a knowledge of this kind seems useful for the learner, especially when discussing the language and grammar learning.

According to many specialists in the field such metalinguistic terms may increase in number and become even more complex, as the learners progress from one lesson to another. That is why

the teacher is highly recommended to take into account the judicious use of technical terminology (metalinguage) by limiting the amount of metalinguage to essentials, as many of these “will appear pedantic, and most of it will be uttered nonsense to students anyway” (Cross, 1991 cited in Meiring & Norman, 2001 :63). In essence, the teacher should both carefully select and introduce this metalinguage after “ample exposure to...practice of the language items themselves” (Meiring & Norman, 2001 :63) so as to avoid any kind of ambiguity.

Because, possessing a metalinguistic knowledge does not necessarily lead to speak and write the language well, many teachers prefer not to bother their learners with such metalinguistic terminology .According to many they present a real impediment for learning, so they simply do not like to bother their learners with these metalinguistic terms that might so as not to render their grammar teaching problematic.

1.5. Pedagogical Grammar

Many language specialists see pedagogic grammar as a description of how to use the grammar of a language to communicate, for people wanting to learn the target language. It can be compared with a reference grammar, which just describes the grammar of the language. On the other hand, “pedagogic grammars contain assumptions about how learners learn, follow certain linguistic theories in their descriptions, and are written for a specific target audience”. (Cho, 2008).In fact, pedagogic grammar is a more used term, today, which explains the long way grammarians have gone through, but also teachers who seem to be always very prescriptive in their approach to teaching languages. In this respect, Miliani (2003) draws attention to the fact that: “Pedagogic grammar is not only a convenient term, but also an adequate one because it covers genuine pedagogical events happening in the classroom context.”(Miliani, 2003 :59). Thus, by definition the term Pedagogical Grammar denotes “The types of grammatical analysis and instructions designed for the needs of second language students” (Odlin1994:1). On his turn, Stern (1991) underscores the big lines characterizing pedagogical grammar, as he defines it as :

...an interpretation and selection for language teaching purposes of the description of a language, based not only on linguistic, but also on psychological and educational criteria. It includes inventories of language items, suggestions for pedagogical presentation and arrangement, essential concepts, and other relevant information on the language (Stern, 1991 cited in Milliani, 2003:61)

Purpura (2004) on the other hand, considers this category of grammar as “an eclectic, but principled description of the target-language forms, created for the express purpose of helping teachers understand the linguistic resources of communication” (Purpura, 2004:22). Pedagogical grammar in this sense provides the language teacher with the type of information necessary for shaping his understanding about how language is organized. It is this understanding of how the grammatical system functions that enables the teacher to tailor this information to specific instructional context. Table(1.1) below contrasts in details reference grammar with pedagogical grammar for a better understanding of this latter.

A reference grammar is ...	A pedagogical grammar is ...
Designed to teach someone <i>about</i> the language and to give readers a reference tool for looking up specific details of the language.	Designed to teach someone <i>how to use</i> a language.
Organized according to <i>universal structural categories</i> .	Organized according to <i>usefulness and ease of learning</i> .
Contains chapters which tend to be <i>longer</i> than those in a pedagogical grammar.	Contains chapters which tend to be <i>short</i> and contain very brief grammatical explanations.
Contains chapters which consist mostly of <i>explanation</i> plus one or two examples of every point mentioned.	Contains chapters which consist mostly of <i>exercises</i> that help the reader practice and <i>internalize</i> the various structures as well as vocabulary and pronunciation.
Written for individuals who have some <i>understanding of language as a universal phenomenon</i> and who wish to learn how the particular language described fits into universal understandings of human language.	Written for anyone who is interested in <i>learning</i> a language.

Table (1.1) A Comparison between Reference Grammar and Pedagogical Grammar

(Loos et al, 2003)

1.6. Presenting and Explaining Grammar in the Classroom

Whatever the disparity of thoughts concerning grammar and its role in foreign language learning is, it is what is being taught as grammar, and how is it being thought which we should question at first place.

In fact, there are three areas generally associated with the grammar teaching in general. They are respectfully as follow: rules, form and meaning.

1.6.1. Teaching and Presenting Grammar as Rules

Broadly speaking, learning a foreign language means among many other things learning its grammatical system embodied in the form of rules. Such knowledge can constitute the basis on which learners may “...build their knowledge, which will act as the generative base for them to express their ideas” (Woods, 1995:15). In this sense, for many language specialists, grammatical rules can constitute the sound ground on which language learners rely to generate an infinite number of sentences and at the same time facilitate the transmission of knowledge from the teacher to the learner.

1.6.2. Teaching and Presenting Grammar as Form

Form has been defined as “The actual words (written) or sounds (spoken) used to express something in language, as opposed to meaning or use. Form is synonymous with structure” (Hubbard et al, 1991:327). Teaching form has always been dominant, in spite of the appearance of many grammar teaching methods. Some researchers such as Larsen – Freeman, (2001) have pointed to the value of form- focused instructions to improve learner’s accuracy.

According to many language specialists, teachers need to be aware of the fact that time is an important factor in teaching grammatical forms, as it enables their learners to achieve a level of accuracy. In this respect, Thurnbury (1999) postulates that: “Learners are more accurate the more time they have available. They can use this time to plan, monitor and fine-tune their output” (Thurnbury, 1999:92). One way to achieve that is by correcting learners’ mistakes and thus, making learners’ aware that accuracy is also important. Using activities that ensure the correct production of the form can constitute an ideal model to achieve such target. Such activities should bear a respect to the following criteria: attention to form, familiarity with the structure, sufficient thinking time and the appropriate feedback; that is an account of how accurate learners are. (Thurnbury, 1999:92)

Because it has been proved that “A focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively” (Purpura, 2004:13), the teacher has to consider the teaching of grammatical meaning in order to help his learners lay the focus on what to do with language, rather than on how language is organized.

1.6.3. Teaching and Presenting Grammar as a Meaning Resource

According to specialists in the field of language any teaching that focuses on the identification of grammar as a meaning resource is usually targeted towards favouring fluency over accuracy which can be defined as “The ability to process language speedily and easily” (Thornbury, 1999:93). This latter can be achieved if the teacher succeeds at diverting learners’ attention away from form. One way of attaining this according to is by providing learners with a set of activities that serve such target. Examples of these activities are Information gap tasks, that both encourage real life communication and learners’ motivation at once. In this respect, Thornbury (1999) notes that: “Learners have only limited intentional resources, and it is often difficult for them to focus on form and meaning at the same time” (Thornbury, 1999:92). When teaching grammar, the teacher should not deny the fact of making a balance between teaching form and meaning, because as stated by Siyyari (2005): “The purpose of any kind of grammar teaching should not seize to focus on precision at applying the system, and atomization of the system” (Siyyari, 2005:23)

On the light of what has been said so far, grammar teaching encompasses teaching grammatical rules in certain circumstances, practicing the form in others, and in others helping learners to convey meaning.

1.7. Approaches to Teaching Grammar in the Classroom

Grammar has always been a source of debates in the teaching of foreign languages and its teaching has been traditionally determined by prevailing methodologies and teaching approaches, namely the deductive and inductive approach.

1.7.1. Deductive Approach

A deductive approach represents a more traditional approach of teaching in which the teacher explains rules and their meaning to learners. In short, it starts with the presentation of a rule and is followed by examples in which the rule is applied. In this approach, the teacher is the centre of the teaching/learning situation and is responsible for both the presentation and explanation of the introduced structures. The learners learn the use of the structure through practice of the language in context, and later identify the rules from the practical examples.

With this approach, the teacher's role is “to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice” (Rivers & Temperley, 1978: 110). Such approach to grammar teaching is highly effective, because it helps *learners arrive at the language through the rule*. It also presents ample opportunities for **teachers** to plan the lessons properly and to rightly predict the problems learners might face. Some language educators have argued that foreign languages are best learned deductively. In this respect, Purpura (2004) posits that:

In this approach (deductive approach), the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules (Purpura, 2004:1)

The deductive approach has many advantages: it offers the learner a clear explanation of the grammatical structure as well and its use, it speeds up the learning process. Compared to the inductive approach, traditionalists have usually favoured the deductive approach, because it both saves time and allows more practice of the intended grammatical structure. On the contrary, the deductive approach has one disadvantage “Learners might feel that they are getting too many lectures from the teacher, which bear little relationships to their needs to be able to use the language.” (Thornbury, 1999:54-55). In this sense, it might constitute a demotivating force among learners.

1.7.2. Inductive Approach

The Inductive approach is in fact an experimental approach, whereby

... students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions (Purpura, 2004:2)

Compared to the deductive approach, the inductive approach or the so called (rule-discovery) path is a more or less two-way method that involves both the learner and the teacher in the teaching/learning process. It also constitutes a more recent way of teaching language grammar “...where the new grammatical structures or rules are presented to the students in a real language context” (Goner et al, 1995:135).

According to the tenets of this approach learners are required to generate rules from given sample of language form. In this way, they are exposed to a specific grammar instruction and are then asked to explain what grammar rule is used in such context. In line with this token, Thornbury (1999) states that: “In an inductive approach,...without having met the rule, the learner studies examples and from these examples derives an understanding of the rule” (Thornbury, 1999: 49). In such a way, the learners’ task lays in understanding the usage of the grammatical structure in a provided context and thereby arrive at the rule on their own. In this way, and according to many language specialists, learners become more involved in the process of discovering the language, and thus, develop their own learning strategies, because “Induction, or learning through experience, is seen as the ‘natural’ route to learning...language data (or input) is best processed inductively and without recourse to translation”(Thornbury, 1999:49). Another benefit of the inductive approach is that while learning grammar through this approach “students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. (Goner et al, 1995:129)

According to many language specialists the teacher should not escape the fact that the over use of either the deductive or inductive approach may lead to more disadvantages than advantages. That is why

Understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students (Goner et al, 1995:129)

To achieve his targets, the teacher is then required to be talented enough to use particular techniques for presenting grammar to his learners. Examples of these are the instructional techniques, which gained considerable attention in grammar teaching.

1.8. Instructional Techniques in Teaching Grammar

In their attempt to find an effective way of teaching grammar, many language specialists have stressed the efficiency of instructional techniques (figure 1.3) in teaching the target language grammar. Examples of these are: form-or rule based techniques, input-based techniques, feedback-based techniques and practice based techniques (Norris & Ortego, 2000, cited in Purpura, 2004:40)

1.8.1. Form-Based Techniques

Such techniques revolve around the instruction of grammatical forms. In some cases:

They can involve implicit, inductive grammar teaching, where the focus is on meaning, but the goal is to attract the learner's attention to form without using grammatical metatalk, or linguistic terminology (Purpura, 2004:40)

According to specialists in the field, using such techniques requires the teacher to stress the meaning of a particular grammatical structure, in an attempt to divert the learner's attention to form, without necessarily providing a direct explanation of the intended form. However, in some other cases, making use of such techniques involves an explicit, deductive grammar teaching; too. By doing so the teacher aims at providing the language learner with a grammatical rule, without necessarily using grammatical terminology. According to Purpura (2004) applying Form-based techniques to the classroom setting could also involve consciousness –raising activities, which may be introduced inductively or deductively.

Inductive consciousness –raising activities provide learners with L2 data, and ask them to derive an explicit rule from the target structure, while deductive consciousness –raising activities provide learners with a grammar rule, and ask them to apply it to L2 data (Purpura, 2004:40)

In addition to consciousness –raising activities, the teacher may use “the Dictogloss” technique, another instance of form-based techniques, where he reads a carefully selected passage to his learners who are supposed to take notes while listening. Then, he requires them to work in groups to reconstruct the passage and compare it with the original.

The following figure summarises in details the two main types of form-based techniques for grammar teaching, their goals and the type of practice associated with each genre.

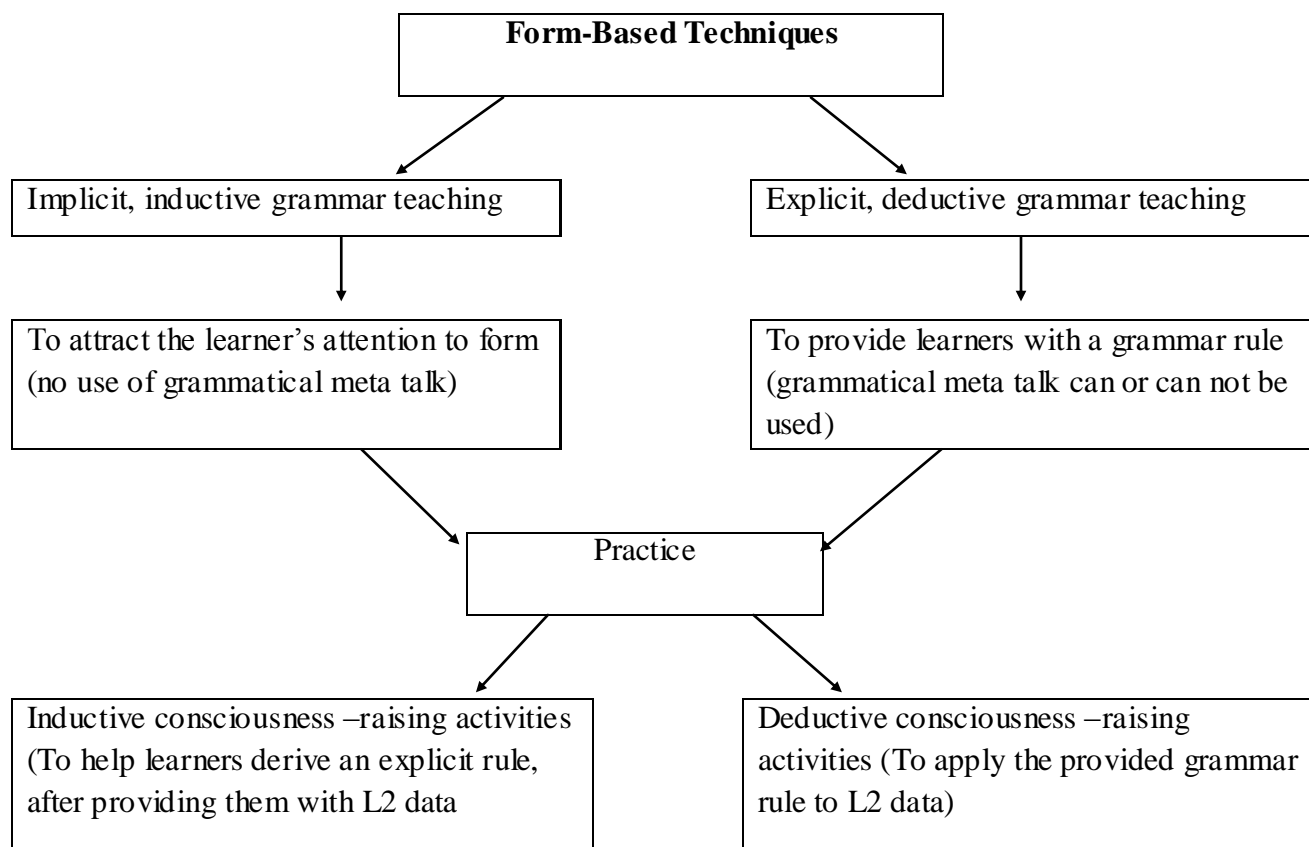


Figure (1.1) Form-Based Techniques for Teaching English Grammar

1.8.2. Input –Based Techniques

According to Purpura (2004) these techniques deal with how input is used in grammar instruction. Examples of these techniques are input flooding, typographical input enhancement and comprehension practice. In the first type of techniques “Learners are presented with large amount of input in which the targeted feature is present”(Purpura, 2004:40) .In the second “Input is manipulated by means of capitalization, printing in boldface and so forth” (Purpura, 2004:40), where as in Comprehension practice technique “Learners are asked to relate grammatical form to meaning, often by means of pictures or meaning focussed questions” (Purpura, 2004:41).

In fact, Input-based techniques have proved to be successfully used in assessing learners’ acquisition of grammatical meaning.

1.8.3. Feedback–Based Techniques

This category of techniques involves ways of providing negative evidence of grammar performance. An instance of such technique is called “Recast”.

This is the kind of technique, where an utterance containing an error is repeated without the error. “Garden Path” is another technique through which learners are explicitly shown the linguistic rule and allowed to generalize with other examples; however when the generalization does not hold (a negative evidence), further instruction is provided. A last instance of feedback-based technique is known as “Metalinguistic Feedback” technique. This involves the use of linguistic terminology to promote “Noticing”.

1.8.4. Practice-based techniques

Such techniques involve “Input-processing instruction and output practice”(Lee & Vanpatten, 2003, cited in Purpura, 2004:41). Lee and Vanpatten (2003) described SLA as the construction of an unconscious or implicit system of language that consists of several components (e.g. lexis, syntax) that interact in language use. They proposed a set of three acquisitional processes: input processing, system change, and output processing. The former describes how learners understand the grammatical information they hear or see. This is where input is converted into intake by strategies that promote form-meaning association during comprehension. According to VanPatten (2003) this process is measured by grammatical comprehension tasks. The second describes how new grammatical information is incorporated or accommodated into the developing system of language and how this new information restructured the implicit system of language. The final process involves output processing. This accounts for how learners learn to use newly acquired grammar to produce meaningful utterances spontaneously. These processes are depicted as follows:

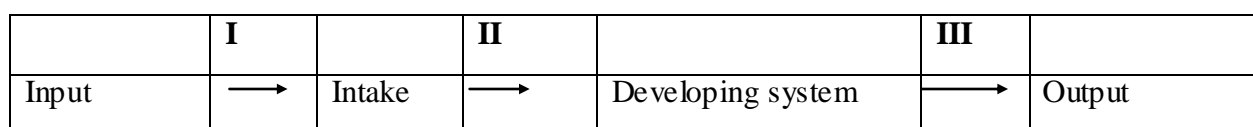


Figure (1.2) Three processes in SLA and Use (VanPatten,1996:154,cited in Purpura, 2004:42)

In addition to the already cited techniques and those used by language teachers, many researchers have stressed the importance of grammar learning strategies in enhancing learning the target language grammar.

1.9. Learning Strategies

With the new reforms that the field of language learning has mandated there has been greater emphasis on learners' learning rather on teachers' teaching. Thus, it has become paramount to know how learners process new information and what kinds of strategies do they employ. What is more is that specialists in the field believe that using a range of learning strategies gives language teachers the advantage of uncovering how their learners assess the learning situation, plan, appropriate skills so as to understand, learn, or remember new input presented in the classroom.

1.9.1. Definition of Learning Strategies

In effect, learning strategies are "...the conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of the target language" (Cohen, 1998:68). In fact, researchers have long ago acknowledged the benefits of using such strategies as they "help learners become more fluent in what they already know [and] may lead learners to gain new information about what is appropriate or permissible in the target language" (Oxford, 1990:49). In this sense, learning strategies help learners take more responsibility of their own learning process.

Educators were well aware of such fact when they first introduced the learner-centred approach which does not only help learners increase their competence in the use of the language, but at the same time gives them the chance to develop some strategies on "learning how to learn". In sum, learning strategies are the major steps taken by the learners to facilitate the acquisition of foreign language in general and grammar in particular.

1.9.1.1. Grammar Learning Strategies

Among teachers' duties is the teaching of learning strategies that would enhance pupils' learning process. As far as grammar is concerned, Cohen (1998:123,221) points out the importance of strategy use by stating that it is likely that the use of strategies contributes to more grammatically accurate speech. But what type of strategies would these learners need in their learning of the target language grammar?

In fact, although there has been little research regarding grammar learning strategies, there are four main areas with which grammar is closely related: deduction, induction, translation and

transfer (O'Malley&Chamot, 1990:128,206).But, they all respectfully fall under four broad types of strategies:Cognitive, metacognitive, compensation and social affective strategies(Appendix G). The classroom behaviours that characterize such strategies inside and outside the classroom setting are mentioned in details in (Appendix H)

1.9.1.1.1. Cognitive Strategies

According to O'Malley and Chamot (1990), cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986) in O'Malley and Chamot (1990:44) subsumed these strategies under three broad groupings: rehearsal, organization, and elaboration processes (which may include other strategies such as inferencing, summarizing, deduction, imagery and transfer).

1.9.1.1.2. Compensation Strategies

Oxford (1990: 47-48), indicates that compensation strategies are helpful to use the new language for comprehension or production in spite of limitations in knowledge. In other words, this type of strategies allows learners to use the language in spite of gaps in knowledge. Compensation strategies also help for repertoire or grammar and especially vocabulary. Compensation strategies exist as ten parts which are divided into two sets: Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.

1.9.1.1.3. Metacognitive Strategies

Metacognitive strategies are used to oversee, regulate or self-direct language learning. Wenden's studies (1982) in Wenden and Rubin (1987:25) focused on what learners know about various aspects of their language learning and how this influences their choice of strategies.

1.9.1.1.4. Social /Affective Strategies

According to Oxford (1990:144), language is a form of social behaviour and communication. Communication can only occur between and among people. Thus,

in communication process, appropriate social strategies are very important. Social strategies are divided as three sets: Asking questions, cooperating with others and empathizing with others. On the other hand, language learners can gain control over language by the help of affective strategies which are divided into three sets: Lowering the language learners' anxiety, encouraging themselves, and taking their emotional temperature. According to many specialists in the field, the affective factors may become one of the paramount factors for the success or failure of language learning.

In effect, cognitive and compensation strategies are directly involved in language learning, because according to many language specialists they require mental processing of language. On the other hand, metacognitive, affective and social strategies are indirect, as they support language learning without directly involving in the target language.

1.10. Conclusion

This chapter was mainly concerned with clarifying some concepts about the target language grammar (both its teaching and learning processes). It also lays the focus on some useful techniques and strategies that both the teacher and the learner may employ to be able to practice the target language grammar effectively to attain some communicative purposes.

After defining grammar, the investigator attempted to shed light on the different views on its place in English language learning and the role it plays in language teaching. Then, she moved the focus to its teaching and the approaches that shape such teaching. While clarifying its methodology of teaching, the investigator also stressed the teacher's role in introducing grammatical structures and the importance of his attitude in enhancing their learning process.

The next chapter will focus on the introduction of the different research instruments and on the explanation of the research procedure that may add viability to the present investigation. A description of the teaching/learning situation, where the investigation is going to take place seems necessary for a better clarification of the conditions where the grammar teaching has been investigated. Information about the different participants (teachers and learners) will be further provided to better picture the investigation procedure.

Notes to Chapter One

1.Usage: Using language to show a grammatical knowledge of the language or to give an example of the correct grammatical form, and not for a communicative purpose.

(Woods,1995:116)

2.Use: “The way in which a speaker uses a particular language form to communicate on particular occasions” (Hubbard et al, 1991:332). The use of a form may be described in terms of its function or communicative purpose. It is often referred to by Woods (1995) as “Using language to communicate ideas and messages in a real context” (Woods, 1995:116)

It is also referred to examples of language that are correct grammatically and have meaning, but which have no communicative value (Hubbard et al, 1991:332)

3. Grammatical knowledge: It embodies two highly related components: grammatical form and grammatical meaning. It refers to “how individual utterances or sentences are organized” (Purpura, 2004:55)

4.Grammatical meaning is also known as “semantic meaning; utterance meaning or the compositionality of an utterance” (Jaszczolt, 2002 cited in Purpura , 2004)

It was also referred to as literal meaning, sentence meaning or conventional meaning by many linguists such as Grice,(1957) and Levinson,(1983)

CHAPTER TWO

CHAPTER: TWO Descriptions of the Teaching/ Learning Situation

2.1. Introduction:

2.2. English in the Curriculum

2.2.1. EFL at the Secondary School

2.2.2. The Approach: The Competency-Based Approach (CBA)

2.2.2.1. The Pedagogical Objectives of the Approach

2.2.2.2. Facts about the Introduction of the CBA in the Algerian Secondary School

2.3. Description of the Teaching/ Learning Situation

2.3.1. School

2.3.2. Time Load

2.3.3. Teaching Materials

2.3.3.1. The Textbook

2.3.3.1.1. New Prospects Design

2.3.3.1.2. Grammar in New Prospects

2.3.4. Teachers' Profile

2.3.5. Teaching Conditions

2.3.6. Learners' Profile

2.4. Data Collection Methods

2.4.1. Research Instruments and Research Design

2.4.1.1. The questionnaires Description

2.4.1.1.1. Learners' Questionnaire

2.4.1.1.2. Teachers' Questionnaire

2.4.1.2. Classroom Observation

2.5. Conclusion

Notes to Chapter Two

2.1. Introduction:

The present chapter deals with the pedagogical landscape of our investigation. In fact, it attempts to provide a systematic description of the educational content in which grammar teaching/learning takes place. The outsets of this chapter will be concerned with the teaching of the English language grammar with a special focus on its context of teaching. It is also targeted towards uncovering the contextual variables that have influenced the teaching/learning of grammar at the level of secondary school, namely the teacher's employed method, his attitudes and his learners' attitudes to such teaching, their motivation and their teaching/learning strategies.

To better reach such purposes, a number of research instruments have been selected, namely a class observation and two questionnaires addressed to both teachers and their learners. The major aim of varying instrumentation is allowing a more objective testing of the validity of the different hypotheses leading our empirical work.

It is appropriate to note that, data are collected on teachers as well as on learners to ensure a wider and a clearer view of the teaching /learning context in which EFL grammar is taught. To accomplish the objectives of this research thirty-two (35) subjects from Benmeameur Secondary School (Sebdou) have been conducted as a case study, during the school year (2010-2011). For further clarifications, the learners' textbook was examined, too, not to reject some responsibilities on the textbook designers and factors from the educational scene, but namely to identify the share devoted to grammar in the thirty-five informants' textbook, the type of teaching instruction governing its suggested content and notably the context in which such grammar is introduced to learners (in particular listening and reading texts).

2.2. English in the Curriculum

English has been de facto the dominant foreign language in the curricula of many educational systems all over the world. On the view of such paramount role, much importance has been given to the teaching of EFL in the Algerian schools, and thus English has become a compulsory subject-matter in the curriculum in all schools all over the country with a slight difference in the coefficient and the teaching time load.

With the new educational reforms that Algeria has mandated, during the last few years, the English language was perceived on a larger scale on the view of the reform targets. Thus, syllabus designers view that:

The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the Other (Programme of English as a Second Foreign Language, 2003:2)

In this sense, a good command of English is urgently recommended to gear the needs of our community as well as to fully participate in different fields, such as science, culture, civilisation...etc.

2.2.1. EFL at the Secondary School

Secondary Education lasts three years and constitutes a formal preparation for the Baccalaureate examination (BAC) 1, held at the end of 3AS, which is at once a statistical index of the educational achievements in secondary schools and a key to higher education.

As far as EFL is concerned, “It is part of the curriculum regardless of the learners’ stream (literary, scientific or technological) and represents an additional facet to the general learning and instruction of pupils” (Ourghi, 2002:24)

At the level of 3AS, the teacher introduces learners to a systematic study of discourse patterns and language functions that give learners the opportunity “...to process content relating to their lives and backgrounds and to develop both fluency and accuracy”(Teacher’s Guide, 2007:59). These pupils are also exposed to different types and styles of discourse and are supposed to have an acceptable command of the main functions to have the capacity to express themselves.

By the end of Secondary Education, learners are thus, expected to acquire a functional knowledge of English that may enable them to gain an ability to express themselves orally and in writing in a fluent, accurate, and meaningful English, inside and outside the classroom setting. They are then, meant to “be prepared to interact with various language situations they will

encounter in real life” (Teacher’s Guide, 2007:60)It is further assumed that such task should be accumulated by the teacher, using whatever materials; he/she may find at his/her disposal and by exposing his/her learners to the target language, inside his /her classroom.

The 3AS Literature and Philosophy pupils study English in accordance with a number of subject-matters. These latter differ in coefficient and time load. The following table illustrates the diversity in time load and coefficient among the English subject and the other studied subject-matters for 3AS/ LPH stream.

Subject-matter	Time Load per week	Coefficient
Arabic Language & Literature	7hs	6
French	4hs	3
English	4hs	3
History & Geography	4hs	4
Mathematics	2hs	2
Philosophy	7hs	6
Islamic Sciences	2hs	2
Sports	2hs	1
English time load & coefficient	4/32	3/ 27

Table (2.1) English Time Load and Coefficient in the Curriculum of 3AS-LPH-stream

(Curriculum of English 3AS, 2007:130)

The table above shows the position that English sustains in the curriculum of 3AS-LPH learners. Compared to other literary subject-matters, English is considered as an additional subject-matter and has a low coefficient that doesn’t comply with the importance of English as being an international language and the language of science and technology.

While studying English, 3AS learners are supposed to deal with a number of themes which differ from one stream to another. The list below enumerates the suggested themes for 3AS learners.

Themes: 01 Ancient Civilizations

Themes: 02 Ethics in Business

Themes: 03 Educations in the World

Themes: 04 Advertising, Consumers and Safety

Themes: 05 Astronomy and the Solar System

Themes: 06 Feelings and Emotions

These units constitute the six main themes recommended in the syllabus. Among the six suggested themes, each stream is expected to engage with only four mandatory unites; table (2.2)

THEMES	Maths/Tech-Maths/Sc Exp/Gestion-Economie	Lettres & Philo / Langues Etrangères
1. Ancient Civilisations		+
2. Ethics in Business	+	+
3. Education in the World		+
4. Advertising, Consumers and Safety	+	
5. Astronomy and the Solar System	+	
6. Feelings and Emotions	+	+

Table (2.2) The Suggested Units for each Stream (Curriculum of English 3AS, 2007:137)

Each of the four themes is supposed to be covered in twenty-two (22) teaching hours, giving chance to learners to use the taught functions and practice the discourse patterns in such a way as “to instil in learners ease and confidence in their communicative use of English”(New Prospects, Teacher’s Guide, 2007: 70)

All along each single unit, the learners are introduced to a variety of grammatical structures, which are meant to foster learners’ communicative ability. A sample of the grammatical structures planned in one of the mandatory units is illustrated in the table below:

Themes :	Functions :	Grammatical structures :
Ethics in Business	<i>Describing</i>	-Present simple -Present continuous -Passive
	<i>Advising</i>	-Should/ought to/ could/had better + infinitive
	<i>Expressing obligation</i>	-Must/have to / Mustn’t
	<i>Expressing causes & effects</i>	-Due to /for/as/since -So +adj +that -Such +adj+ noun + that -So/as a result/consequently/ thus
	<i>Expressing condition</i>	-As long as/provided that, providing that -If -conditional statements (type 2)
	<i>Expressing opinion</i>	-I think / I believe / -For me / in my opinion+ statement
	<i>Expressing wishes & regrets</i>	-I wish/ if only -It’s high time +subject+ past simple & past perfect

Table (2.3) A sample of Language Outcomes: Unit: 2 (English Curriculum (3AS), 2007:19)

As shown in the table above, learners have to study a number of language items, which are introduced thematically all along the unit to enable them to express particular language functions. In New Prospects (the learners' official textbook), learners are supposed to study the proposed grammatical structures within a communicative frame work. Learners are thus, made aware that grammar is no more seen as the abstract system of the language that is studied in isolation, but rather as a medium of communication.

Among the twenty-two 22 teaching hours devoted to each individual unit, two (2) or three (3) hours are to be directed to the introduction, organization and presentation of the project, which is supposed to be

“The visible and assessable manifestation of the students’ competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the unit”

(New Prospects, Teacher’s Guide, 2007: 68)

The latter takes learners through the stages of conducting research and presenting the findings of their research in the form of a written project. This requires much of the work to be done outside class and by the learners themselves. Thus, the learner “...will find himself involved in a process of ‘learning how to learn’ while developing a certain autonomy, a sense of initiative, of creativity and responsibility”(Programme of English as a foreign language, 2003:5)

The worthy point, here is that, the learner-centred approach increases learners' confidence in working on their own as well as learning to take the responsibility for their own learning, which are the two major requirements for academic study in university education.

But pettily, this is not always the case in our secondary schools. For two main raisons: From one side “English is predominantly used in schools, with a limited function in wider community. That is to say, the learners' exposure to ELL is essentially confined to the classroom” (Ourghi, 2002:22).And from the other, many studies have revealed that the language that the learners are exposed to inside the classroom setting is “...often unlike the language they will encounter in talking to native speakers outside the classroom” (Allwright & Bailey,1996:140). Since much of the teacher's talk is a mixture of display and referential questions that do not look like native speakers' speech.

All these circumstances have made the teaching and learning outcomes and the Baccalaureate results far from being satisfactory. Learners don't seem to have practical goals for

learning English. Regrettably however, they are instead “learning English” for merely passing their Baccalaureate exam without even establishing an ability of communicating effectively.

2.2.2. The Approach: The Competency-Based Approach (CBA)

The Algerian Ministry of Education has recently launched a series of educational reforms by introducing the Competency-Based Approach 2, which paved its way to the secondary education, as a result of the educational reforms of the year (2005/2006). Thus, a transition from teacher to learner-centred instruction for all subjects including English was highly recommended. Such shift was targeted towards developing in learners to some extent a communicative ability in English to meet the needs of globalization. This change implies that the teacher should centre the teaching process on his learners.

Experiencing the communicative approach, during the last few years, has shown that “Even if the pupil has reached a certain mastery of the language, the fact is that in practice his performance has remained at a very low level” (Programme of English as a foreign language, 2003:5). Such circumstances have urged educationalists to reconsider the English language teaching approach and consequently gave birth to the CBA approach. The approach by competencies consists in helping the pupil acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of his/her knowledge. It also makes the learner become aware of the resources he/she develops and teaches him/her how to re-invest the learning acquired at school in problem-situations he/she may face outside school.

Consequently, the CBA induces teachers to make the learner the true centre of the teaching and learning process. In such approach, pupils learn by doing and construct their own knowledge base. Thus, they are supposed to be responsible for their own learning. On the other hand, the teacher is required to become: “a mediator between the pupil and knowledge... His task is to guide, help, simulate, accompany and encourage the pupil throughout this training” (Programme of English as a Second Foreign Language, 2003:6)

The main tenets of the CBA approach requires teachers to strive hard to guarantee the learner the mastery of the English language, because “... the greater the language mastery, the better the pupil’s achievement and development in a professional and academic world that is getting more and more demanding”(Programme of English as a Second Foreign language, 2003:2). Thus, the teacher’s task has become a difficult one, particularly on what concerns shaping the approach objectives into teaching acts.

2.2.2.1. The Pedagogical Objectives of the CBA

Most educationalists believe that the objectives of language learning should be geared towards learners' needs. That is why for the newly introduced approach (CBA), stating particular needs via an imposed methodology, as well as the way to cater for these needs were usually targeted by syllabus designers. This could be achieved by "...making him(the pupil) acquire ,as efficiently as possible, a functional knowledge of English corresponding to his needs within and outside school" (Programme of English as a Foreign Language, 2003:4)

Such approach requires the teacher to adapt his new role as a helper and facilitator of his/her learners' learning process to enable them to achieve a number of targets; namely: play an active role in their learning; make themselves feel responsible for their training by giving them opportunities to find answers to questions resulting from their daily experience; and adopt increasingly autonomous conducts and responsible behaviours. The learners' role in the CBA (Programme of English as a foreign language, 2003:5)

This, in effect, promotes the development of learner autonomy and encourages learners to take responsibility for their own learning: the two important requirements of university education. Thus, the main objective of the CBA approach is the formation of a new generation of learners, ready to take charge of its own learning. But unfortunately, this is far from being realistic in the absence of adequate training for teachers and in the presence of a whole range of negative attitudes that accompanied the introduction of the CBA in the Algerian secondary school, particularly for 3AS classes, with regard to the importance of such year for the majority of learners.

2.2.2.2. Facts about the Introduction of the CBA in the Algerian Secondary School

The educational scene has suffered an important change in recent years, as a result both the learning process and the learning environment become subject to variation. From one part the pupils' role has turned into an active one and from the other the teacher is no more the centre of the teaching /learning act.

Taking the change requirements into account, EFL teachers who are required to implement this learner-centred policy may face a number of challenges in the educational context in which they work and related to the new goals they want to achieve. Not only they have to teach, but also learn what and how to teach, while applying the new approach principles.

Because, “Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players” (Richard et al, 2006: 2). It is worthwhile considering that in spite of the reforms, most EFL teachers are still used to the teaching methods they were familiar with. In addition to that, and taking into account the learners’ level and the limitation of using the English language outside the classroom setting, it seems unrealistic to assume in advance that all learners will be able to make their own choices and take the responsibility of their own learning process. Accordingly, “There seems to be a clear discrepancy between the stated objectives and the educational conditions that prevail in EFL teaching settings to accomplish the desired objectives” (Benmoussat, 2003). That is why; teachers need to be given a chance to reflect on how they are required to implement the CBA approach in such circumstances. Since, they were often left behind without a special training on what constitutes the main tenets of the new approach and the most effective ways of implementing them.

In effect, several discussions with many English teachers at the level of the school in question as well as at the level of the wilaya of Tlemcen, during a seminar held about the introduction of the 3AS new textbook: *New Prospects* revealed confusion about the reform's principles and their application.

In addition to their insufficient training, teachers were also concerned about inadequate resources and professional support. Of the three interviewed teachers, one felt that the reform's principles were not suitable for teaching English, when taking account of the learners’ level. Findings also point to numerous confusions among teachers as well as learners concerning using the CBA, a reality which led to a new way of teaching, far from being called the CBA approach. Consequently, both teachers and learners felt but lost in this new realm.

2.3. Description of the Teaching/ Learning Situation

Secondary education lasts three years and is directed towards preparing pupils to a formal exam (the BAC) held at the end of the third year. A target, which many learners aim to achieve, with regard to the importance of such exam for their future. This latter constitutes a door key to higher education and the degree of success in such exam shapes somehow these learners’ future. It is generally expected that the success in fulfilment of such objective requires the participation of a broad number of agents from the educational scene, namely, the teacher, the syllabus, the

teaching conditions inside the one classroom, and the range of materials used to achieve such goal. But above all, the teacher's task and his teaching are stressed, since "Teaching is more or less effective on how 'directly' or 'indirectly' teaching influenced learners' behaviour(Allwright & Bailey, 1996:10). In this sense, the teacher should not cease to play an active role in his/her learners' learning process, directing them to some extent towards a more or less general acceptability of the supposed shift in teacher's / learner's roles and why not towards adopting the principles of their newly perceived role .

2.3.1. School

The conditions in which the teacher fulfils his/her task have always played a crucial role both in the teaching process and in motivating learners. These may include the size of the class which, if large, can present the teacher with problems of management and organization, the blackboard, the light, heating in winter, decoration...etc. In fact, as stated by Dubin and Olshtain (1988) "The actual physical environment of the classroom (light, shape of the room, etc) is also significant and may affect the learning process positively or negatively"(Dubin & Olshtain, 1988:32)

For a better clarification of the research objectives, it seems paramount to speak about the teaching conditions inside Benmeameur Ahmed Secondary School, the school chosen for our case study. A choice was made on the school in question, for two main reasons: First of all for its diversity nature in terms of the available streams that can constitute a basis for a research population selection. And second because of the investigator's familiarity with the school surrounding, particularly the working conditions characterizing it. This was possible since the investigator is one of the teachers taking charge of teaching the English subject at the school in question. Such fact can eliminate the host of factors that may result from learners' and observed teachers' unfamiliarity with the investigator. As they may also exclude anxiety from both parts, either during the pre research step (submitting the questionnaires) or during the observation stage (classroom observation). The investigator has also the advantage of having both time and colleagues cooperation at her hand, on what concerns planning the class observation sessions, submitting and clarifying the objectives of the questionnaires and organizing meetings with the teachers' in question as well.

On what concerns the teaching/ learning conditions inside Benmeameur Ahmed Secondary School, the investigator as being one of the four English school teachers reports the following

realities: It counts among its pupils 60 boarders and 481 day pupils. Most of the boarders come from neighbouring villages, which either do not contain technical education or do not have a secondary school at all.

Today, it includes five hundreds and forty-one (541) pupils, distributed in seventeen (17) classes. Thirty- six (36) teachers are taking charge of their teaching .Among them only 5 teachers are concerned with technical subjects. There are four English teachers in this school. They are all full-time teachers, but they differ in the length of their teaching experience.

The seventeen (17) classes are distributed as follows: three (3) first year classes, four (4) classes of second year pupils and ten (10) terminal classes, among which a literary class stream was chosen to conduct the present research.

As far as the physical conditions are concerned, they seem quite satisfactory: the classes are large and well lightened. In addition to that, most windows are constructed in a way to capture the sun's light, ensuring another source of lightening and a fairly well source of warming in winter. Add to that, the 3AS learners have the advantage to study in a block of classes completely separate from that of the 1 AS and 2AS classes. In such a way, learners are supposed to work in a quite calm and competitive atmosphere.

2.3.2. Time Load

The subjects (3AS learners) have to learn English in accordance with other subjects, during the three years of their secondary education. Needless to say that, the time available for the acquisition of the target language is of a paramount importance, as it "...is a key factor and can easily be determined since any planning takes into account the available hours per week in the school year." (Dubin & Olshtain,1988:32)

On what concerns the 3AS Philosophy and Literary stream classes, the weekly teaching time is officially of four hours a week for the last year. (Table 2.4) illustrates the time allotted to the teaching of English in the learners' time table.

Hours	Sunday	Monday	Tuesday	Wednesday	Thurs day
8-9	<i>English</i>	Arabic	History	Philosophy	Philosophy
9-10	Arabic	Maths	Philosophy	Maths	Arabic
10-11	History	History	French	Arabic	Islamic. S
11-12	Philosophy	French	<i>English</i>	Arabic	Arabic
14-15	Sports	Arabic		French	History
15-16	Sports	Philosophy		Islamic. S	French
16-17		<i>English</i>		Philosophy	<i>English</i>

Table (2.4) Time allotted to the Teaching of English for 3AS Learners (LPh stream)

2.3.3. Teaching Materials

On what concerns the English lessons in general and those of grammar in particular, most of the 3AS teachers rely on two main resources: the learners' textbook and the Teachers' Guide which would "not only provide procedures for the lesson in the student's book, but also offer suggestions and alternatives, extra activities, and resources" (Harmer, 2001:304)

On the other hand, although the learners' textbook is said to be rich in terms of "effective learning tasks through which students are brought to notice, reflect and analyse how English is used", (Teacher's Guide, 2007:59), it can not be considered as a purely practice book, and thus, does not allow the application of grammar on a larger scale. For this reason, the number of proposed activities for a particular grammatical structure is generally limited to two or three activities. One devoted to the direct application of the studied structure and two others seemingly devised to providing learners with "ample opportunities to interact in the classroom and negotiate meaning" (Teacher's Guide, 2007:59). The ideal solution for some teachers seems to plan remedial sessions or make resort to home works to practice and revise grammatical structures, but they sometimes bother at the overloaded programme and time constraint.

The library is another important teaching aid in this case. This latter provides teachers as well as learners with extra resources apart from their own and thus, gives them the chance to vary their ways of assessments. It may at the same time constitute a great source of knowledge, if learners are trained to benefit from the books available at the level of the library. But, indeed, this is sometimes far from being realistic. The school statistics have proved that the number of learners interested in English books at the level of the library was too limited, compared to the other subject-matters. Such fact may be justified by the influence that primary subjects such as History, Philosophy and so on exert on learners.

Another fact which needs not to be denied is that although the library constitutes an access to a wide range of books for both learners and their teachers, most of these books seem to be geared towards fostering in learners an ability to score well in an examination. Few are meant to enhance a communicative ability in learners.

2.3.3.1. The Textbook

Likewise to the teachers' and learners' roles is the role of the textbook material in providing both edges of the educational scene with the necessary tools, to accomplish and complement a favourable teaching /learning process. In this respect, Ur (1996) states that:

The textbook represents a clear frame work, and helps teachers to regulate and time the programme; perhaps paradoxically provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas.

(Ur, 1996 :193)

Although, one cannot deny the fact that most textbook materials place more emphasis on the teaching process rather on the learning process, they usually offer a grammatical and a functional framework, which supposedly covers learners' needs. On his turn, Grant (1987) sees the textbook as both a provider and facilitator of learning. In this respect he posits that: "Like a map for a traveller in an unknown territory, a textbook is a reassurance for most students. It offers a systematic revision of what they have done, and a guide to what they are going to do"(Grant, 1987: 8). In this sense, it at once guarantees a systematic revision of the studied structures and constitutes the learners' major source for a thorough preparation of the intended grammatical structure.

New Prospects, the official textbook of 3AS learners is the final stage of a series of three textbooks, designed to meet the requirements of the new approach (CBA) at the secondary school level: **At the Cross Road**, **Getting Through** and **New Prospects** for first, second and third year secondary classes. It is presumed to be the material representation of the CBA philosophy. **New Prospects** is then devised to implement the National Curriculum for English issued by the Ministry of Education in June, 2006. It is said that **New Prospects** follows the guiding principles which frame the curriculum, and which take account of the social and educational background of the Algerian learners. The major aim of this teaching tool is to enhance in learners the three main competencies: interpreting, interacting and producing. It is based on a thematic approach that allows both teachers and learners to treat various familiar topics. In **New Prospects** learners may come across a rich density of new vocabulary extremely useful in speaking and writing tasks, while dealing with the various suggested topics, presented respectfully in accordance with the learners' streams.

On what concerns, grammar, learners are supposed to have acquired the necessary language forms at the level of 1AS and 2AS which are repeated slightly throughout the textbook, to allow a more or less an appropriate recycling of grammatical knowledge through repeated practice. Thus,

...there will be necessary returns to previously studied aspects of language,...approached during the first and second years. Teachers will expect their students to revise, practice and consolidate their knowledge in so doing (Teacher's Guide, 2007:60)

Although grammar is stressed and got its explicit share in the learner's textbook, some teachers do not even feel constrained nor need to spend time focussing on grammatical structures, the thing which may justify these teachers' negative attitudes towards grammar. They naively expect that assessing the grammatical knowledge of learners during tests and exams is the sole objective of the target language grammar teaching to these learners. They in this sense, exclude the communicative objective behind such learning.

Grammar in 'New Prospects' is purposefully inculcated through listening and reading passages. But being both long and complex, the listening and reading texts which constitute the main frame work on which grammar teaching is based may add but confusion to the learners' vision and tend to exert a negative influence either on their linguistic, their cognitive, or their learning development. Since most of these contexts are over loaded with new difficult words and thus, represent a handicap for these learners. On what concerns practice activities in the learners' textbook, syllabus designers assume that:

New Prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used... Most of these tasks involve the use of 'discovery learning' (inductive learning), and are intended to enhance individual learning as well as learning with peers (Teachers' Guide, 2007:59)

Few are the teachers who make resort to any form of adapting concerning the proposed tasks, with regard to the short span experience with both the new approach and its teaching aids. Consequently, they find themselves in a situation, where content of the textbook is transferred to learners, in the absence of any sort of training and namely the field's specialists' guidance.

2.3.3.1.1. New Prospects Design

'New Prospect' is the official text-book for 3AS learners who have undergone reforms. Its main principles rest on

...communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds and to develop both fluency and accuracy (Teacher's Guide, 2006:59)

'**New Prospect**' is meant to fit the different streams' needs. This is taken into consideration; through the fact that it includes teaching units more particularly addressed to 'science and technology' streams, or 'language and literature' streams.

As mentioned earlier in this chapter: table (2.2), the learners' textbook is organised in six didactic units. Through four out of six thematic units designed for each stream, learners are supposed to undergo different real-life experiences. In each of those themes, learners independently explore and reflect on some of the linguistic features that characterize English namely in grammar, vocabulary and pronunciation. Each single unit deals with a specific topic suggested by the curriculum designers and contains four main sequences. Each sequence in turn is made of a number of rubrics. Figure (2.1) sets in details the unit design as a whole.

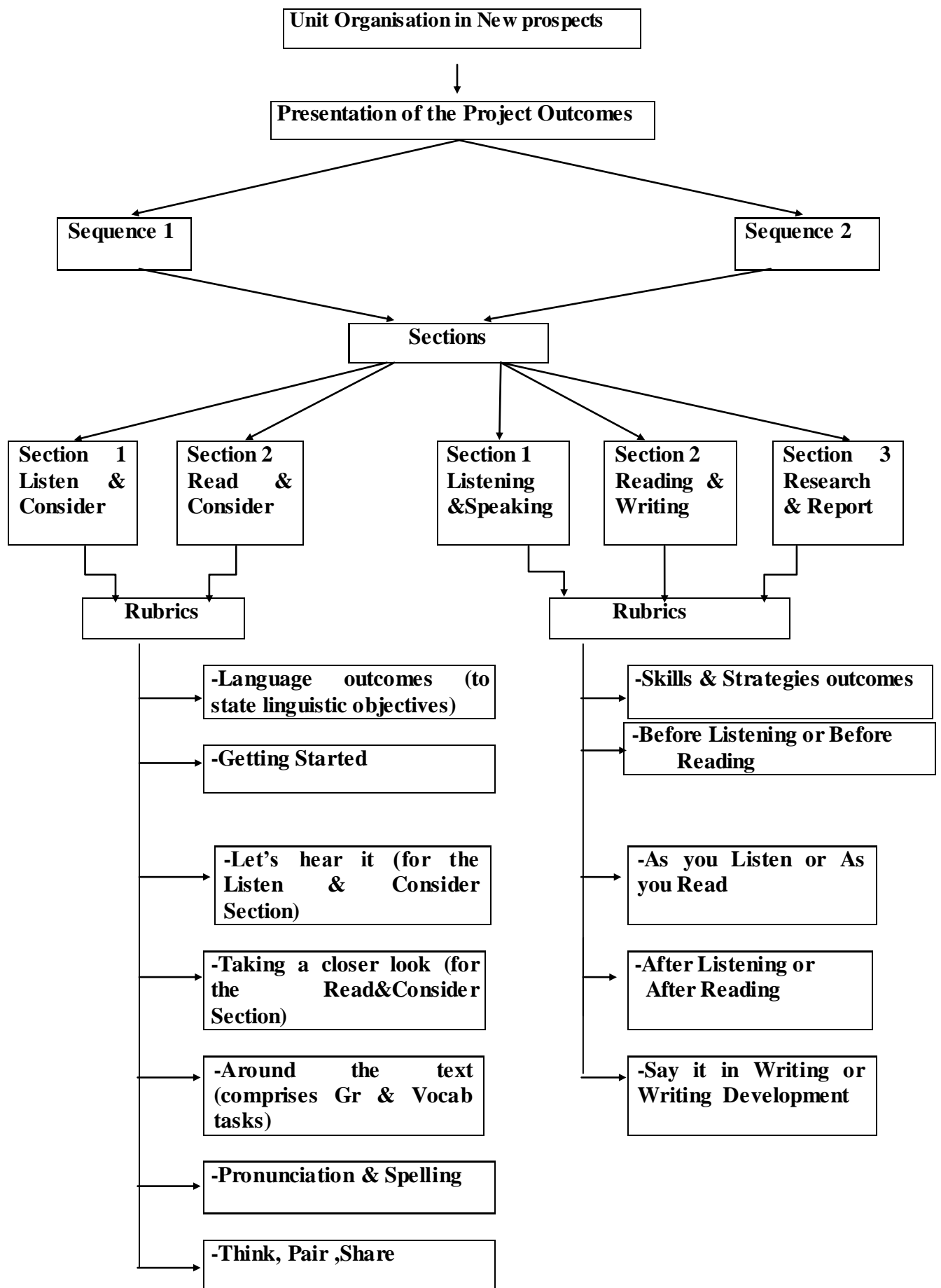


Figure (2.1) A Unit's Design in New Prospects (English Siminar, 2007)

Taking account of all these considerations, New Prospects was designed to meet future university needs. It is also meant to cater for the needs of the major Baccalaureate streams.

Thus, for a better analysis of the grammar teaching /learning situation in the secondary school in question, it is worth considering the place of grammar in the learners' textbook in an attempt to attain such objectives. What kinds of activities are proposed? Whether they enhance grammar learning? And whether the proposed activities include the teaching of the meaning, since this tends to be neglected in favour of an emphasis on accuracy of form? In short the analysis aims to see if grammar has its appropriate and convenient share in the learners' text book?

2.3.3.1. 2.Grammar in New Prospects

Throughout the textbook, learners are exposed to different language forms that aim at raising their awareness about how the English language is used. To reach such target, learners are introduced to a number of grammatical structures that have already been inculcated in listening and reading passages, to help them notice the grammatical structure under study in advance and thus, recognise it to its appropriate function.

Accordingly, the introduction of learners to any particular grammatical point follows a listening or a reading passage so as to allow a convenient demonstration of the use of the grammatical structure in question. That presentation draws learners' attention to grammatical terms and forms. This is purposefully intended to help them improve on spoken and written production.

Apparently, it seems that grammar is well stressed in the learners textbook. Such idea is clearly corroborated by syllabus designers in the Teachers' Guide (2007), who state that: "... we haven't made it an end itself, but a means to an end particularly through a constant 'translating' of grammar rules into language functions" (Teacher's Guide, 2007 :59)

With New Prospect, learners have the opportunity to revise grammatical structures on their own. They are allowed to do so by coming back to the Grammar Reference rubric 5 "a section which contains in fact all grammatical lessons" (the foreword of learners' book :5)

What is remarkable in New Prospects is that some grammatical points are repeated periodically in the same units. This constitutes a valuable opportunity to learners, to revise and practice them repeatedly.

An instance of the grammatical points related to one of the proposed units in New Prospects are as follows:

Themes :	Functions :	Grammatical structures :
2. Ethics in Business	Describing	-Present Simple -Present Continuous -Passive
	Advertising	-Should/ Ought to/Could/Had better + infinitive
	Expressing Obligation	Must / Musn't / Have to + Stem
	Expressing Causes	-Due to / For/ As / Since
	Expressing Results	-So + adj + that - Such + adj + that -So / As a result / Consequently/ Thus
	Making Hypotheses	-As long as / Provided that -If type 2 conditional statement
	Expressing Opinion	-I think / I believe -For me / In my opinion +

Table (2.5) A sample of Language outcomes (English Curriculum (3AS), 2007:19)

On the other hand, the types of grammar activities related to the 3AS-LPh syllabus are as follows:

Grammar Activities	Typical Instruction
a-Combining statements with connectors provided	Connect each pair of sentences with one of the words given. Make changes were necessary
b-Asking questions to the underlined words	Ask the questions which the underlined words answer
c-Paraphrasing with prompts given	Rewrite sentence B so that it means the same as sentence A
d-Supplying the correct form (s) of the verbs in a given passage	Give the correct form(s) of the verbs in brackets

Table (2.6) The Type of Grammar Activities related to the 3AS-LPh Syllabus

(Official Documents, 2008)

As far as teaching grammar in the CBA is concerned, most teachers claimed that teaching inductive grammar to pupils who have undergone reforms seems to be most appropriate. Yet, dealing with grammar as such differs from one teacher to another. For some getting learners to

rely on their own competencies in answering grammar desk questions and referring to the grammar reference for more understanding of the point before moving to practice seems the ideal method. While others see that it would be more convenient to lead their pupils slowly dealing with the pattern, i.e., going throughout presentation tasks that enable them to deduce a reminder on their own. This diverging points of viewing grammar teaching can be justified by the fact that, teachers were left behind untrained in what constitutes the main principles for teaching grammar of the target language to their learners, and they appear to be unable to agree on a single method for teaching that grammar.

Another idea which deserves consideration here is that albeit the fact that the course book designers assume that: “The graded tasks are of the type to be found in the English paper of the Baccalaureate examination, and thus provide the students with the examination requirements for English” (Teacher’s Guide, 2007:60), most of the proposed practice activities which are meant to introduce and attract the learner’s attention to certain grammatical structures do not fully comply with the ones existing in the learners’ textbook. Appendices (D) illustrates in details the changes in the exam forma as well as in the formulation of the tasks’ instructions.

Apart from formative assessment, grammar is also checked throughout an evaluation grid which “reviews students’ knowledge of the language items presented in the unit and tests their ability to use the skills and strategies...” (Teacher’s Guide, 2007:60). It is expected that by using such evaluation procedure, the learner would take responsibility for his own self-evaluation and become aware of his own progress.

In the light of all the already mentioned realities, ‘*New Prospects*’ remains a largely functional textbook rich with authentic texts that are in most cases full in lexical density that is more often beyond the research population level. Thus, the textbook in this sense is but an additional burden that prevents fostering the teacher’s pedagogical explanations.

2.3.4. Teachers’ Profile

As far as Benmeameurr secondary school is concerned, the English teaching team constitutes of four teachers almost similar in respect of educational qualifications (Licence d’Enseignement d’Anglais), but differ in terms of age, teaching experience at the secondary school level, socio-economic status and their reputation at the school. One of these teachers has been randomly assigned to be observed during a number of sessions, which can constitute the basis for the data collected, during the class observation sessions.

These teachers' attitude vis-à-vis the situation of English teaching to 3AS learners, is almost negative. They claim that despite their continuous efforts invested in teaching English in general and grammar in particular, the results, especially at the Baccalaureate exam remain unsatisfactory. These teachers complain from the inhibiting conditions inside the classroom, namely loss of motivation, learners' low level and negative attitudes towards the learning of the target language. They also link their learners' educational problems to the diversity in learners' level, interest, and learning style.

What is more is that the syllabus is both overloaded and its content is beyond the reach of most secondary pupils. That can only lead to a lack of motivation and a loss of concentration among pupils. Thus, in such circumstances, teacher can only manage to conduct lessons under conditions approaching normality.

2.3.5. Teaching Conditions

As a result of the overloaded syllabus and the difficulty of its content for most learners, many teachers were faced with situations of lack of motivation and lost of concentration among learners in overcrowded classrooms. As far as the teaching conditions are concerned, teachers who were required to implement the learner-centred approach were bound with a number of challenges .Such challenges which are most of the time related to the new goals they are required to achieve have consequently trapped these teachers in an endless number of teaching constraints. In addition to these unsatisfactory teaching conditions, teachers were implied to change their traditional roles, requiring them to centre the teaching process on learners rather on themselves. Such unexpected roles' reversal was not really welcomed by most of the teachers who found themselves facing a real dilemma, and unable to bridge the gap between the new range of roles they are expected to manifest and the learners' inherited role. Part of the responsibility lies on educators' backs who didn't lay the ground to ensure more or less convenient circumstances for the introduction of the new approach principles to the Baccalaureate candidates. Apart from a seminar or a study day held once or twice a year, based merely on defining the new concept teaching goals and principles, teachers were neither introduced to the new approach leading procedure, nor were trained for its application in the teaching field. As a result, teachers have few opportunities to develop and improve their teaching practices. Simply because, "Teachers who are the products of the old educational system may

find it difficult to manage the role reversal required in the new classroom where learners are the main players.” (Richard, et al,2006: 2) .Consequently, in spite of the reforms, most EFL teachers seemed to lean towards classroom practices with which they feel more familiar and which allow them to fulfil their teaching task with a certain ease .Thus, for many, by introducing the CBA in such circumstances educators have done nothing, but added a burden on the teachers’ backs.

In addition to such teaching externally imposed constraints, EFL teachers encounter various other teaching impediments such as the short time devoted to the teaching of English (4 hours a week) and the subject matter low coefficient. Thus, in unfavourable conditions as these how is the teacher expected to fulfil his duties "...in a very limited classroom contact time, the disadvantages of a low-coefficient subject, and with inadequate pedagogical resources" (Orghui, 2002:25). Accordingly, taking charge of 3AS learners under such deceiving circumstances can but add disorder to the teacher’s vision, inhibit his motivation on the one hand and confront him with challenges most of the time, capable of preventing the favourable language learning conditions on the one hand.

2.3.6. Learners’ Profile

The pupils are said to be the centre of any teaching/learning situation. Likewise, their contribution in the investigative study is paramount. By the same token, Allwright and Bailey (1996) state that: “Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated”(Allwright & Bailey, 1996:73). Thus, to achieve such target, a group of third year pupils have been chosen. The subjects of the study are thirty-five (35) literary and Philosophy (LPh) stream BAC candidates (19 girls and 16 boys), from Benmeameur Ahmed Secondary School in Sebdou. Almost all the subjects belonged to the same age group (18-20) years old, except two males and one female pupil (22years old). They also study eight (8) subject-matters with a different coefficient and a different in time load for each subject matter.

The investigator made choice of secondary school learners instead of university students for two reasons. First of all, it was decided that a secondary school population was more likely to guarantee a larger sample size than a university population. Second, while university students could choose whether or not to attend classes, secondary school learners were obliged to do so. The group of learners intended for the present study was randomly selected. But, were chosen, because “Many classroom investigations could benefit greatly from the insights the learners themselves might be able to provide” (Allwright & Bailey, 1996:72)

It should be necessary to note that although these learners have undergone similar kind of formal instruction, during their secondary education, they surprisingly differ in many areas of their learning. Most of these learners vary in their length of learning the target language and in their language abilities and consequently are said to differ in their language proficiency level that ranges from low to high intermediate. It is also important to mention that the selection of the research sample was notably based on the administrative organization of classes. Such organisation characterised the mixed ability nature of these classes.

Nearly 1/3 of the research population are boarders who come from neighbouring villages. We felt that it was convenient to mention the research population social background, since evidence has proved that learners who come from rural areas seem to show very low language proficiency and a lack of interest in learning the target language in general.

2.4. Data Collection Methods

The investigator's topic of study was primarily suggested by experiencing a feeling of failure to teach English grammar to guarantee the accuracy of any communicated information at the level of the secondary school in question. For it is worth to mention that:

A starting point for any investigation into your own teaching must be a willingness to examine critically what you are doing. This might stem from a sense of personal dissatisfaction with what you are doing, a feeling that things could be better. (Bowen & Marks 1994:28)

For the sake of determining the reasons beyond the current grammar teaching failure with 3AS classes and their needs and attitudes vis-à-vis the present grammar teaching/learning situation, the investigator has used several data collection tools, precisely a class observation and two questionnaires administered to both poles of the research population: teachers and learners to allow the investigator "to compile a more complete picture of the activity or event being described" (Seliger & Shohamy, 2000:122) .The data collection concerning the present research has involved more than one area to provide evidence for the hypothesis and uncover the contextual variables, capable of exerting any kind of influence on the agents of the educational scene, namely learners' attitudes, needs, motivation, lacks and preferences, teacher's method, attitudes, in addition to other internal factors constituting real challenges to the teacher's teaching process.

2.4.1. Research Instruments and Research Design

In order to carry out this study and achieve its objectives effectively, the most convenient research methodology seems to be the triangulation 3, because of “The value of multiple perspectives in data collection and analysis” (Allwright & Bailey, 1996:73). In essence, using more than one research tools has been proved to be more advantageous to gear the needs of the investigative study. Simply, because “...considering a panoply of assessment measures and possibly adopting more than one in any given study would allow for greater rigor than if only one approach is used” (Cohen,1998:65).Such variation in research instruments tools is meant to investigate the many variables surrounding the teaching/learning of EFL grammar and facilitate its validation. For all these reasons the data collection procedure has included a classroom based-observation 4 coupled with two questionnaires administered to the informants in question. In fact, each research instrument offers unique advantages as well as disadvantages.

Figure (2.2) sums up the different stages that were undertaken during data collection procedure and the main purposes that the researcher had recourse to while collecting and analysing the data obtained for each research instrument.

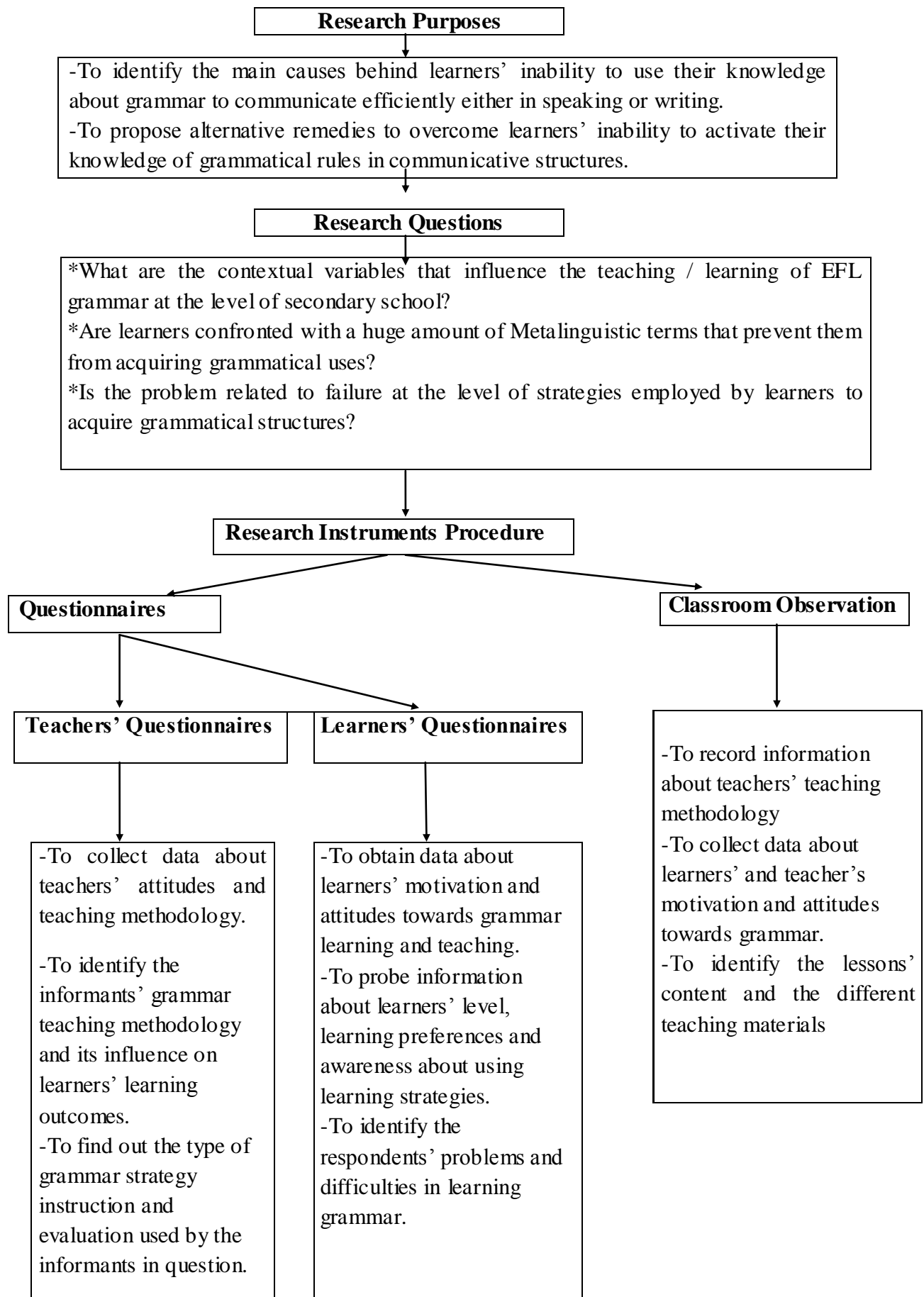


Figure (2.2) Data Collection Procedure

Our study makes use of quantitative (experimental) and qualitative (interpretive) procedures. The first type investigates the research population's affective, linguistic and cognitive characteristics through questionnaires, where as the second one tries to uncover the employed teaching methodology, its strength and weaknesses and its effects on the learners' outcomes and learning process ,making use of a class observation procedure. Instruments as these will without doubt help the investigator a lot to picture the circumstances surrounding the teaching of grammar to 3AS Secondary School learners and why not diagnose the roots of the problems they encounter, during their assimilation process.

Although "There are no general propositions that will enable a researcher to eliminate totally the possibility of provoking anxiety in teachers or learners" (Allwright & Bailey, 1996:70), the researcher has managed to make sure her colleague understood the general purpose of the study and the procedures used to collect data before she began her observations.

Thus, to catch the spirit of what characterises the teaching/learning situation inside the classroom, a number of learners' questionnaires were distributed in an attempt to find out the informants' attitudes to English learning in general and grammar in particular, from one hand and give them a chance to reflect on their own learning process, strategies and grammar learning preferences and why not voice out their areas of difficulties.

The questionnaire is often referred to by Weir and Roberts (1994) as: "*a self-report method*" Weir & Roberts (1994) which is used to tap into the knowledge, opinions, ideas and experience of learners, teachers or whatever. The main concern of this research instrument is to discover the learners' attitudes to their teacher's methodology in teaching and assessing grammar, and thus, decide whether it would be appropriate to blame the teacher for his learners' inability to transfer their grammatical knowledge into language skills.

In the like manner, the teacher's questionnaire investigates the 3AS teacher's attitude to grammar, their view on the objectives of teaching English to 3AS classes, their classroom practices, the textbook usefulness ,their teaching methodology ,their awareness of instructing grammar strategies to their learners and other similar variables capable of influencing the teaching /learning process.

As a back up to the questionnaires, the investigator had used a classroom observation to record the informants' interaction, the type of collaboration, their use of specific strategies in tasks completion, comments on and reactions towards the grammar teaching and tasks, with a special focus on learners' motivation and level of interest in learning English in general and grammar in particular. It also tries to pinpoint statistically the many aspects surrounding the

teaching/ learning situation of the target language grammar in its natural environment. In a similar way, it is expected that such instrument would give an idea about teacher's teaching method, his attitudes, classroom practices and so on.

2.4.1.1. The questionnaires Description

The first instrument of research to be applied in this work is the questionnaires which "...are useful for collecting data from large groups of subjects" (Seliger & Shohamy, 2000:124). They are also useful as they help

"... collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. They are also used to collect data on the processes involved in using language and to obtain background information about the research subjects, such as age, previous background in language learning,...and years of studying the language"(Seliger & Shohamy, 2000:172)

Results of the questionnaires have been chosen as a research tool, because it can constitute a great source of information and can be both time and effort saving, especially if the questions are usually set out in a very systematic way. In this respect, Wallace (1998) asserts that the questionnaire permits the analysis of a large sample of information in a relatively short period of time.

As far as the use of the questionnaires in our investigation is concerned, they were administered to both learners and their teachers to obtain a clear account of grammar teaching / learning circumstances. Accordingly, the rationale behind using questionnaires is to elicit self report that is why the questionnaires deserve a priority in this work at first place.

Albeit the fact that, the questionnaires can be so useful getting a clear idea about learners, their teacher and the teaching situation. But, pettily in many cases "We must not assume that such survey questionnaires are always answered truthfully, or even carefully."(Allwright & Bailey, 1996:4)

2.4.1.1.1. Learners' Questionnaire

The learners' questionnaires (see Appendix A) consist of eighteen (18) questions, put forwards to help the researcher a lot in collecting relevant information about learners. Eighteen

questions seemed to be much for a learners' questionnaire, but it is believed that the "One way by which reliability can be increased is through lengthening data collection instruments by adding more items and questions" (Seliger & Shohamy, 2000:187). For this purpose, the primary objectives of the learners' questionnaire were to collect self-report data about:

- * The subjects' background (age, gender, EFL learning experience and social background)
- * The learners' affective orientation: motivation and attitudes towards grammar learning and teaching to uncover the effect of such variables on the informants' learning process in general.
- * Their level, their preferences, and namely their awareness of using strategies in learning the target language grammar.
- * Part of the goals of using this research tool was meant to identify the learners' problems and difficulties in learning grammar.

In this respect, the learners' questionnaire consisted of the following headings:

I-General Information about the informants:

II-English Learning Objectives & Grammar Learning Objectives: (questions 1,2& 3)

III-Affective Orientations: Motivation & Attitudes : (questions 4,& 5)

IV-The Degree of Learners' Reflection and Awareness of the Objectives of Learning English Grammar: (questions 6)

V-Learners' Self Evaluation of their Grammar Level: (question 7)

VI-Grammar Learning Preferences: (questions 8 & 9)

VII-Attitudes to teacher's methodology: (question 10)

VIII-Attitudes to Grammatical Terminology: (question 11 & 12)

IX-Learners' Learning Strategies: (questions 13)

X-Learners' Attitudes and Assessment preferences: (questions 14, 15, & 16)

XI-Main Reasons for Learners' Difficulties in grammar (question 17)

XII-Suggestions to overcome the Identified Grammar Difficulties (question 18)

The learners' questionnaire includes three (03) types of questions: closed, open and semi-closed questions. The former type of questions requires learners to select choices from a limited range of answers. The advantage of using this type of questions is that it facilitates and fasters the informants' answers. The second type of questions (open questions) is generally useful in exploratory research, especially when facing some difficulties in anticipating the range of

responses. This kind of questions, indeed, is more likely to yield more unexpected and interesting data. The third type of questions is in fact a combination of two types of questions (open and closed). They are usually useful in the sense that they allow explanation of the obtained data.

To facilitate the learners' task the questionnaire was introduced and discussed in the class and then completed out of class by selecting the answers that best suited their own views and experiences. It is important to note that most of informants answered willingly.

In deed, learners appeared to be motivated; being very pleased to have a teacher takes personal interest in their opinions, reflections and expectations on the prospects of becoming better learners. Since, "Second language learners may become more motivated simply because they are told that they are participating in a study that will help the researchers understand the process of language learning" (Silinger, 2000, 108)

It is also hopefully estimated that such research tool will clearly eliminate the host of factors that interfere and somehow shape the learners' grammar learning process,

2.4.1.1.2. Teachers' Questionnaire

Data collection through questionnaires are said to provide only a first step or an entry into research. But "Perhaps the most important value of questionnaires is that they help the investigator to know the target audience better"(Dubin & Olshtain, 1988:17). In the like manner, the teacher's questionnaire (Appendix B) aims at uncovering the type of approaches to grammar teaching that teachers have developed, but the focus is on the research participants' own experience, interpretations, insights regarding grammar and grammar teaching and perspectives of behaviour on the learning situation. The researcher hopes to fulfil such objectives by encouraging those teachers to reflect on their own classroom practices, attitudes, personal teaching strategies as well as the underlying assumptions characterizing their teaching process.

The rationale behind the procedure of the questionnaire is to identify the informants' grammar teaching methodology and the influence that it exerts on their learners' learning outcomes. In deed, it aims at analysing the central problematic leading the present dissertation, with a close reference to the teachers' attitudes and methodology and their relation with many learners' failure to transfer their grammatical knowledge into language skills.

The teachers' questionnaire consists of twenty-three (23) questions, sampled into two main categories of questions. The first category of questions aimed at collecting biographical

information about the questioned teachers, so as to constitute a wider view about these teachers' profile. It begins with a number of general questions on the teachers' age, social background, and EFL teaching experience. By using such questions, the investigator hopes to shape the main treats of the questionnaire. The second category (21) questions were classified under the following headings:

I-Pedagogical Objectives (Questions 1&2)

II-Attitudes to Grammar (Questions 3&4)

III-Assessment of 3AS Learners' Level in Grammar (Question 5)

IV-Assessment of Teaching Constraints and learners' grammar difficulties (Questions, 6, 7&8)

V-Methodology(Questions 9,10,11,12&13)

VI-Attitudes to Pupils Needs (Questions14 &15)

VII-Grammar Strategy Instruction (Questions 16&17)

VIII- Grammar Learning Strategy Evaluation (Question18)

XI-Assessment Procedure (Questions19&20)

X-Suggestions (Question 21)

In fact questions(1,2,4,5,8,11,13,18,20,21)were asked in parallel to those in the learners' questionnaire (1,2,6,7,17,8&9,11,13,14,18) to obtain facts about any possible opposing views in the teachers' as well as the learners' views, and thus, to seek more or less objectivity in findings by comparing the results obtained in both questionnaires.

2.4.1.2. Classroom Observation

Questionnaires are most of the time provided at the beginning of the investigation study and are said to provide only a first step or an entry into research. Thus, it seems convenient to pilot them with other research tools such as a classroom observation.

Classroom observation has always been considered as a major data collection tool in qualitative research. It is also potentially the most useful and practical means to study classroom phenomena. In this respect, Seliger and Shohamy (2000) posit that:

Observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behaviour

(Seliger & Shohamy, 2000:162)

Thus, the purpose of the class observation is to identify how the procedures are going on in the field itself, as it allows the observer to record information about the lessons' content, the teaching materials involved in such lesson and the different steps constituting that lesson.

Because it seems necessary for the investigator to take account of a number of considerations in planning the observational phase, the researcher needed to consider a variety of factors such as: "The number of observers and observed, the frequency and duration of observations, and how the observational data are collected, tabulated, and analyzed" (Cohen, 1998:31). Hence, in the present research the class was observed for a number of times over the regular school year (for eight 08) weeks: one hour a week. This was targeted towards making learners more familiar and less distracted, because "...If the observer...is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behavior" (Cohen, 1998:33). In essence, such research instrument would enable the researcher to establish fixed ideas about the teaching situation being investigated through the direct contact with the class.

The number of informants under investigation was thirty five (35), but only thirty (30) pupils attended regularly, during the eight weeks experiment. To collect the necessary data, the investigator had recourse to note taking. By sitting at the end of the class and taking notes about the following criteria: learners' interest and motivation, teacher's methodology and used materials, learners' employed strategies, as well as teachers' employed instructional strategies. The investigator has also found it appropriate to use an observation grid (see appendix H) during three successive sessions to tabulate both informants' (teacher and learners) participation in classroom talk. It was hoped to try to calculate the number of turns taken by each informant by considering the informants' use of a simple utterance as a turn.

It is hoped that the direct information allows the investigator to confirm the assumptions of the present research and thus, test the variability of the research hypotheses as well.

2.5. Conclusion

This chapter was solely devoted to describe the educational content where English is taught, and to uncover the many variables surrounding the teaching and learning of the English language, stressing in particular. The other target leading the central believe of the present chapter was the presentation of the research design and the employed instruments. The researcher has also purposefully placed some emphasis on clarifying the intended objectives of using every single research tool. The entry to the research was provided by the use of questionnaires addressed to both teachers and learners. This latter was considered as the main instrument of data collection. It is hoped that interpretation of the main results of the questionnaire would provide a better understanding of the research procedure and a better clarification of the research main concerns. Conducting a whole research using only one research instrument would be subjectively oriented that is why the questionnaires were coupled with another investigation tool; a classroom based observation. It is expected that these latter would pave the way for a more thorough analyses of the case under study.

The following chapter will attempt to analyse in details the data obtained from each single research instruments, hoping that such data will provide a thorough analyses of the problematic leading the present dissertation.

Notes to Chapter Two

1-Baccalaureate examination: entrance exam to university level, held at the end of the third year of secondary education; roughly equivalent in English to O-level

2-An innovation in ELT has been implemented since 2003. The Fundamental School has been replaced by the Middle School, and English is taught hereafter from 1 AM instead of 8AF. Pupils will have an EFL learning experience of 7 years before university level, but the first generation of pupils undergoing these changes will not sit the Bac exam until 2010.

3-Competency-Based Approach (CBA) is rather a cognitive approach that rests on the pedagogy of the integration of the assets and requires a new conceptual and methodological vision practice in class.

4-Triangulation is the procedure of obtaining more than one aspect of the topic being researched via different sources of data.

5-Observation is an invaluable research approach, but often considered as an intrusive method (Wallace,1998), since both teaching and learning (i.e. teachers and learners) can be negatively affected by the presence of an intrusive observer in class.

CHAPTER THREE

Chapter Three: Data Analyses and Interpretation

3.1. Introduction

3.2. Analysis of the Questionnaires

3.2.1. Learners' Questionnaire

3.2.1.1. Interpretation of Results

3.2.2. Teachers' Questionnaire

3.2.2.1. Interpretation of Results

3.3. Classroom Observation: Analysis of the Results

3.3.1. Learners' Attitudes Visa-a Vis the Learning Situation

3.3.1.1. Learners' lack Motivation

3.3.1.2. The Learners' Previous Negative Learning Experience

3.3.1.3. The English Language Low Coefficient

3.3.1.4. The Good Learners' Dominance of the Classroom Activities

3.3.2. The Teacher's Methodology and used Materials

3.3.2.1. The Teacher's Domination of the Classroom Talk

3.3.3. The Teaching Challenges Facing the Teacher

3.3.3.1. The size of the class

3.3.3.2. The Difficulty of Applying the CBA Approach

3.3.4. Interpretation of Results

3.4. Conclusion

Chapter Three Data Analysis and Interpretation of Results

3.1. Introduction

This chapter is merely devoted to the empirical phase of this dissertation, which strives hard to arrive at a more consistent analysis of the EFL teaching /learning situation, with reference to the teaching of English grammar at the level of 3AS learners. It aims at data analysis and investigation of research questions. In effect, it has been designed under three interrelated research questions that the study has set out to answer. It is worth to mention that the analysis of the results obtained from the different research instruments gave birth to both quantitative and qualitative data and has led to partial conclusions drawn at the end of each investigating tool.

Research in this chapter also seeks to investigate real causes underlying learners' inability to use their grammar resources to communicate with respect to the two major poles of the educational scene: teachers and learners who both influence what is going on in a language classroom. Thus, it backs up mere focus on the ins and outs characterising the teaching /learning situation, and at the same time highlights the range of factors surrounding the teaching of EFL grammar, namely teaching constraints, teaching practices, learners' needs, attitudes and motivation, in addition to many other factors that are directly or indirectly related to the teaching /learning situation. In the like manner, it is estimated that such analysis would give the researcher the possibility to pave the way to a thorough diagnosis of the central believe leading this investigation, and would serve as a ground work for alternative remedies that will be dealt with in the next chapter.

3.2. Analysis of the Questionnaires

Learners' and teachers questionnaires were meant to determine the extent of the informants' critical reflection on their own learning and teaching experience and of EFL grammar learning preferences and strategies use. They were as well useful in allowing a better understanding of the teaching and learning evolving needs expectations.

Thus, it is hopefully estimated that the analysis of the results obtained from such research tool will clearly eliminate the host of factors that interfere and somehow shape the informants' grammar teaching and learning assumptions, their attitudes, their motivation and namely their learning strategies use. It is important to mention that the questionnaires were analysed question by question and some questions were presented in tables so as to synthesize the data and arrive at the results and conclusions of the research (Silinger & Shohamy, 2000:201).

3.2.1. Learners' Questionnaire

Learners' questionnaire was targeted towards collecting reliable information about learners' attitudes, interests and sources of difficulties. It is made of twenty-two (22) questions, distributed

Chapter Three *Data Analysis and Interpretation of Results*

into eleven (11) rubrics (Appendix A). Each rubric aims at eliciting particular information from learners, but all of them serve the main concerns of the research. Effectively, the many questions used in the questionnaire shape the investigation hypotheses in order to help the testing of their validity.

It is worthwhile to mention that seventy (70) questionnaires were distributed to learners, but only sixty (60) handouts were submitted. It is also of a paramount importance to note that the majority of informants seemed willing to engage in the research as most of respondents welcomed the idea of filling in the questionnaire.

Albeit, the chosen informants were not the investigator's own pupils, she succeeded to attract their attention by stating the main objective of the research and clarifying any ambiguity that might characterize the proposed questions. To ease the learners' task, the informants were allowed to answer the suggested questions in whatever medium they select. The investigator's sole handicap at this stage was, during the collection of the questionnaires. It took her more than a week to have them back.

The eleven (11) rubrics that constituted the questionnaire were as follows:

Rubric One: Three interrelated questions constitute this rubric. They aim at eliciting data about learners' attitudes and objectives of learning both the English language and its grammar.

Question One: Learners' Attitudes to Learning English

As shown in the table. More than half of the research population hold positive attitudes towards English, that is (60%), while (14) learners that is (23,33%) appear to bear negative attitudes towards the target language. The remaining ten (10) informants have reported being indifferent. Compared to learners' level and language outcomes, that seems astonishing.(36) learners are prepared to engage in language learning, whatever the objective is. The table below exposes the results in details:

Attitudes to Learning English	AF	RF
Positive	36	60%
Indifferent	10	16,66%
Negative	14	23,33%

Table (3.1) Learners' Attitudes to Learning English

Question Two: Learners' Reasons for Learning English

To reveal such objectives, the informants were requested to select their objectives from a suggested list of possibilities. Regarding this questions, through which the investigator tended to uncover research population objectives of learning the target language, thirty-four(34) learners that is a ratio of (56,66%) seemed willing to learn the target language to improve their level in English,

Chapter Three Data Analysis and Interpretation of Results

where as a ratio of (43, 33 %).that is 26 learners appear to be directing their language learning objectives towards mastering spoken and written English. In this sense, all learners (26+34) seem willing to possess a communicative ability that may enable them to fulfill their needs. On the contrary, (21) informants have reported being extrinsically motivated by Baccalaureate exam. Results were as follows:

Learners' Reasons for Learning English	AF	RF
-To speak and write English well	26	43, 33 %
-To improve your level in English	34	56, 66%
-To prepare yourself for the BAC exam	21	35 %

Table (3.2) Learners' Reasons for Learning English

Question Three: The Usefulness of English Grammar to achieve Language Purposes

As far as this question is concerned, the researcher aimed to check learners' attitudes to grammar. Surprisingly, most if not all learners appear to hold positive attitudes towards grammar, since (45) learners answered "yes" for this question, while just (15) learners out of 60 believe the contrary. From the obtained results, one can deduce that the majority of learners are completely aware that grammar is a necessary component in achieving their language learning objectives extrinsically.

Rubric Two: It is made of two questions which further explore learners' attitudes and motivational drives towards the learning of the target language grammar.

Question Four: Learners' Attitudes to Grammar Lessons at Terminal Classes

In spite of the majority of learners' positive attitudes to grammar in general, the greatest proportion of learners that is (70%) find grammar lessons difficult, where as a considerable ratio of learners do not share the same opinion. Thus, according to (30%) of learners, grammar lessons at the level of 3AS classes are somehow easy. The table below summarizes the results in details.

Degree of Difficulty of Grammar Lessons	AF	RF
Easy	18	30%
Difficulty	42	70%

Table (3.3) Learners Attitudes to Grammar Lessons

Question Five: Learners' Attitudes to Learning the English Grammar

This question has a prior interest in diagnosing learners' attitudes to English grammar. Although it has been confirmed in question three (03) that grammar was important for forty five (45)

Chapter Three Data Analysis and Interpretation of Results

learners, the researcher aimed to have details about this degree of importance. As shown in the results, a ratio of (75%) of learners remained faithful to previous assumptions. This ratio combined learners who believe that grammar is of a supreme importance that is thirteen (13) learners with those who consider important, i.e. thirty two (32) learners, that is (53,33 %). On the other hand, ten (10) learners think that it is of little importance that is ratio of (16, 66%), while half of this proportion; that is five (05) learners belittle grammar importance. Details about this question's findings are summarized in the following table:

Attitudes to English grammar	AF	RF
Very important	13	21,66 %
Important	32	53,33 %
Little Important	10	16,66%
Not important at all	05	08,33 %

Table (3.4) Learners' Attitudes to English Grammar

Rubric Three: The chief concern of this third rubric includes two questions. Its chief concern was to assess the informants' degree of awareness of the real objectives behind their learning of the target language grammar.

Question Six: Learners' awareness of Grammar Learning Objectives

To facilitate learners' task, the investigator proposed a set of objectives among which the respondents were required to select the appropriate objective according to their personal perspective.

As for learners' degree of awareness of their grammar learning objectives, the answers gave birth to manifold opinions. Surprisingly, among the highest ratio (43, 33%) of learners considered grammar useful in their preparation to tests and exams. Thus grammar aids them to score well in tests and exams. The second biggest proportion of learners twenty-four (24) informants that is (40%) have reported that learning grammar helps them speak and write the English language appropriately. This finding adds validity to results of question two. Since, many learners seemed aware of learning grammar to achieve communicative objectives.

Astonishingly, the same numbers of learners (21) that is (35%) of the whole research population selected the last objective (scoring well in the Bac exam). Such finding adds validity to question two. On what concerns the fourth proposed objective (to improve one's level in English) attitudes seemed to take a different direction compared to the results of the second question. While thirty-four (34) of learners seemed having one objective of learning English in general: improving their level in English, this number decreased to 20 learners. That is only (33,33%) of learners believe that grammar helps them improve their level in English. From such results, one can conclude that (76,66%) of the learners do not view the utility of grammar to

Chapter Three *Data Analysis and Interpretation of Results*

improve their proficiency level. Paraphrased differently, most learners do not seem aware of the fact that grammar can foster their ability to communicate in the target language. Ten (10) of the learners; that is (1/6) of the whole research population, voted for the second objective (having a good command of English). Anew, this result confirms findings concerning objectives. Eight (08) respondents out of sixty (60) were honest enough and stated that their learning of English grammar constitutes an aid to their understanding of written and spoken English. The remaining (11,66%) of informants regarded grammar essential in increasing their fluency in English.

Rubric Four: It compromises a single question, which aimed at assessing Learners' grammar proficiency level.

Question Seven: Learners' Self Assessment of their Grammar Proficiency Level

When required to rate their grammar level, the majority of informants that is forty-one (41) rated their level to be average. On the other hand, twelve (12) have honestly reported that they were low achievers, while only (7 /60) that is (11,66%) believe that they possess a good level. This question again added validity to question three, since nearly all the learners who hold positive attitudes towards grammar, forty-five(45) respondents assume having a level in grammar rating from average to good. Such findings help the researcher presuppose in advance the link between learners' negative attitudes and their previous learning experiences. That is those who have undergone positive language learning experiences hold positive attitudes. On the contrary, the minority of learners who have experienced the target language learning negatively hold negative attitudes towards its learning in general and its grammar in particular. The obtained results are summarized in the following table:

Proficiency level	AF	RF
Good	07	11,66 %
Average	41	68,33%
Low	12	20%

Table (3.5) Learners' Self Grammar Assessment

Rubric Five: This rubric aims to assess most informants' learning preferences concerning the target language grammar. It compromised a single question, which is meant to serve such target.

Question Eight: Learning Preferences of the Deductive or Inductive Approaches to Grammar Teaching

This question has prior interest in investigating learners' preferences of grammar teaching methods and more precisely the deductive and inductive grammar teaching. More than half of

Chapter Three Data Analysis and Interpretation of Results

learners (34) that is (56, 66%), showed their like of the deductive approach. That is they prefer to take part in their learning process and deduce the grammar rules from given situations, while the remaining (26) that is a ratio of (43, 33%) preferred to be instructed using the inductive approach. They are probably weak learners, who prefer to be given the rule in advance that provides them with a kind of security.

Teaching Method	AF	RF
Deductive Method	34	56,66%
Inductive Method	26	43,33%

Table (3.6) Learners' Preference of Grammar Teaching Method

Question Nine: Learners' Attitudes to the Use of Grammar Rules during Lessons

This question strives hard to uncover learners' attitudes to grammatical rules. It is supposed that this question provides support for the previous question. As far as the results are concerned, nearly all learners fifty-five (55), that is (91,66%), do not bother having grammar rule after a grammar lesson, while only five informants view the opposite. Thus, most learners (55) seemed more secure in the presence of a grammatical rule that functions as a back up for their revision, check and practice.

On what concerns learners' attitudes to the rote learning of grammar rules, only (41,66%) of the research population, that is 25 learners appear to hold positive attitudes to rote learning, while 35 learners that is a ratio of (58,33%) do not make resort to learning the grammatical rule by heart. Details of results are summarized in the following table:

Respondents' answers	AF	RF
Number of respondents answering "yes"	25	41,66%
Number of respondents answering "No"	35	58,33%

Table (3.7) Learners' Attitudes to the rote learning of Grammar Rules

Rubric Six: This rubric included simply one question that aims at uncovering the informants' attitudes to their teacher's methodology.

Question Ten: Learners' Enjoyment of their Teacher's Grammar Teaching Method

The findings of this question strive hard to identify the learners' attitudes to their teacher's methodology. As shown in the table, the majority of learners (40) that is (66,66%) hold positive attitudes to their teacher's teaching methodology, while the attitudes of 1/3 of the research sampling were negative. Those holding positive attitudes towards their teacher's methodology gave manifold reasons. Some of them are listed below:

Chapter Three Data Analysis and Interpretation of Results

- Teacher’s easy way of explanation
- Teacher’s use of simple language when explaining grammar
- Teacher’s detailed explanation, supported with plenty of examples
- Teacher’s confidence in explaining his lessons
- Teacher’s good relation and respect of most pupils
- Teacher’s clear explanations and use of grammatical rules to support pupils’ understanding
- Teacher’s long explanations and repetition of explanation when necessary

On the light of the above justifications, one can go far to assume that these learners appear to have faith in their teacher as the giving end of knowledge. They also seem to be passive learners who have not developed learning autonomy, yet. This is due to the teacher’s dependence on his old way of teaching even after the introduction of the CBA.

Respondents’ answers	AF	RF
Number of respondents answering “yes”	40	66,66%
Number of respondents answering “No”	20	33,33%

Table (3.9) Learners’ Enjoyment of their Teacher’s Methodology

Rubric Seven: Two questions constitute this rubric. Both of them seem to be targeted towards uncovering learners’ attitudes towards grammatical terminology introduced, during grammar lessons.

Question Eleven: Learners’ Difficulties in Acquiring Grammatical Terminology

According to the findings, more than half of the research population, that is thirty-three (33) learners (55%) assume having difficulties in acquiring grammatical terminology, while nearly the same proportion that is a ratio of (45%) reported the contrary. When asked whether they preferred that their teacher avoided using such terminology, eighteen (18) learners answered “yes”, while (15) out of (33) gave negative answers. That means that (45%) of learners do not bother having instructions in metacognitive knowledge along side with grammatical knowledge. Details occur in the table that follows:

Respondents’ answers	AF	RF
Number of respondents answering “yes”	33	55%
Number of respondents answering “No”	27	45%

Table (3.10) Learners’ Attitudes to the different Grammatical Terminology

Question Twelve: Whether Pupils remember the Studied Grammatical Structures

This question has an interest in diagnosing the effect of the introduced grammatical terminology on learners’ ability to memorize grammatical structures. Surprisingly, the findings

Chapter Three Data Analysis and Interpretation of Results

to such question show that about half of the voters (29) learners affirmed their inability to remember grammatical structures after being studied, while (51, 66%) of them that is (31) learners said they did. Thus, accordingly, the grammatical terminology posed a problem for nearly half of the research population.

Rubric Eight: A single question made up this rubric. This later has been posed to diagnose the learners' use of learning strategies. To this end, the investigator suggested in advance a set of learning strategies to enable learners to identify the strategies they widely use

Question Thirteen: Learners' Employed Grammar Learning Strategies

This question was targeted towards diagnosing learners' awareness of using a major component of language learning: learning strategies. According to this question's findings, a considerable proportion of learners (26), that is (43,33%) probed for asking for the teacher's help, whereas sixteen (16) learners out of 60 seemed willing to work with peers. On the other hand, the remaining learners reported having preference to the two proposed cognitive strategies. (30%) of the informants probed for using their own resources to practice grammar; while the remaining fifteen (15) respondents admitted using the grammar reference rubric to consolidate their grammar learning. Thus, according to such results (42) learner, that is (70%) showed interest in using social/affective strategies, whereas a proportion of (55%), that is (33) learners seemed relying on cognitive strategies. Results also reveal that only (16,66%) of the whole research population reported paying attention to grammar rules while speaking or writing; that is making use of this particular metacognitive strategies. On the other hand, only two informants; that is (3,33%) of the whole research sampling admitted using compensation strategies to overcome difficulties while speaking or writing. Results are displayed in the following table

Strategies	AF	RF
a-work with peers	16	26,66%
b-ask your teacher help or clarification	26	43,33%
c-use your own resources to practice grammar.	18	30 %
d- refer to the grammar reference rubric to consolidate and revise your grammar lessons	15	25%
e-pay attention to grammar rules when you speak or write	10	16,66%
f-think about the situation in which you can use the newly learnt grammar structure	06	10%
g-use another grammatical structure, if you are not sure of using a structure in speaking or writing	02	3,33%

Table (3.10) Learners' Grammar Learning Strategies Use

Rubric Nine: It compromises three (03) interrelated questions that probed to show the majority of respondents' attitudes to their teachers' assessment procedure.

Chapter Three Data Analysis and Interpretation of Results

Question Fourteen: Learners' Degree of Interest in their Teacher's Grammar Activities

This question along side with the two following questions has interest in uncovering learners' attitudes to the teacher's assessment procedure and probably relate it to the problematic leading the present dissertation. Through out this question pupils were required to reveal their true attitude to the grammar activities proposed by the teacher. The questionnaire as being anonymous added reliability to this question. As far as the results of this question were concerned (Table 3.11) below, (33) learners find the activities helpful, (13) informants, that is (21, 66%) consider them interesting, while the remaining (14) learners believe that they were boring. Such findings confirm previous findings, especially questions (3&5).

Attitudes to Teacher's Assessment Procedure	AF	RF
-Interesting	13	21,66 %
-Helpful	33	55%
-Boring	14	23,33 %

Table (3.11) Learners' Attitudes to their Teacher's Assessment Procedure

Question Fifteen: Learners' Attitude to their Teacher's Assessment Procedure

On what regard this question, it further investigates the utility of the teacher's assessment procedure in facilitating grammar acquisition. As obtained in the findings, (34) of learners answer positively. This finding confirms previous findings of question (16), in which thirty three (33) respondents considered their teachers' activities helpful, while the contrary was true for the remaining (26) informants.

Question Sixteen: Learners' Attitudes to their Teacher's Assessment Procedure

Learners' opinions concerning such question were manifold, divided between those who assume receiving extra assessment in grammar and who constitute the lowest ratio (41,66%) and those who honestly confirm the contrary :(35) respondents. This diversity in opinions may stem from the fact that the informants belonged to two different classes take charge by two different teachers.

Rubric Ten: This rubric includes one question that turns implicitly around uncovering the main reasons of learners' grammar learning difficulties inviting learners to raise their awareness about their grammar learning difficulties. Apparently, most learners appear to be unable to suggest all the difficulties, thus, the investigator found it appropriate to ease their task by proposing a list of tasks.

Question Seventeen: Learners' Main Sources of Grammar Difficulties

This questions aimed at shedding fresh light on learners' reflections on their own learning process and identifying the major causes of their grammar learning difficulties. As shown in

Chapter Three Data Analysis and Interpretation of Results

the table, most learners gave numerous interpretations to their grammar learning difficulties. Surprisingly, the greatest majority, which represents (22) of the whole research population linked their difficulties to their lack of interest to grammatical structures. Consequently, that leads us to affirm that (36,66)% of the learners do not show interest in the proposed grammatical structures. The second greatest ratio (20/60) of learners that is (1/3) of the whole number of informants related their difficulties to the lack of cooperation in the classroom. Such result is contradictory to result findings of a previous question (question 15) concerning learners' learning strategies preferences. Contradictory to what the majority of learners(42) revealed in question15 (their interest in social strategies)many learners have reported lacking cooperation in the classroom. Such finding leads us to assume that either these learners misinterpreted the conception of cooperation in the classroom or are passive learners who often over estimate help from others (either from the teacher or the learner)

The results for the third and the last proposed causes of difficulties were similar,(19) learners in each case interpreted their difficulties to either the difficulty of the grammatical structure itself or their inability to use grammar to speak and write. It is worth mentioning that the last main reason was purposefully suggested to further explore learners' awareness about the problem under investigation. Unfortunately, only less than 1/3 of the research population that is (19/60) seemed to be aware of the problem. So in spite of its seriousness, few are those who are concerned that grammar should be used to achieve given communicative purposes. On what concerns the second suggestion (poor teaching methodology), not many informants dared to blame their teacher's way of teaching. Thus, only (10) learners that is (1/6) of the respondents have reported that their difficulties are due to teacher's methodology. Accordingly, (50) learners do not link their grammar difficulties to their teachers' way of teaching. On the other hand, the lowest ratio of learners; that is (09) learners justified their difficulties with the lack of practice inside the classroom. Results are summarized in the following table:

		AF	RF
Reasons for Difficulties in Grammar:	-Uninteresting grammatical lessons	22	36,66 %
	- Poor teaching methodology	10	16,66 %
	- Difficulty of the structure itself	19	31,66 %
	-Insufficient practice in the classroom	09	15 %
	-Lack of cooperation in the classroom	09	15 %
	-Unclear instruction	01	01,66%
	-The inability to use grammar to speak and Write	19	33,33%

Table (3.12) Main Reasons for Learners' Difficulties in Grammar

Rubric Eleven: Albeit, this rubric includes a single question, which requires learners to suggest solutions to their main grammar learning difficulties, it has a direct link to the previous question.

Chapter Three Data Analysis and Interpretation of Results

Thus, it aims to enable learners to lead a conscious judgment that may give them the opportunity to analyse their personal difficulties and select the appropriate solution for such difficulties.

Question Eighteen: Suggestions to overcome the Identified Grammar Difficulties

Being closely related the previous question; this question strives hard to uncover learners' own perspectives about what suggestions might work best for learners to overcome the areas of difficulties identified in the previous question.

Remarkably, with regard to the findings the biggest proportion of learners included valuable recommendations to be basically implemented by pupils. Many pupils gave solutions to numerous areas concerning the teaching/ learning process. Their answers were manifold and included a whole range of area, namely, suggestions stressing the use of social and affective strategies, teacher's methodology and consideration of practice inside the classroom. Two of the informants linked their suggestions to motivation and thus, proposed raising interest during grammar lessons and creating a warm learning atmosphere inside the classroom, capable of enhancing learning within the one class. The propositions also revealed realities about learners' previous attitudes to grammatical structures (the difficulty of the structure in question), and to the idea of recycling grammatical structures along the units. Some learners showed their concern about the long grammar program. Thus, proposed slimming down the grammar syllabus. Other respondents invited learners to invest more efforts in learning and acquiring grammar. A number of learners pointed to the necessity of varying the resources for practicing grammar to boost learners' motivation. As expected, many learners stressed the necessity of receiving cooperation from their classmates while working in group. A couple of respondents pinpointed to the use of self-access English materials (use additional textbooks and CD ROMs without the teacher's intervention). As previously argued, many other informants drew the researcher's attention to necessity of finding an efficient way to learn grammar without difficulties. As regard the assessment procedure, a great deal of learners have urged their teacher to increase practice inside and outside the classroom to consolidate the studied structures, avoid sticking to the text-book activities and give importance to remedial sessions to overcome pupils' weaknesses. Probably, some weak learners appeared to give due attention to the use of the mother tongue while explaining, especially for unclear instructions.

3.2.1.1. Interpretation of Results

According to the obtained results, most learners seem to hold positive attitudes towards the English language and its grammar. They are also aware of its importance at personal, national and international levels, a fact that has proved to be contradictory to a former assumption in chapter two.

Chapter Three Data Analysis and Interpretation of Results

It also appears that the greatest proportion of learners have set clear objectives for learning the target language grammar. Most of these objectives were portrayed by learners to achieve a number of communicative purposes set in advance. Albeit these objectives were divided between those who see the utility of grammar in improving their level and the other major proportion who solely acknowledge its necessity in scoring well in tests and exams. In the like manner, their attitudes to their teacher's methodology and assessment procedures were positive. According to the findings, nearly half of the research population sampling acknowledges their teachers' efforts in enhancing their learning by using different learning strategies, especially cognitive, and social/affective strategies, which may enable them to practice and remember the grammatical structures after being studied. Thus, most of them if not all of them hold positive attitudes towards the target language grammar, its teaching method and assessment procedure. The analysis also revealed that learners have been conscious about their proficiency level, their weaknesses and their sources of difficulties. On what concerns those weaknesses, rare were the respondents who rejected some responsibility on the teacher's method or assessment procedure. On the contrary, most of them pointed to the difficulty of the grammatical structures and the context on which they have been introduced. In addition, more than half of them (55 %) pointed to the difficulty of metalinguistic terms, while nearly half of this ratio has honestly suggested overcoming the use of such terms as they constitute a real impediment to their learning (a finding which to some extent supports the second hypothesis). In a similar way, they blamed their previous learning experiences and their inability to adopt their new roles as the major responsible of the learning operation. Questioning these learners also helped the learners raise their awareness about the use of learning strategies. It has similarly been acknowledged that learners rely a lot on social strategies, while more than half of the research sampling assumed using cognitive strategies. It is also important to note that just few respondents admitted relying metacognitive strategies, whereas nearly all learners reported not using compensation strategies, which are vital to make decisions on using the appropriate grammatical structure while speaking or writing. Such finding supports to some extent the third hypothesis.

From the other part, the questionnaire succeeded to help learners reflect on their own learning process to suggest alternative solutions to their main difficulties. Therefore, they were able to propose valuable suggestions that covered three principle areas: classroom practices, grammar assessment procedures and grammar syllabus reconsideration. In fact, many recommendations could be interpreted as learning strategies. Accordingly, most learners alluded to the importance of social/affective strategies and to cognitive strategies to overcome their difficulties. They also stressed the necessity of making interference between English and their mother tongue to improve their understanding of the target language structures.

Chapter Three Data Analysis and Interpretation of Results

Thus, on the light of what has been said so far, it appears that learners' inability to use their grammatical knowledge to communicate is deeply rooted in a sum of circumstances. To name, but few, pupils' low level, the difficulty of grammar lessons according to most learners' perspective, the complexity of metalinguistic terms in (55%) of learners' point of view and their reliance on particular strategies and their neglect of others: metacognitive and compensation ones (only 16,66% of the whole research sampling admitted using metacognitive strategies, which might be useful in helping them use their grammatical knowledge to achieve communicative needs on the other hand, just two informants, probably good learners reported using compensation strategies).

3.2.2. Teachers' Questionnaire

The chief interest of the teachers' questionnaire was the identification of further variables (attitudes, assumptions, practices, motivation and experience) that might add further information on the subjects' language teaching and grammar teaching insights and experience. Two main objectives were taken into account in the choice of the thirty (30) respondents: most of them having a long teaching experience and being representatives of the regional background of learners. Accordingly, all the respondents (16 females and 14 males) have a teaching experience ranging from four (04) to twenty nine (29) years and their age ranged from 26 to 58 years old. All of them were full time teachers, except one male. Appendix (C) provides in details information about these teachers' age and teaching experience.

In reality, the questionnaire was meant to be administered to teachers of varying teaching experiences in order to gather information from different types of informants: both novice and experienced. We believe questioning experienced as well as novice teachers may add insights on situation under investigation. In fact, questioning experienced teachers was advantageous, because they are more likely to have tested different approaches to grammar teaching and to have reflected on what has worked best for them. It is hoped that data of that kind would give the researcher the chance to tape reliable information about the questioned teachers and the type of grammar teaching they employ with their follow learners. Some variables like the teacher's age and gender were not taken into consideration in the present research i.e. the researcher didn't look for testing the effect of such variables like gender and age on our problematic.

Forty (40) examples of questionnaires were distributed to the informants in questions, but some conditions have reduced this number to thirty (30), mainly the practical difficulty of coming back to certain schools, situated far from the town of Tlemcen and the absence of competence of certain teachers. The questionnaire included a set of twenty-one questions divided into eight (10) rubrics (see Appendix B). During the analysis, each question will be dealt with

Chapter Three Data Analysis and Interpretation of Results

separately. It is also worthwhile to mention that the analysis of the data presented in those questions, will be considered both quantitatively and qualitatively, using descriptive statistics to analyze them section by section and item by item using percentages.

In fact, teachers' questionnaire was of a great importance as far as the help it offered to spot considerable information about many areas, that have direct relation with the problematic leading the present study. To name but few: teachers' perspectives about the real causes behind their learners' difficulties in making benefit from their grammatical knowledge to fulfill some communicative needs, their learning needs and preferences, in addition to teachers' methodology and prevailing attitudes.

Rubric One: It gathers two questions that aim to uncover these teachers' awareness of the real objectives of teaching English in general and grammar in particular.

Question One: Teachers' Awareness of Objectives of English Language Teaching to 3AS Learners

This question was intended to tape information about the objectives behind teaching English to 3AS learners according to the majority of teachers' perspectives. According to the obtained results, the majority of teachers (27); that is (90%) considered that the English language teaching should be targeted towards preparing learners to the Baccalaureate exam. While seven (07) teachers have reported that they sought improving their learners' proficiency level, eight (08) respondents believed that having to some extent a good command of the target language is the real objective characterizing their teaching. Thus, one can conclude that while half of the informants (7+8) have long term objectives for teaching the English language, astonishingly, nearly all teachers, that is, (90%) minimize their teaching duties to providing these learners with a through preparation for the Baccalaureate exam.

Question Two: Teachers' Awareness of the Objectives of Teaching Grammar to Terminal Classes

In the like manner, the second question turned implicitly around uncovering the teachers' perspectives of teaching grammar to 3AS learners. Similarly, the majority of teachers (22) ; that is (73, 33%) seemed to be sharing one objective, of preparing learners for the Baccalaureate exam. On the other hand, an important proportion of teachers (18) teachers; that is (60%) reported that their plan purpose for teaching English grammar was providing their learners with the necessary grammatical knowledge appropriate for their level. Surprisingly, only six (06) informants; that is (20%) of the whole research sampling linked grammar teaching with

Chapter Three *Data Analysis and Interpretation of Results*

achieving proficiency level in speaking or writing. According to such results, the majorities of teachers are influenced by the Bac exam importance and thus, seemed directing all their efforts towards preparing their pupils for achieving an appropriate grade in such exam. More than half of the requested teachers: (18) informants appeared to be more likely faithful to the syllabus. Pettily, few are those who view the critical role of grammar in improving learners' communicative ability (six teachers; that is a ratio of (20%)).

On the view of such results, the majority of teachers seem to possess negative attitudes towards teaching English in general and grammar in particular as their main teaching motive was preparing their learners for the Baccalaureate exam. Results to this question are gathered in the following table. It should be noted that some teachers ticked more than one answer.

Objectives of Teaching Grammar to 3AS Classes	AF	RF
- achieve a proficiency level in speaking or writing.	06	20%
-prepare learners for the Baccalaureate exam	22	73,33%
-provide learners with the necessary grammatical knowledge appropriate for their level	18	60%

Table (3.13) Teachers' Awareness of Objectives of Teaching Grammar to Terminal Classes

Rubric Two: This rubric includes two questions that are targeted towards eliciting information about teachers' attitudes to the teaching of grammar of the target language.

Question Three: Defining Grammar

The main purpose of this question is to shape the teachers' perspective about grammar and uncover what constitute grammar in the teachers' mind. Its purpose is to challenge the informants' views of grammar and its teaching for as we believe the way grammar is perceived by teachers will without doubt shape their methodology inside the one classroom. In this respect, Larsen-Freeman (2003) comments that: "We all teach our subjects as we understand them. If we conceive of grammar as a static set of rules, then we teach grammar in a static manner" (Larsen-Freeman, 2003:78). According to the obtained results, equal proportion of teachers voted for the first and second definition of grammar. In this sense, (46, 66%) of the teachers consider grammar a set of rules that govern language, while the same number of respondents view grammar as the way words combine to make correct sentences. Surprisingly, only six (06) respondents linked grammar to the fundamental components of language: speaking and writing. According to such findings, the majority of teachers (28), that is (93,33%) view grammar as the abstract system of language, whereas astonishingly, only (20%) of this research population seem aware of the importance of teaching grammar, that is fulfilling communicative purposes. Such finding prove

Chapter Three Data Analysis and Interpretation of Results

variability of the previous question (question 2), (six (06) informants believed that the sole purpose of teaching grammar is helping learners achieve a proficiency level in writing and speaking). Results of this question are summarized in table (3.14). It is important to mention that many teachers ticked two answers at once.

Definitions of Grammar	AF	RF
- A set of rules that govern language	14	46, 66%
-The way words are combined to make correct sentences	14	46, 66%
-The rules that govern the way we speak or write	06	20%

Table (3.14) Defining Grammar

Question Four: Teachers' Awareness of the Main Reasons beyond Grammar Importance

This question probes to identify teachers' attitudes towards the main reasons that make grammar important in language learning. Yet a general compromise appears to be building among half of the informants (50 %) who regard that grammar is a reinforcement of language proficiency. The other main proportion of teachers (40%) consider grammar important as it constitutes a support to the other skills. Nearly the same number of informants (11); that is (36,66%) of informants justified such importance by the fact that grammar is part of the curriculum. Surprisingly, only (08) teachers, that is, (26, 66%) believe that grammar is an aid to learning.

Consequently, in the light of the figures obtained, one may deduce that the reasons suggested to highlight the importance of grammar in E.F.L were manifold.

Rubric Three: This rubric includes one question that strove to assess 3AS learners' grammar level.

Question Five: Teachers' Assessment of 3AS Learners' Grammar Proficiency Level

This question invites teachers to lead an evaluation about their learners' grammar performance. Surprisingly, no teacher has reported that his learners have a good level. Eighteen (18) teachers, that is, (60%) of the research population asserted that their pupils were poor, while twelve (12) informants have identified the majority of their learners to have an average level.

Rubric Four: It encompasses three questions that seek to uncover the research population assessment of their teaching constraints and their learners' grammar learning difficulties.

Question Six: Teachers' Awareness of the Difficulties faced when Teaching Grammar to 3AS Learners

This question requires teachers to report the type of difficulties they have encountered when teaching grammar to their learners. A great majority of informants (19) teachers, that is a ratio of

Chapter Three Data Analysis and Interpretation of Results

(63,33%) have reported that they encounter both linguistic and motivational difficulties. On the other hand, an equal proportion of respondents (33,33%) have asserted that their difficulties are either due to negative attitudes towards English language in general or to the lack of teaching materials in particular. Eight (08) respondents, that is (26,66%) of the whole requested teachers have confirmed that their difficulties are rather contextual, that is resulting from the large-mixed ability nature of most terminal classes. Thus, according to the obtained figures, teachers encounter problems of motivation and low level at first place, while problems of negative attitudes and lack of material come in the second place.

Question Seven: The Main Difficulties Pupils encounter when Practicing Grammar

This question further explores learners' sources of difficulties when completing grammar tasks. The results show that the greatest ratio of teachers ,that is (66, 66%) said that their learners were unable to use the knowledge of grammar to communicate. The other highest ratio, (13) informants, that is a ratio of (43,33%) have asserted their learners' failure to relate meaning to grammatical structure, while just four respondents admitted that their pupils lacked grammatical accuracy. The results show that the majority of the research sampling informants: (66,66 %) seem aware of the problem under investigation. What is more is that (43,33 %) of teachers have noticed the disconnect between their learners' declarative and procedural knowledge. Table (3.15) shows in details the obtained results.

Grammar Difficulties	AF	RF
- Grammatical Accuracy	04	13,33%
-The lack of relating meaning and structures	13	43,33%
-The inability to use their knowledge of grammar to communicate either in speaking or writing	20	66,66%

Table (3.15) The Main Difficulties Pupils encounter when Practicing Grammar

Question Eight: Main Causes of 3AS Grammar Weaknesses

This question invites teachers to interpret the reasons behind their learners' sources of difficulties. Before any discussion of the obtained results, it is necessary to note that a great majority of teachers ticked more than one answer. Surprisingly, the highest ratio of teachers (66, 66%) believes that their learners' difficulties are due to insufficient teaching time for classroom practices. The second important proportion included (18) respondents; that is a ratio of (60 %) who linked such difficulties to pupils' own demotivation and negative attitudes. In the like manner, seven (07) informants viewed the complexity of the grammatical structures as the primary cause for most learners' difficulties. On the other hand, four (04) other respondents

Chapter Three Data Analysis and Interpretation of Results

pointed to the complexity of metalinguistic structures. Thus, on the light of the obtained results, a great deal of teachers attributed their pupils' difficulties to the lack of motivation, negative attitudes and insufficient teaching and practice time.

Rubric Five: This rubric comprises five questions, which turn implicitly around investigating the type of teaching methodology used by these informants.

Question Nine: The Teachers' Employed Resources in Preparing Grammar Lessons

This question drove teachers to report the different teaching aids they employ in their teaching of the target language grammar. According to the results, many teachers ticked more than one choice. While equal proportion of teachers (53, 33%) reported using either the textbook or their personal knowledge, a ratio of (73, 33%) affirmed relying on other resources in preparing the grammar lessons. Most of them were experienced teachers, whose teaching experience exceeds 20 years. In the light of these findings, the majority of teachers do not seem to stick to the textbook material and use other resources to introduce and practice grammar with their learners.

Question Ten: Teachers' Consideration of Form and Meaning when Teaching Grammar

This question probed to know whether teachers present grammatical structures to their learners both in speaking and in writing. As expected, all the respondents gave positive answers, except one. Considering such finding, nearly all teachers appear to be aware of the communicative objective of teaching grammar. Such finding, too proved to be contradictory to a previous question (question 4)

Question Eleven: Teachers' Attitudes to the Use of Explicit rules, during Grammatical Explanations

The aim of this question is to identify teachers' attitudes to the use of grammatical rules to support their introduction of grammatical structures. It is at the same time targeted towards uncovering the type of teaching used by teachers that is whether they teach grammar implicitly or explicitly. Astonishingly, nearly all teachers (28) have asserted that they provide their learners with a grammar rule, except two teachers (02) who reported the contrary.

When asked whether they explain the grammatical rule themselves or elicit it from pupils, thirteen (13) teachers said that they did themselves; while fifteen (15) others confirmed that they elicited it from pupils. Thus, as the finding shows (50%) of the informants refer to the inductive approach in their teaching, while (43, 33%) of them follow the deductive approach to grammar teaching. Such finding also confirms that many teachers do follow the CBA principles, based on inductive learning.

Chapter Three Data Analysis and Interpretation of Results

Question Twelve: The Teachers' Medium of Instruction in Explaining Grammatical Structures

This question is targeted towards investigating the medium of instruction that most teachers use, during their grammar lessons. The answers to this question were manifold, as some teachers ticked more than one answer. The great majority of teachers (20), that is a ratio of (66,66%) asserted using the target language, during their explanation, whereas a proportion of (46,66%), reported that they used a combination of the target language and the learners' mother tongue while explaining grammatical structures. According to such findings many respondents seem aware that their learners may need to rely on language interference between their mother tongue and the target language to understand language in general and grammar in particular. On the other hand, no teacher reported using the mother tongue alone.

Question Thirteen: Teachers' Attitudes to the Use of Metalinguistic Terminology, during Grammatical Explanations

This question was posed in an attempt to identify teachers' attitudes to metalinguistic terms, used while explaining different grammatical structures. Surprisingly, the majority of teachers (80%) reported calling grammatical structures by their names, thus these teachers do use metalinguistic, during explanation. On the other hand, just few respondents (20%) confirmed the contrary. When asked whether the use of metalinguistic terms enhances pupils' learning, (20) respondents out of (24), that is a ratio of (66, 66%) answered positively, where as four (04) teachers asserted the contrary. Thus, contrary to what learners have revealed in their questionnaire, for a great proportion of teachers, metalinguistic terms do enhance learning and do not constitute a learning barrier in most teachers' point of view.

Rubric Six: This rubric further explores teachers' attitudes to pupils' needs. It comprises three questions targeted towards identifying teachers' consideration of their pupils' needs, during their presentation of grammatical structures to their follow learners.

Question Fourteen: Teachers' Attitudes and Consideration of Learners' Needs When Introducing the Use of Grammatical Structures

This question aimed to check whether teachers took account of their pupils' needs when teaching the use of a particular grammatical structure. This question was also posed to identify how teachers handle with teaching the use of a grammatical form, since it constitutes an important factor in introducing the communicative feature of any grammatical structure.

Chapter Three Data Analysis and Interpretation of Results

Astonishingly, more than half of the respondents, that is (53, 33%) of the whole research population reported using the different uses of the structure, where as only half of this ratio :(26, 66%) said that their choice of teaching the use depended on the grammatical structure complexity. On the other hand, a minority of (06) respondents, that is (20%) admitted teaching the uses mentioned in the textbook only. Through their answers, it was unmistakably observed that only the second group of teachers: the (26, 66%) respondents consider their pupils' needs when introducing the complexity of structures.

Question Fifteen: Teachers' Attitudes to Adapting the Textbook Activities

This question further explored teachers' consideration of pupils' needs by adapting the tasks in the learners' textbook grammar tasks. Surprisingly all teachers answered positively to this question, except one. Thus, one can conclude that a great majority of teachers adapt the textbook activities to mitigate their complexity, especially in terms of lexical density, to make them fit both their learners' level and comprehensive abilities.

Rubric Seven: This rubric includes two questions that are targeted towards increasing teachers' awareness of teaching learning strategies along side with teaching grammatical structures.

Question Sixteen: Teachers' Awareness of Introducing Learning Strategies

The analyses of this question have clearly shown that a great deal of respondents (83, 33 %) have reported that they instruct strategies to their learners, while a minority of (05) informants have honestly admitted the contrary. When asked about the type of strategies they employ, (70%) respondents out of (25) gave a number of strategies. Unfortunately, while examining the suggested strategies, the researcher came to the conclusion that many teachers confused strategies with techniques. Thus, one can dare to assume in advance that many teachers do not know themselves what is meant by strategies. Some of the strategies that some teachers mentioned fall under three categories: social, cognitive and metacognitive strategies.

Question Seventeen: Teachers' Collaboration on Grammar Tasks

This question further explored the teachers' instruction of strategies to their learners. It at the same time aimed at finding out which kind of strategies appeared more useful towards the questioned teachers' point of view. For an easier elicitation of the answers, the investigator has offered a set of strategies and asked the informants in question to select among the suggested possibilities. Surprisingly, all teachers answered positively to this question except one male.

Chapter Three Data Analysis and Interpretation of Results

When further asked about the type of collaboration they provided their learners with, almost all informants (90%) pinpointed the use of examples to reinforce the new structure as a form of collaboration (which is a cognitive strategy). The second highest ratio (73, 33%) confirmed teaching their learners grammar in context (a metacognitive strategy). The number of informants who reported that they encouraged their learners to ask them for help (social strategy) and that of teachers who mentioned using authentic and appropriate texts and situations to reinforce and introduce grammatical structures (a metacognitive strategy) was the same (46, 66%) of the whole research population). Nine informants, that is a ratio of (30%) asserted that their collaboration consisted of requiring their learners to learn grammar rules through brainstorming (cognitive). On what concerns compensation strategies, four informants; that is a proportion of (13,33%) confirmed encouraging their learners to use such strategies. On the other hand, just few respondents (03), that is a proportion of (10%) appeared to give due attention to providing conferencing to poor learners (social/affective), while nearly a similar number of informants (02) have agreed that asking their learners to prepare their grammar lessons (metacognitive) was their sole collaboration to their follow learners. Thus, on the light of such question findings, the majority of teachers have reported instructing their learners in either cognitive or metacognitive strategies, where as more than the half of the respondents (46,66%+10%) made resort to social/affective strategies to boost their learners' learning. Table (3.16) below displays the results in details

Strategies	AF	RF
a- Encouraging them to learn grammar in context	22	73,33%
b- Encouraging them to learn grammar rules through brainstorming	09	30 %
c- Encouraging them to ask your help with language difficulties	14	46,66%
d- Ask them to prepare grammar lessons in advance	02	06,66%
e- Provide them with authentic and interesting texts and situations to reinforce and introduce grammatical structures.	14	46,66%
f- Provide conferencing to poor learners	03	10 %
g- Give examples to reinforce the new structure	27	90 %
h- Encouraging them to use another grammatical structure, if they are not sure of using a particular structure in speaking or writing	04	13,33%

Table (3.16) Teacher's Grammar Learning Strategy Instruction

Rubric Eight: This rubric invited teachers to lead an evaluation of their learners' strategy use. In other words, it required teachers to assess their learners' use of particular learning strategies.

Chapter Three Data Analysis and Interpretation of Results

Question Eighteen: Teachers' Evaluation of Learners' Strategy Use

This question aims to figure out which learning strategies appeared more useful towards learners' point of view. Three types of strategies were proposed to help teachers raise their awareness about their learners' learning strategies use. They are respectfully as follows: cognitive (a,b,c &d),metacognitive (e) and social /affective (f, g &h). The responses are clearly exposed in the following table.

Teachers' Evaluation of Learners' Strategy Use	AF	RF
a-Rote learning of grammar rules	03	10%
b-The use of grammatical charts	19	63,33%
c-A lot of practice (doing grammar acts at home)	12	40%
d- Using reference books to revise and consolidate grammar	03	10%
e-Identification of grammar rules from reading passages	10	33,33%
f- Asking the teacher for further information and clarification	21	70%
g-Cooperation with peers	06	20%

Table (3.17) Grammar Learning Strategy-Evaluation

As displaced in the above table one can notice that the informants' choice of strategies were dissimilar. According to the requested teachers, most learners tend to rely on two main strategies: social/affective and cognitive. On the other hand, according to many respondents, their learners rarely practise grammatical structures on their own (cognitive). A low proportion of respondents (10%) have honestly admitted that they have noticed their learners' dependence on rote learning and on using reference books to revise or better and consolidate their grammar learning (cognitive). In the like manner, according to the same respondents, the majority of their learners seemed unwilling to cooperate with each other while practicing or consolidating grammar. On the contrary, twenty-one (21) informants noted that their learners made resort to their teachers when facing difficulties. An important proportion of the whole research sampling (63, 33%) said that their learners favoured drawing charts for the grammar rules they learned. On the other hand, (40%) of the questioned teachers confirmed that their pupils relied on further practice of grammatical structures. Very few respondents (10) admitted that their learners depended on the identification of grammatical rules from reading passages. Thus, a great deal of informants have noticed their learners' dependence on specific types of strategy in pursuing their grammar learning: cognitive, metacognitive or social/affective, but their interest in using a particular type differs from one learner to another. On the light of the results, the wide spread strategy use appeared to be social/affective and cognitive strategies.

Rubric Nine: This rubric compromises three questions that sought to help the researcher obtain data about the informants' type of assessment procedure.

Chapter Three Data Analysis and Interpretation of Results

Question Nineteen: The Evaluation Procedure Used to Decide on Learners' Needs

This question attempted to discover how these teachers decide what areas of grammar pupils need to work with. Thus, it drives teachers' to report how they decide on their assessment procedure. For the sake of categorizing and determining the informants' answers to this question, the investigator suggested three distinct possibilities among which she requested teachers to tick the appropriate answer. Before proceeding with the analyses of the results, it is important to note that some teachers ticked more than one answer. Results of this question show that half of the research sampling follow the plan in the course book to assess their learners' grammatical knowledge.(40%) of them admitted using other ways of deciding, where as only few teachers (26,66 %) said that they referred to diagnostic tests to plan their assessment procedure. The analyses obtained from this question have clearly shown that the highest ratio of respondents seem faithful to the grammar syllabus portrayed in the learners' textbook.

Question Twenty: The kind of Grammar Tasks Given to Learners

This question strove to identify the kind of assessment these teachers base their grammar teaching on. According to the findings, a great deal of teachers, in fact twenty (20) informants; that is a ratio of (66, 66%) confirmed using the three types of tasks : form based, language use and affective tasks. Seven (07) of the respondents; that is (23, 33%) reported using language use tasks. Few were the respondents who opted for form based tasks (03 informants) and for affective tasks alone (04 teachers). Thus, most teachers seemed aware of using an assessment procedure that may enable their learners to use grammatical forms to achieve communicative purposes. Results were as follows:

The kind of Grammar Tasks Given to Learners	AF	RF
- Form based tasks	03	10%
- Affective tasks	04	13,33%
-Language use tasks	07	23,33%
-All the three kinds	20	66,66%

Table (3.18) The kind of Grammar Tasks Given to Learners

As noted in the above table, most teachers vary their ways of assessing of the target language grammar.

Rubric Ten: This rubric included one question that was centered on eliciting from teachers convenient ways of improving their learners' grammatical performance

Chapter Three Data Analysis and Interpretation of Results

Question Twenty One: Teachers' Suggestions to improve Pupils' Grammatical Performance

This question gave teachers an opportunity to suggest remedies to overcome some grammar teaching/learning faintnesses and the investigator the chance to build a remedial work phase later on. Because teachers are the ones who are permanently in touch with learners and learning problems, they can constitute a good source of suggestions concerning the treatment of learners' grammar weaknesses. In fact, they have made various and interesting suggestions in addition to remarks on the way to cope with learners' problems in grammar. To this question four (04) informants did not give any alternative solution. In fact, all teachers agreed on the fact that grammar was a major component of language learning and its teaching had to be considered. Teachers' proposals fell into three broad categories.

- *What learners should do to improve their level in grammar.

- *What teachers are required to do to help learners improve their grammatical ability.

- *What policy makers should do to mitigate the problem under investigation.

In reality, a great deal of suggestions turned implicitly around what teachers should do to alleviate the situation under study. Their suggestions were as follows:

- *Inducing learners to use a grammar book congruent with the official syllabus.

- *Practicing the studied grammatical structure in both writing and speaking.

- *Encouraging learners to do research and use the internet to look for web sides containing simplified versions of grammatical lessons.

- *Highlighting the importance of reading to help learners improve their grammar use and explore grammatical structures in context.

- *Making grammar teaching explicit.

- *Devoting more time to grammar teaching.

- *Evaluating pupils' grammatical knowledge regularly.

- *Introducing more grammar tasks in the Baccalaureate exam to give grammar its importance.

- *Devising a grammar book with exercises that go hand in hand with the course book.

- *Encouraging learners to practice the studied structures continuously

- *Introducing more grammar tasks in the Baccalaureate exam to give grammar its importance.

- *Encouraging reading to help learners explore grammatical structures in context.

According to these suggestions, most teaches portrayed their proposals in learning strategies, namely cognitive and metacognitive, in addition to some suggestions to improve learners' motivation.

Chapter Three Data Analysis and Interpretation of Results

3.2.2.1. Interpretation of Results

In fact, the teacher's questionnaire helped the researcher a lot in gathering valuable insights about the teaching of the target language grammar. Although its results were not contradiction-free, they abundantly gave the researcher the opportunity to analyze the roots of the central believe, leading this dissertation.

Results' interpretation has led to point to a crucial mismatch between teachers' teaching style and learners' learning style. To name but few: the diversity in teaching and learning grammar perspectives and objectives among learners and teachers, attitudes to metalinguistic terms, preference of particular learning strategies as well as assessment procedure. Such findings have also confirmed that part of the responsibility of the investigated issue falls on the teacher's methodology and false assumptions about the teaching of EFL in general. Since, it has as well been confirmed that the teacher's negative attitudes towards the teaching of English in general and grammar in particular along side with the numerous teaching challenges facing the teacher have both directly and indirectly affected the teacher's invested efforts and led to a linear way of grammar teaching, far from being communicatively oriented. Like their learners, teachers' attitudes to the objectives of teaching EFL grammar has taken different direction, but at least, half the informants have related teaching grammar to some long term objectives. In the like manner, both teachers and learners showed preference to the inductive approach. This was the reaction of more than the half of informants in both research population samplings. On what concerns rating their learners' proficiency level, the majority of teachers have asserted that their learners' level ranged from poor to average. A finding which has been proved to be contradictory to learners' questionnaire findings (many learners (80%) do not seem aware about their real proficiency level). Thus, it seems that teachers hold a wider view about their learners' proficiency level. Although, nearly all teachers confirmed making resort to adaptation while practicing grammar with their learners, the questionnaires' findings have pointed to the lack of consideration of learners' needs while presenting or practicing grammatical uses. This was the reaction of (53,33%) of informants. What is more is that the importance of the BAC exam as a formal exam has directed these teachers' attention towards equipping their learners with a basic language baggage, capable of fostering their ability to deal with the many proposed Bac exam tasks. In fact, it was the reaction of (90%) of teachers. Such tacit attitude in addition to the complexity of the content on which the grammatical structures have been introduced have forged many teachers to ignore an important aspect in teaching EFL that is enhancing learners' communicative ability. Unfortunately, many learners (43,33%) shared the same attitude as their teachers. Thus, instead of being "...more interested in what their learners need to know to

Chapter Three Data Analysis and Interpretation of Results

communicate effectively” (Arndt et al, 2000:101), the questioned teachers seemed to be “...more interested in what their learners needto pass exams” (Arndt et al, 2000:101).

Contrary to most of learners’ perspectives about their real grammar difficulties, many teachers have pointed to a number of contextual variables capable of affecting their learners’ grammar learning. Therefore, they have pinpointed to linguistic, motivational and attitudinal factors at once, a fact that has also provided hence, positive evidence to a former assumption (See 2.3.5 &2.3.6). Such finding supports the first hypothesis. From the other hand, only a minority of teachers consider the complexity of grammatical structures and its metalinguistic terms as a source of pupils’ weaknesses. Thus, contrary to what most learners think, many teachers (66,66%) believe that metalinguistic terms may enhance learning and do not constitute an impediment to their learners’ learning.

What is more is that the majority of teachers seemed aware of the problem under investigation; according to question seven findings and (43,33%) of them have related such problem to their learners inability to relate meaning and structure; that is to their learners’ inability to connect their declarative knowledge to their procedural knowledge to achieve some real world communicative purposes. Questioning these teachers has also revealed that, (46,66%) of these teachers appeared conscious about their learners’ reliance on language interference between their native language and the target language to learn and consolidate their grammar learning.

Regarding strategies, most teachers asserted instructing their learners in both cognitive and social/affective strategies. On the other hand, just few respondents confirmed using metacognitive and compensation strategies, a finding, which supports a former result in learners’ questionnaire.

3.3. Classroom Observation: Analysis of the Results

This section is devoted to the analyses of data gathered during classroom observation, which was meant to provide a thorough picture of what really happens inside the language learning classroom. It is hoped that this section would bring together data from classroom observations and from teacher’s comments to help shed light on the questions surrounding the present investigation. It has also got interest in observing some learners strategies, during the eight planned observed sessions, although, during classroom based observation “...waiting for one learner or a small group to reveal their use of strategies may not provide much useful data” (Cohen, 1998: 31).In reality, the classroom observation has helped the investigator a lot to rate and qualify the observed behaviors and phenomena. The purpose is to see how the procedures are going on in the field itself. At first sight, the researcher intended to use an observation scale,

Chapter Three Data Analysis and Interpretation of Results

which may define a priori the focus of the observation and enable to standardize the researcher's data collection procedure and his/her focus of observation (Slinger & Shohamy, 2000:163). But later, the investigator believes that using an "unstructured observation" that seeks to observe the teaching/ learning scene in more general terms would be a better tool. Thus, data gathered from open observations will take the form of impressions and field notes. This is mainly for methodological reasons and lack of experience of using such instrument the investigator made resort to note taking.

The collected information pointed to numerous factors that have directly or indirectly influenced the teaching of EFL grammar in general. These factors were summarized in what follows:

3.3.1. Learners' Attitudes Visa-a Vis the Learning Situation

Evidence suggests that the type of attitudes each individual learner possesses can play a crucial role in his learning process as the learner "... will reflect high personal motivation for learning the language...and is believed to bring about the best results in terms of language acquisition"(Dubin & Olshtain, 1988:14). As far as the informants' in question attitudes towards the English course are concerned, they were mainly negative. Many classroom behaviours have shown so; the informants' lack of interest, during English lessons in general, their short span attention, their lack of participation and mainly their lack of involvement in classroom activities. Unfortunately, this was the reaction of (70 %) of learners. Their attitudes are summarized in the following table.

Learners' Attitudes to their English Language Learning	AF	RF
Positive	09	30 %
Negative	21	70%

Table (3.19) Learners' Attitudes towards English Language Learning

Results were contradictory to those of learners' questionnaire. While an important proportion of learners (60%) have stated that their attitudes were positive, observing them during several sessions showed the contrary. A number of reasons were put forward to justify such finding. They are classified in a decreasing order of importance.

3.3.1.1. Learners' Lack of Motivation

Motivation is an important factor to enhance learners' learning process. It is the key factor that characterizes at the top of any learning. But, unfortunately, although the 3AS learners are motivated with a quite important factor to their extensive motivation: the Bac exam, they are not always in an English language class, a fact that has also been proved in teachers' questionnaire

Chapter Three Data Analysis and Interpretation of Results

and provided hence, positive evidence to a former assumption (See 2.3.5 &2.3.6). This may be due to numerous factors. In deed, both classroom observation and experience corroborate the finding that learners with poor attitudes about the context, school, the subject matter, and their classroom are poorly motivated and thus, present major teaching challenges. This lack of motivation as mentioned earlier can be due to a number of factors. To name but few:

-The low marks obtained in exams and tests; more than often result in demotivation. Simply because: “Failure may produce negative attitudes which may help to breed further failure” (Littlewoods, 1989:56)

-Some learners’ extensive reliance on effort-avoidance strategy.

-The teacher’s attitudes to grammar teaching and methodology which has proved to be very inhibiting to learners, since observation data suggest that, the teacher at the 3AS level appears to be knowledgeable enough about the subject matter content, but not necessary about ways of proceeding with grammar lessons that aim at fostering in learners a particular level of fluency. Instead the language teacher strove hard to provide learners with the kind of teaching that is targeted towards facilitating their task completion, during exams.

-Learners’ anxiety about the language learning atmosphere, in general. For evidence suggests that the more learners feel anxiety, the less they have to achieve in learning in general. Many learners feel so, because either they come to the class with negative learning experiences or they possess a low proficiency level. In such circumstances, the teacher is urgently required to increase learners’ motivation by showing interest themselves during lessons and by helping their learners reach specific goals they set for them in advance.

3.3.1.2. The Learners Previous Negative Learning Experience

Apparently a big majority of learners who show signs of negative attitudes to the English language are in most cases repetitive, whose previous learning experiences affected their learning process. They are not necessary weak learners, but in fact, many of them are average learners, whose previous efforts invested in learning the target language has been negatively affected by former learning experiences. The other category of learners is those who suffer different lacks in many language areas (grammar, writing, vocabulary, understanding reading passages...etc).

3.3.1.3. The English Language Low Coefficient

The other paramount challenge, facing many teachers is the English subject low coefficient. A fact as this has been proved that it lowers language learners’ invested efforts. So while subjects as Philosophy, Arabic, History and Geography possess higher coefficients than that of English

Chapter Three *Data Analysis and Interpretation of Results*

(table 3.20), they naturally exert a direct influence on its learning. Such fact may in many cases confront teacher with situations where learning English is usually seen as secondary and is rarely practiced outside the classroom setting.

Subject	Coefficient	Teaching time
*Arabic	06	07
*Philosophy	06	07
*History	04	04
*Mathematics	02	02
*English	03	04
*French	03	04
*Islamic Sciences	02	01

Table (3.20) Subjects' Coefficient for 3AS/ LP Classes

3.3.1.4. The Good Learners' Dominance of the Classroom Activities

As confirmed by the class observation finding (table 3.18), the remaining (30%) of learners are in general motivated and possess positive attitudes towards the English language learning. They seem quite interested in investing more efforts in their language learning. That might facilitate the teacher's task, but it happens that this small group of learners might dominate the classroom interactions activities and become at the center of different classroom activities, until they possess the teacher's total attention. On the other hand, the other learners will consequently, get less than their 'fair share' of talking time (Allwright & Bailey, 1996:124). On the light of such circumstances the second category of learners may feel a kind of rejection from their teacher's part and consequently get demotivated and become unwilling to take part in the learning process. This was unfortunately the case of the majority of informants (70 %) assigned for the present investigation.

3.3.2. The Teacher's Methodology and used Materials

Observation data supports the evidence of the little help offered by the observed teacher to pupils in terms of the practice of grammatical structures in speaking. This was unfortunately the case of written production as well. Observing the EFL teaching / learning context on the other hand pointed to another fact which deserves consideration in teacher's methodology: the introduction of many grammatical points at once. This can, but lead to confusions in the learners' mind. Furthermore, the regular class observations asserted that the observed teacher tended to focus his teaching on the reading skill and on the introduction and practice of the grammatical points. This is most of the time done on the expense of listening and speaking. The fact may be due to two main reasons: from one side grammar and reading constitute the two main language components that constitute the major parts of the Baccalaureate examination (See Appendix E)

Chapter Three Data Analysis and Interpretation of Results

and from the other and because of time constraints, teachers were recommended to drop listening and speaking sequences according inspectors' recommendations for 3AS classes in 2008 syllabus. Thus, this led to note the striking contradiction in the EFL teaching: the listening and speaking skills which constitute the hallmark of communicative language teaching (CLT) are to some extent neglected, during class sessions.

What was also remarkable about the teacher's methodology is the variety in the instructional strategies used by this latter to meet the diverse learning needs of pupils, namely, teacher's use of wait time and questioning strategies. Such questioning strategies were likely to enhance the development of the informants' conceptual understanding and problem solving. Thus, in general sense, the instructional methodology of the observed teacher could be simply described as a question for the right answer. What was interesting about this methodology is that the observed teacher questioned his learners and required them to explain and justify their answers. He also gave continuous feedback and support to his learners.

Another point which deserves consideration here is that the sessions were not fully communicatively oriented. Thus, encouraging learners' engagement and understanding though the use of concrete communicative use of the intended grammatical structure was nearly abandoned. What is more is that, although the observed teacher appeared to be knowledgeable enough about the English language content, he was not so when it comes to ways of teaching the communicative uses of the different grammatical structure. This is perhaps, because teachers were more confident in teaching language content than communicative activities, after the introduction of the CBA approach which deprived them from their major role as the key player in the teaching / learning scene. What is more is that lessons proceed at too quick pace. The teacher in question has reported that the program is too long and there are many language points to be instructed to pupils to meet the needs of the Baccalaureate examination. Furthermore, there was nearly no attempt at recycling grammatical knowledge through repeated practice as well and the teacher gave learners no chance for consolidation or review. In this sense, the teacher-informant ignored another important fact that teaching something once doesn't necessarily result in acquisition.

During the class observation, it was as well convenient to observe the teacher's assessment procedure to find out its relation with the problem under investigation. Unfortunately, classroom observation has asserted that not only there was not enough practice to consolidate the introduced structures, but there was as well a total absence of learners' grammatical ability assessment. Observing the informant in question corroborates the evidence that the teacher's assessment procedure was based solely on the reinforcement of the form of grammatical structure in question. Observation data also suggests that the teacher tended to adopt an

Chapter Three Data Analysis and Interpretation of Results

abandonment strategy as far as suggesting evaluation for the learners' grammatical ability, not only to avoid loss of motivation among learners, but to avoid his own demotivation as well. Seemingly, the teacher in question had not been trained on how to apply the aspects of the CBA approach and CLT effectively, the thing which has limited its benefits. Thus, teachers were forced in the situation described by Baldauf and Moni (2006) as a "... gap between intent and practice and between knowledge and outcomes" (Baldauf & Moni, 2006: 8). When required about this fact, the teacher justified such avoidance strategy by the overloaded program and the learners' need to practice the form of these grammatical structures to get ready for the BAC exam.

Regarding strategies, the class observation gave the investigator the opportunity to observe some learning strategies which can be observable such as behaviours, steps, thoughts, mental processes...etc. As confirmed earlier in teachers' questionnaires findings, the observed teacher does not seem to rely a lot on social strategies (providing conferencing to poor learners). On the contrary, it was evident that he made efforts to boost his learners' learning by using cognitive and metacognitive strategies. He himself uses a number of strategies which can be very beneficial to learners. To name but few, encouraging his learners to take notes (a cognitive strategy), underlining, and using different colours to emphasize the important parts of grammar rules (cognitive strategy), providing learners with grammar charts for the grammar rules to help them remember and revise (cognitive strategy), indulging learners to notice the new grammar structures that appear in a listening or a reading passages (a metacognitive strategy).

On what concerns learners' use of social strategies, the class observation revealed fewer instances of learners working collaboratively with each other than it was assumed earlier in learners' questionnaires. The matter was limited to some good learners who did not hesitate to ask the teacher's cooperation from time to time. The same good learners seemed cooperating with their peers as well.

As far as learners are concerned, the class also contained fewer opportunities of learners working collaboratively with each other than it was assumed earlier in learners' questionnaires. What is more is that the class was found to be deficient in encouraging learners to use grammatical structures to express their ideas in the target language. Consequently, such circumstances have led to learners' demotivation. Thus, most learners were much busier copying from the board than interested in taking part in classroom interactions.

3.3.2.1. The Teacher's Domination of the Classroom Talk

One of the issues which have been investigated in language classroom research, typically during the class observation has to do with teacher talk and learners talk. This issue has been addressed in a purely quantitative way. The researcher managed to do so by trying to calculate

Chapter Three Data Analysis and Interpretation of Results

the number of turns taken by each informant. In such analysis, the informants' use of a simple utterance can be considered as a turn. In order to fulfill the task appropriately, the investigator made use of grid (see appendix F) to note informants' turns, during three successive sessions. Such observation tool helped the researcher a lot to tabulate the informants' participation in classroom talk. Surprisingly, records from such investigation revealed that nearly two thirds (2/3) of the classroom talk is dominated by the teacher, ignoring the fact that: "The more a teacher talks –the less opportunity there is for the learners. They need time to think, prepare what they are going to say and how they are going to say it" (Scrivener, 1998:16). That is why the teacher is advised to consider the value of silent participation and not seize it as an opportunity to compensate for his learners' lack of participation.

3.3.3. The Teaching Challenges Facing the Teacher

Preliminary data suggests that there are additional problems inherent in English classes; such problems may soon turn to challenges facing the teacher. To name, but few the learners level, negative attitudes, previous learning experience, passivity, absence of motivation, in addition to, the insufficient teaching time, the overloaded program and the difficulty to attain the official objectives with low level learners who have in most cases witnessed negative learning experiences. All these factors together may demotivate the teacher and minimize his efforts invested in the field. They also constitute a real impediment to learners' efficient grammar learning.

With the introduction of CBA, things have been aggravated and the language teacher task became harder to assume. What is more is that instead of forming a favorable context for the introduction of grammatical structures, learners are generally bounded with a difficult linguistic context. They, however invest both time and efforts in deciphering its vocabulary barriers. In essence, syllabus designers added a burden on learners' backs by neglecting vocabulary selection in the context in which grammar has been introduced, ignoring the learners' need to make a semantic link between grammatical structures and vocabulary.

In sum, taking charge of 3AS learners under such deceiving circumstances can but add a burden on the teacher's back, inhibit his motivation and confront him with challenges, most of the time, capable of preventing the favourable language teaching/ learning conditions .

3.3.3.1. The Size of the Class

According to what has been observed, the number of pupils in most terminal classes exceeds (30) learners. That opens the realm to a kind of diversity in learning styles and any lack of

Chapter Three Data Analysis and Interpretation of Results

awareness of such fact from the teacher's part may lead to a kind of teaching that doesn't match most learners' learning styles. That explains the lack of motivation and the low achievement of the majority of learners. Feeling marginalized, many learners find themselves struggling in situations of lack of motivation or roaming in circumstances of learning that may rarely end successfully. That is why; the teacher is required to take account of his learners' abilities and learning styles. The teacher can not be blamed alone in situations as these, since the insufficient time devoted to each single session has made the practicability of satisfying all learners' needs far from being realistic. What is more is that the observation of several sessions has demonstrated that teaching a large class in most cases has faced the teacher with other challenges and has rendered his task of gaining control over the whole class sometimes impossible.

3.3.3.2. The Difficulty of Applying the CBA Approach

The success of any language program may depend largely on how well it matches the learners' values, expectations and learning styles.(Richards, 1985:14).Unfortunately, this was not the case of the CBA approach, since the degree of its implementation in the secondary school in question is solely shaped by understanding its theory and managing to match it with daily practices within the confronted teaching constraints .Perhaps the most common understanding of the CBA, was the teachers' need to allow their learners to take more responsibility for their own learning.

The teacher informant on his turn agreed that it was challenging for him to implement this change while the other conditions, such as learners' low motivation and poor English ability and large classes remained unchanged. What is more is that the absence of an adequate training in what constitute the CBA principles has unfortunately resulted in a kind of teaching that was solely based on language content than on communicative activities. The teacher informant has also reported that he needs more time and support to gain insights into this approach in order to develop more learner-centred teaching skills and to be able to implement the new teaching/ learning policy either in theory or practice. Vis -a- vi such miss conceptions, the introduction of the CBA approach in EFL classes did nothing ,but added a burden on learners' backs, because it was difficult for them to learn English, a language which was not their native tongue by themselves.

3.3.4. Interpretation of Results

Seemingly, several observations have created the opportunity to reflect and develop ideas about the connections between teacher planning, lessons' structure and learners' experience. Thus, apparently, the causes of the problem under investigation seemed deeply rooted to some

Chapter Three Data Analysis and Interpretation of Results

extend in a number of unsatisfactory teaching conditions, teacher's inconvenient teaching methodology, in addition to some teaching/learning false assumptions about English and its grammar, a finding which has been proved in teachers' questionnaires.

The constraints of the local contexts and most learners' loss of motivation have also contributed to the problem, a finding that provide, hence support to the first hypothesis. What is more is that the teacher's neglect of his learners' difficulty in understanding the language context and the teacher's metalanguage, taking for granted that English must be accepted as the sole language of instruction has also affected negatively the situation. Most important is the teacher's focus on grammatical correctness on the expense of fostering in learners a degree of grammatical ability. Taking charge of teaching 3AS learners the appropriate grammar under such unsatisfactory conditions was far from being realistic, and this has urged the observed teacher to adopt a traditional way of grammar teaching that seems far from being communicatively oriented. On the light of such teaching circumstances, grammar teaching was more teacher-dominated than learner-centred and communicatively-oriented. Several observations of 3AS English classes revealed rare evidence of communicative language use. Basing ourselves on classroom observation data and teachers discussions, we can dare to say that the EFL classes were still not fully competency based, learner-centred and communicative oriented, because of the constraints of the local contexts. Evidence also suggests the impracticality of expecting learners to be directly involved in taking charge of their own learning process using a medium of interaction which is usually different from their mother language.

Seemingly both teachers and learners were required to develop new teaching and learning strategies, but teaching/learning circumstances have made this goal unrealistic and impossible to achieve, in the absence of teachers' sufficient training resources and facilities, and in the presence of an inconvenient learning environment.

What is more is that the English language low coefficient as well as most learners' low proficiency level, in addition to other teaching/learning constraints have deprived learners from many opportunities of practising grammar in different contexts and using cognitive and metacognitive strategies which have been proved to have a vital role in helping learners remember, practice and use grammar to achieve communicative purposes. A finding that provides to some extends evidence to the third hypothesis.

On the light of what has been found, only hypothesis one and to some extend hypothesis three were supported by the results

Chapter Three Data Analysis and Interpretation of Results

3.4. Conclusion

This chapter has been mainly concerned with the analysis of the different data gathered in this investigation in an attempt to find out the relationship between the EFL grammar teaching/learning situation and the problematic leading the present study. In fact, results obtained from the many employed research instruments have enabled the researcher to arrive to valuable findings concerning learners' inability to foster their grammatical ability in the light of grammar teaching within the CBA approach.

Learners' questionnaire has revealed interesting facts about learners' attitudes towards English as a language and as a subject-matter. Likewise, it has helped the researcher a lot to gain insights about learners' motivation, needs, preferences and sources of difficulties. It has also highlighted the learners' degree of awareness of their grammar learning objectives as well their awareness about using different learning strategies.

Teachers' questionnaire on the other hand has helped a lot to clarify teachers' perspectives about English grammar teaching and learning as a whole. It has at the same time laid the focus on teachers' methodology and assessment procedure. Teachers' questionnaire as being an important investigation tool has given equal importance to the identification of teachers' strategy instruction and strategy evaluation.

The classroom based observation on its turn has proved to be of supreme usefulness in giving insights about teacher's methodology, learners' interest and motivation and the degree of applying the CBA principles on grammar teaching to achieve the desired objectives. It has as well enabled the investigator to analyse what is really going on in the EFL classroom setting.

The interpretation and the analysis of the different findings have led to the following conclusions. Grammar is an important aspect of English language learning that cannot be disassociated from learning it, a fact which has proved to be confirmed in the responses of the majority of learners. Such assumption also reflected learners' positive attitudes towards grammar. The findings also pointed to learners' awareness of English language learning objectives in general and those of grammar in particular. Accordingly, most learners seemed aware of their sources of grammar difficulties, which are due to their lack of interest in the grammatical structures proposed by syllabus designers, their difficulty and namely to the difficulty of the context in which they have been introduced to learners. Metalinguistic terminology has its share of responsibility in the matter, since many informants pointed to its difficulty and to their inability to remember the range of terms introduced after a grammar lesson, a finding that supports to some extent the second hypothesis. The findings also corroborate the fact of learners' inability to benefit from using cognitive, metacognitive and compensation strategies to internalize their grammatical knowledge and use it to achieve some real world communicative purposes, a finding that supports the present dissertation

third hypothesis. Another important finding is the great disparity between the stated objectives and the teaching/learning objectives, since the language teaching in general and the grammar learning in particular seem to turn implicitly around helping learners to score well in the Baccalaureate exam. Consequently, and according to classroom observation findings, both teachers' teaching and learners' learning appear to be directed towards finding the most efficient ways of coping with the Baccalaureate exam tasks. As being a compulsory subject-matter, the English language state has to do with the problem under investigation, for learners' attitudes towards the English language as a secondary subject-matter have negative influence on their invested efforts and on their motivation in particular. What is more is that learners' low proficiency level, the English language low coefficient, teacher's assessment procedure, and lack of practice inside and outside the classroom setting prevent learners from using two major learning strategies metacognitive and compensation strategies which may be vital to help learners identify and use grammatical structures in contexts. Such finding adds validity to the first hypothesis.

The teacher as being an important agent in the teaching /learning situation has the biggest share of responsibility, since it has been proved that teacher's inadequate teaching methodology and classroom practices have laid the ground to the problem under investigation. Members from the educational scene have also contributed to the matter, when they have purposely or not purposely ignored training teachers in what constitutes the CBA principles. Belittling teachers' role in decision making concerning the introduction of the CBA Approach along side with neglecting the creation of the convenient circumstances for its introduction were their biggest mistakes. All in all a number of factors have gathered and led to the kind grammar teaching and learning that was far from being communicatively oriented.

Thus, at first place the teacher is highly recommended to spend some, but not much time on explicit grammar teaching, within a communicative methodology to enable learners to benefit from the many merits of such grammar teaching. Training learners in the different language strategies is also recommended if learners' responsibility of their learning is to be attained. Success in grammar teaching also depends a great deal on reconsideration of EFL teaching objectives, particularly at the level of 3AS. The situations could be mitigated, if agents from the educational scene gave equal importance to teachers' and learners' training. It is also high time to give a value to the English language, by raising its coefficient, if this really helps increase learners' positive attitudes and consequently their invested efforts in learning such language.

For all these reasons, the next chapter will be primarily concerned with making suggestions and recommendations to improve learners' English proficiency level while using their grammar knowledge. It is as well directed towards providing teachers with some alternatives to their current way of teaching, hoping that they would make the grammar teaching as efficient and as interesting as possible.

CHAPTER FOUR

Chapter Four: Perspectives on Grammar Teaching / Learning Development

4.1. Introduction

4.2. Pedagogical Implications

4.2.1. Implications for Teaching and Teacher Training

4.2.2. Teacher's Development

4.2.3. Teaching Methodology

4.2.3.1. The Need for a Communicative Grammar Teaching

4.2.3.2. The Need for Adapting an Eclectic Approach

4.2.4. The Role of the Teacher

4.2.4.1. Creating an Effective Grammar Learning Atmosphere in the Classroom

4.2.4.2. Increasing Learners' Motivation

4.2.4.3. Teacher's Awareness about his Learners' Differences in Learning Style and Abilities

4.2.4.4. Developing Language Awareness in Learners

4.2.4.5. Using Strategies for Enhancing Learners' Grammar Learning

4.2.4.6. Selecting the Appropriate Out put Practice Grammar Activities for Learners

4.2.5. The Learner

4.2.5.1. The Need for Reflective Learning

4.2.5.2. Grammar Learning Strategies

4.2.5.3. Collaborative Learning

4.2.5.4. Learner-Centred Grammar Instruction

4.2.6. Applying New Trends for Teaching Grammar in the Classroom

4.2.6.1. Teaching Informal Pedagogical Grammar

4.2.6.2. Teaching Grammar in Context

4.2.6.3. Grammar Consciousness- Raising

4.2.6.4. Problem Solving Procedure

4.2.6.5. The Grammaring Process

4.2.6.6. Ellis Approach to Grammar Teaching

4.2.7. The Need for Criteria for the Selection of Communicative Tasks

4.3. Conclusion

Notes to Chapter Four

4.1. Introduction

Because the empirical phase in the previous chapter has enabled the investigator to shed fresh light on some causes behind learners' failure to use their grammatical knowledge to achieve communicative purposes, the present chapter will be targeted towards proposing alternatives and, hopefully suggesting useful recommendations regarding grammar teaching to help teachers as well as learners tackle the problem described in the previous chapters, in an attempt to provide teachers with insights for practicing, assessing as well as fostering both their learners' grammatical knowledge and ability. Our proposed solutions were built upon a number of factors that have directly or indirectly affected learners' grammar outcomes; namely the diversity in English language teaching and learning objectives and perspectives among the two major poles of the educational scene: teachers and learners, learners and some teachers' negative attitudes towards learning and teaching English in general, the difficulty of the local constraints that surround English teaching after the introduction of the CBA approach, besides the target language low coefficient which has directly affected learners' invested efforts in learning the target language in general. Add to learners' low motivation and proficiency level, and their inability to benefit from using learning strategies to enhance their language learning in general and their grammar learning in particular.

The remedial proposals are as well concerned about teacher's methodology and teaching practices, his perceived role in providing the favourable conditions for the target language learning to increase the learners' interests, enhance their motivation, and above all to meet their learning needs. A major part of these proposals will be concerned with raising the teacher's awareness about the role of learning strategy instruction in particular strategies for learning grammar in training learners in taking responsibilities of their own learning, in an attempt to ease their acceptance of their new role as full autonomous in the light of the CBA approach. To mitigate the problem under study, some suggestions will be directed towards learners' needs for a reflective learning that may foster their autonomy, besides increasing their awareness about the fruitful benefits of collaborative learning.

Recommendations in chapter four cannot give a one-for-all solution to the problem, but solely aims at re-evaluating the teaching/learning of EFL grammar with an ultimate goal of making it a fruitful as well as an enjoyable tool for both teachers and their follow learners.

4.2. Pedagogical Implications

Reform in education is vital, but it is not an easy task; it is, however, a long-term process that requires focused objectives, perseverance in the implementation of these objectives and the application of the knowledge gained from the experience of others, if necessary. It also requires the contribution of many agents from the educational scene, namely teachers. But, although, they constitute the key agents of change, these teachers rarely take a single contribution in new syllabus content choice, methodology or evaluation practices. That is why in reforms teachers along side with experts should revise and update the teaching-learning materials and any problem in the school reform needs to be remedied starting at the very beginning.

In actual fact, besides the already mentioned circumstances, the investigated problem is also deeply rooted in a combination of teaching and learning false assumptions about the teaching / learning of EFL. Examples of these are the teachers' and learners' negative attitudes about the target language, the overloaded programme, the English language low coefficient , some learners lack of awareness of learning the English language grammar objectives, and above all insufficient and inadequate assessment practices. Taking into account all these teaching/learning constraints, teachers should adopt a teaching methodology that is consistent with the EFL teaching / learning requirements in Algeria and to learners' background knowledge, individual abilities and learning style and strategies. Regarding the points mentioned up to here, the need for a solution to avoid the shortcomings of these stances, is strongly felt. In this regard, three of the main teaching / learning situation variables are to be considered: the teacher, his employed teaching methodology and the learner.

4.2.1. Implications for Teaching and Teacher Training

Because EFL is a rapidly changing field, teachers are highly recommended to expand their roles and responsibilities over time to meet the many requirements of each EFL teaching/learning situation. They need, in fact, to take regular opportunities to update their professional knowledge and skills and to meet their professional and their learners' evolving needs. Such opportunities may be provided through

- **English team meetings:** teachers both experienced and novice needs to cooperate and collaborate collectively to discuss the different issues arising from their everyday contact with the teaching/learning situation in prearranged meetings.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

- **Internal pedagogical sessions:** regular observation of teachers by their colleagues, during presented sessions can open the realm to fruitful insights about teachers' professional development and can provide positive feedback on grammar teaching as well as help them identify areas that might need attention. This peer observation can also be used to enable teachers to share ideas, experiences and teaching strategies.
- **Observation:** The use of self-observation, (generally through audio or video recording) can enable the teacher to see what needs to be improved in his or her grammar teaching has also proved to be highly beneficial.
- **Collaborative planning:** many teachers often work in isolation .Thus, they miss the opportunity to benefit from the collective expertise of their colleagues. One way to avoid this is by the identification of potential problems related to grammar teaching and resolving them Collaboratively, because it has been proved that collaborative planning can guarantee a better lesson presentation.
- **Workshops and seminars:** specialists in the field of EFL can always offer workshops and seminars on topics related to grammar from time to time. Teachers can seize the occasion to reflect on their own grammar teaching strengths and weaknesses.
- **Writing about teaching:** teachers can keep a reflective diary or journal and why not share it with colleagues to be able to self reflect on their teaching and their learners' grammar learning process.
- **Project work:** teachers should be self confident enough to be involved in the opportunities to develop projects such as a course demonstration, classroom materials, video and other teaching resources to improve language teaching in general and grammar in particular.
- **Action research:** teachers can conduct small scale classroom research on their teaching and why not sharing their findings with colleagues during previously arranged meetings

These opportunities and many others that teachers have certainly experimented will undoubtedly help them improve in the basic teaching skills that are language awareness (4), classroom management, planning and designing courses, developing resources and materials for teaching and for professional development.

4.2.2. Teacher's Development

During their professional careers that may last more than three decades, teachers may experience numerous teaching methodologies. Thus, in order to face the many requirements of these changes, teachers themselves need to change.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

They “...are not only one of the ‘variables’ that need to be changed in order to improve the educational system, but they are also the most significant change agents in each reform” ILEP-UNESCO

To be able to meet the many demands of their educational scene, teachers need at first place to be eager to develop their teaching skills to get ready to

- develop specialised knowledge and skills about many aspects of teaching
- identify their areas of strength and weakness
- develop curiosity and interest in many different aspects of teaching
- expand their knowledge about research, theory and issues in teaching
- take on new roles and responsibilities such as mentor teacher, teacher-researcher, materials writer.
- engage in self-reflection and evaluation

Adapted from “Program Factors in Effective FLT/ SLT (Richards, 1996)

In this sense, they have to be skilful enough to take appropriate decisions about their teaching objectives, methodology; the skill(s) to be focussed as well as the type of interaction that should exist in the classroom setting. Thanks to reflecting on their teaching principles those teachers will improve their professional careers and their classroom practices.

As far as the present investigated situation is concerned, it has also been approached that the absence of training in the CBA principles constitute a real obstacle to teachers’ way of teaching as it hinders their daily pursuit of their tough task successfully. Thus, to achieve their teaching targets, “Initial teacher education programmes should be based upon an ideal teacher profile, if they are to be functional” (Cross, 1995:34). Accordingly, for the educational principles to be effectively implemented in foreign language learning, teachers’ training and development at all levels of EFL learning should be reconsidered. Teachers on the other hand should have their say in the matter, for the simple reason that reform’s policy cannot be successfully implemented without listening to the teachers’ voices as they are the key agents of the change, because having things imposed from above and expecting teachers to apply them to classroom daily practices did not seem to bring fruitful results. That is why it should be made clear to teachers that one of the principle tenets of teachers’ educational development is that these teachers must keep abreast with new grammar teaching methodologies through research, self-education, training and continued learning, which become integral parts of the school reform.

4.2.3. Teaching Methodology

According to Dykes (2007) grammar provides a whole cohesive system concerning the formation and transmission of language. The question is how do we pass on this knowledge? Firstly, we need to understand it ourselves and, even better, develop that passion and enthusiasm in our students (Dykes, 2007:4). In point of fact, finding answer to such question is what constitutes the teacher's teaching methodology and the success of such methodology is bounded with the extent it may bring to classroom practices. In this respect, Allwright and Bailey (1996) note that: "...Method does matter... but only to the extent that it makes a real difference to what actually happens in the classroom"(Allwright & Bailey, 1996:105). According to language specialists, teachers' teaching methodology is the numerous prescriptions that are most of the time translated into classroom practices. In addition to, shaping perspectives for presenting the target language grammar, teachers' employed methodology cites planning for various practical classroom ideas and procedures. Obviously, a good method can be very beneficial to learners, if the teacher does his best to make it fit his learners' various needs and expectations, because above all "Language teaching will always remain an art in the hand of enthusiastic, competent, and caring teachers" (Finocchiaro, 1982:11). Thus, in teaching grammar, the teacher is required to accommodate his own teaching in a way to make his learners find out how grammar relates to what they want to say by helping them produce meaningful and grammatically accurate messages.

To succeed in making learners better approach their grammar learning, teachers are similarly recommended not overdoing the teaching of too many structures in one lesson. Actually, they are advised to teach one item at a time, if they are to address their learners' inability to retain what they have learnt from grammar lessons.

What is more is that the language teacher should perfectly know that it has been proved that the judicious use of the mother tongue to explain some grammatical structures can be beneficial to some learners who may rely on language interference between their mother tongue and the target language to deeper their understanding of the target language grammar. Because language specialists believe that language acquisition takes place when learners do not feel the need to make resort to exact meanings in their own language.

By the end, it is then evident to pinpoint to the following guidelines to mitigate the problem under study. First of all, the teacher is recommended to teach the grammar point in the target language or the pupils' first language or both. The goal is to facilitate understanding. Some teachers-informants were aware of the fact, since (46, 66%) of the questioned teachers reported that they relied on such strategy. Second, he has to set a time limit for grammar explanations,

Chapter Four: Perspectives on Grammar Teaching / Learning Development

especially for lower level learners whose ability to sustain attention can be limited. What is more is that the teacher should present grammar points both in written and oral ways to address the needs of learners with different learning styles and enable them to discover the boundaries of using grammar to achieve communicative purposes. In so doing, the teacher, should then, know that examples are an important teaching tool that needs to be clear, meaningful and shape the intended grammatical structure. To address the problem under investigation differently, teachers should pay due attention to their assessment procedure, since it has been proved that "...rules can be initially represented in declarative form, and gradually, through practice, can be compiled into production sets and fine tuned to the point of automatic execution (O'Malley and Chamot, 1990). Thus, the teacher should be careful about the type of practices he offers to his learners to give them the opportunity to use grammatical structures in an accurate and meaningful way, raise their interest and ensure their full engagement, by using grammar structures in meaningful and engaging activities to avoid boredom and occasional loss of motivation

4.2.3.1. The Need of Communicative Grammar Teaching

It has long been proved that raising learners' awareness about form is not sufficient to ensure an efficient use of the English language, because " ...grammar should not be viewed solely in terms of linguistic form, but should include the role that literal and intended meaning plays in providing resources for all types of communication" (Purpura, 2004:82). That is why; the language teacher is urgently required to advocate a new grammar teaching model that ensures modelling learners' comprehension of grammar within a communicative frame work. Because

Grammar is to language a sort of self-examination. It turns the facts of speech or writing upon itself for its own elucidation; and makes the tongue or the pen explain the uses and abuses to which both are liable, as well as the nature and excellency of that power, of which, these are the two grand instruments. (Brown, 2004:40)

The note worthy point here is that grammar should not be solely seen as an isolated component of knowledge, but rather taught and assessed communicatively. The teacher should not as well deny the fact that his attitudes towards grammar shape his own way of presenting it. According to many specialists, if he sees grammar as an isolated system, learnt apart from language learning, he will undoubtedly consider it that way and thus, teach it that way. For this reason, the teacher is highly recommended to supply meaningful contexts for the grammar structures he introduces to his learners to enable to attain particular communicative purposes.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

In order for learners to achieve such target, they need to possess a dual knowledge that Spolsky (1989) called notion of dual knowledge (learners need a double knowledge about the target language .i.e. knowledge about its grammar and its use).Thus, for the teacher to enable learners possess such knowledge, he is required to adopt a model of grammar teaching that integrates explicit grammar instruction (EGI) which according to Terrell (1991) refers to those instructional strategies employed to raise learners' conscious awareness of the form of the structure of the target language with a communicative language teaching framework Terrell (1991, 54).In this sense, the type of grammar introduced by the teacher either during explanations or practices should be clearly and fully expressed and coupled with a communicative framework.

The teacher should perfectly know that the goal of grammar teaching and communicative teaching are really the same. Thus, he should strove hard to advocate a grammar teaching within a communicative framework, because according to many language specialists coupling a grammar teaching with a communicative teaching can be highly beneficial in the sense that it accelerate learners' learning. That is why he has to benefit from the best findings in the field and try to adopt an eclectic approach in which the best of methods are used to improve his grammar teaching.

4.2.3.2. The Need for Adapting an Eclectic Approach

During a quite long career that may last more than three decades, teachers might have experimented different methods, approaches and techniques in the teaching of grammar. They might have also come through numerous teaching constraints and teaching faintness. These constraints and teaching faintness along side with diversity in motivation and learners' needs have also urged these teachers to ascribe to an eclectic approach to grammar teaching "...whereby they draw upon a variety of different instructional techniques, depending on the individual needs, goals and learning styles of their students" (Purpura, 2004:25).That is why using an eclectic approach that implies teachers to select and adopt what is good from other methods and rejects what presents difficulties seems beneficial to learners. By adopting an eclectic approach, the teacher will undoubtedly make his teaching suitable for most learners, because it is not important what approach to follow, but what benefits can teachers make from the approach to meet the needs of their educational scene. As far as grammar teaching is concerned, many language specialists believe that eclecticism (5) gives the teacher the opportunity to address two opposing needs: the need to have command of the language system to enable learners to generate their own sentences and the need to use the language to achieve

Chapter Four: Perspectives on Grammar Teaching / Learning Development

communicative needs. Indeed, “Eclecticism makes provision for grammatical explanation and short definitions or paraphrases in the native language to make the meaning of the difficult words and structures clear”(Miliani 2003, 58-59) .To address the requirements of the communicative teaching of grammar, numerous studies have pointed to the necessity of

a combined an eclectic approach to learning grammar in which metacognitive and cognitive strategies are practiced, input-based and out-put based instruction are combined, and in which the repetition of the induced and explicit declarative knowledge over long periods of time is as important an the controlled and spontaneous practice. (Vicenta Vines Gimeno, 2003: 103)

By being eclectic, the teacher is as well highly recommended to relate grammar teaching to the other skills so as to enable the learners explore grammatical structures into context. He is also required to incorporate criteria for selecting grammatical practices that goes with the majority of learners’ profile and aims to maintain a kind of balance between accuracy and fluency.

Besides being eclectic, the teacher has to embody many other roles if he has to fulfil his teaching duties and ease his learners’ learning process.

4.2.4. The Role of the Teacher

The teacher is the key factor in the teaching /learning situation. His role as a knowledge giver and a learning condition mediator is also paramount. In this respect Merini (1989) notes that: “... no matter how important and no matter how good the textbook, the method,...are the major component responsible for the success or failure of the teaching/learning process remains the teacher”(Merini, 1989:117)

On this light, we may say that the teacher’s attitudes to the language and the task of its learning are vital. He should have clear teaching goals and strive hard to transmit such goals to his follow learners. He is also required to mitigate any ambiguity that may appear as far as these goals are concerned to ensure an adequate teaching/learning condition for the majority of learners. To achieve his teaching targets, the teacher is perceived to be the key agent in making the learning situation suits most learners’ expectations by meeting his learners’ needs, during classroom practices. He should not then, deny the fact that he is the key responsible in shaping his learners’ own attitudes about the target language learning objectives, through his daily practices, assessment procedure, and classroom management.

Therefore, the teacher is required to be knowledgeable enough and well versed on what constitute his teaching tasks, possess clear goals about his teaching and manage to make these goals clear to his learners to improve their learning outcomes. He is before all required to transmit to his

Chapter Four: Perspectives on Grammar Teaching / Learning Development

follow learners the idea that: "...grammar should not be viewed solely in terms of linguistic form, but should include the role that literal and intended meaning plays in providing resources for all types of communication" (Purpura, 2004:82)

It is in fact his duty to bring English to a better position in his learners' mind, at first. Then, reconsider his own teaching. Therefore; he should not ignore to convey a respectful picture of the target language that he represents to his learners by having himself an accurate knowledge about the target language culture.

With a careful planning, the adequate selection of activities that go in accordance with the majority of pupils' needs and interest, and the involvement of every individual learner in the teaching /learning situation, the teacher will undoubtedly create a warm and motivating atmosphere for his learners, if he perfectly understands that "Grammar need not be dry or tedious, but can be both fascinating and relevant"(Crystal,1995 cited in Dykes, 2007:4). Thus, the teacher should not hesitate to provide his learners with the kind of learning that seeks accuracy and fluency and the characteristics of motivation and fun at once by creating an affective grammar teaching/learning atmosphere inside the one class.

4.2.4.1. Creating an Effective Grammar Learning Atmosphere in the Classroom

It is in fact the teacher' duty to create an affective atmosphere inside the language classroom, a condition that may favour learning operation and encourage collaboration between peers as well as improve the teacher-learner relationship. Thus, the teacher should:

...encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between the learners and the teacher, then there is a much better chance of useful interaction happening
(Scrivener, 1998:15)

In so doing, the teacher may undoubtedly give his learners the opportunity to realize their potential and participate in the teaching /learning tasks. This is equally recommended to make the classroom tasks more manageable for weak learners who deserve a special care and help from the part of their teacher.

During his teaching the teacher should not forget to create a warm simulating atmosphere in which learners feel secure and confident and find themselves in an environment appropriate for increasing their motivation and improving their proficiency level. Because

Chapter Four: Perspectives on Grammar Teaching / Learning Development

It is important for the learners to feel very much at home with both their teachers and fellow-learners, if they are to be expected to venture out into the deep waters of foreign language learning, to experiment with new and strange sounds, and to role-play in a language which they have barely begun to learn. (Papaefthymion, 1993:95)

It has been proved that learning would never take place without a warm teacher-learner relationship and a supportive, but relaxed atmosphere where learners can express their ideas freely without being penalized by their teacher. Likewise, teachers need to considerate their learners' potential learning difficulties while planning their lessons. This will involve choosing the right, but the appropriate practice and assessment activities that seek to provide learners with ample exposure to language instances. In so doing, the teacher is then highly recommended to increase his learners own learning strategies use, so as to ensure successful language learning.

It has also been acknowledged that efficient teaching can only take place if the teacher gives a value to both learning and testing and keep critics to the minimum to avoid lack of interest and consequently loss of motivation among learners. "This implies global, qualitative evaluation of learners' achievement as opposed to quantitative assessment of discrete linguistic features" (Savignon, 2002:3)

All in all, the teacher needs to be committed to make learning as enjoyable as possible, create favourable learning conditions to the majority of learners by increasing their motivation.

4.2.4.2. Increasing Learners' Motivation

It may be difficult to argue that without motivation, it is possible to attain a certain competence in learning. The teacher has in effect a crucial role in the learning process as a whole and in motivating his learners in particular. He is actually the best motivator for the success of any language learning. Many language specialists have pointed to the necessity of having a passion for teaching, because the teacher's self-motivation can directly stimulate his learners' own motivation. This can be achieved by finding out what most learners like through interactive activities that should not lack the elements of fun and language liveliness. He has then to build up profiles for his learners' preferences and make his class unique for that particular class. For if learners feel that that class was typically prepared for them, they will without doubt manage to increase their interest and their efforts to get engaged in their own learning process. He should perfectly know that the most important aspect of teaching grammar is engagement. This can not be achieved without raising learners' interest. Because "Humans learn when they are interested

Chapter Four: Perspectives on Grammar Teaching / Learning Development

and involved in the subject matter” (Brosnahan & Neuleib, 1995:206). Thus, the teacher is highly recommended to incorporate challenging language situations capable of helping learners increase their confidence to use the language. To increase such motivation, the teacher is advised to try to see lessons through his learners’ eyes. He should not as well manage to seize any opportunity to vary the different tasks at hand and adapt the textbook activities in a way the learners can take better advantage of to enhance their own motivation.

To increase learners’ motivation about grammatical structures, he should try to find convenient means to introduce the different grammatical points in a very objective and clear way. He should as well carefully select the context for their presentation. The teacher is also highly recommended to elucidate, as often as possible, the aim of each activity practiced in the classroom, so that learners become aware of what is being required of them. In the like manner, he should not forget to make his learners feel comfortable in asking questions concerning any language aspect, language usage, cultural aspects related to the language, and so on. Praising learners’ good performance from time to time, has also proved to have a pivotal role in increasing learners’ motivation.

An important factor that the teacher should be aware of is his learners’ repeated absences as these latter can constitute a real obstacle to motivation. Consequently, he should not eliminate the host of factors, causing such absenteeism. One way of achieving this is by demonstrating his competence at every opportunity. According to specialists in the field, learners may develop to become self confident, if they have confidence in their teacher, in what he transmits for them and how he transmits it.

Finally, the teacher should perfectly know that the way he speaks, explains, exploits content and develop his learners’ skills while teaching are very high motivation factors. Thus, if the teacher’s approach does not raise learners’ interest in a particular group, he is then highly recommended to change it.

4.2.4.3. Teacher’s Awareness of his Learners’ Differences in Learning Style and Abilities

Among the numerous roles that the teacher should adapt falls amongst his consideration of his learners’ styles and abilities. Thus, the teacher is undoubtedly bound not to ignore the diversity in his learners’ abilities and learning style and how to gear most of their needs within one class.

According to the most widely used aptitude tests, Modern Language Aptitude Test (MLAT) and Pimsleur Language Aptitude Battery (PLAB), the language learner needs four main abilities:

Chapter Four: Perspectives on Grammar Teaching / Learning Development

(1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) memory for new words

(Lightbown & Spada, 1999:53)

On the light of such reality, the teacher is highly recommended to accommodate his teaching in a way that fits his learners' strengths in one or more of these abilities. Because, "learners who were taught according to their strengths in one or more of these abilities had a more rapid learning progress than when this was not totally done" (Lightbown & Spada, 1999:53). The matter also depends on learners' learning styles, as "...some learners are more visual and might learn better from reading and writing. Others might learn better through hearing or practically using a language" (Lightbown & Spada, 1999:58). To meet the needs of the mixed ability nature of most EFL classes, the teacher should urgently try

...to find a way of teaching grammar that is compatible with how learners learn grammar. Teachers may not be able to make learners speak and write grammatically, ..., but they may be able to help learners become grammatical

(Ellis, 2003:24)

As far as teaching grammar is concerned, the teacher is equally recommended to look at different learning styles and how they affect the study of grammar. According to Brosnahan and Neuleib (1995) there are two main types of learners: theoretical and traditional.

Theoretical, or global associative learners, are more interested and work best with the conceptual aspects of grammar. These learners tend to learn best when they are taught the uses and reasons behind the rules of grammar. The second type of learner, traditional or specific linear learners tend to see grammar as a set of prescribed rules. These students learn better when grammar is set forth as a set of rules. (Brosnahan & Neuleib, 1995:210)

Any neglect of particular learners on the expense of the others may consequently lead to the way of teaching that does not much most learners' expectations. Thus, for the teacher to incorporate both learning styles, it is important to "look at grammar on a metacognitive level" (Brosnahan & Neuleib, 1995:213)

In point of fact, it is the teaching of the rules of grammar, how to effectively employ these rules, and where these rules come from, that empowers learners to create influential communication.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

That is why the teacher should create a convenient atmosphere and encourage learners' engagement in the learning process by the careful consideration of their learning styles and language abilities as well as by raising their awareness about the target language grammar.

4.2.4.4. Developing Language Awareness in Learners

Language awareness has been described as “an understanding of how language is used and an ability to make appropriate choices in our own use of language. It is the act of being aware of the use of language that we use” (Woods, 1995:112). In effect, many language specialists have pointed to the fact that raising learners' awareness about the target language in general and its grammar in particular can bring fruitful results in enhancing learners' language learning. They have also corroborated the fact that language awareness is efficient in facilitating and triggering learning, because it constitutes the “... process by which the learner comes to examine the language that is used” (Woods, 1995:109).

To help learners discover the merits of using language awareness in conveying their messages appropriately, the teacher is required to use particular tasks to raise his learners' awareness about the target language structure. The most promising way in many language specialists point of view, constitutes in using consciousness-raising tasks (6) that provide learners with data about how a particular grammatical structure works and help them to work out the rule for themselves, giving them the chance to discover how grammar works on their own. In this sense, consciousness-raising tasks encourage learners to take more responsibility of their learning process. According to many specialists in the field gaps filling tasks exemplify this type of learning requirement as they provide learners with many possibilities, encourage learners to take charge of their own learning. By providing justifications, learners can demonstrate their understanding of the difference between the provided words in meaning as well as in use. To fulfil such target language specialists advise teachers to supply their learners with sensitizing tasks (7) which can give learners a feel for the language, and thus, encourage them to develop a sense of language awareness of the target language structure.

To raise learners' awareness about the use of grammatical structures in different contexts, the teacher is highly recommended to use short authentic texts and avoid using difficult vocabulary that may constitute an additional barrier to their learners' learning. Because when providing the appropriate context, learners may be able to draw their own conclusions about how language has been used and thus, become less dependent on their teacher as they take more responsibility of their own learning process. In this respect, language specialists also advise teachers to introduce vocabulary with grammatical structures to enable their learners identify the

Chapter Four: Perspectives on Grammar Teaching / Learning Development

semantic link between grammar and vocabulary, because it has been proved that language awareness means among many other things selecting the appropriate vocabulary to convey meaning appropriately.

4.2.4.5. Using Strategies for Enhancing Learners Grammar Learning

Many language specialists have explained learners' inability to use their knowledge about grammar to communicate by disconnect between learners' declarative knowledge and their procedural knowledge. They go further to assume that such declarative knowledge does not translate automatically into procedural knowledge; that is why learners may be able to state a grammar rule, but consistently fail to apply the same rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, both teachers and learners can apply a number of strategies. Using such strategies have proved to play a vital role in enhancing learners' abilities to use their grammatical knowledge meaningfully. In this respect, Judita Prialgauskaite (2008) recommends the language teacher to apply the following strategies:

a-Relate knowledge needs to learning goals

The teacher needs to relate learners' goals for learning the language with their declarative knowledge and procedural knowledge. That is if learners' objective is to use the language to decipher written English such as in understanding reading passages, they need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those texts. On contrary, if learners' learning is targeted towards using the language for everyday use, a focus on the procedural knowledge is better recommended to help learners manage the everyday oral and written interactions.

b-Apply higher order thinking skills

Teacher should be aware of the fact that development of procedural knowledge is directly linked to development of declarative knowledge. By teaching pupils how the language works and giving them opportunities to compare it with their own language learners will undoubtedly draw on critical thinking and analytical skills. These processes in turn can lead to the development of the innate understanding that characterizes procedural knowledge.

c-Provide plentiful, appropriate language input

It has been proved that learners develop both declarative and procedural knowledge on the basis of the input they receive. This input includes both finely tuned input that requires learners to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows them to encounter the grammar rule in a variety of contexts.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

d-Use predicting skills

Discourse analyst Douglas Biber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types such as verb tense, sentence length and structure, and discourse patterns may contribute to the distinctive profile of a given communication type. Thus, awareness of these features can permit learners to anticipate the forms and structures they may encounter in a given communication task.

e-Limit expectations for drills

Many language specialists have proved that, mechanical drills do not necessary develop learners' ability to use grammar correctly in oral production to communicate as they separate form from meaning and use. Thus, by limiting expectations for mechanical drilling of grammatical structures, the teacher may save time, avoids boredom and increase learners' interest. Because by supplying the correct grammatical form, in such drilling the learner does not necessary need to understand or communicate anything while practising such drills. On the contrary using communicative drills opens the realm to multiple correct responses and encourage learners to connect form, meaning and use without necessarily understanding them or communicating. In this sense, learners will find grammar lessons boring.

On the other hand, by matching learning expectations to needed drills, and using communicative drills he will undoubtedly encourage pupils to connect form, meaning, and use, because multiple correct responses are possible.

4.2.4.6. Selecting the Appropriate Out put Practice Grammar Activities for Learners

During his grammar teaching process, the teacher should emphasis on providing his learners with the appropriate output processing activities that constitute a way to assess as well as to consolidate the practice of a given grammatical structure. Although the teacher might have experienced using different types of practice activities, during his teaching career he needs to feel the importance of output practice activities to make output activities as interesting and as engaging as possible, with regards to such importance. In research methodologies, the input processing activities have always been stressed at first place, leaving no chance to the learner to manifest his grammatical knowledge in real world communicative instances. This has also been the case of the grammar learning situation in the Algerian secondary school. Examining the learners' textbook can reveal multiple instances about the insufficient practice activities it offers to consolidate the targeted grammatical structures' learning. That is true in the sense that learners' engagement in learning and taking responsibility of their own learning should not rely

on the limited amount of practice activities presented in learners' textbook, but look for other single opportunities to satisfy their needs and their eagerness to learn.

Thus, as mentioned earlier, the teacher is highly recommended to limit expectations for using input processing activities and supply his learners with plenty of opportunities for practising grammatical structures within activities that might help them venture out into the deep waters of communicative grammar learning and thus, become more responsible of their own learning process. Such activities should not necessarily be practiced inside the classroom, but they should constitute a source of extra practice to satisfy most learners' envy to learn and practice the language effectively. These latter may enable learners to make a reflection on their own grammar learning as well as vary their assessment procedure. This can be highly beneficial if practiced in context to achieve real world purposes.

4.2.5. The Learner

Because "Teaching cannot be defined apart from learning" (Brown, 1994:7), the learner's role is highly addressed to propose remedies to the issue leading the central belief of the present dissertation. Being instructed under the CBA approach, the learner is not just required to take part in the learning process, but also to take charge of his own learning. That is why a major requirement of the new approach is when the learner adopts his new perceived role as the key player of his own learning process.

According to the tenets of the Learner-centred policy, the learner should go through a process of personal appropriation and *develop a positive self-image in the target language*. He is as well requested to continually revise his prior-knowledge and compare his own representations with those of his classmates, to look for new knowledge and validate it by consulting various sources of documentation. This is in fact what constitutes reflective learning.

4.2.5.1. The Need for Reflective Learning

Even with the best teachers and methods, learners are the only ones who can actually do the learning. As Nyikos and Oxford (1993) put it: "Learning begins with the learner" (Nyikos & Oxford, 1993:11). In this sense, the learner's role can not be disassociated from the teaching / learning process. In fact, he has a crucial role to play along side with the teacher, especially with the new trend of teaching which gave a prior role to the learner in the teaching process. On the view of such role the learner needs to reflect on his own learning process to ensure his learning

Chapter Four: Perspectives on Grammar Teaching / Learning Development

achievements. In this sense, he has to look for ways of improving both his language and learning skill. This can be better attained if learners are given the opportunity to experiment the necessary tools to reflect on their language learning process in order to:

- *Self-diagnose their strengths and weaknesses in language learning;
- *Become more aware of what helps them to learn the language they are studying more efficiently;
- *Develop a broad range of problem-solving skills;
- *Experiment with both familiar and unfamiliar learning strategies;
- *Make decisions about how to approach a language task;
- *Monitor and self-evaluate their performance; and
- *Transfer successful strategies to new learning contexts.

(Cohen, 1998:66-67)

In effect, it falls among the teacher's paramount duties to train learners is such a way to develop reflection on their personal learning process. Thanks to such reflection, the learner can operate on his own learning processes and succeed to acquire language efficiently. Thus, teaching as managing learning is what all teachers should strive to achieve. This can be attained by helping learners perceive their new role as the chief responsible for their own learning at first place. In point of fact, it is this adaptation of this role which facilitates all the learning requirements that are perceived by syllabus designers who in turns "need to place special emphasis on attractive materials and involving tasks which will gradually help change learners' attitudes at least towards the learning process" (Dubin & Olshtain, 1988:14-15)

The worthy point here is that the teacher is urgently recommended to identify the many language barriers that the learner may face. This can be achieved by the judicious use of ongoing assessment to enable the teacher to help learners become better assessors of their own learning process at first place. This can also be beneficial in the sense that it helps prepare learners to become more autonomous. Especially if they discover the boundaries of language learning strategies to achieve their learning needs

4.2.5.2. Grammar learning strategies

Using language learning strategies (LLS) is one of the requirements of the CBA approach. They are used to facilitate learners' learning and help them discover new learning opportunities. One of the tenets of this approach is that the learner should appeal to cognitive, affective and motivational strategies in order to set a balance between his previous knowledge and his newly

Chapter Four: Perspectives on Grammar Teaching / Learning Development

acquired knowledge. Indeed, instructing learners in such strategies seems necessary, because “When strategy training is included in the instructional package, students can learn how to learn a foreign language while they are learning the language content” (Cohen, 1998:66)

Thanks to such strategies, learners can be empowered to manage their own learning. Such role has been acknowledged by many language specialists in enhancing language learning in general and grammar in particular. According to specialists in the field, the combination of metacognitive strategies (planning, monitoring and evaluating strategies) with cognitive strategies- mental steps which involve interacting with the material will without doubt facilitate learners to learn grammar on their own and improve their attitude towards foreign language learning in general. Similarly, many researchers have found out that the automatization of grammar and strategies (Appendix J) helps the learner to be a better language learner. He

...becomes an active organizer of incoming information and L2 acquisition is seen as the acquisition of a complex , cognitive skill in which the learning of grammar plays an important role and learners strategies facilitates its learning

(Mc Laughlin et al, 1983)

Research in the field of language learning has in this respect pointed to a number of strategies that may enable learners to acquire the target language grammar. These are as follows:

a- Deduction: This means using rules to work out the answer. It is especially useful for grammar, for example using rules to do active /passive transformations.

b- Recombination: This encompasses joining together things the learner already knows to make new things. For example, if the learner knows that the simple past tense is used to describe things that happened in the past which have finished, and that the present perfect tense is used to describe experience, he can then, make a sentence that combines both tenses such as the following: I first **visited** Algiers in 1990. Last summer, I **went** there again, so I **have been** there twice.

c-Writing a personal grammar book: This can contain rules, examples, learner’s notes on particular grammar lessons , lists of exceptions, etc.

d-Using new grammar: The learner is recommended to use new grammar he learns, in speaking or writing, and see what the listener's or reader's reaction is.

e-Getting a grammar book: This strategy implies looking at the different grammar books available at the level of the school library or the bookshop, and selecting one that the learner understands in order to be able to use it to revise and practise or better use new grammatical structures.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

f-Reading and listening: This strategy requires the learner to try to notice grammar structures that appeared in listening and reading in order to see how writers and speakers use English grammar to communicate their ideas to be able to recognise the different uses of the grammatical structure under study in achieving some communicative purposes.

In addition to such grammar strategies, the learner is recommended to taste the fruitfulness of using social strategies by collaborating with peers or with their teacher.

4.2.5.3. Collaborative Learning

One of the tenets of the new learning trends is encouraging learners to take part in their learning process. Thus, particular attention should be paid to increase such engagement in learning. In fact, it is a burden that falls on the teacher's back. He should teach the language as well as introduce different practices in a way that trains learners to take charge of their own learning process. This is a difficult task in fact as far as foreign language learning is concerned. Apart from lexical density and learners' unfamiliarity with the target language culture, using English as a medium of communication and instruction constitute a real impediment to the learning process. Thus, learners do not only suffer from the consequences of the role reversal principle that the reform policy imposed, but have to face the language barrier as well. Therefore, the teacher is highly advised to carefully select the everyday classroom practices in a way to mitigate the language barrier at first place. At least till learners get familiar with their new perceived roles. He should also plan the classroom activities in a way to give learners the chance to work collaboratively and independently. In this respect, Brosnahan and Neuleib (1995) declare that the most important aspect of teaching grammar is engagement. They add that: "Humans learn when they are interested and involved in the subject matter"(Brosnahan & Neuleib, 1995:206).

In deed, learners can benefit a lot from working with peers. Thus, the teacher is invited to make recall to learners' social strategies to facilitate their learning. He is always welcomed to engage their interest and personal involvement by building on learners' past experiences and present knowledge. Such fact can be perfectly embodied in the "project work" proposed in the learners' textbook. These projects if adequately prepared under the teacher's supervision constitute an even lasting opportunity for learners to benefit from collaborative work that includes exchanging ideas and experiences. Learners can always learn better from their peers than from their teacher or from working individually. Thus, the teacher should seize such opportunity to encourage collaborative work from one side and give learners the chance to put their grammatical knowledge into practice by providing help to their classmates, receiving and correcting each other mistakes...etc.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

Raising learners' awareness about the fruitfulness of collaborative learning will undoubtedly pave the way to ample learning opportunities. The matter can be beneficial to the teacher, too, in the sense that he will have more free time to reflect on his learners' learning process and consequently on his own teaching process. While pursuing their learning, learners' need to be guided to attain their learning targets and satisfy their eagerness to learn. This can not be achieved without favouring the appropriate learning environment for learners, by making grammar learning objectives clear in the learners' minds, because negative attitudes about the target language grammar has proved to be really inhibiting. The teacher should as well acknowledge the benefits of competitive opportunities in helping learners have fun and learn as well. The worthy point that needs to be mentioned here is that the teacher should make it clear to learners that collaborative learning does not necessary take place in the classroom. Thus, the teacher can direct learners' attention to the advantages of using the library to conduct research, revise their lessons, and why not make resort to their cognitive strategies resourcing to give them the chance to enhance their learning process.

4.2.5.4. Learner-Centred Grammar Instruction

Many teaching approaches were bound around the teacher performing the major role in the classroom and leaving the minor role to the learner. Today, with the new reform that the educational scene has mandated, the teacher is required to give chance to his learners to take part in their learning, because involving learners in their learning process has proved to have insightful advantages. So, instead of, making the learners feel that they are getting too much from their teacher as in the deductive approach, the teacher should from time to time bound his teaching on the learner needs like in the inductive approach .In the inductive approach, the learners may feel that they are doing all the work alone. In this case teacher's supervision is necessary advocated to avoid boredom. The teacher's job in this sense is to make a balance between the two approaches, since sticking to one approach has proved to cause a loss of motivation. Such a balance is important in teaching grammar, especially on what concerns ways of introducing structures to learners.

According to language specialists, adopting a learner centred approach, the teacher should "...began where the student is and not stick inflexibly and rigorously to a prescribed approach any more than we would stick inflexibly to the syllabus." (Woods 1995:80) .In this sense, passing on to the next stage of learning requires a previous knowledge of learner's knowledge. To achieve such target, the teacher is advised to start with activities that help learners identify what they already know and at the same time introduce them to what they don't .By doing so, the

teacher is then moving closer to a learner-led classroom, where learners may engage in their own learning. One way to achieve this is by providing learners with diagnosing activities that test learners' knowledge of the form. Such knowledge may enable the teacher to organize his purposes for the lesson and visualize what his learners need to know. Thus, he may ensure gearing his learners' needs as his teaching develop according to most learners' needs and become more learner-centred teaching.

The teacher is as well recommended using an interactive methodology to involve as much learners as possible in the learning process in order to render the learner at the centre of the classroom experience. He is then required to draw on their professional experiences, skills in subject –matter, in methodology and in decision making to enable his learner to be better language achievers.

4.2.6. Applying New Trends for Teaching Grammar in the Language Classroom

With new developments in language learning that the educational scene has mandated, there has been urgent emphasis on a communicatively-based approach to grammar instruction that is more meaning-focused and learner-centred than rules and subject- oriented. According to this approach, the need for introducing a certain grammatical rule arises in the first place, because of the need of the learner to communicate. In this way, grammar instruction has also become more content-based, meaningful, and contextualized (in most cases in reading and listening passages introduced to learners). Thus, a number of trends that fit in the teaching of grammar at the secondary level are discussed in what follows.

4.2.6.1. Teaching Informal Pedagogical Grammar

For most learners, grammar is the rules of a language set out in a terminology which is hard to remember (River, 1981:63). Many view such terminology as an impediment to their learners' learning. They consider that possessing a metalinguistic knowledge "... has nothing to do with the way in which people actually process language... and that the learner has to learn those terms in addition to the use the language" (Abdulmoneim, 1997:50). For many, metalinguistic complexity is a characteristic of bad grammar teaching. Therefore, the teacher has to consider how detailed his grammatical explanations are to be.

For a successful grammar teaching that will have at its centre the appropriate use of grammatical structures to fulfil some communicative needs, it is first of all highly recommended

Chapter Four: Perspectives on Grammar Teaching / Learning Development

bring the learner at acquiring, then, practicing these grammatical forms appropriately. Such objective can be easily attained by the kind of grammar teaching that exclude the use of metalinguistic terms, which can constitute a problem for many learners. Many arguments against grammatical terminology use have pointed to the fact that “If we encourage learners to learn terminology, they may develop an ability to talk about the language rather than to use it for communication” (Halliwell, 1993, cited in Borg, 1999:96). In this sense, learners may have analytical knowledge about the language (formation of rules) without being able to use it to communicate.

For this reason, the introduction of an informal pedagogical approach to grammar teaching free from metalinguistic terms can be highly recommended, as “terminology-free grammatical explanations are more effective than those presented in formal pedagogical grammar”(Mohammed,1996:288) and because “The more metalinguistic terms and concepts are avoided, the smaller gap may be between teaching and learning strategies”(Abdulmoneim, 1997:51). According to experts in the learning process, such grammar teaching is able to make the learner contributes in their learning process. In other words, if the teacher avoids using metalinguistic terms or at least minimizes their use, he will undoubtedly provide his learners with:

the kind of grammar teaching ,which basic source of information is in the learner’s own reflections on the hypothesis formation process ,than explanation of how they arrive at a given form or structure, i.e. the teacher will make his grammar teaching more learner-centred, during which the learner identifies, contributes and even explains rules (Meiring & Norman, 2001:62)

By approaching the learning of the target language grammar that way, pupils will without doubt increase their responsibility of their own learning. What is more is that “Such ownership of grammar by means of self discovery and establishment of the learners’ own rules and terms should lead to an easier acceptance of technical terminology when it is confronted eventually”(Meiring & Norman, 2001:63). According to supporters of such view, helping learners approach such analytical understanding of the target language grammar may enable them to formulate grammatical structures as well as use them to achieve different communicative purposes without being necessary disturbed by grammatical terminology. Consequently, using an informal pedagogical grammar approach may help learners become less dependent on the teacher. That is why

Chapter Four: Perspectives on Grammar Teaching / Learning Development

Pupils should be encouraged to induce rules of grammar themselves from a plethora of examples and also to express these rules in their own words, which the teacher can then use as a basis for a more formal explanation

(Meiring & Norman, 2001:63)

In this sense, the judicious use of technical terminology can ,but enhance learners' learning by ways of taking charge of their own learning that is giving the learners the chance to discover the rule and rephrase it in their own words. In so doing, language specialist believe that the teacher engages the learners' cognitive abilities while making and remembering the rule that may be used to achieve given communicative purposes. This can be done in two ways. Firstly, by limiting the amount of metalanguage to essentials such as nouns, verbs, adjectives, article, preposition, pronoun, adverb, and omitting such manifestly advanced concepts, which "will appear pedantic, and most of it will be uttered nonsense to students anyway" (Cross, 1991 cited in Meiring & Norman,2001:63). Secondly, by ensuring the introduction of metalanguage after "ample exposure to and practice of the language items themselves"(Meiring & Norman,2001:63).For all these reasons, the teachers' grammar teaching should be made less formal since learners will better engage in terminology learning where they formulate rules about language using their own words, because limiting metalinguistic knowledge can make their explanation easier.

4.2.6.2. Teaching Grammar in Context

In effect, finding an effective way of teaching grammar is the issue that has kept the attention of many researchers over the last few years. During their search, they have found that the involvement of a context for teaching grammatical structure as a procedure to enhance learners' communicative abilities can be highly beneficial, as rules can gain meaning and function according to contexts in which they have been introduced. One of the main advantages of looking at grammar in context is that it can reveal information about the use of particular grammar structures. It can then, boost learners' use of metacognitive strategies in the sense that it helps them identify how grammatical structures' uses are expressed in particular written or spoken contexts. Therefore, grammar needs to be taught in context to enable learners to use grammar forms to express and interpret meaning. Thus, the teacher needs to make it clear to his learners that grammar is one of the many resources that help them communicate. It is not simply a matter of acquiring rules, but rather a way to apply these rules to achieve some communicative purposes.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

According to many language specialists, the key aspect of the acquisition of grammar involves learning how to make appropriate connections between grammatical forms and the meanings which they convey. For this reason, Larsen Freeman (2003) foreground the teaching of reasons for using different grammatical structures to enable the learner possess a clear understanding of the use of a particular grammatical structure. In this respect, she notes that:

My idea is to teach reasons so that students understand that language is the way it is. Also, I think reasons tend to be broader-based than rules, and if you understand the reason why speakers make the choices they do, you have some access to the way that people think in that language, the culture of speakers of that language (Larsen Freeman, 2003:163)

Thus, for learners to be able to relate grammatical forms to convey meaningful messages, they need at first place to practice grammar in a communicative context and through a primary focus on meaning rather than on form. According to language specialists, this can be achieved by engaging learners in psychologically authentic activities that encourage the meaningful practice of grammatical activities. Because, if students are engaged in psychologically authentic activities, they have an opportunity to practice using language meaningfully for their own purposes (Larsen-Freeman, 2003:163).

For all these reasons, the teacher is highly recommended to consider his own teaching in a way to include both a context for the introduced grammatical structure to help learners approach such structure meaningfully and practice such structure in a psychologically authentic framework. In parallel with this token, many language specialists have also stressed the fruitfulness of grammar consciousness-raising activities in raising learners' awareness about grammatical forms in an attempt to convey meaningful messages.

4.2.6.3. Grammar Consciousness- Raising

In many language specialists point of view 'grammar consciousness raising tasks' is an approach to grammar teaching that encompasses an explicit grammar teaching with a communicative framework. They "... combine the development of knowledge about problematic L2 grammatical features with the provision for meaning-focused use of the target language" (Fotos, 1994:327). In fact, such approach to grammar learning allows learners to be aware of the grammar structure of a language when used within a meaningful context and while being provided with relevant practice activities. It has also been proved that such approach to grammar

Chapter Four: Perspectives on Grammar Teaching / Learning Development

learning helps learners notice and be aware of the structure, the two fundamental requirements for language acquisition. It is the kind of grammar teaching in which instruction in grammar (through drills, grammar explanation and other form-focused activities) is viewed as a way of raising the learner's awareness of grammatical features of the language (Richards et al, 1992: 78) and has proved to indirectly facilitate second language acquisition. The main tenets of the grammar consciousness-raising tasks approach implies learners to solve a grammatical problem working together with their classmates and thus become engaged in what they want to say rather than only paying attention to the structure. Because, the grammar consciousness-raising tasks approach can give the learner the advantage to discover how grammar works on their own, therefore, it helps them become much less dependent on the teacher. In this sense, this approach to grammar learning gears the needs of the learner-centred approach. In one of his studies, Fotos (1994) has succeeded to demonstrate that grammar consciousness-raising tasks enabled learners to discover the rules and talk in English as well. Thus, the consciousness-raising tasks doubled up as communicative tasks.

An example of consciousness-raising activities is pre-task activities and text exploration activities that are directed towards finding particular aspects of language. A pre-task brainstorming activity and a pre-task discussion about a particular grammar structure, can give learners the chance to raise their awareness of elements of the task before it is done. What is interesting is that the task is then approached differently. In this respect, Skehan (1998) posits that: "...it is important to consider the activities which precede a task, and which are intended to make the task itself more productive" (Skehan, 1998: 137)

In this sense, Skehan stresses the importance of using pre-tasks in increasing learners' language awareness about the target language grammar structure and in approaching the task itself differently. He also pointed out that:

Although it is unlikely that new language will be introduced through consciousness-raising activities, they will make restructuring more likely, could mobilize and recycle language and might also change the processing load that the task contains (Skehan, 1998: 139)

For such reasons, the teacher needs to be highly selective on what concerns these activities so as to make them as fruitful as possible. Research in the field has then proved that by using such activities the teacher may lay the ground to an effective grammar teaching.

4.2.6.4. Problem- Solving Procedure

One of the many concerns that preoccupy learners in their own personal grammar learning is making use of what they have learnt in terms of grammatical structures to achieve particular communicative purposes. A common view among some language specialists such as Ur (1996) is that such failure of using grammatical structures efficiently may be due to these learners' inability to internalise grammar rules at first place, thus learners depend on a kind of conscious monitoring to reproduce them in written or oral messages.

To address such language failure, some linguists find it appropriate to adopt a “problem – solving grammar” way of teaching. Such idea was equally shared by Winitz and Reeds (1975), who collaborated the fact that:

Language learning is a problem-solving activity...Grammar can be internalized by encouraging subjects to solve grammatical problems in much the same way that a young child solves (constructs) the grammar of his native language (Winitz & Reeds, 1975)

That indulges both teachers and learners to look at language as a problem-solving act. Problem –solving in this context refers to the introduction of grammatical rules by means of explicit analysis of language samples. According to many specialists in the field, problem-solving procedure is mainly a discovery procedure that involves formation of hypothesis leading to the formulation of grammatical rules. In fact, it has been evident that problem-solving is a valuable strategy for discovering the target language grammar. Thus, for many, learning is best achieved by means of problem –solving procedure, where the learner “needs an adequate exposure to raw language data in order to form and test hypothesis and to arrive at correct generalizations about the nature of the target language” (Ellis, 2003).According to the tenets of this procedure, the language teacher has to highlight a grammatical problem that may impede learners' learning progress, then helps learners to plan a solution, carry it out, and check the results. By using a problem-solving procedure, the teacher does not necessary need to state the rule; it is in fact to the learners' task to interfere it from a number of language context. These contexts constitute a convenient framework for presenting the studied structure. Learners are then, asked to identify grammatical structure under study and then infer a generalization governing the structure's usage based on the clues provided. “Each learner's hypothesis would then be tested against further instances of the structure usage in subsequent frames and would, thus be either confirmed, rejected, or revised” (Ellis,2003).In this sense, the problem-solving process helps learners generate grammatical rules

and generalize rules about their usage from given contexts. In point of fact, the resulting rule may not be appropriately formulated linguistically speaking, but it will be pedagogically acceptable. In this sense, the problem solving procedure is a reflection of the natural process of rule induction. By adapting such approach, learners will undoubtedly remember the rules and the different instances of their use. Thus, use them to achieve the targeted communicative purposes.

4.2.6.5. The Grammaring Process

Teaching grammar often means giving learners grammar rules and then having them practice these rules. These learners may learn about grammar this way, but they don't necessarily learn to use it for their own communicative purposes. Thus, to enable learners to achieve particular communicative purpose, Larsen-Freeman (2003) invites both learners and teachers to change their attitudes about grammar and look at grammar as a skill not solely as a set of rules. In this respect, she argues that:

From the purpose of teaching and learning a language, I suggest that it would be better to think of grammar as a skill or dynamic process, something that I called grammaring, rather than a static area of knowledge

(Larsen-Freeman, 2003:24)

'Grammaring' is a dynamic process. It is the ability to access and use grammatical devices to make meaning. It is in fact what enables EFL learners "...to use grammar structures accurately, meaningfully, and appropriately" (Larsen-Freeman, 2003:143). This requires the teacher to teach grammar as a skill by training pupil to do something with the rules and the basic knowledge they acquired, during their grammar lessons.

According to Larsen-Freeman, grammar lessons should no longer be based on knowing language systems (declarative knowledge), but rather on knowing how to use language (procedural knowledge). According to many experts in the field, this implies to help learners build a procedural knowledge by sensitizing learners to the grammatical forms available and enabling them to select the most appropriate form for a particular context of use. Paraphrased differently, teachers need to progress and to enable their learners to use their knowledge about grammar to convey meaningful messages.

In this same respect, Larsen-Freeman argues that instead of simply approaching grammar as mere set of grammatical rules, teachers should teach learners grammatical reasons along side

with grammatical forms, so as to enable them to understand language the way it is. Because if learners arrive to identify the reason behind choosing a particular structure in a particular situation, they will undoubtedly have an idea about the way people think in a particular situation. By consequence, grammaring tasks should not fail to serve such target. Thus, they should be built upon the fact that learners require to make decisions as to which grammatical devices are most appropriate to express their intended meaning. That is why learners should not hesitate to ask themselves questions about what a particular grammatical structure is appropriate for a particular situation.

In this same respect, Larsen-Freeman (2003) argues that there needs to be both explicit and implicit instruction, and inductive, deductive learning as well, but without too much teaching of grammar. She postulates that by helping learners learn how to figure out their language choices in grammar (through the three dimensions: form, meaning and use), learners will be empowered to better use language (Larsen-Freeman, 2003).

On this light, the teacher is requested to give equal importance to the teaching of grammatical forms and grammatical use to give learners the chance to discover and apply the boundaries of the communicative use of grammar. What is more, and borrowing Larsen-Freeman (2003) words, teachers need to harmonize their teaching with their learners natural tendencies “...to accelerate the actual rate of acquisition beyond what students could achieve on their own” (Larsen-Freeman, 2003:20). In that way teachers might arrive to address the notion of dual knowledge problem.

4.2.6.6. Ellis Approach to Grammar Teaching

In order for the teaching of the target language grammar to be effective, Ellis (2003) indulges the teacher to teach it the way learners learn grammar at first place. That is using a way of teaching that is compatible with how learners acquire grammar. Second, he advised teachers to take into account three key principles, which have guided his approach to teaching grammar. They are as follows:

- Learners need to attend to both meaning and form when learning a second language.
- New grammatical features are more likely to be acquired when learners notice and comprehend them in input than when they engage in extensive production practice.
- Learners' awareness of grammatical forms helps them to acquire grammatical features slowly and gradually. Ellis (2003)

Chapter Four: Perspectives on Grammar Teaching / Learning Development

In an attempt to incorporate these principles into materials for teaching grammar, Ellis(2003) has proposed the following sequence of tasks:

- Listening task** (i.e. learners listen to a text that they process for meaning).
- "Noticing" task** (i.e. learners listen to the same text, which is now gapped, and fill in the missing words).
- Consciousness-raising task** (i.e. learners are helped to discover how the target grammar structure works by analyzing the "data" provided by the listening text).
- **Checking task** (i.e. learners complete an activity to check if they have understood how the target structure works).
- **Production task** (i.e. learners are given the opportunity to try out the target structure in their own sentences). The aim of the production task is to encourage pupils to experiment with the target structure, not its mastery.

The aim of such materials is not so much to "teach grammar," as this is often not possible, but rather to help learners to "become grammatical." A goal that is more compatible with the current emphases on communication and learners autonomy.

4.2.7. The Need for Criteria for the Selection of Communicative Tasks

It is commonly agreed that teaching grammar should be targeted towards attaining an ability to use the target language appropriately for communicative purposes. A big share of responsibility of achieving such target might be the teacher's assessment procedure. In fact, the teacher should perfectly know that providing practices to introduce grammatical structures is as valuable as assessing learners' grammatical knowledge. Regarding such paramount role, the teacher's understanding of grammar as well as the objectives of its teaching depends a great deal on his assessment procedure. Such assessment procedure should help learners to be both accurate and fluent in their use of grammar. To achieve such target, the teacher should include interaction that has at its centre the practice of the correct form and the proper use. This can be attained by looking for the convenient criteria for judging tasks, to allow learners to be aware of the rules and their use. Thus, communicative tasks should create conditions for

1. exploration by the learner of language learning;
2. challenge and critique by the learner of language, learning and the syllabus;
3. negotiations by the learner of language, learning and the syllabus;
4. interaction and interdependence among learners and teachers, and among the data, resources and activities of language learning;

Chapter Four: Perspectives on Grammar Teaching / Learning Development

5. the creating of tactical accounts as a means of evaluating language learning and action and as a means to critiquing curriculum guidelines;
6. providing comprehensible input and procedures for engaging that input;
7. accommodating differentiation among learners;
8. problematising language, learning and classroom action;
9. managing language learning.

(Candlin & Murphy 1987, cited in Woods, 1995:83)

Because one can not assume that particular tasks fit a particular teaching method, the teacher can always benefit from adapting traditional tasks and framing them in a way to suit the communicative objectives of the one lesson. In this sense, “Tasks depend for their communicative quality on the teacher –learner and learner –teacher relationships in the classroom. In this way, many traditional tasks can become both communicative and interactive”(Woods, 1995:83)

The teacher should perfectly know that there is always a chance to develop traditional tasks and make them interactive. All depends on the teacher and his know how. The teacher can always make recourse to adaptation as a fruitful strategy to meet most learners’ needs and the requirements of the mixed ability nature that characterises most EFL classes. In this sense, it is paramount to develop materials beyond the textbook to avoid boredom, integer learners’ interest and feed their challenge for learning the language. Because, if learners feel that their teacher is innovative and alters their classroom practices by making reflection on his own teaching, they will without doubt make the shift from passivity to productivity. They will as well learn ways to get engaged in the classroom activities.

4.3. Conclusion

This concluding chapter has been primarily concerned with providing English language teachers with suggestions and recommendations regarding the teaching of grammar at the level of secondary school, willing that such recommendation would be fruitful and help them make reflections on their own methodology of grammar teaching.

Many factors have made the teaching and the learning of the target language in general and its grammar in particular unsatisfactory. Therefore, a number of suggestions have been put forwards to enhance the current grammar teaching, deeper learners’ understanding of grammatical structures, help them assimilate and bear a conscious understanding of the different rules to achieve the desired communicative needs.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

This chapter has also highlighted at first place a very important issue, the teachers' need for change and tolerance for change to meet the requirements of the teaching/learning situation. This can not be attained without an adequate training evolving the present educational scene main requirements. In fact, reflective teaching and the need for teacher's development were the primary steps to yield learners to improve and stress their paramount need to be adequately prepared to cope with their learning requirements.

In such fulfilment of his teaching duties, the teacher was highly advised to take into account learners' differences in learning needs, abilities, strategies and learning styles. They were as well urgently recommended to consider their classroom practices, classroom assessments procedures and above all their teaching process. In the like manner, these teachers were equally required to make recall to their previous teaching experiences and benefit from the landscapes of adapting their teaching practices to meet their learners' needs, in an attempt to increase their interest in the matter, enhance their motivation, and improve their learning process. What is more is that these teachers were purposely advised not to hesitate to help their learners discover the boundaries of the foreign language by exposing them to different language samples and discourse patterns. Their sole purpose was to render these learners conscious enough that grammar is not merely an abstract system of language, demonstrated in rules, but a whole cohesive system that needs to be used to fulfil their communicative needs. To enable learners benefit from the merits of the target language grammar, these learners were urgently required to be trained to relate grammatical forms with their adequate meaning. Thus, teachers were requested to frame their classroom practices so as to meet such target in the light of the learner-centred education principles. To accomplish their mission, teachers were asked to reflect on their own teaching practices and lead an analysis of their learners' learning process and the effect of their teaching on such process so as to improve their teaching and their learners' learning as well.

In sum, the remedial proposals were basically concerned with reconsiderations of teachers' teaching methodology to meet the requirements of the investigated situation. A big share of these remedies was targeted towards laying the ground for the favourable conditions for an efficient learning. To name but few increasing learners' awareness about the target language structure, enhancing their motivation, and taking account of learners' individual differences in using their strategies to achieve different communicative purposes.

All these recommendations needed to be framed in an eclectic approach that sets at its heart varying learners' learning opportunities, so as to increase their interest in the matter. Teachers were hence, advised to present such learning opportunities in a highly motivating atmosphere.

Chapter Four: Perspectives on Grammar Teaching / Learning Development

Learners as being a key factor in the teaching /learning situation were not disassociated from this study. Consequently, they were urgently required to engage and take part in their learning process to meet the tenets of the learner-centred policy requirements. In the like manner, the present chapter recommendations have highly stressed learners' need for collaborative learning to enable them benefit from peers' collaboration. In such realm, learners were invited to make use of the different learning strategies which have proved to be an urgent requirement in applying autonomous learning. Teachers from their parts were advised to train their learners to use these strategies to attain highly perceived purposes.

By the end of the chapter, teachers were introduced to ample opportunities to remedy their classroom practices, example of these are teaching grammar communicatively, providing a context for grammar learning to map form and meaning, using consciousness-raising activities to increase learners' awareness about grammatical forms, and providing learners with problem-solving activities to enable them internalise grammar rules at first place. Both learners and teachers were as well invited to adopt Larsen-Freeman grammaring process and look at grammar as a skill not solely as a set of rules to be able to achieve particular communicative purposes. To ensure an effective grammar teaching, teachers were also indulged to follow Ellis' approach and use a way of teaching grammar that is compatible with how learners acquire it. Recommending a kind of informal pedagogical grammar free from metalinguistic terms was also a necessity to overcome the metalanguage barrier.

Such procedures can not be achieved without an urgent promotion of learners' autonomy and the adequate, but careful implementation of teacher's educational development. Therefore, teachers have to primary master the concept of development at first place in order to bring about learners' autonomy. The ultimate aim would not be solely improving the grammar teaching/learning sphere, but the introduction of cross-cultural learning as well by giving learners the chance to benefit from the many resources of communication that may exist in the target language, in addition to raising learners' awareness about the usefulness of grammar to achieve such purposes.

By the end, it is hoped that this present study would give teachers insightful guidelines capable of helping them cope with the problem under investigation. We also regard that; the investigation might have led an analysis of the issue and the many variables surrounding it. We as well hope that teachers would find these recommendations fruitful and apply them to their everyday classroom practices.

It should be made clear that the findings of the present study are limited to learners at Benmeameur Secondary School and can not be generalised to other learners over the country.

Notes to Chapter Four

1-Declarative Knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.

2-Procedural Knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

3-Inert knowledge problem is a term coined by Larsen Freeman to refer to learners' inability to transform their declarative knowledge (grammar rules) into procedural knowledge (communicative instances)

4-Language awareness is sometimes described as "Our choice of using a particular structure in certain contexts" (Woods, 1995:108)

5--Eclecticism means to select the best techniques from different teaching methods to meet the demands of a particular teaching situation, or to combine the best elements of traditional methods with those of the new ones

6-consciousness-raising tasks are language analysis activities are sometimes called language awareness activities or even meta-communicative tasks

7-sensitizing tasks are the type of tasks that encourage developing awareness about the target language grammar

8-The term metalanguage refers to the language used by the teacher to explain things, answer questions, give instructions, etc.

GENERAL CONCLUSION

General Conclusion

This dissertation has primarily tried to analyse the EFL grammar teaching/ learning conditions at secondary-school level, for 3AS-LPh stream. It has equally been targeted towards investigating the real causes behind these learners' failure to use their grammatical knowledge to achieve some communicative purposes. In this sense, in this dissertation, the investigator managed to diagnose any variable capable of influencing the grammar teaching / learning sphere. This issue has been dealt with in four interrelated chapters in an attempt to provide a clear picture of the teaching / learning context, by stressing the many contextual variables that have directly or indirectly influenced learners' outcomes in EFL in general and its grammar in particular.

Chapter one was primary directed towards the theoretical landscape of this dissertation. It has in effect tried to clarify the notion of grammar, its teaching and learning processes and the many changes that have characterized the history of its teaching. It has as well managed to clear up its crucial role in language learning, its teaching procedure. It has later on moved the focus on the prevailing grammar teaching approaches and the techniques used to facilitate grammar learning. By the end; it has stressed clarifying the role of learning strategies in enhancing learners' language outcomes in general and grammar in particular.

Chapter two has attempted to give a detailed account of the teaching / learning situation of English language in general and its grammar in particular, with special focus on the reform movements that Algeria has recently mandated. In actual fact, this chapter has revealed many realities about the circumstances surrounding the target language grammar teaching in the light of the learner-centred policy which have revealed many realities about the inadequate conditions on which the CBA approach has been introduced to these learners. In fact, the absence of teachers' training in what constitutes the learner-centred approach principles has led to a way of teaching that is far from being described learner-centred. Investigation of the teaching/ learning situation in the school in question has also revealed realities about both teachers' and learners' attitudes to the teaching of EFL and its grammar. What is more is that these teachers' false assumptions about teaching EFL to their follow learners have directly affected teachers' classroom practices and learners' learning outcomes. Investigating the Teaching/learning conditions of the target language grammar has equally given valuable insights about teachers' grammar teaching prescriptions and learners' grammar learning

General Conclusion

preferences. In effect, most of the teachers seemed more concerned about the teaching of the language content to foster their learners' ability to score well in the Baccalaureate exam. In actual fact, these teachers seemed more interested in getting their learners prepared to such important exam rather than in fostering in them an ability to express themselves meaningfully using their knowledge about grammar. Learners' language outcome has also been influenced by the primacy of primary subjects over secondary subjects as English. Consequently their invested efforts in learning the target language and its grammar needed reconsideration. Their low level, some deceiving learning conditions, besides their teacher's inadequate teaching methodology have directly contributed to the situation and even aggravated it.

To sum up, this chapter has come to partial conclusions that failure in grammar learning is linked to failure in EFL teaching/ learning in general. Nevertheless, this assumption has required investigation through different procedures which helped a lot in generalising the real causes underlying the issue under investigation.

Chapter three was mainly concerned with analysis of the results carried out via triangulation, which has called for the involvement of two questionnaires and a class-based observation. Results in this empirical phase have been synthesized to arrive at the following concluding remarks: learners' inability to use their grammatical knowledge to achieve communicative purposes is closely related to a number of circumstances that have characterised the teaching/learning situation in the secondary school in question. In fact, the analysis of the results highlights a range of factors that have directly or indirectly affected the natural occurrence of an efficient grammar learning, namely, most learners' negative attitudes and low proficiency level, the subject-matter low coefficient and the mixed ability nature of most large classes. In addition to some teachers' false assumptions about grammar and its teaching that have shaped their attitudes about the target language teaching/learning conditions and consequently have negatively affected their teaching procedure and classroom practices. Such results provide hence positive feedback to the present investigation first hypothesis. What is more is that the complexity of some metalinguistic terms, used to introduce grammatical forms has added a burden on learners' target language grammar learning and rendered understanding and remembering grammatical rules harder. A finding that provides to some extends support to the second hypothesis. It is in fact; these circumstances that have prevented many learners from becoming active users of language learning strategies which have proved to be vital in enabling learners learn and practice grammar in meaningful contexts, a result that supports the third research question assumptions. Analysis of the data obtained from the different research

General Conclusion

instruments has also pointed to the mismatch between teachers' strategy instruction and learners' strategy use, because of the contribution of a number of contextual variables, that have bounded the grammar teaching /learning context with unsatisfactory conditions, namely, learners' negative attitudes and low proficiency level, the mixed ability nature of most large classes, in addition to the lower profile given to English, compared to other subject-matters. Facts as these constitute an additional support to the dissertation third hypothesis. Many other findings have also pointed to the contribution of teachers' teaching methodology and assessment procedure to the problematic leading the present dissertation , since evidence of the investigated situation suggests that the teacher's false assumptions about teaching the target language ,have negatively affected his assessment procedure in general and his daily practices in particular. Moreover, learners' negative attitudes, the low profile given to the English language, in addition to lack of practice inside and outside the classroom setting have minimized learners' invested efforts and have consequently prevented the internalization of grammatical rules which constitute a necessary background for the formation of learners' procedural knowledge, a finding that provides evidence to the present investigation first hypothesis.

Chapter four has tried to suggest alternative recommendations regarding the teaching/ learning of EFL grammar at the level of secondary school, willing that such recommendation would be fruitful and help teachers make reflections on their own teaching methodology and thus, reconsider their grammar teaching. Its chief aim was to devise some efficient ways of teaching and learning grammar, capable of fostering learners' motivational drives and grammatical ability. In fact, grammar teaching has always been one of the most controversial and least understood aspects of language, but to obtain the best from its teaching and mainly to promote its teaching environment, the teacher is extremely recommended to keep a breast with different methodological research in the field of language teaching and choose what is appropriate for the unique nature of his own classroom. Therefore, teachers were recommended to be eclectic at first place to be able to consider their grammar teaching. They were as well urgently requested to give due attention to their personal training and teaching development .Teachers' intuitions, on the other hand should be directed in a way to benefit from the existing grammar teaching methods for the welfare of their learners. In short, as professionals the language teachers have a duty to keep themselves abreast of developments in foreign language acquisition research, in applied linguistics, in educational theory and practice both inside and outside the domain of language teaching, in fact in any field that has a bearing on language learning in general and on grammar teaching and learning in particular to remain innovative and

General Conclusion

meet the many requirements of the foreign language teaching what ever the circumstances would be. What is more is that making the learning environment as interesting as possible in each particular class is highly recommended to ensure an adequate learning atmosphere for EFL grammar. Teachers were also advised to take account of their learners' needs, age and interests in such teaching. The teacher's assessment procedure is of a paramount importance. Thus, teachers were highly advised to consider their classroom practices and assessment procedure to alleviate the problem under investigation and trigger their learners' learning. By their careful planning, organization of grammatical structures and practice activities, teachers will gain the confidence of their learners who may reconsider their attitudes towards the target language in general and their grammar learning in particular.

At last, it should be noted that the present investigation does not constitute a one-for-all solution, because the ultimate solution to problems of this kind for the case study findings can not offer a generalization of cases of this kind, but is simply targeted towards re-evaluating the teaching/learning of EFL grammar at the level of secondary schools with an ultimate goal of offering the 3AS learners an opportunity to use their grammatical knowledge to enhance their grammatical ability.

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Appendices

Appendix A

Third-Year LPh Learners' Questionnaire

A-Personal Information

Age :

Sex :

a-Male

b-Femal

Repititive

a-Yes

b-No

Day pupil

Boarder

B-I-English Learning objectives & Grammar Learning Objectives

1-What is your attitude towards learning English in general ?

a-Positive b-Indifferent c-Negative

2- What are your reasons for learning English ?

a-To speak and write English well

b-To improve your level in English

c-To prepare yourself for the Bac exam

3-In this case do you find your grammar lessons useful in achieving such purposes ?

a-yes b-No

II-Affective Orientations: Motivation & Attitudes to Grammar

4-How do you find the grammar lessons at 3AS level?

a-Easy b- Somehow c-Difficult

5-Do you think learning grammar of English is

a-very important b-impontant c-a little important d-not important at all

III-Degree of Awareness of the Objectives of Learning English Grammar

6-What does grammar help you to do ?

a-Use English fluently

b-Have a good command of English in general

c-Prepare yourself for tests and exams

d-To improve your level in English

e-To speak and write English well

f-To understand spoken and written English

g- to score well in the Baccalaureate examination

IV- Self Evaluation of Learners' Grammar Level

7-How do you situate your level in grammar?

a-good b-average c-low

V- Grammar Learning Preferences

8-During your teacher's explanation of a grammar lesson, do you prefer

a-to have examples from which you deduce the rule with your teacher help

b-to have the rule directly ,then examples?

Appendices

9-Do you like to have a grammar rule after your grammar lesson ?

a-yes b-No

If yes, do you learn the grammar rule by heart ?

a-yes b-No

VI-Attitudes to Teacher's Methodology

10-Are you interested in the grammar teaching of your teacher ?

a-yes b-No

If yes, what special is there in his/her

teaching?.....

VII- Attitudes to Grammatical Terminology

11-Do you find difficulties in acquiring the different grammatical terminology?

a-yes b-No

If yes,do prefer that your teacher avoids using grammar terminology ?

a-yes b-No

12-Can you remember the grammatical items after being studied?

a-yes b-No

VIII-Learners' Learning Strategies

13-What strategies do you use to learn grammar ?

a-work with peers

b-ask your teacher help or clarification

c-use your own resources to practice grammar.

d- refer to the grammar reference rubric to consolidate and revise your grammar lessons

e-pay attention to grammar rules when you speak or write

f-think about the situation in which you can use the newly learnt grammar structure

g-use another grammatical structure, if you are not sure of a structure in speaking or writing

IX-Learners' Attitudes to Teacher's Assessment Procedure

14- How do you find the grammar activities proposed by your teacher ?

a-interesting b- helpful c-boring

15-Do the proposed activities help you acquire grammar easily?

a-yes b-No

16-Does your teacher give you extra activities in grammar inside or outside the classroom?

a-yes b-No

X- Maim Reasons for Learners' Difficulties in Grammar

17-What are the main causes for your grammar difficulties?

a-Uninteresting grammatical lessons

b-Poor teaching methodology

c-Difficulty of the structure itself

d-Insufficient practice in the classroom

e-Lack of cooperation in the classroom

f-Unclear instruction

g-The inability to use grammar to speak and write

XI-Suggestions to overcome the Identified Grammar Difficulties

18-What do you suggest to overcome your grammar difficulties?

Appendix B

Secondary School Teachers' Questionnaire

Dear colleagues,

I submit you the following questionnaire, necessary for conducting a work of research concerning the teaching of grammar to terminal class in the Secondary School and wish your sincere collaboration.

You are therefore kindly required to tick the appropriate answer according to your own perspective and make comments when necessary. We are interested in the way you proceed in dealing with grammar to terminal classes and the possible problems you encounter in the teaching of such classes. We would be very delighted to receive your sincere collaboration.

School Name:

Town:

Age:

Total number of years of experience in teaching the English language

Are you

a- A full time teacher?

b- A part time teacher?

I-Pedagogical Objectives

1-According to you, what is the objective of teaching English to 3AS classes?

a-Improve their proficiency in English

b-Have to some extent a good command of English

c-Prepare pupils for the BAC exam

2-What do you take into account when you teach grammar to terminal classes?

a- Achieve a level of proficiency in English either in speaking or writing

b- Prepare your pupils for the Baccalaureate exam

c- Provide them with the necessary grammatical knowledge appropriate for their level

II-Attitudes to Grammar

3- Choose among the following definition, the one which accords the most with the way you view grammar

a- A set of rules that govern language.

b- The way words are combined to make correct sentences

c- The rules that govern the way we speak

4-In your opinion, what are the main reasons that make grammar important in language learning?

a-Reinforcement of language proficiency

b-Aid to learning

c-A support to the other language skills

d-It is part of the curriculum /syllabus

III- Assessment of 3AS Learners' Level in Grammar

5-With regard to the majority of 3AS pupils, how well is their grammar performance

a-Good

b-Average

c-Poor

Appendices

IV- Assessment of Teaching Constraints and Learners Grammar Learning Difficulties

6-Taking into account the majority of 3AS learners, what type of difficulties have you encountered with your teaching to these learners?

- a-Linguistic (Low language proficiency)
- b-Motivational (demotivated learners)
- c-Attitudinal (negative attitudes towards English)
- d-Contextual (large-mixed ability classes)
- e-Material (lack of teaching materials)

7-What type of difficulties do your pupils regularly encounter when completing grammar tasks?

- a-Grammatical accuracy
- b-Lack of relating meaning and structures
- c-Inability to use their knowledge of grammar to communicate either in writing and speaking

8-According to you, what are the main reasons behind 3AS pupils' grammar weaknesses?

- a-Complexity of grammatical structures
- b- Complexity of meta language (grammatical terminology)
- c-Insufficient teaching time for classroom practice
- d-Pupils' own demotivation and negative attitudes
- e-Inadequate methodology

V- Methodology

9- What do you rely on in preparing your grammar lessons?

- a) On the textbook
- b) On your personal knowledge
- c) On other resources

10- Do you present your grammatical structure both in speech and writing, both form and meaning? Yes No

11- Do you provide your learners with an explicit grammar rule, during your explanation of grammatical items?

Yes No

If yes, a- Do you explain it yourself?

b- Do you elicit it from pupils?

12- Do you explain the grammatical structures?

a- In the target language?

b- In the pupils' mother tongue?

c-In a combination of the two?

13- In your grammar teaching do you call the structure by its name?

Yes No

If yes, does this enhance pupils' learning?

Yes No

VI - Attitudes to Pupils' Needs

14- When introducing the use of the grammatical structures to your pupils, do you introduce?

- a) The uses mentioned in the textbook or syllabus only.
- b) The different uses of the structure
- c) The number of introduced uses depends on the complexity of the structure.

15- Do you use any form of adapting with the proposed grammar activities?

Yes

No

VII-Grammar Strategy Instruction:

16-In addition to classroom practice, do you introduce strategies that may help your pupils overcome some of their difficulties in grammar?

Yes

No

If yes, what type of strategies?.....

17-Do you collaborate on grammar tasks with your learners?

Yes

No

If yes, what kind of collaboration?

- a- Encouraging them to learn grammar in context
- b- Encouraging them to learn grammar rules through brainstorming
- c- Encouraging them to ask your help with language difficulties
- d- Ask them to prepare grammar lessons in advance
- e- Provide them with authentic and interesting texts and situations to reinforce and introduce grammatical structures.
- f- Provide conferencing to poor learners
- g- Give examples to reinforce the new structure
- h- Encouraging them to use another grammatical structure, if they are not sure of using a particular structure in speaking or writing

VIII-Grammar Learning –Strategy Evaluation

18-What type of grammar learning strategies have you observed in your learners?

- a-Rote learning of grammar rules
- b-Identification of grammar rules from reading passages
- c-The use of grammatical charts
- d-A lot of practice
- e-Using reference books
- f-Askingthe teacher for further information andclarification
- g-Cooperation with peers

IX-Assessment procedure

19- How do you decide what areas of grammar pupils need to work with ?

- a-Use a diagnostic test
- b-Follow the plan in the course book
- c-Use some other ways of deciding

20- On what kind of practice and assessment is your grammar teaching based on?

- b- Form based tasks
- b) Language use tasks
- c- Affective tasks
- d) All the three kinds

X-Suggestions

21-Relying on your classroom experience, what suggestions will you take to help improve learners' grammar performance?.....
.....
.....

Appendix C**List of Questioned teachers**

	Age	Gender	Years of Experience
Teacher 1	26	Male	04
Teacher 2	27	Female	04
Teacher 3	29	Male	06
Teacher 4	30	Male	06
Teacher 5	30	Female	07
Teacher 6	31	Female	09
Teacher 7	34	Male	10
Teacher 8	34	Female	10
Teacher 9	34	Male	11
Teacher 10	34	Male	11
Teacher 11	34	Male	12
Teacher 12	35	Female	11
Teacher 13	35	Female	11
Teacher 14	35	Male	13
Teacher 15	35	Male	13
Teacher 16	35	Male	14
Teacher 17	38	Female	15
Teacher 18	38	Female	15
Teacher 19	38	Female	15
Teacher 20	40	Female	15
Teacher 21	40	Female	18
Teacher 22	42	Female	19
Teacher 23	44	Male	17
Teacher 24	44	Female	21
Teacher 25	44	Female	22
Teacher 26	46	Female	23
Teacher 27	49	Female	23
Teacher 28	52	Male	28
Teacher 29	55	Male	21
Teacher 30	58	Male	29

Appendix D

Suggested Type of Tasks for Transitional Baccalaureate Paper

Part 1: Reading

A-Comprehension / Interpretation

- *Choosing (all streams)/giving the general idea of the text (LLE)
- *Answering multiple choice questions
- *True/false statements
- *Locating the right paragraph
- *Filling the table with information from the text
- *Putting ideas in the right order according to their occurrence in the text
- *Answering comprehension questions
- * Choosing (all streams)/giving a title to the text (LLE)
- *Identifying the type of discourse
- * Identifying the type of text

B-Text Exploration

1. Vocabulary / Morphology

- *Matching words from the text with their definitions
- *Finding words in the text whose definitions are given
- *Forming words by adding the right affixes
- *Deriving nouns, adjectives, verbs...
- *Giving opposites keeping the same roots
- * Giving opposites, synonyms to words from the text

2. Grammar

- *Combining statements with connectors provided
- *Asking questions to the underlined words
- *Paraphrasing with prompts given
- *Supplying the correct form (s) of the verbs in a given passage

3. Sound System

- *Matching pairs that rhyme
- *Classifying words according to final “ ed ” / “ s ”
- *Underlining the silent letters
- *Stress pattern
- *Weak and strong form

4. Discourse

- *Filling gaps with a number of words
- *Reordering scrambled sentences into a paragraph with or without a distractor
- *Matching statements from A with statements from B
- *Dialogue completion

Part 2: Writing (Two integrated situations)

Appendix E

A Sample Baccalaureate Examination Paper

Part01: Reading (15pts)

A. COMPREHENSION (7pts)

Read the text carefully then do the activities.

My parents have a business and I help them out sometimes when I have free time. One of the jobs I do for them is to go to the bank and deposit the takings. One day about a month ago, when I went to the bank, I got more than I bargained for. I went as usual, with the money. I filled out a deposit slip and stood in the queue reading my book – I always take a book with me as I get bored while waiting in long queues. When my turn finally came, I handed the cashier the money and the deposit slip. She began counting the money when all of a sudden she stopped and started looking very carefully at one of the banknotes. She gave me a very odd look and took a small electrical device out of a drawer and passed it over the note. Then, she spoke to one of her colleagues and I heard the word “police” and became a little worried. It turned out that the note was counterfeit and I had a lot of talking to do to prove my innocence.

From Practise Tests for the Revised FCE Examination 1 (MMPUBLICATIONS 1996)

1- Choose the answer that best completes each of the sentences below.

- A. The writer is narrating his experience with
- a) his job
 - b) his parents
 - c) a counterfeit banknote
- B. The writer sometimes goes to the bank in order to
- a) deposit his own takings.
 - b) deposit his parents' takings
 - c) get a loan
- C. The cashier stopped counting the money because
- a) she found a counterfeit banknote
 - b) the telephone rang
 - c) she was mistaken

2- Are the following statements TRUE or FALSE?

- a- The writer helps his parents when he has nothing to do.
- b- He helps them doing their job.
- c- The cashier gave the writer an odd look because the note was counterfeit.

3- Answer the following questions according to the text.

- a- What job did the author do for his parents? Why?
- b- What did he use to do while waiting in the queues?
- c- Why did the cashier call the police?
- d- Was the writer innocent? Quote from the text to justify your answer.

4- Choose a title to the text:

- a) A Business Experience b) A Shopping Experience c) A Banking Experience

Appendices

B. TEXT EXPLORATION

(8pts)

1- Match words and their definitions.

1. Deposit a- Made to look exactly like the real thing to deceive people.
2. Cashier b- To put money into a bank account.
3. Counterfeit c- Someone whose job is to receive and pay out money in a bank.

1- Combine the following statements with the words between brackets.

- a. The banknote was perfectly counterfeited. The cashier found difficulty to detect it. **(so...that)**
- b. You are not arrested. You prove your innocence. **(provided that)**

2- Rewrite sentence (b) so that it means the same as sentence (a).

- 1/ (a) I regret having lived in such a corrupt town.
(b) I wish.....
- 2/ (a) "The banknote is counterfeited," the cashier said.
(b) The cashier said.....

3- Classify the following words according to the number of their syllables.

deposit – banknote – police – prove

One syllable	Two syllables	Three syllables

4. Fill in the blanks with words from the list.

high time – should – prosper – solve

I think it's our responsibility to the problems of the workers. We.....not be interested in the increase of productivity. It'swe worked hand in hand so that our business will continue to.....

Part Two: Written Expression

(5pts)

Choose one of the following topics:

Topic 1:

You bought a genuine expensive pair of sport shoes. Later, you discovered that it was a counterfeit product. You went to see the shopkeeper and had a discussion with him/ her. Imagine the conversation.

Topic 2:

To make your classmates aware of fake products, write a notice showing the bad effects of counterfeit products and try to advise them not to buy this kind of products.

Appendix F

A classroom Observation Grid showing the Number of Turns of the Observed Teacher and Learners

Participants	Number of Turns in session (1)	Number of Turns in session (2)	Number of Turns in session (3)
T	15	17	13
P 1	02	05	06
P 2	01	00	02
P 3	00	01	01
P 4	06	09	07
P 5	01	00	01
P 6	00	00	01
P 7	01	00	01
P 8	02	03	02
P 9	00	01	01
P 10	07	06	06
P 11	01	02	02
P 12	05	08	07
P 13	00	00	01
P 14	01	02	02
P 15	03	05	04
P 16	00	00	01
P 17	00	01	00
P 18	02	03	03
P 19	01	00	02
P 20	05	04	05
P 21	02	02	01
P 22	04	06	08
P 23	00	01	01
P 24	02	02	01
P 25	06	07	06
P 26	01	00	00
P 27	00	00	01
P 28	00	00	00
P 29	01	00	02
P 30	00	00	01

Appendix G

Categorization used for the Grammar Learning Strategies (Gurate, 2008:25)

Learning Strategy	Definition
Cognitive Strategies	
Practicing (Oxford, 1990)	Repeating, formally practicing with sounds and writing systems, recognizing and using formulas, recombining, and practicing naturalistically.
Resourcing	Using target language reference materials (i.e. dictionaries, textbooks, etc.)
Grouping	Classifying words, terminology, numbers, or concepts according to their attributes.
Note Taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.
Highlighting (Oxford, 1990)	Using a variety of emphasis techniques (e.g. underlining, starring, or color-coding) to focus on important information in a passage
Deduction/Induction	Applying rules to understand or produce the second language or making up rules based on language analysis.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations
Elaboration	Relating new information to prior knowledge; relating different parts of the new information to each other; making meaningful personal associations to information presented; using mental or actual pictures or visuals to represent information
Transfer	Using previously acquired linguistic and/or conceptual knowledge to assist comprehension or production
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information
Analyzing expressions (Oxford, 1990)	Determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression
Analyzing Contrastively (Oxford, 1990)	Comparing elements of the new language with elements of one's own language to determine similarities and differences
Translating (Oxford, 1990)	Using the first language as a base for understanding and/or producing the second language
Metacognitive Strategies	
Advance Organization (Planning)	Previewing the main ideas and concepts of the material to be learned.
Selective Attention	Attending to phrases, linguistic markers, sentences, or types of information.
Self-Management	Seeking or arranging conditions that help one learn, such as finding opportunities for additional language or content input and practice.
Self-Monitoring	Checking one's oral or written production while it is taking place.
Social-affective Strategies	
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples
Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task
Compensation Strategies (Oxford, 1990)	
Overcoming limitations in speaking or writing	Avoiding communication partially or totally, adjusting or approximating the message, using circumlocution or synonym

Appendix H

Strategy Types of Grammar Learning Strategies (Gurata, 2008:78/79)

Strategy	Type
1. When I learn a new grammar structure, I try to associate it with other structures that I already know.	Cognitive
2. When I learn a new grammar structure, I try to classify it under a group of similar things (e.g. verbs, tenses, etc).	Cognitive
3. When I learn a new grammar structure, I compare it with my own language by thinking of its equivalent in my native language.	Cognitive
4. When I see a new grammar structure, I use the context/situation, the dialogue, or the picture in order to understand its meaning.	Cognitive
5. When I see a new grammar structure, I examine the parts of that structure.	Cognitive
6. When I see a new grammar structure, I try to infer the rules about that structure.	Cognitive
7. If I do not understand my teacher's grammar explanation, I ask him/her to repeat.	Social-Affective
8. If I do not understand my teacher's explanation, I ask my friends for help.	Social-Affective
9. I take notes when my teacher explains a new grammar structure (e.g. I write down the meaning and the usage of the structure).	Cognitive
10. I use my own language to write the rules of a new grammar structure.	Cognitive
11. I underline, use different colours or capital letters to emphasize the important parts of grammar rules and explanations.	Cognitive
12. I draw charts for the grammar rules I learn.	Cognitive
13. I think about the situations in which I can use the newly learnt grammar structures.	Metacognitive
14. I say a new grammar structure to myself several times in order to memorize it.	Cognitive
15. I try to notice the new grammar structures that appear in a listening or a reading text	Metacognitive
16. I review the grammar structures I learn regularly.	Cognitive
17. I do grammar exercises at home.	Cognitive
18. I use grammar books to review or better understand new grammar structures	Cognitive
19. I preview the grammar subjects that will be covered before coming to class.	Metacognitive
20. I determine the grammar structures that I have trouble with and make an effort to improve them.	Metacognitive
21. I examine the mistakes which my instructor has marked in a written assignment, and try to correct them.	Metacognitive
22. I ask my teacher questions about his/her corrections of my grammatical mistakes.	Social-Affective
23. I study grammar with a friend or a relative.	Social-Affective
24. I write one or two sentences using the new grammar structure so that I can remember that structure.	Cognitive
25. I remember a new grammar structure by thinking of its location in the book (e.g. in the picture or in the dialogue), in my notebook, or on the board.	Cognitive
26. I remember a new grammar structure by thinking of the context it was used in.	Cognitive
27. I try to practice a new grammar structure in speaking or writing.	Cognitive
28. I write e-mails, letters or compositions in order to Learning/ practice newly learnt grammar structures.	Cognitive
29. I try to combine the new structure with my previous knowledge to express new ideas or to make longer sentences	Cognitive
30. I pay attention to grammar rules when I speak or write	Metacognitive
31. I try to notice my grammar mistakes and find out the reasons for them.	Metacognitive
32. I ask good speakers of English to correct my grammar when I talk.	Social-Affective
33. When my teacher corrects my grammar mistake, I repeat the correct form.	Cognitive
34. While writing or speaking if I am not sure of a grammar structure, I try to use another one.	Compensation
35. I encourage myself to speak English even when I am afraid of making a grammar mistake.	Social-Affective

تتركز هذه الدراسة حول تحليل تدريس و تعليم قواعد اللغة الانجليزية على مستوى الطور الثانوي لتلامذة 3 اف (2010-2011) كما تستهدف استكشاف الأسباب الحقيقية وراء فشل هؤلاء التلاميذ في استعمال رصيدهم من القواعد لتحقيق أهداف حوارية بهذا المعنى حاولت الباحثة في هذا العمل المتواضع تشخيص أي متغيرات قادرة على التأثير على مجال تعليم و تدريس القواعد بالتركيز على كل المتغيرات التي أثرت بصفة مباشرة أو غير مباشرة على تحصيل التلاميذ في اللغة الانجليزية عامة و قواعد اللغة خاصة .

نتائج هذه الدراسة أظهرت أن ضعف تحصيل التلاميذ لقواعد اللغة الانجليزية سببها نقص التوافق بين الأهداف التعليمية التطبيقات داخل التقسيم و أساليب التقييم إضافة إلى ضعف مستوى التلاميذ نظرتهم السلبية واعتمادهم أساسا على الأستاذ. كما أنت التجربة إلى النتيجة التالية : إن عدم نجاعة طريقة التدريس قد أحوالت دون استيعاب التلاميذ للقواعد والتي تعتبر القاعدة الأساسية لتكوين قدرة حوارية سليمة للتلاميذ.

الكلمات المفتاحية: قواعد _ طريقة تدريس القواعد _ التلميذ _ الأستاذ _ استراتيجيات تعلم قواعد اللغة.

Résumé :

Cette étude s'est basée sur l'analyse de l'enseignement et l'apprentissage de la grammaire Anglaise au niveau du lycée pour les classes de 3AS-LPh (2010-2011). On parallèle, il a été dirigé vers l'investigation des causes de l'échec de ces apprenants à utiliser leur bagage grammatical pour obtenir des objective communicative. Dans cette sens, dans se modeste travail, le chercheur a essayer d' identifier les variables capable d' influencer l'enseignement et l'apprentissage de la grammaire, on se basant sur les différents variables qui ont directement ou indirectement influencer le sicle d'apprentissage d' Anglais on général et de grammaire on particulier.

Les résultats de cette étude révèlent que l'incapacité des apprenants d'acquérir la grammaire est due a un manque de cohérence entre les objectives d'enseignement, l'application de classe et les normes d'évaluation, on addition, le niveau des élèves, leur attitudes négative et leur dépendance sur leur professeur ont aggravé la situation. De plus, l'expérience a montré que la méthode d'enseignement a empêché l'internalisation du bagage grammatical qui constitue leur base d'acquière une capacité communicative.

Mots clefs : grammaire- méthodologie d'enseigné la grammaire- apprenant (s)- enseignant- stratégies d'apprentissage de la grammaire

Summary:

This dissertation has primarily tried to analyse the EFL grammar teaching/ learning at secondary-school level, for 3AS-LPh stream (2010-2011). It has equally been targeted towards investigating the real causes behind these learners failure to use their grammatical knowledge to achieve some communicative purposes. In this sense, in this work, the investigator managed to diagnose any variable capable of influencing the grammar learning / teaching sphere, by stressing the many variables that have directly or indirectly influenced learners' outcomes in EFL in general and in grammar in particular.

Results of this study revealed that learners' poor grammar outcomes are due to a lack of coherence between teaching objectives, classroom practices and evaluation norms, in addition to learners' level, negative attitudes and dependence on the teacher. Moreover, the experience has come to the conclusions that the inadequate teaching methodology has hindered the internalization of grammatical knowledge which constitutes the basis for a sound grammatical ability.

Key words: grammar- grammar teaching methodology- learner(s)- teacher- grammar learning strategies