ASSESSMENT OF FORMAL GRAMMAR TEACHING AND TESTING IN AN ESP CONTEXT:

THE CASE OF LMD2 BIOLOGY STUDENTS AT THE UNIVERSITY OF TLEMCEN

Thesis submitted in candidacy of the degree of 'Magister' in Assessment and Testing in English Language Education

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Declaration of originality

I declare that the present thesis is my own original work. I confirm that all data, findings and interpretations pertaining to the dissertation have by no means or otherwise been falsified or plagiarized, nor has it been formally published.

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Abstract

This research work tries to give information about the strategies applied in the teaching of grammar in ESP setting through the analytical procedure and the assessment of the teaching and the testing of English language grammar in the ESP classrooms. The investigation is concerned with the status of English language teaching through assessing the ESP practitioners' performance, motivation and attitudes towards grammar in this context. The sample population comprises 47 second-year graduate students at biology department and 7 English language teachers at the same department. This work is threefold: first of all, assessment of the teachers' strategies and techniques to teach grammar considering their students' needs, absence of syllabus and teaching materials. Secondly, the teachers' mastery of grammar teaching that serves the context as whole which aims at promoting the communicative abilities. The results indicated that even the students are aware of the crucial role of English grammar but they still have a low proficiency level. They have to learn grammar to promote their communication abilities. The work employs different research instruments: two questionnaires were constructed for each group to explore the teaching/learning of grammar treating the problematic zones in the ESP process; and a test.

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CBA: Competency Based Approach

CLT: Communicative Language Teaching

CR: Consciousness Raising

EAP: English for Academic Purposes

ECTS: European Credit Transfer System

EFL: English as a Foreign Language

EGP: English for General Purposes

ELP: English for Legal Purposes

EMP: English for Medical Purposes

EOP: English for Occupational Purposes

EPP: English for Professional Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

EVP: English for Vocational Purposes

GE :   General English

LA: Language Acquisition

LMD: License Master Doctorate

MCQ: Multiple Choice Questions

P.P.Ps: Power Point Presentations

P.P.P: Practice, Presentation, production

TBLT: Task-Based Language Teaching

TSA: Target Situation Analysis

GENERAL INTRODUCTION

During the globalization process, English has gradually taken a new shape of being the first language in the whole world. Teaching foreign languages and particularly English, is the main concern of many researchers, linguists, teachers as well as institutions and the growing beliefs about ESP teaching/learning have been extended among the ESP practitioners. All of them have focused on the development of the English language teaching, especially ESP subject. English could be employed in various purposes like technical and scientific ones to reach particular goals such as communication. The English language experts have long tried to give clear and efficient strategies to use English communicatively in ESP areas. They have also attempted to give importance to the GE rules that ESP students need to learn for promoting their communication abilities. Within the Algerian institutions, more specifically for some tutors, ESP is still ambiguous and need to be more explored by constructing flexible syllabi that serve the teaching /learning process in such contexts and try to cover the learners' needs. In ESP, Needs analysis is the most important stage that precedes course design and its goals, teaching material, and finally, assessment and evaluation. In fact, needs analysis will certainly analyze the ESP students interest of learning English lectures. The focus on needs assessment helps any instructor to analyze the needs of the students.

It was observed that the majority of biology learners at Tlemcen University had deficiencies at the communicative level. They could neither write nor speak English in a good way despite they required to use them in their communications. On the hand, for many reasons the teachers had lacks in dealing with grammar at biology department. Behind this inability, the researcher had the inspiration to work on the subject of grammar teaching and testing to assess the teachers' performance and to promote the ESP learners' writing and speaking accuracy.

The following research aims at demonstrating the importance of teaching grammar in an ESP context through conducting the assessment

procedure to determine the weaknesses, strength, and the problems an ESP practitioner faces in the teaching and testing of grammar. Furthermore, we found it useful to evaluate the teaching situation of grammar and how it is taught, showing its role to enhance the quality of English language in ESP context.

This research was conducted at Biology department at Tlemcen University. The investigator has employed two instruments: the former one was a questionnaire which consisted of teachers and learners questionnaires. The second instrument was a test. Relatively, the ESP learners have lacks in transferring their grammatical knowledge and the convenient ways teachers deal with this context, the investigator tries to answer the following questions that are formulated in this study.

- To what extent does assessment serve the teaching and learning of grammar in ESP context?
- What is the positive side behind the teaching and testing of grammar to ESP students?
- What are the main issues that hinder the teaching of grammar in ESP classrooms?

Basically, investigation throughout this work will attempt to provide arguments for the research hypotheses that can be formulated as follows:

First of all, assessment positivity and impact on the teachers' motivation, their employed methodology, and the role of assessment tasks they use to evaluate the learners' competence. Assessment credibility evidence regarding whether teaching learning objectives have been achieved or not

Secondly, the role of grammar teaching and testing has to be considered since it would serve the teaching / learning process. This includes the objectives behind the teaching of grammar to ESP students with the effectiveness of both the formative and the summative assessment on the teachers' abilities and the learners' grammar knowledge to reach particular targets such as the progression of the communicative proficiency.

Thirdly, the ESP learners' negative regard and lack of motivation towards the English language and particularly grammar learning influence negatively their grammatical knowledge and capacity at once. There is also failure of using the appropriate grammar teaching strategies to achieve particular communicative purposes. It is the misunderstanding the students' needs in the shadow of a total absence of syllabus.

The present research work consists of four chapters. The first chapter sheds light on assessment as a measurement tool including formative and summative assessment. It defines testing, its characteristics and its types, by representing the key concept related to both its teaching and learning. It tackles the topic of grammar. It also tries to give a review about the theoretical fundamentals on which the teaching/learning of grammar are based on such as forms, rules and functions. The theories that attempt to inform how grammar is viewed in the field of foreign language teaching and the crucial role that it plays in language are ; the inductive and the deductive approaches. And finally this chapter exhibits how grammar testing types contribute to understand and use the grammatical structures.

Chapter two tackles the relevant literature in the area of ESP by giving some definitions including the growth and the characteristics of ESP, followed by showing the distinctions between the ESP and GE. Furthermore, an overview was presented about the roles of the practitioner and the learner. Moreover, the researcher said it is crucial to highlight on the role of assessment and testing and the needs related to testing in this context. Regarding the linguistic issues and grammar teaching approaches to ESP teaching and course design have also been talked about inside this part of the dissertation.

Chapter three introduces the LMD system and its existence at biology department, data collection and data analysis. The various steps for conducting the procedures including case study, sampling, the participants including the teachers and the learners have been introduced, each one with its objectives. The results and the findings have been clearly stated in order to serve the purpose of designing and building an efficient grammar courses.

Chapter four tries to describe the suggestions and recommendations. This part of the research gives some proposals related the teaching of grammar for communicative purposes because English for specific purposes (ESP) with reference to LMD2 biology learners focuses on the promotion of communication for particular topics. It also examines the various contextual areas focusing on the teaching of grammar in context. This chapter suggests an eclectic approach that gathers both the inductive and the deductive approaches. The teacher-learners rapport is considered as important to enhance the teaching/ learning process in ESP. Furthermore, it sheds light on the teachers' and learners' motivation, teaching materials, the structural syllabus to ESP studies, teachers' training.

CHAPTER . I

Assessment, Testing, Grammar Teaching

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I.1 Introduction

Testing and assessment are accepted to be very important components in any educational setting. The national and the official institutions focus on these tools as useful tools that serve tutors, teacher and instructors having data about their learners' language abilities including the grammatical one, proficiency, strength as well as weaknesses.

This chapter starts by highlighting and giving some details about assessment, its purpose, types of assessment including the formative and the summative assessments. In the second part, it is important to share with the reader the concepts of testing, its role in the teaching/ learning process, the characteristics and different types of tests. In the last part of the chapter, the researcher tries to introduce grammar indicating its importance to learn the language. This part includes some useful techniques in the teaching of grammar deductively or inductively; as form, rule or as meaning resource. It is important to give a review of grammar components including; syntax and pragmatics. Finally, the investigator provides the readers with different types of grammar tests.

I.2. Definition of Assessment

Generally speaking, assessment was introduced differently through various views of a large number of linguists. Cordova (2010) claims that assessment refers to all activities teachers use to evaluate and help their learners for improving themselves and to promote the teaching /learning process. According to Huba & Freed

> *Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning*
>
> *(2000, p. 8).*

This procedure according to Huba & Freed plays a very important role to know about the students' capabilities and knowledge to improve the teaching-learning process.

Palomba and Banta define assessment as *"The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development."* (1999, P 4; as cited in Benmostefa, 2013)
Palomba and Banta claim that the information collected are operated systematically through the educational programmes to promote learning.

> *Assessment involves much more than measurement. That is, in addition to systematically collecting and analyzing information (i.e., measurement of it) it also involves understanding and acting on information about learners' understanding and on performance in relation to educational goals*
> (Greenstein, 2010, P. 6, as cited in Benmostefa, 2013).

Suskie considers assessment as effective only when it promotes the teaching and learning process, in this context, she says "All the time and effort that goes into assessment is worthwhile only if that work eventually leads to improved teaching and learning." (Suskie, 2009, p. 300)

Assessment aims at improving the teaching effectiveness and keep in touch with learners in identifying their weaknesses and strength and also the involvement of parents in the educational context.

Broadly speaking, one type of assessment is assessment for learning which allows teaching and learning activities to be changed in response to learners' needs. On the contrary, the second one is the assessment of learning which involves making judgments about students for purposes of selection and

certification (Black & William 1998). These types are formative and summative assessment respectively.

I.2.1 Formative Assessment

According to Marzano (2003) any orientation of improvement in learning and teaching requires to be analyzed through an appropriate assessment performance. Generally speaking, there are two major kinds of assessment, formative and summative assessment which deal with assessment for learning and of learning respectively. The former term "Formative" refers to a developmental process. On the other hand, the word "summative" outlines a decision-making process (Brownson 1996).

Formative assessment exists throughout course or programme. It is an integral part of learning that takes feedback from students to help teachers to improve teaching or learning. Likewise, formative assessment tries to identify learning needs with which teaching would be adjusted in an appropriate way. When using this informal type, both teachers gain feedback about the learners, understanding their strength and weaknesses (McMillan, 2000).

Furthermore, students underline their needs; they know also their weaknesses and strength (Chellis & Khouni, 2013). Black et al (2003) say that formative assessment is an essential point of classroom learning that can lead to development in student understanding.

This process of feedback and evaluation can be regarded in sort of observation, exercises, classroom discussions, paper researches, portfolios, homework, group work with peer feedback and students self-assessment

"Formative assessment is an assessment for learning". Therefore, it is found in all the steps of a lesson or a task (Cizek 2010, p 8, as cited in Chellis & Khouni, 2013).

Cizek underlines the main characteristics of formative assessment that includes feedback about the teaching as well as the learning goals that reflect on the learners to be self monitors towards those goals.

I.2.2 Summative Assessment

Hanna & Dettmer, (2004) introduce summative assessment as outcomes assessment or assessment of learning; it is the process that measures the level of the learners. It is regarded to be the last procedure which takes place when the learning has been completed. Summative assessment is **"the gathering of** ***information at the conclusion of a course, program, or undergraduate career*** **to improve learning or to meet accountability demands."** (Leskes, 2002, p 1). It gives data and feedback that summarize the teaching and learning process. It enables tutors to evaluate their students. The mark assigned contributes to the final outcome of the students' degree.

Summative assessment concentrates on learner outcomes rather than the programme of instruction. The goal of summative assessment is to measure the level of proficiency that has been obtained at the end of an instructional unit by comparing it against some standard or benchmark (Wiggins, 1998). Summative assessment is the final test of how well a student has learnt a block of work (Angelo and Cross, 1993)

Summative assessment is generally a formal process used to see if the students have acquired the skills or knowledge. It gives an overall picture of performance. In higher education, Summative assessment leads to the award of qualifications: grades, diplomas and certificates (Schelli & Khouni, 2013).

Tutors, instructors and school leaders should take ideas about the characteristics of summative assessment, as outlined by McMillan (2008, p. 8) in the following table:

<u>*TABLE1.1*</u> **Characteristics of Summative Assessment**

Characteristics	Summative
Purpose	To document student learning at the end of an instructional segment.
When Conducted	After instruction
Student Involvement	Discouraged
Student Motivation	Extrinsic, performance oriented
Teacher Role	To measure student achievement and give grades
Learning Emphasized	Knowledge and comprehension
Level of Specificity	General and group oriented
Structure	Rigid, highly structured
Techniques	Formal
Impact on Learning	Weak and fleeting

(McMillan 2008, p. 8)

From the characteristics mentioned in the above table, McMillan underlies both the negatives including students' attitudes towards this kind of assessments which has a weak impact on the learners; and the positive side which evaluates the students' performance and general knowledge in certain module or test. According to the summative assessment structure, McMillan sees that it is formal and highly structured.

I.3 Definition of Testing

Language testing is regarded as an effective point in language programmes. It has evolved into an independent discipline that is characterized by well-articulated theories established for monitoring learning (Gipps, 2001; Stiggins, 2002). It is traditionally defined as "*the degree to which a test measures what it claims, or purports, to be measuring*" (Brown, 1996, p. 231).

There is a close relationship between teaching and testing; it means that neither teaching nor testing could act independently from each other. Testing has an importance in the teaching /learning process. Richards et al introduce testing as "*any procedure for measuring ability, knowledge and performance*"

(1985, p 291, as cited in Benmostefa 2013, p 70). According to Zidane, testing is the procedure that helps the tutor to know about his students' abilities, knowledge, weaknesses and deficiencies. She states that *"the testing process can lead to understand the learners' weaknesses. It enables the tester to know the kind of deficiencies linked to the teaching situation and the problems encountered by the learners in their learning process"* (2014, p 13).

In a different view, Brown considers a test as *'a method of measuring a person's ability or knowledge in a given area'.* (1994, p 252). The latter covers the principle components of the test. Carroll (1968) provides the following definition of a test: *"a psychological or educational test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual".* (Carroll 1968, p 46, cited in Bachman 1990, p 20). Despite the different views of the language experts, they all agree about the importance of this fundamental instrument in measuring the learners' proficiency, ability and behavior in certain contexts to get data that enable the testers to make conclusions about their learners' abilities (Zidane, 2014).

I.3.1 Essential Measurement Qualities:

Tests consist of questions and exercises that the testee would answer to get his/her grade. In the process of education, the test's score is the indicator about the learners' abilities. However, the score has to be valid and reliable (Bachman, 1990). A test should include the following characteristics: validity, reliability, authenticity and practicality. These features will make a test effective.

I.3.1.1 Validity:

In any language test, validity is the most important parameter. In examining validity, it is important to be concerned with the appropriateness and usefulness of the test score for a given purpose (Bachman, 1990). In other words, the test must indicate the resemblance between the students' grades and the objectives set to be fulfilled. Arguably, validity *"refers to the degree to which a test measures what is supposed to be measured"* (Brown, 1996, as

cited in Benmostefa, 2013; p 72). Thus " in *examining the meaningfulness of test scores, we are concerned with demonstrating that they are not unduly affected by factors other than the ability being tested*" (Bachman, 1990; p 25). According to Cohen et al (2007), there are various types of validity listed as follows: Content Validity, Construct Validity, Face Validity, criterion- related validity.

Construct validity is based on the construction of the test items and the information provided from certain theories. For instance,

> *In language proficiency the greater the relationship which can be demonstrated between a test of communicative competence in a language and the theory relating to this concept, the greater the construct validity of the test* (Benmostefa, 2013, p 73)

Content Validity is concerned with the concentration of the quantitative analysis on the content in order to gain the purpose liked to be achieved. Then, Harris (1969) says that the test must be designed according to the skill the examiner wants to gain. "*To measure content validity, the elements meant to be tested have to be clearly determined so that to get exact information about the degree of the learners' mastery of that specific content*" (Zidane, 2014, p 23). Zidane views that it is important for the test to be valid when determining exact data about the learners' proficiency in a particular area.

Face Validity also called surface validity or appearance validity. It tries to make a sort of connection between the test's tasks and the testee.. "Face validity is the appearance of real life; content relevance is the representation of real life, and predictive utility is essentially precluded without authenticity" (Jones 1979, p 51, as cited in Bachman 1990, p 307). Thus, the relation between the face and content validity refers to test authenticity (Bachman ,1990).

I.3.1.2 Reliability:

Reliability makes a focus on the empirical aspects of the measurement process (Davies et. al, 1999, p 169). It is concerned with the extent the test results are stable. If it is taken again the score will be almost the same considering the time between the test and the second one is of reasonable period. Provided that it is given to same students twice under the same status, it will almost give the same results. On the other hand, a poor reliable test appears with different scores they will not give useful information (Bachman and Palmer, 1996)

I.3.1.3 Authenticity:

Authenticity in language testing is crucial and has an effective role. In this vein, Brown (2004, p.22) gives a set of characteristics introducing authenticity. He claims that "…the language used in the test should be natural". Moreover, the test items would be contextualized and the tester has to give clear and interesting topics to the learners. In language teaching, there are different points of view that lead to a debate between linguists.

Bachman (1990) who appears with the idea that authenticity should be distinguished upon its two types; situational authenticity which means that there is an important rapport between the characteristics of test tasks and the target language use tasks. On the other hand, the interactional authenticity deals with the interaction between the testee and the target language tasks (as cited in Ellis, 2003, p. 305). This reflects how learners use the language in exchanging ideas to give meaning.

I.3.1.4 Washback:

According to Wall and Alderson (1993) washback (backwash) represents the positive side that any language test or assessment must have. It is the means that deals with the benefic effect of the test on teaching. It should be considered by the test designer;

The washback effects of large-scale testing programs on instruction are widely discussed. In the view of instructors and students, such tests contain what students must learn and therefore what must be taught- a reasonable view, given that the tests in many cases represent the language hurdle students must clear before continuing their academic careers.

(Chapelle & Douglas,1993, p 16).

The test becomes the primary determiner, either positively or negatively, of the general atmosphere of the classroom. (Wall and Alderson, 1993). In this context, Shohamy says that *"while the connection between testing and learning is commonly made, it is not known whether it really exists and, if it does, what the nature of its effect is"* (1993, p 4, as cited in Bailey, 1999, p 1). Shohamy claims that Washback refers to the impact that tests have on teaching and learning; and this impact is not clear since there is not a clear existence of washback. If it really exists, then, it will have an effect on teaching and learning.

I.4 Types of Tests

Within Different researches of a large number of scholars about testing and its importance in the teaching / learning process, they had all agreed that the test is the instrument that the instructor uses in order to gain certain aim (Alderson, 1996; Heaton, 1990; Underhill, 1991). In fact, the test is a request for information and possibility to learn what the teacher did not know about his students before. Either to know their capacities, weaknesses, strengths, check the progress, general or specific knowledge of the students, etc. (Hughes 1989, p 5) the language experts claim that there are different types of tests, and each one directly helps the teacher to gain the point he wants to know about it. According to linguists (Thompson, 2001; Hughes, 1989; Alderson, 1996; Heaton, 1990; Underhill, 1991), there are four types of tests: proficiency tests, achievement tests, diagnostic tests, and placement tests.

According to Hughes (1989), the placement test is used to decide which group or class the learner could be joined to. Harmer claims that placement test refers to "*placing the new student n the right class in a school*". (2001, p 321). This type of testing focuses on a range of topics represented in a form of interviews, grammar and vocabulary tests as well as dictation (Heaton, 1990). The placement test is the type with which the teachers can assess the students' receptive and productive skills (Harmer, 2001).

Diagnostic tests are a tool designed to underline what the student knows and what s/he does not know. The test can check the students' difficulties and the gap in their knowledge before starting the programme(Harmer, 2001) . In this vein, Underhill adds that "a diagnostic test provides the student with a variety of language elements, which helps the teacher to determine what the student knows or does not know" (1991, p 14). Moreover, Hughes (1989) says that diagnostic tests are supposed to check the students' weaknesses and strength.

The achievement or progress test is designed at the end of a term to indicate whether the learner has acquired successfully what he learned from the syllabus. Basically, Harmer says that "*these types of tests are designed to measure the learners' language and skill progress in relation to the syllabus they have been followed*" (Harmer, 2001, p 321). The progress test tries to report progress not failure (Alderson, 1996).

Proficiency test provides the teacher by an image about the learners' ability and knowledge of the language. Hughes stresses that "proficient' in the case of proficiency tests means possessing a certain ability of using the language related to an appropriate purpose". (1989, p 10)

Hughes thought that it is possible to test the learners in different domains in order to know whether they could act positively in a specific field or not.

I.5 Definition of Grammar

Grammar in every language is regarded as a set of rules that prescribe the so-called correct ways of structuring and using language (Harmer, 1987).

It is not adequate to give an exact definition of the term "grammar" because it is seen differently by many language experts. Purpura (2004) considers grammar as a branch of linguistics which deals with the structure of sentences that has been changed over time.

Ur represents grammar as *"The way words are put to gather to make correct sentences"* (Ur, 1998, p. 75). Syntax acts independently from the meaning of words in the sentence. Accordingly, the syntactic structures which contemplate how smaller elements like paragraphs, sentences and word choice lead to the meaning and the effectiveness. (Chomsky, 1973).

In learning about grammar, students learn to understand how these systems work to make grammatical choices appropriate to particular contexts or situations. The need for an extended definition of the word grammar, led many linguists to divide it into pieces and components. According to Freeman (1991), grammar was once regarded as a set of rules which has to be taught through three- dimensional parts. What was taught as grammar was often related to understanding and learning patterns (form, meaning and use). Freeman says *"there are three dimensions of language that must be dealt with: the form or structures themselves, their semantics or meaning, and the pragmatic conditions governing their use"* (1991, p280). The form is a basic level which cares about how the parts of speech are organized to form well- grammatically structured sentences. These dimensions are presented in the following table:

TABLE 1.2 A Three- Dimensional Grammar Framework

Form/structure	How is it formed? / How are sentences structured?	Phonemic, morpheme and syntactic patterns
Meaning/semantics	What does it mean?	Lexical and grammatical meaning
Use/pragmatics	When/why is it used?	Social context and linguistic discourse context

(Freeman,1991, p 264).

According to Freeman, how language is structured and how sentences are constructed is due to one basic dimension to make a meaningful grammar and lexis to be used in different social context.

I.5.1. Grammar Teaching:

Some linguists consider the teaching of grammar as form, others claim that is grammar is taught and represented as rules. The third group of scholars target towards fluency over accuracy i.e. teaching grammar as a meaning resource (J. Purpura, 2004). Senoussi notes that *"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."* (2012, p 14).

It is clear that the role of grammar is important basically when a particular speaker wants to transmit meaningful utterances in well structured grammatical ways.

I.5.1.1. Grammar as a Form:

Language takes a form of sentences not as single words, *"some components do not occur alone, but only as parts of a larger form"* (Bloomfield, 1933, p 159). According to American structuralism the language is a system in which the smaller units are arranged systematically to form larger ones. The organization of these units is called "form" (Williams, 2005). Grammar theoretically, takes different forms that help the students achieve the accuracy level (Williams, 2005). The role of the teacher is to make instructions clear for the learners, correcting their mistakes, for instance, a learner may say

"I have writed a poem", it is communicatively correct but grammatically, it is incorrect. The teacher then tries to correct by saying "I have written a poem" instead of "I have writed a poem",   Grammar represents eight possible forms of words in English: Noun, verb, adjective, adverbs, conjunctions, pronouns, prepositions and articles (Williams, 2005, p.53). However, Purpura (2004) claims that in the teaching/learning of L2, the focus on grammatical form is not enough.

I.5.1.2. Grammar as a Rule:

Generally speaking, the term "grammar" can also be used to describe the rules that govern the linguistic behavior of a group of speakers. Learning a foreign language means among many other things learning its grammatical system embodied in the form of rules. The grammatical knowledge can constitute the foundation on which learners may construct their general knowledge, this will help them to express their ideas and points of views (Woods, 1995; as cited in Senoussi. N, 2012).

I.5.1.3. Grammar as a Meaning Resource:

The function in a language is the state of putting words into sentences to work together in several ways (Williams, 2005 p. 54). Those who consider the words' organization as a meaning resource, focus on the learners' fluency. This latter shares the ability to use the language smoothly and rapidly (Thornbury, 1999). Liamkina and Pankova say that:

> *Adopting a functional perspective that views grammar as a rich resource for making contextualized meanings in a culture- and language-specific way, the article reconsiders the role of explicit grammar instruction in developing communicative abilities of second language learners.*

> (2012, p1).

Grammar use in a language is seen as rich resource in different contexts especially when interpreting ideas and transmitting messages to develop the communicative abilities of individuals.

I.6. Deductive and Inductive Grammar Teaching:

Deductive teaching is a traditional approach which derives from the deductive reasoning. The teacher conducts the information and the rules about the target language at the beginning of the session and explains with examples. He underlines three principles; patterns, rules and principles are presented just when the concept starts from general to specific (Thornbury, 1999). These rules are to be illustrated by examples to highlight the grammar structures (purpura, 2004).

In his researches about the approaches of teaching grammar, Widodo (2006) has listed a set of the advantages and disadvantages represented in the following table:

TABLE 1.3 **Advantages and Disadvantages of the Deductive**

Approach to   Teaching   Grammar

ADVANTAGES	**1.** The deductive approach goes directly to the target point and can be time-saving.
	2. the rule aspects can be more clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. It respects the intelligence of learners and acknowledges the role of cognitive processes in language acquisition.
	5. It affirms many learners' expectations about learning particularly for those who have an analytical thinking.
DISADVANTAGES	**6.** Starting the lesson with a grammar presentation may be unsatisfactory for some young learners.
	7. Young learners face difficulties in understanding the concepts of grammar terminology.
	8. Grammar explanation discourages the learners' involvement and interaction immediately.
	9. The explanation is not as memorable as other forms of lecture demonstration.
	10. The deductive approach serves the belief that language is learned through the case of knowing the rule.

(Widodo, 2006, p 127)

According to the characteristics of the deductive approach, Widodo mentions the weaknesses and the strength of this approach since it is important to employ this method but considering both the negative and the positive sides of the deductive approach

The inductive approach is derived from the inductive reasoning bottom-up approach. The sequence in this approach is to prompt the students to find the rules after being exposed to examples. The teacher tries to help his students by showing them a series of examples then guide them to guess to which rule the given examples belong to or deal with (Mautone 2004, as cited in Azmi and Hanna, 2008, p.3).

The inductive approach *"starts with exposing students to examples of language use or even immersing them in the use of the target language items and then prompts students to generalize the patterns of the language "*(Thornbury, 1999, p180). In the same context, Azmi and Hanna cite that the inductive approach refers to *"the style of introducing language context containing the target rules where students can induce those rules through the context and practical examples".* (2008, p. 3).

To better understand or master grammar rules, the majority of the language experts agree that the inductive approach is crucial in the teaching of grammar. They regard to it as rule- discovery learning and consequently, it would be a student-centered approach. The inductive approach is characterized with a series of advantages as well as disadvantages.

Widodo has also made a list in which he underlines the advantages and the disadvantages of the inductive approach.

TABLE 1.4   **The Advantages and Disadvantages of Inductive Grammar Approach**

ADVANTAGES	**1.** Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners' greater degree of cognitive depth is "exploited".
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners' pattern-recognition and Problem- solving abilities in which particular learners are interested in this challenge.
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.
DISADVANTAGES	**1.** The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rules.

(Widodo, 2006, p29)

Widodo lists these characteristics not only to make comparison between the two approaches but also to set the suitable way in using both procedures during the teaching of grammar.

In the inductive approach, the students discover the rules from the examples in the language. Relatively, Rutherford (1987) introduces the inductive approach by saying it is a "rule discovery learning ". Despite these effective characteristics, teaching grammar inductively has also deficiencies that lead the experts to make a balance in using the deductive and the inductive approaches (as cited in Hinkel and Fatos, 2002).

I.7. Types of Grammar Tests:

Grammar tests examine the ability to either comprehend or produce correct grammar forms; they do not test the ability to use the language to express meaning. (Kathleen and Kenji Kitao, 1996). Nevertheless, it can be agreed how important grammar tests are in language programs. There are

several grammar tests that an instructor designs to evaluate his students' performance: multiple choice test (MCQ), error correction items, sentence order, completion items, transformation items, word changing items and sentence combining exercises.

I.7.1. Multiple Choice Test (MCQ):

According to Kitao and Kitao (1996) the multiple choice questions test is the most important way to test the learners' grammar abilities which allows for test reliability.   For many years MCQ's were seemed to be ideal test instruments for determining students' knowledge of grammar and vocabulary (Harmer, 2001). They allow the respondents to select only one answer from the possible choices since each question contains one right answer.   It can be employed to evaluate the learners' competence in a short and limited period of time (Kitao and Kitao, 1996).

I.7.2. Error Correction Items:

It is also another useful tool for testing grammar. Within the error correction item test, the learner is expected to detect the error given in a sentence. The teacher can also give his students sentences with no mistakes (Kitao and Kitao, 1996).

I.7.3. Sentence Order:

This type refers to the students' competence about words orders. The instructor gives his learner a serie of alternatives. This method is called the traditional way

The sentence order type could be presented by giving the learners four words, for example, and he/she orders them in order to give a meaningful sentence (Kitao and Kitao, 1996). .

I.7.4. Completion items:

This type can also be called "fill in the gaps". This kind of tests contains words that fit in the blanks such as: prepositions and articles. It is also possible to use a sentence instead of words (Kitao and Kitao, 1996).

I.7.5. Transformation Items

According to its name, this type of grammar item is done so that the testee makes some transformations. The learner has to change the structure of the structure of the given sentence without changing the meaning (Kitao and Kitao, 1996).

I.7.6. Word Changing Items

Within this type, the teacher gives his learners a sentence and a word. The form of the word should be transformed to be suitable in the sentence. This test tries to evaluate the students' abilities and knowledge about the forms of words (Kitao   and   Kitao,   1996).

I.7.7. Sentence Combining Exercises

The learners are instructed to combine the sentences using a relative pronoun for instance. (Kathleen and Kenji Kitao, 1996). These types of tests give the teacher choices to design the suitable test for assessing his learners' abilities and knowledge about the target language (Kitao and Kitao, 1996).

I.8. Conclusion

This chapter gave details related to assessment, its objectives, the formative and the summative assessments. In the second part, it shed light on the concepts of testing, tests' roles and impact on the teaching/ learning process, the characteristics and different types of tests. In the last part of the chapter, the researcher introduced grammar sharing its importance to be learnt in English language. It included too, some useful techniques in the teaching of grammar deductively or inductively; as form, rule and as meaning resource. Finally, the investigator provided the readers with different types of grammar tests.

CHAPTER .II

The role of Grammar Teaching in ESP

2.1 Introduction

2.2 Definition of ESP

2.3 ESP Brands

2.4 ESP vs GE

2.5 The role of the ESP teacher

2.6 The Role of the Student

2.7 Needs Analysis

2.8 Approaches to ESP Teaching

        2.8.1 Content -Based Approach

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        2.8.3. Lexical Based Approach

2.9 Characteristics of the ESP course

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2.11 Testing in ESP

        2.11.1 Needs –related testing:

2.12 Language Issues in ESP:

2.13 Grammar and its Role in Language Learning

2.14 Teaching Grammar in ESP

2.15 Conclusion

2.1 Introduction

This chapter tries to give a brief overview about the principles of ESP by identifying its branches, methodologies and characteristics. It also highlights the roles and the responsibilities of the ESP teachers and the learners.   It explains the differences between ESP and GE. It lists the different stages of needs analysis in the ESP process for the identification and the designation of syllabus and ESP course as well as material production. Moreover, some language issues considering the grammatical one are presented in this second chapter.

2.2 Definition of ESP:

Technology and commerce as well as the economic power of the United States in the post world war were the main reasons for making English a dominant tool. Hence, English has become the international language of technology and commerce, which helped to create a new generation of learners who aimed at using English for economic, industrial and scientific purposes. Consequently, English courses required were tailored to specific needs and adequate to guide specific groups of learners by the late 1960's and early 1970's.ESP became a prevailing option (Hutchinson and waters 1987).

ESP is the act of course negotiation between the teacher and the learners. It is the discipline that many linguists define from different views. It involves the teaching and the learning of specific skills that particular learners need. Robinson(1980) identifies ESP as the learning of English to gain specific goals and purposes (as cited in Lamri, 2016). In this context, Hutchinson and Waters consider ESP as "an approach rather than   a product, which does not need any particular kind of language, teaching materials or methodology. It focuses on its communicative orientation" (1987, p 19).

"ESP in its simplest words refers to the teaching/learning of English for specific purposes. Researchers, even teachers, do usually regard ESP area as being one of the most prominent areas in EFL teaching/learning the language". (Baghli, 2015, p573). It is   "a branch of the tree of English language teaching (ELT) but the roots that nourish it are communication and learning" (

Hutchinson and Waters,2002 p 16). They claim that ESP was grown out of the following important trends;

❖ The expansion of demand of English to suit the specific needs of a profession

❖ need to know new ideas about the language and new ideas about learning to suit a set of requirement of a profession.

❖ Development of in the field of linguistics i.e. to teach English courses to a specific group of learners.

❖ Learners needs and interests have an impact on their motivation and the effectiveness of the learning (Hutchinson and Waters,2002).

On the other hand, ESP is regarded as a linguistic repertoire consisting of grammar, vocabulary and lexis used by ESP learners in specific areas (Robinson,1980). In this context, Dudley-Evans and St John,(1998) claim that In the ESP classroom, reading a text and preparing a presentation are the main tools for transmitting specific information.

2.3   ESP Brands:

Several linguists speak about two major components in ESP. The most prominent branches of ESP are: EAP and EOP. The third one is considered too as a member in the ESP family tree.

In the diagram mentioned below which is adopted from Dudley Evans and st.Johns (1998), it could be said that ESP is divided into two parts : EOP and EAP . The former consists of two fields, as well, EPP "English for professional purposes " and EVP " English for vocational purposes."
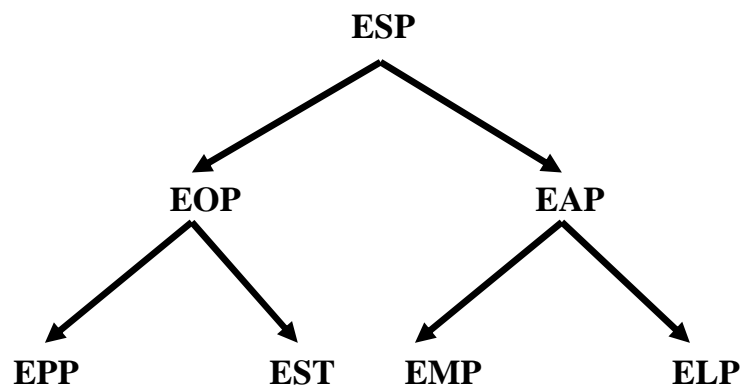
EST and EAP involves two fund mental fields .EAP deals with the language when it is taught generally within educational settings to students needing English in their studies , when they are specializing (Pre- study) in specific subject additively .EAP consists of other specialties such as EMP: English for medical purposes and ELP: English for legal purposes.

 "EOP, on the other hand, is taught wherever the learners need it is a situation where they use English as part of their work and profession" (Kennedy and Bolitho, 1984, p 4). The biology researcher's skills should include English as a tool of communicating the researches, participating in the scientific workshops and seminars, and exchanging information with others .EOP deals with the study in a specific discipline (pre- study, in –study and post - study).

English for Occupational Purposes concerns with a kind English that seems to be an essential tool in administration, medicine, law, etc. its main goals is to make the student a good communicator. This requires the use specific material to teach grammar and vocabulary in the work to enhance the employers' communicative abilities.

2.4 ESP vs. GE:

In the 1980's, teachers had rarely applied needs analysis to observe what was necessary to fulfill the objective. Now, practitioners are more conscious in treating their learners' needs. In addition, they can select materials which suit the aim of the learners.

Many researchers find confusions to make a clear cut between ESP and GE. Here are some basic distinctions between ESP and GE can be drawn as follows:

ESP activities are based on a close analysis of the learners' communicative needs, in addition to an elaborated analysis of the language of that occupation or activity (Strevens, 1980). Hutchinson and Waters see the

biggest distinction between teaching GE and ESP in "The awareness of the target situation – a definable need to communicate in English" (1987, p. 54).

General English is focusing on the teaching of grammar, pronunciation and other language skills to acquire a specialized meaning of words in specific professional context.

English language studies exist in different settings and contexts. In any research there are two types of English general and specific. It is Important to recognize the fact that teaching English is supported through language skills and individuals must understand the necessity of language use to build their specific skills to serve their effectiveness as active members in a society. Hence, the purpose of teaching ESP is to promote the professional skills and develop the linguistic abilities. It is claimed that general English could not be against ESP or vice versa. ESP stands on the knowledge of general English. When dealing with the teaching of ESP, it is important not to make a barrier between ESP and GE. However, these two latters have to be integrated since they are important in conveying, communicating and interpreting meaningful utterances.

Despite their differences, there is a close relationship between ESP and GE .In order to classify   their relation, Widdowson (1983) sets features of ESP and EGP. The most important EGP and ESP features are:

EGP makes a focus on education; on the other hand, ESP focuses on training. According to GE, it is impossible to predict the learners' needs or to select their requirement to construct the course; however for ESP it is easy to determine the course content simply because English is employed for very specific and particular setting. The third feature is concerned with syllabus design which according to GE, the content is very important and has a big value within syllabus design; but related to ESP, the content has a value only within the vocation of the context. The ESP features are put in order to create and reach limited English competence.

2.5 The Role of the ESP Teacher:

Generally known, any ESP teacher is not a specialist in the field or the branch he is teaching, but just in the teaching of English. The first aim of the ESP teacher is to help his students to use English to their field of research. The role of ESP teacher implies more qualifications to make the balance between the English language and the subject matter. He, also, requires knowing the responsibilities and the challenges he will face. To understand the ESP teacher's identification, and the roles he tends to play in ESP classrooms, Dudley Evans; 1998 introduces the ESP teacher using the term "practitioner" to suggest that ESP work requires much more than teaching. Accordingly, Swales (1988) represents the five roles that ESP practitioner has to perform:

Teacher: The aim of ESP courses is to help students to learn taking into consideration the objective behind teaching. The teacher has the opportunity to analyze and understand his/her students' needs. Thus, the task of ESP practitioner does not only mean to teach language, but also to analyze the needs of the learners and adopt the methodologies and the activities involved in the target discipline (Harmer, 1987). Furthermore, any ESP teacher should have flexibility to listen to his students. He also should be a risk taker in the teaching of specific fields (Swales, 1988).

ESP Practitioner as a Course Designer and Material Provider: Since there is a total lack of teaching materials and textbooks, the ESP courses are designed from the basis of needs analysis (Hutchinson et al, 1987 and Basturkman; 2006). For identifying needs, the teacher must gather data about the learners' needs, adopting and adapting them within his strategies in designing his courses and in providing materials. Moreover, he can select the available textbooks and modify activities to make them suitable to satisfy his students' needs.ESP teachers, generally, assess the effectiveness of the teaching materials whether they are published or self-produced.

ESP   Practitioner   as   a   Researcher: ESP is, fundamentally, research-based language education from which the teachers' role is very important, since as researcher he holds a compulsory position in the teaching of English (Basturkman; 2006). According to Dudley Evens and st. John (1998); a researcher needs to investigate the language, the genres of texts, and skills required before designing the course; the ESP practitioner goes beyond the stage needs analysis as the target situation analysis (TSA) which was employed by Chambers to detect and treat the terminology confusion. According to Chambers TSA is "communication in the target situation" (1980, p.29, as cited in Songhori, 2007) from which he identifies key target events, skills and texts.

As a Collaborator: It is believed that subject matter or specific work is better approached through collaboration with subject specialists. Thus, the roles of ESP teacher is to cooperate with the subject specialists to get knowledge about the subject matter and adapt the field of research including skills, tasks and syllabus in order to bring the suitable material and courses for the learners (Johns and Dudley Evans, 1998).

As an Evaluator: The ESP teacher is involved in testing the students and evaluating the courses and teaching materials. Hence, evaluation plays a role as feedback for learners and the course achievement. The purpose of conducting a test is to assess whether students have the skills to undertake a particular academic course. Evaluation has to be conducted by the teacher because the former knows more about the learners' specialty. Furthermore, evaluation is a compulsory tool to measure the extent to which both the teaching and the courses suit and cover the students needs (Johns and Dudley Evans 1998).

2.6 The Role of the Student

According to Sghlepegrell and Bowman (1986), the ESP learners must know their responsibilities and roles by answering the following major questions:

1-What do they bring to the classroom?

2- What are the tasks the ESP language learner faces?

The ESP students learn the English language using it as a tool in the context they deal with ESP to express scientific or specific knowledge; they can also use it in their occupations or advanced studies. Any successful learner should pay attention to the language he is hearing or reading. Particularly, he has to focus on the subject-matter field. (Sghlepegrell and Bowman, 1986).

According to Sghlepegrell and Bowman (1986), learners in the ESP classrooms have the capacities to take the part in the language learning process. Generally, they are conscious of the aims for which they use English oriented towards a specific field; they consider English instruction as a complementing tool in their orientation. The subject matter knowledge helps the students to identify the context for the specific vocabulary and the linguistic structures of the ESP courses (Sghlepegrell and Bowman, 1986).

Teaching adults is an advantage since such individuals work hard to learn a new language; the learning strategies they bring to the task equip them to learn faster. Sghlepegrell and Bowman consider the ESP learners as capable since they have some skills such as reading and writing which make learning very easy (Sghlepegrell and Bowman, 1986)

2.7 Needs Analysis:

It is a developmental tool and valuable analytical technique for treating students' needs i.e. needs analysis deals with procedures for gathering information about learners and communication tasks (Nunan, 1988, p 75). Brown presents needs analysis as

> *the systemic collection and analysis of all subjective and*
> *objective information necessary to define and validate*
> *defensible curriculum processes that satisfy the language*

> *learning requirements of students within the context of particular institutions that influence the learning and teaching situation*   (1995,p 36)

Hence needs analysis aims at gathering data about the students' requirements in systematic and analytical manner for the purposes of specific satisfaction.

Therefore, Hutchinson & Waters claim that ESP is *"an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"* (1987, p. 19; as cited in Tsao, 2011, p. 129).
Sghleppegrell and Bowman (1986) consider needs analysis as the process which demands interviews and investigations with three information sources at the department: the administrators, the content-area instructors, and the students themselves

The administration will give teachers the opportunity to decide what they expect as new members of the teaching staff and to know the goals of his program, courses, for promoting the students language abilities. The teacher has to ask the administrators about the grading and examination of the institution. The teacher must take into account the materials which are necessary for testing the students' capabilities (Sghleppegrell and Bowman; 1986) In the area of ESP, the administration has to introduce the teacher to the subject matter instructors that he will teach (instructors in biology science, for example, if he will teach English for biology science students).

For the ESP teacher, content-area instructors are considered as valuable resources. For instance, the instructors in the biology department should keep in touch with the ESP instructor, to provide him with subject matter language materials such as textbooks and research articles to share information about the students' needs (Sghleppegrell and Bowman; 1986).

The final purpose of the needs assessment is interviewing the students about their level of understanding and English comprehension language items to enable the practitioner to prepare his first presentation to them. Sghleppegrell and Bowman (1986) claim that the students' interviews before the first class meeting will guide his preparations. These student interviews are considered as informal assessment of learners which may help the teacher to understand the students' comprehension. Moreover the students' language skills, such as reading and writing, grammar and vocabulary may be useful.

2.8 Approaches to ESP Teaching

Generally speaking, there are three approaches to ESP teaching, i.e.

Content-Based Approach, Task-Based Approach, Lexical-Based

2.8.1 Content -Based Approach

It is agreed that the fact that when Content-Based Approach is used, the learners take advantage in two ways, the content and the language (Brinton et al, 1989; Jordan, 1997; Richards, 2001; Brown, 2001).

Consequently, students learn the language in the context which is corresponding to their fields of study. Krahnke (1987, p 65) represents Content Based Approach as: "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (as cited in Richards *et al* 2001, p 204). Inside this approach, the language instructions are connected with the subject matter being taught.

As other approaches, the Content-Based Approach has not only a set of advantages but also disadvantages as well that language teacher needs to be aware of, this awareness may help language instructors adopt the kind of approach to the particular situation they are taking part in. in this view, of the CBA is that the language teacher is a language teacher and not content teacher; being strange with the specialty he is teaching, and having a lack of the field knowledge may be accepted as an obstacle for him as an ESP practitioner (Brinton et al, 1989; Jordan, 1997; Richards, 2001; Brown, 2001).

2.8.2. Task Based Approach

Task-based language teaching (TBLT) is regarded as one of the most outstanding approaches to ESP teaching. It consists of a series of advantages since it sees tasks related to real-life in which authenticity is a keyword that focuses on the learner' autonomy in his learning to support him with confidence to better learn.

Task-Based Approach suggests that specific tasks are designed to meet specific needs through the training of skills that have to be practiced and developed separately or in combination to meet specific needs of the learners.

On the other hand, TBLT's main drawback is that teachers who are not innovative enough cannot employ this approach correctly in their classes.

2.8.3. Lexical Based Approach

Lexis proficiency of the learners is the main focus of this approach. According to Lewis (1993) "language consists of grammaticalized lexis, not lexicalized grammar (as cited in Moudraia, 2001, p 1).

Lexis is the main element which this approach sticks on. Giving rich lexis for the learners can help them better communicate and improve their language proficiency. Although this approach provides learners with a rich lexis that may be useful to communicate easily, teachers frequently face difficulties while putting their emphasis on this approach, because of the attempt made by teachers in terms of preparation. In addition to this, dealing with only one word may take a long time (Lewis, 1993)

2.9 Characteristics of the ESP Course:

The ESP course designer should focus on the learners' needs. They should respect two defining features that are represented by Dudley-Evans and St. John (1998, p 4).

- ESP makes use of the underlying methodology and activities of the disciplines it serves.
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities

There are other important features which are not obligatory to be discussed in ESP.

In contrast, ESP learners are registered in the course to be able to operate in a specific context using the language as a tool General English learners generally possess instrumental and the integrative motivations in using the language. It could be said that ESP learners are more practical and realistic in their use of language. English is necessary in many occupations; Many ESP learners attend the English courses to fulfill jobs and to cover the gap in their abilities.

In addition to these qualities, Dudley-Evans and St. John (1998) say that ESP learners are adults or young adults. This is beneficial for the instructors to teach them.

On the other hand, it should be admitted that ESP learners' memory ability is lower than that of children. Adult students have lot of personal problems and worries that affect their memory which would lose some of its capacities (Broughton, 1993).

2.10. ESP Approaches to Course Design:

There are many approaches to ESP course design. Hutchinson and Waters (1987) suggest three approaches in this context of ESP course design; Language-Centered Approach, Skill-Centered Approach and Learning-Centered Approach.

The language-centered approach begins with identifying the learner's target situation and passes through many stages of analysis including syllabus creation, then material design, as well as the evaluation of the syllabus items (Hutchinson and Waters, 1987). Nevertheless, the target situation analysis is the determiner of the syllabus development, materials, methodology and tests.

The Skill-centered Approach is proposed to help the learner develop his skills. The skill-centered approach is similar to the language-centered approach, with one distinction which is the role of needs analysis. Through needs the course designer is enabled to discover his learners' abilities and knowledge.

Also, the materials should focus on the strategies and skills suggested in the syllabus and the evaluation. The skill-centered approach focuses more on the learners (Hutchinson and Waters, 1987). .

The Learning-centered approach claims that the learner is not the only factor which influences learning. Thus, factors involved in learning must be considered at the stage of course design process. This approach gives attention to the learner as a key-parameter in the ESP teaching/learning process (Hutchinson and Waters, 1987).

2.11 Testing in ESP:

Language testing is a very large topic .It is different from language teaching entirely. A set of directions guide ESP teachers in order to administer tests to their learners. Mc. Donough (1984, p 109) lists some of these regulations:

1- To orientate a grade grouping in terms of language competence and skills at the beginning of the courses.

2- To determine the learners linguistic issues and to distinguish the nature of the language problems areas during the course like focusing on the effectiveness of the course content by detecting the students' strength and weaknesses in grammar points.

3- The ESP questions, during the course, reflect on the students' needs. Also, it will specify test content.

4- It analyses the language levels of groups of students.

5- To decide whether the individual's language capacities give him the capabilities to be accepted for a particular occupation or study.

6- To measure linguistic proficiency to make the selection of the level and the language programme, set up to need the institutions needs (ESP faculties).

7- To have a particular language course requirement.

8- A big large number of student uses to learn in framework where course tests meet their demands. To gain the learner's anticipations tests should be short and well administered.

These are the reasons for testing that follows specific parameters. Tests may be pontificated for diagnosis or placement purposes. They may also be designed for the measurement of general proficiency or achievement on a particular course of study. Then, they may be needs – related. This latter, is regarded as one of the basis in different areas in ESP contexts. It is important for designing tests it refers to the relationship between testing and needs analysis. (Mc. Donough, 1984)

Any group in ESP can choose between the language branches which include notions of general English and others from the subject studies. All in all, it depends on students' needs that take advantage over other ones. Allwright (1982) says that learners who are the responsible on the insight of their needs. He also introduces three aspects of learners' needs.

Needs: The skills that belong to learners themselves.

Wants: The learners' needs take precedence over any other ones.

Lacks: they imply the disparity between the learner's existent know-how and the desired one (as cited in Jordan 1997, p 27).

In this context, Hyland claims that "right analysis involves evaluating the findings of needs analysis, recognizing the challenges that students face and interrogating the results of create more democratic and participatory involvement by student in decision making" (2006. p 79). ESP learners have the opportunities to decide and set their needs starting from the knowledge of their lacks. Its importance is to treat or examine the goal-oriented learning in ESP. Hence, through right analysis and awareness of the learners' needs, course designers and teachers would have no issues in forming and designing courses and syllabuses.

Most language courses are related to these criteria and tests are designed through language programmes attached to students' needs. This create idea of devising test materials on an analysis of the target situation, on the learners' needs and requirements Carroll (1980; p 9).

Carroll's diagnosis focuses on making a sort of needs analyzed by tutors, adopted within programmes and finally, applied or tested for the assessment of ESP learners' abilities.

2.12 Language Issues in ESP:

Castillo quotes" *it is not the teacher's responsibility to teach technical vocabulary .The duty is to check that learners have understood technical vocabulary presented by a subject specialist"* (2014,p 1)   as it is ,mentioned earlier . The students know well about the subject matter rather than the teacher and no one could provide the ESP learners with specific vocabulary concerning the discipline they are learning In his investigation, Castillo (2014) tries to provide the future generation with some of language issues according to him, there is a very close link between grammar and vocabulary.

2.13 Grammar and its Role in Language Learning

Before dealing with the body of this research, it is appropriate to give a brief introduction to grammar and its function in language teaching and learning. Richards and Platt (1992), state that grammar deals with the structure of the language and it is a means by which linguistic units such as words and phrases are aggregated to construct sentences in a language. It is also defined by Bowen et al as "the rules by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible" (1985, p. 161 as cited in Badran 2001).Hence, grammar is considered as the root system of any language.

It is claimed that Communication in language does not exist only with its grammatical structure (Savignion, 1991). Celce-Murcia (1991) also emphasizes that grammar is a support that is needed in the comprehension and production

of oral and written discourses. She adds that grammar will not be useful if it is studied as an isolated sentence-level system. In fact, grammar has an impact on language learning; it should be represented in a contextual manner where the learners apply grammatical structures in relation to their meanings and functions. Accordingly, grammar is an essential component of language use; it is an essential element in communicative competence. (Scarcella and Oxford, 1992; Koprowski, 2000).

2.14 Teaching Grammar in ESP:

Grammar is the study or examination of the structures that underlie the use of language in general. The majority of students find obstacles of speaking or writing a language because they have issues with grammar and how they use its rules within specific situations (Richards, 2001). Grammar is regarded as the bedrock of a language. This underlies the importance of integrating the four language skills with the context of grammar teaching. Since it is necessary to know the rules and apply them correctly. The writing skill, for example, improves the grammatical accuracy and fluency of the students. Thus, grammatical competence is an important aspect of communicative competence (Canale & Swain, 1979). Teaching grammar for ESP students requires that the language teachers adopt some suitable strategies.

On the other hand, grammar teaching is considered as a tricky context. According to Lott (2005) the teaching of grammar is the process that gives the students the tools to generate authentic sentences in correct English by the application of a set of rules, but few teachers like grammar or enjoy it. Relatively, Harmer (2004) says that students have to be able to produce a large assemblage of sentences by knowing the grammatical rules of language. Students will be confused in the application of the grammatical patterns if they seem to be difficult and complex.

2.15 Conclusion

   This chapter represented an overview of ESP by identifying its branches, methodologies and characteristics. It also highlighted the roles and the responsibilities of the ESP teachers and learners. It explained the differences between ESP and GE. It lists various stages in the ESP setting which need identification and analysis for the construction of syllabus and courses as well as material production. Moreover, some language issues considering the grammatical ones were mentioned in this second chapter.

CHAPTER.III

Methodology, Data Analysis and Interpretation

3.1 Introduction

3.2 English as International and Global Language

3.3English Status in Algeria

3.4 The Application of the LMD System in the Algerian Universities

3.5The Application of the LMD System at the Department of Biology

3.6 Research Approaches

3.7 Participants

    3.7.1 Learners' Profile

    3.7.2 Teachers profile

3.8 Instruments

    3.8.1 The Questionnaire

        3.8.1.1 Learners' Questionnaire

        3.8.1.2 Teachers' questionnaire

        3.8.1.3 Test

3.9 data analysis

    3.9.1 .Analysis of the students' Questionnaire

    3.9.2 Analysis of the Teachers' questionnaire

    3.9.3 Test Analysis

3.10 Results and Interpretation

3.11 Conclusion

3.1 Introduction

The present chapter aims at describing the English language status in Algeria, the emergence of the LMD system in the Algerian departments including the biology department at Tlemcen University. The second part includes the case study, sample population, the participants and the methods employed for data collection. The following instruments have been used for collecting data: the questionnaire for both the LMD2 students and ESP practitioners from Biology department and also a test conducted to evaluate the students' abilities concerning the scientific knowledge and grammar proficiency. A detailed interpretation and the results of the gathered data is also introduced in this part of the work. Results of this investigative study first serve as a crucial step toward diagnosis of the problem of the teaching as well as the learning of grammar in ESP context.

3.2 English as International and Global Language:

The English language is regarded as the main reference of communication worldwide. Because the world today becomes closer and negotiations appear the necessity of global language. The power of the speaker is the reason of making a language global, and the number of speakers is not a criterion (Crystal, 1997). Kachru proposes three circles of English speakers and how English is learned; the first circle, Inner circle, refers to the countries in which English is spoken as the first language; the second one, Outer circle, refers to the countries in which English plays an important role as second language. The third one, Expanding circle, refers to the countries whose people know that English is important as a global language (Kachru, 2006; as cited in Fumiaki Ishihara, 2011). The power of English speakers on the world economy and the world politics also has its roles in making English a global language. Halliday quotes:

> *English has become a world language in both senses,*
> *international and global:*

international, as a medium of literary and other forms of cultural life in (mainly) countries of former British Empire; global as the co-genitor of the new technological age, the age of information. So those who are able to exploit it, whether to sell goods and services or to sell ideas, wield a very considerable power.

(Halliday, 2006,p 362)

In this vein, kachru justifies the dominance of English and says;

In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power.

(Kachru, 1986 p. 1; as cited in Benmostefa 2014, P 102)

3.3 English Status in Algeria:

As the other countries of the world, Algeria considers English as a foreign language. Despite the imperialistic dominance of English, it is inadequately used in Algeria. Because of many reasons since the Algerians' views stick on French.

In fact, the political decision decides the linguistic one. Thus, Arabic is the official language of the People's Democratic and Republic of Algeria and the French language is the first foreign language, then English is the second foreign one. This classification, in terms of first and second foreign languages is ranked in the educational system (Benmoussat.2003). On the other hand, the linguistic and mainly the sociolinguistic views consider Algeria a bilingual in which the French language has a status of being the second language, because it takes place in many domains and performs in various national institutions. Benmoussat (2003, p 101) supports this view as stated that *'the political view claims that Algeria is a monolingual nation, while the linguistic view considers Algeria a bilingual country'*. It's important to place each language in its rank

according to the roles and the effectiveness of each one. English, then in Algeria is almost the same as that in the other countries of the world where English is regarded as a foreign language.

3.4 The Application of the LMD System in the Algerian Universities:

The LMD is a system of higher formation that advocates three grades of studies: License degree– Master degree - Doctorate (LMD).

The LMD system is constructed as follows; the first grade is the license degree or Bachelor Art of Degree which lasts three years of studies. The second procedure is the Master Degree. The students spend four semesters to complete their graduate studies. To reach the final step, a limited number of students would spend three other years for the doctorate degree to finish their careers as doctors.

These ranks are defined by the years or six-month periods of studies validated since the entry in higher education and their correspondence in the ECTS (European Credit Transfer System) - 30 ECTS for one six-month period of studies (Baghli, 2015)

The LMD architecture has been introduced in Algeria in the year 2004-2005. The Algerian higher educational institutions launched a teaching reform that plays a central role. It tries to construct higher quality of training that gives the necessary skills for the successful integration into the labor market and, as well as the satisfaction of the needs of socio-economic sector in its quest for competitiveness by securing human resources capable of innovation and taking an active part in the development of research development. In the same year, University of Tlemcen (Abou-Bakr Belkaid) has seen the execution of the LMD in its faculties and departments, and the first one was at the level of the department of biology.

3.5 The Application of the LMD System at the Department of Biology:

The LMD system in biology department was applied in a systemic way (Baghli, 2015). This department is regarded as the first one which adopted the

LMD to stand as a new educational system "Licence, Master and Doctorate". It is based on three levels mentioned above: License, Master and Doctorate levels. The common core license level contains three years of studies (common-core). In his third year, the student has the chance to find the specialty from which he gets the Bachelor of Arts Degree. To pass to the Master degree, it is compulsory that students must possess the credits of the former six semesters, to be able to continue their studies for two years. In order to pass to the Doctorate Level, this department had witnessed a direct registration of the first LMD promotion, but now, the students are obliged to sit for a written test; if they succeed, they will be able to continue their studies of three to five years to gain their degree. Baghli argued that there should make an association between the instruments and the application of LMD system at the biology department. Then, English has to be adopted as one of the important tools in the reform of the country internationalization. Despite of the average level of the majority of the ESP students and their weaknesses they have to be motivated because of their awareness about the English language status and its importance in all biological fields (Baghli, 2015).

3.6 Research Approaches;

According to kothari (1985) any research could be investigated through the following two basic approaches; quantitative approach and the qualitative approach.

The Quantitative Approach; focuses on generating data in a quantitative form. It "is based on the measurement of quantity or amount" (Kothari, 2004, p3). Its main aim is to produce generalizable results. Concerning data collection, the most useful technique is the structured questionnaire. The data collected are analyzed descriptively in tabulation form. (Yilmaz, 2013).

Kothari (2004) has divided the quantitative approach into *inferential*, *experimental* and *simulation approaches* to research.

TABLE 3.1: **The Quantitative Sub-Approaches**

Quantitative sub-Approaches		
Inferential Approach	- to infer	characteristics and relationships
Experimental Approach	- control over	research environment .
Stimulation Approach	-The construction which data can be	of an artificial environment within generated.

(kothari, 2004, p 4)

Each one of these sub-approaches has its characteristics and objectives that the researchers use as tools in their researches by treating both the characteristics and relationships, or controlling the research environment as well as generating data.

The Qualitative Approach focuses on the subjective evaluation of the sample's attitudes and point of views. It also generates phenomena and results even they are not in a quantitative form. Within this approach, the semi-structured and the structured techniques are used in form of interviews. (Kumar Singh .Y, 2006)

Case studies rely on ethnographic and participant observer techniques. Group of individuals would be the focus of the researcher who questions, observes them and holds formal and informal conversations with informants. In this context Yin notes that "A case study is an empirical study that investigates a contemporary phenomenon in depth and with its real-life context" (Yin, 2009, p18). In this context, Johansson (2003) claims that there are various ideas to describe the case study. "The case study should have a "case" which is the object of study » Johansson (2003, p 2). He declares the case studies give more interest on individuals than the methods. Relatively, Stack (1998) supports his studies by adding that "As a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used" (as cited in Johansson, 2003, p2).

On the other hand, other researchers such as Yin focus on the techniques and the methods that form the case study. Yin (1984) delineates three categories of case study; they are exploratory, descriptive and explanatory.

Exploratory Case Studies are generally conducted to search any phenomenon in the data which facilitates certain point of interest to the researcher. For instance, an investigator could ask general questions when dealing with an exploratory case study on individual's abilities. The general questions will launch further examination of the phenomenon observed. (Yin, 1984). According to this case study, prior the proposition of research questions and the hypothesis, some small-scale data collections could be conducted such as a pre-test. And this work supports making a hypothesis and framework of the study. (Yin, 1984; McDonough and McDonough, 1997)

Descriptive Case Studies within this case study, the natural phenomena are to be described and the data are represented in narrative way. (McDonough and McDonough 1997). It is important that a researcher has to start by describe a story for instance. But there is a strong disagreement among methodology researchers related to this case, since describing facts or phenomena may have lacks and deficiencies. This failure would occur during the investigation (R Kumar Das, 2011).

Explanatory case studies: it appears when treating causal studies and employed to investigate the complex and the variable cases (McDonough and McDonough, 1997). According to Yin and Moore (1997) the complex cases could be explained through these theories; a knowledge-driven theory, a problem-solving theory, and a social-interaction theory. (as cited in Kumar Das, 2011).

3.7 Participants

The participants in this study were seven teachers; all of them are part time teachers who are General English teachers employed to teach an ESP course at the department of Biology and paid hourly. Three teachers work in secondary schools.

For selecting the appropriate method of research, the investigator must find the participants who represent the sample population. Nonetheless, the

sampling selection is not an easy task; since the respondents will have a great impact on the collected data and on the research in general.

According to Dorney (2007), sampling techniques can be divided into two groups; probability sampling and non-probability sampling.

(a)   Probability sampling, involves: Random sampling, stratified random sampling, Systematic sampling, Cluster sampling. Henry tries to make a distinction between each one of the probably sampling strategies starting from the simple type of sampling which gives chance to all the members to be selected in the study. The second one is the systematic sampling strategy in which each individual is assigned within a list and designated randomly at equal intervals with the others. The stratified strategy of sampling focuses on the selection of all the members in groups and random selection would be selected from each group.

These sampling methods have their particular characteristics that make the selection of sample to be as hard for any researcher. However, any researcher has the strategies to select the suitable one depends on the nature of the research.

(b) Non-probability sampling, which consists of :

Quota sampling, Snowball sampling, purposive sampling, Convenience or opportunity sampling. According to Henry (1990) each one of these sampling methods has its own strategies to select cases.

The convenience Sampling focuses on the participants' readiness and availability to be involved in the research. The second method is the purposive sampling method that involves similar characteristics among the selected cases to be represented in the research. Snowball sampling method includes the addition of other participants in the sample. The fourth one within the Non-probability Sampling Methods is the quota sampling that consists of Interviewers select a sample that yields the same proportions as the population proportions on easily identified variables.

Within Random sampling, members of the population are selected on a random basis. This technique provides both, probability and chance to everyone to participate in the research.

In this research, random sampling seemed suitable, because the participants were selected randomly.

3.7.1 Learners' Profile

A sample of forty seven (47) learners from the LMD2 biology department at Tlemcen University has been assigned; they represent 10% of the total number of the LMD2 biology students they were in the age group of 19 and 23 years. They were baccalaureate holders from scientific stream. At the biology department, the LMD2 students take their lectures in an amphitheater; they are distributed into two sections according to the alphabetic order. The learners are all Arabic native speakers, and they are expected to use French as a tool in the scientific field. The majority of the participants learnt English from the first year at the middle school until they passed their baccalaureate exam; this gives a number of seven years considering their first year as ESP learners. The researcher made a selection of second year ESP students because they, at least, studied one semester in these departments, who have been taught English together by the same teachers. Because the French language is the main reference in the teaching /learning process, most of the learners focus on learning this language to understand what the instructors say.

On the other hand, the English module is important in biology department. It is taught once a week in allocated time of only one hour and a half. It is known that for ESP courses, there is not an official syllabus. The teachers try to adopt some scientific texts and articles to teach reading and other language skills. When being asked about English, these students agreed that it is a necessary tool in their learning. It is remarkable that the majority of the ESP students have different levels in English. Some of them wish to learn the language in order to communicate in the scientific seminars and workshops fluently. Others want to write well-grammatical structured English in the scientific interpretations, articles and abstracts. The students were enrolled in

their English studies in the department of Biology during the second semester of the academic year 2014-2015 since the French language is taught in the first semester. In the second year, English is included in the first semester. They were studying English to have a general view about Biology and its branches (common core). All the learners take their courses with two teachers. One teaches them general English lectures in order to minimize the language issues, and the second provides them with Biological terminology to insure that the learners would take notions about scientific English. Both teachers collaborate on designing exams. Students learn Reading Comprehension from scientific articles in the target language. This helps the students to understand and comprehend the meaning of a given text or article. The scientific presentation involves at least two or four skills since the ESP practitioners aim at including the tasks that consist of communicative skills.

3.7.2 Teachers profile:

Educators are the base of any teaching/learning situation. Likewise their participation in the research study is of a paramount role. An ESP teacher is typically a General English teacher who does not know about the specialty he is going to teach. Experience plays a very important role in improving his teaching abilities in the scientific field. The majority of the teachers face a lot of problems and challenges in designing their programs, since the responsible of the department allows them to select their courses freely. The teachers employed to teach an ESP course. They can work in such department by only holding a License or a Master degree. Automatically, they are part-time teachers who are paid per hour.

The majority of teachers are not ESP specialists; most of them work in different departments other than the English Department but they have not been trained to teach ESP.

Within the department of Biology, there are seven lecturers teaching English. They have different backgrounds. Two of them come from the Faculty of Sciences, they belong to the Biology department and are considered as subject specialists; and five others come from the department of English and

are considered as a language specialist but there is no collaboration between subject specialist and the language specialist. In this department, the teachers are expected to teach English in order to minimize the language difficulties faced by the students. The department offers the lecturers space to use their teaching programmes and methodologies. The participants in this study were seven teachers; all of them are part time teachers who are General English teachers employed to teach an ESP course in the department of Biology and paid hourly. Three teachers work at the secondary schools. The teacher in biology department tries to make his students aware about the importance of both general English (aspects of language) and special terminologies related to the context they deal with.

3.8 Instruments

In the following study, the instruments were as follows: a test and a questionnaire. The formal test attempted to assess the students' capabilities and to identify the students' weaknesses strength and the degree of difficulties. The second instrument was the students' questionnaire is designed to know their attitudes, levels, needs and their points of view in terms of teaching/learning materials, testing and assessment. Moreover, the teachers' questionnaire is set to assess the teaching and testing of grammar in ESP context.

3.8.1 The Questionnaire:

According to Dorney (2007), a questionnaire is an instrument for collecting information about a particular issue of interest. It aims at providing an important step into a research. It includes a list of questions asked to a large group of respondents at a limited period of time. Thus, the questionnaire permits the collection of a large sample of information in a short time (Singh , 2006; as cited in Zohrabi, 2013). Dubin & Olshtain (1988) claim that the great value appears when helping the researcher to know better from and about the audience (as cited in M. Zohrabi, 2013).

Many researchers have divided the questionnaire into « seven basic types : quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended." (Blaxter, 2006, p 170).

According to Zohrabi(2013), questionnaires can appear in three types:

Close- ended (structured) questionnaires give quantitative data. They are considered as efficient because the researcher feels comfortable during his analysis. (Seliger and Shohamy 1989)

Open-ended (or unstructured) questionnaires provide the researcher with qualitative data.

A mixture of closed-ended and open-ended questionnaires: the researcher could benefit from both; the quantitative and qualitative data. (Zohrabi, 2013), The questionnaire method is seemed to be very slow because respondents do not return the questionnaires in time (Kothari, 2004).

3.8.1.1 Learners' Questionnaire

The learners' questionnaire includes fifteen (15) questions, conducted to help the investigator elicit the appropriate data. These fifteen questions were divided into various parts. :

- The students' attitudes toward English and grammar particularly (Q1- Q2-Q3).

- The learners' grammar levels motivation and objectives (Q4-Q5-Q6)

- The effectiveness of grammar in ESP context (Q7)

- The degree of importance of the relation between the teacher and his students (Q8)

- Grammar teaching materials and strategies (Q9-Q10).

- Grammar in context vs grammar in isolation (Q11).

- The importance of formal tests and assessment of ESP learners'grammar proficiency (Q12-Q13-Q14)

- The obstacles that hinder the learning of grammar in ESP classrooms (Q15).

The learners' questionnaire included one type of questions: Closed-Ended questions, because it helped the learner to select his choice from a limited series of answers. On the other hand, the researcher finds this kind of question as effective and helpful in his analysis. Dornyei says "most professional questionnaires are primarily made of close ended items which do not require

the respondents to produce any free writing; instead, respondents are to choose one of the given alternatives" (2007; p 105).

Dorney (2003) claims that The selection of close-ended questions takes different shapes and forms

3.8.1.2 Teachers' questionnaire:

The present questionnaire was administrated to seven (7) ESP practitioners who teach in the department of biology at Tlemcen University. Teachers' questionnaire contains sixteen (16) questions divided into five rubrics   (see   appendix   B)

- The first part focused on gathering information about the teachers, their gender, experience and training.

- The second rubric concerned the students' levels, needs and attitudes towards grammar.(Q1-Q2-Q3).

The third rubric focused on the teaching of grammar in ESP classrooms includes:

   a- The ESP teachers'attitudes towards grammar teaching (Q1).

   b- The importance of grammar teaching in ESP classrooms (Q2-Q3-Q4).

   c- The time allocated to teaching grammar (Q5) .

   d- The focus and the objectives from the teaching of grammar (Q6-Q7).

   e- Grammar teaching materials and strategies (Q8-Q9).

The fourth one is concerned with testing and assessment of grammar teaching and learning in ESP classrooms:

   a- grammar test's objectives (Q1-Q2).

   b- the context and the format grammar tests (Q3-Q4).

The last rubric concerned the obstacles that hinder the teaching and testing of grammar (Q1).

This questionnaire consisted of three types of questions: open, closed and mixed questions.

3.8.1.3. Test

The test is one of the data gathering devices; it is a useful strategy and a tool of educational research aiming to assess someone's knowledge, skill,

aptitude and ability to be applied to new situations for the change in the status of knowledge over time. Tests take many forms (see, chapter 1). It provides data that are scaled for developing the learning or to assess the learners' capabilities. This procedure should have some criteria that make it practical, reliable and valid. In selecting a test, it is compulsory to evaluate the extent to which the test measures skills or aptitude that are relevant to the teaching syllabus. The achievement tests are most likely used in educational researches (Kumar Singh .Y, 2006).

The test instrument is used in this research as a medium with which the investigator tried to assess the students' grammar abilities, in order to know whether the teaching/learning was successful.

3.9. Data Analysis

3.9.1. Analysis of the Students' Questionnaire

Question 1; do you think English is important in biology classrooms?

a. Yes, I think English is very important.
b. No, I don't think English is important.
c. I don't know.

The answers of the first question were subdivided into three main elements summarized   in   the   following   pie-chart:
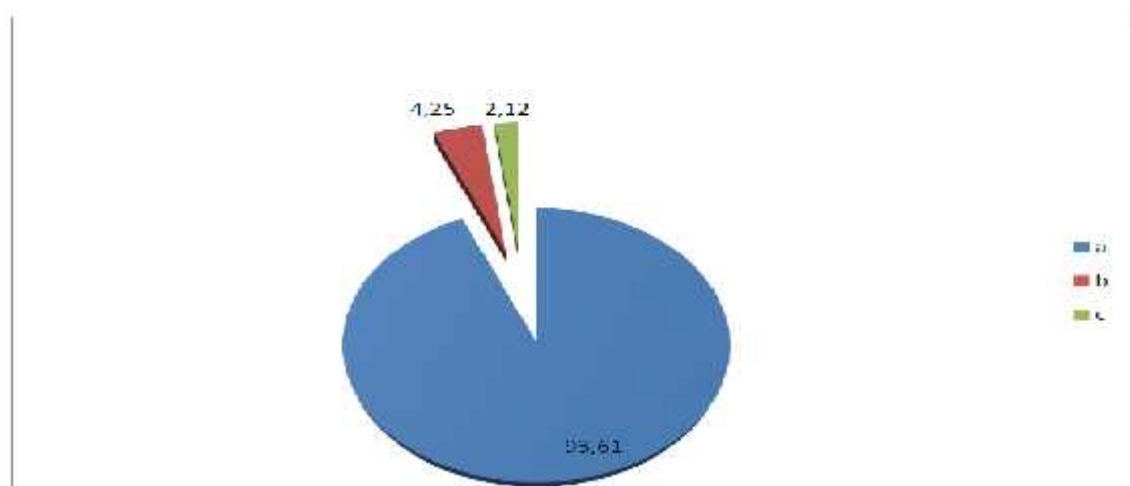
Pie chart 3.1 Students' Opinion about English

As the answers revealed, 44 respondents said that English is very important in biology department; this represented (93,61%) of the total

answers. Two other students (4, 25%) claimed that English is not important in such a department. Only one informant (2, 12%) did not know whether English was important or not.

Question 2: Are you positive about English grammar?

           yes   **no**

This bar- graph illustrates the ESP students' attitudes towards grammar:
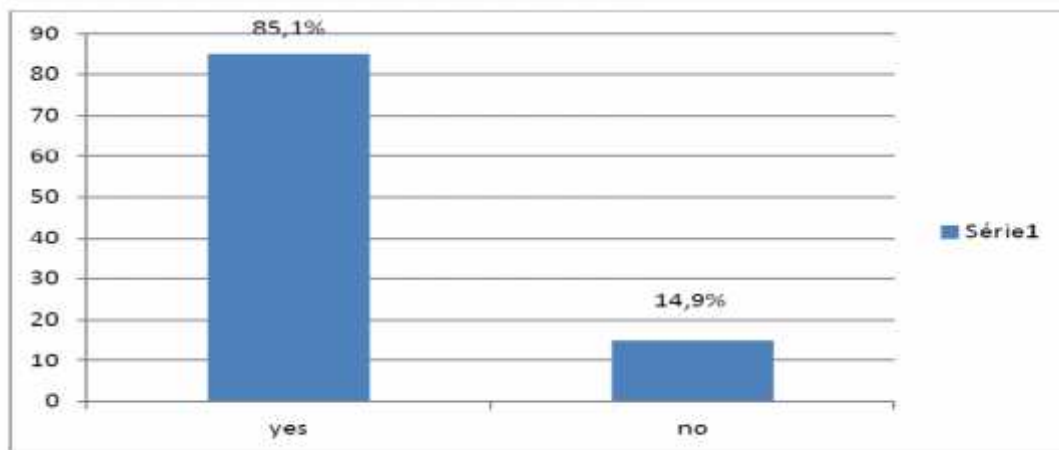
Bar graph 3.1 Student's Attitudes towards Grammar

Thus 40 of the students (85, 10%) were positive about learning English grammar whereas 7 of them (14, 9%) were not positive.

Question 3: What do you think about it?

a. I think it is very difficult.

b. I think it is easy.

c. I think it is a waste of my time.

The students' opinion of are detailed in the following pie chart:
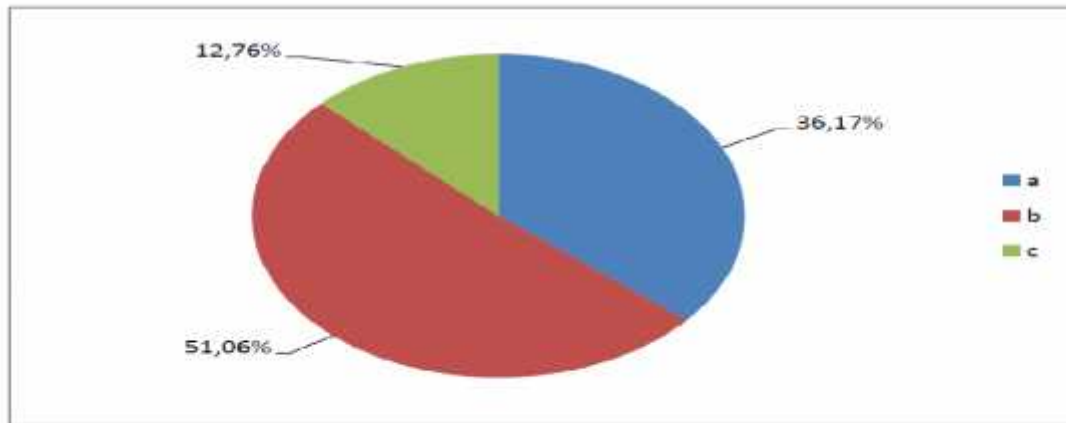
Pie chart 3.2 ESP Students' Opinion of Grammar

Concerning the ESP students thinking about grammar; 17students (36, 17%) answered that grammar was very difficult. 24 of the participants (51, 06%) said that it was very easy. Just 6 respondents (12, 76%) thought that it was a waste of time.

Question 4: How is your grammar?

Excellent   Good   Average   Bad

Even if there were four choices given in this question, but no one among the participants stated that his / her grammar was excellent. 16 of them (34,04%)said they were good in grammar.23 of the population (48, 93%) declared that they were average. Only 8 informants (17,02%) stated that their grammar was bad. The following pie- chart illustrates the above information:
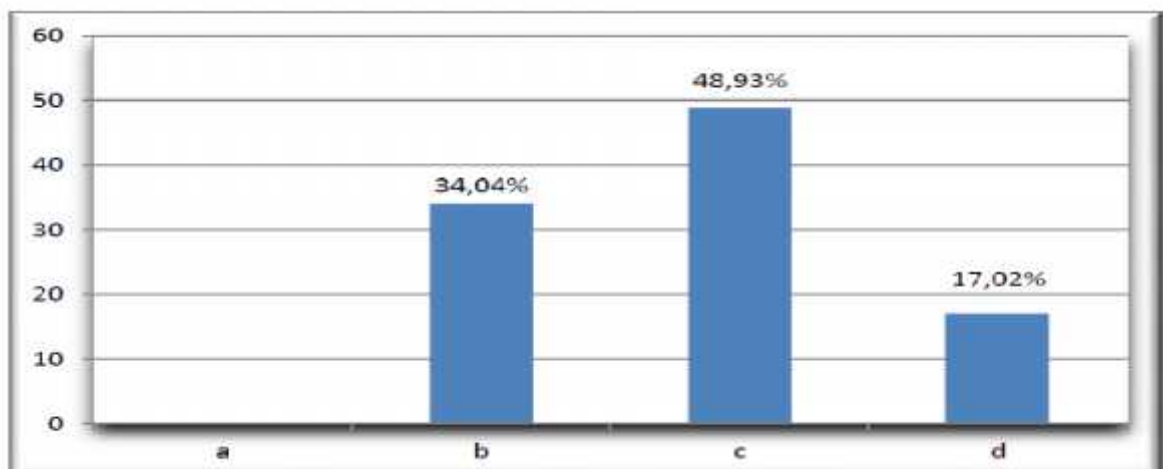
Bar graph 3.2 ESP Students' Grammar Level

Question 5: How much do you want to learn English grammar?

a. Not at all

b. Pretty much

c. I really need it for many objectives

The ESP students' readiness of learning grammar is introduced in the following pie-chart:
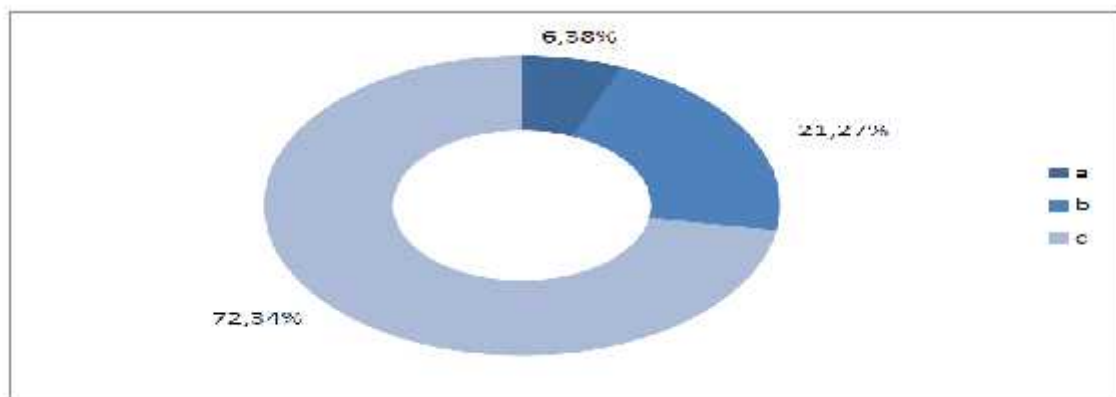
Pie-chart.3.3 ESP Students' Readiness to Grammar Learning.

The participants' point of views varied from a group to another concerning how much they wanted to learn grammar, just 3 of them (6, 38%) said that they did not want to acquire grammar in biology department, 10 respondents liked pretty much the learning grammar. the majority of the students, about 34 (72, 34%) declared that they were motivated to take grammar lectures for.

Question 6: If you choose © please say what your objective is? Is it?

a. I want to get a good grade in English.
b. I want to improve my communicative abilities.
c. I want to know about grammar rules.

37 of the population representing (78, 72%) of the total number of the participants had selected the © choice. Three of them (8, 10%) said they wanted to get good grades in English. The same percentage (8, 10%) sought to know much about grammar rules. The majority, 31 of the respondents correlated (73, 80%) said that they wanted to learn grammar for the objective

of developing their communicative capabilities. This pie-chart summarizes the given   results:
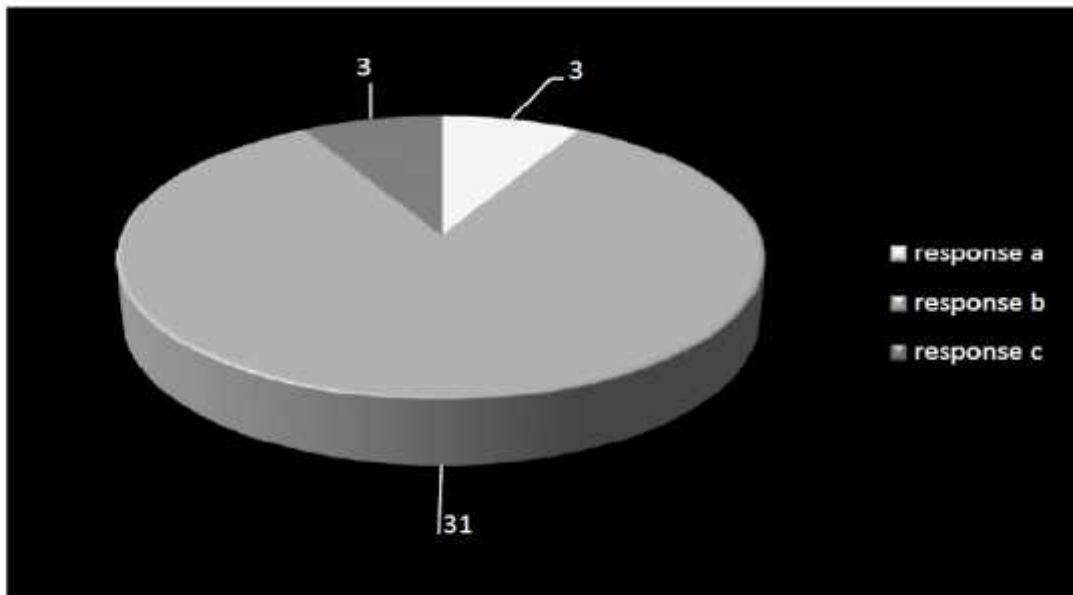
Pie chart 3.4.   The Objectives of Learning Grammar

Question 7: Grammar has an effective role in your studies.

Strongly   Agree   neutral   disagree   strongly
agree   disagree

Related to the effectiveness of grammar courses for ESP students, the results were between strongly agree, agree, neutral, disagree. 20 students (42, 55%) said they strongly agreed. 23 of the population (48. 93%) claimed that they agreed. 2 of them (4, 25%) stated they were neutral about whether grammar was effective in their studies or not, and the same percentage, (4, 25%) disagreed. The following bar-graph illustrates the above results:
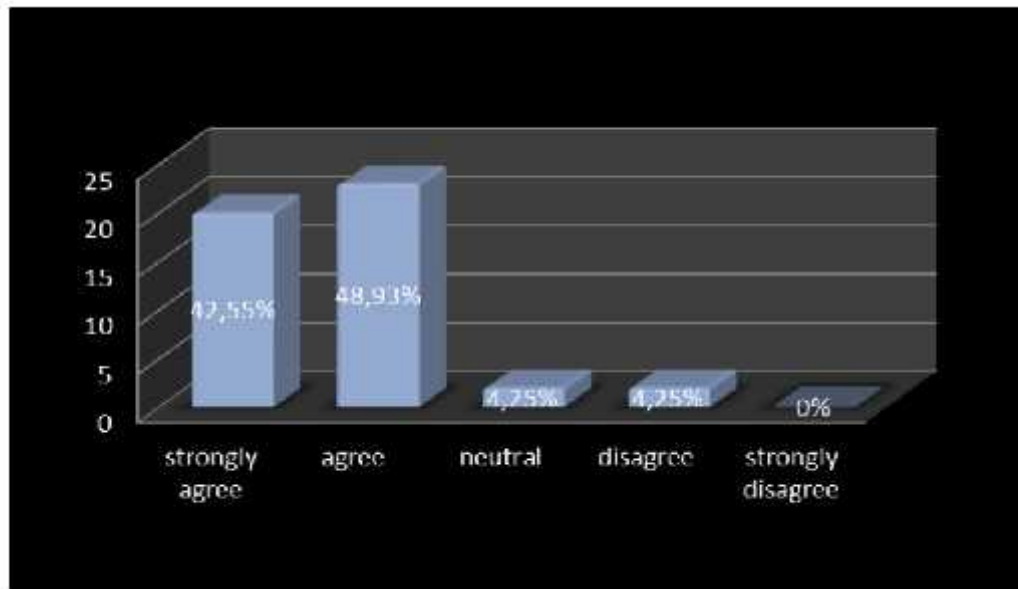
Bar graph 3.3 The Role of Grammar in ESP Studies

Question 8: How important is the teacher-learners rapport?

a. Very important

b. Important

c. A little important

d. Not important.

It was important to know to what extent the students thought about their relation with the teacher. 20 students (42, 55%) estimated that their relation with their teacher was very important.19 of the respondents (40,42%) claimed it was important. 5 participants (11%) of the participants gave a little importance to that relation. Only 3 answers (6,38%) said that it is not important to have a good relation with their teacher. This pie-chart gives details about the results:
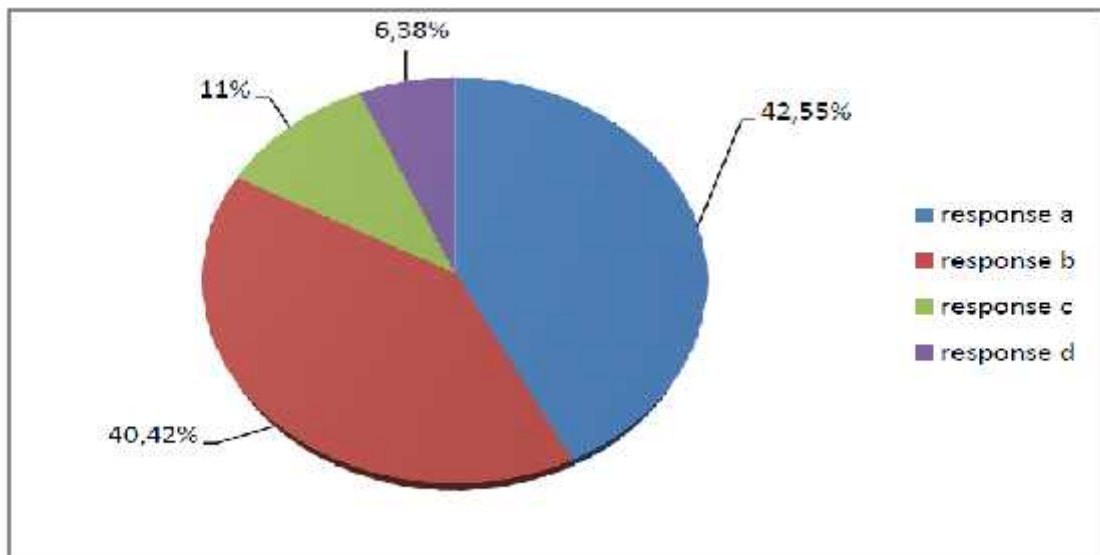
Pie chart 3.5 The Teacher – Learners Rapport

9. The strategies used in the teaching of grammar play an effective role.

**Strongly   agree   neutral   disagree   strongly
Agree   disagree**

The following question was designed to know the roles of the ESP practitioners' strategies and techniques in serving the learners in their learning of grammar. The given results are summarized in the following bar-graph:
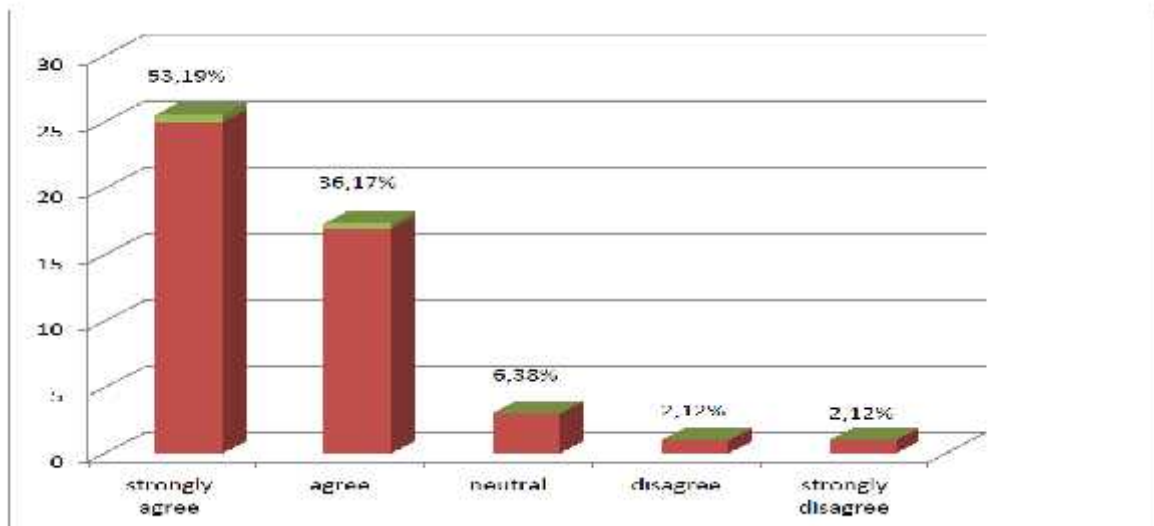
Bar graph3.4   Grammar Teaching Strategies and Techniques

25 of the students (53, 19%) said they strongly agreed about the effectiveness of their teacher's strategies and techniques. 17 answers (36, 17%) claimed they agreed. 3 of the respondents (6, 38%) replied that they were neutral. One participant (2, 12%) indicated he/she disagreed about whether those strategies and techniques helped him in his learning of grammar. One other response (2, 12%) declared that he/she totally disagreed.

Question 10: Your teacher supplement his grammar lectures with textbooks, ICT's, E-books etc…

Sometimes   never   always   often

This pie-chart illustrates the results of the above question:
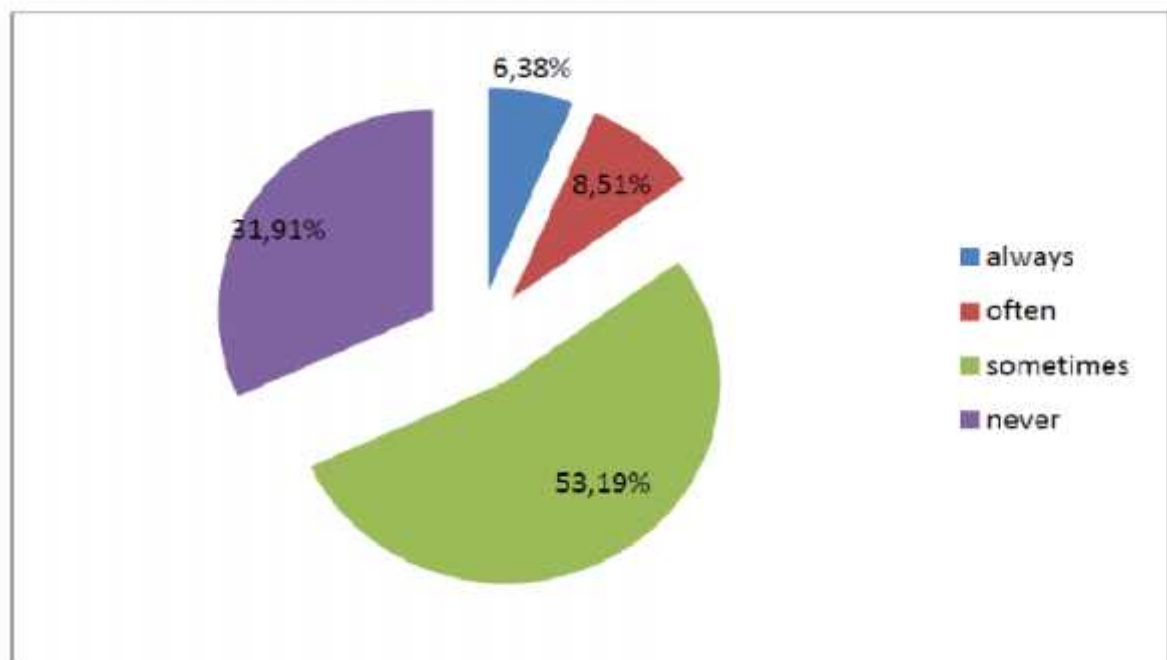
Pie chart 3.6   Grammar Teaching Materials

Teaching materials are regarded as compulsory. This question treated if the ESP teachers used such materials supplementing his/her grammar teaching. 25 of the students (53, 19%) argued that their teacher sometimes used

textbooks, ICT's or E-books. 15 others said their teacher did not use any kind of those materials

Question 11: Do you better like learn grammar?

a. In the context of your subject matter

b. In isolation of the subject matter

c. You don't know.

It was important to recognize how the students wanted to learn grammar. This pie-chart gives details about how the students wish to learn grammar:
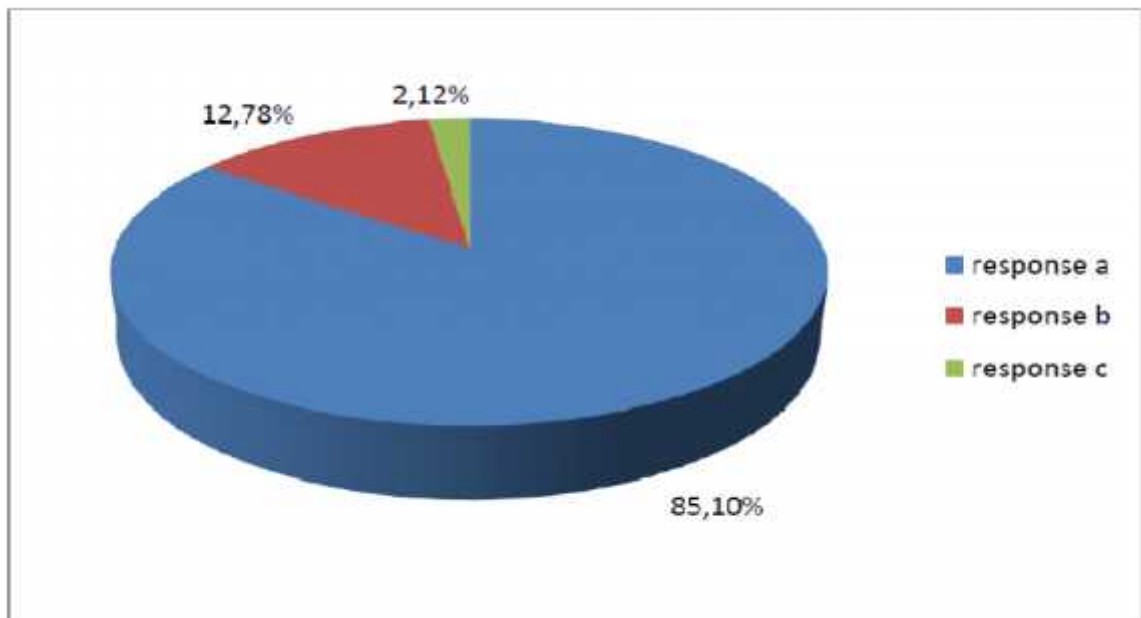
Pie chart 3.7 Grammar in Context or in Isolation

40 learners (85, 10%) that they better liked to learn grammar in the context of their subject matter. 6 participants (12, 78%) declared they wanted grammar in isolation. only one respondent (2, 12%) did not know the way how grammar should be taught.

Question 12: Does your teacher test your grammar proficiency?

              Yes   **no**

All the participants (100%) agreed that their teacher tested their grammar proficiency.

Question 13: How important it is to include English grammar tests within your exams?

a. Very important.

b. Important.

c. Less important.

d. Not important.

The inclusion of grammar tests within the ESP exams differed and varied from one group of the population and another. The following pie-chart illustrates the given results:
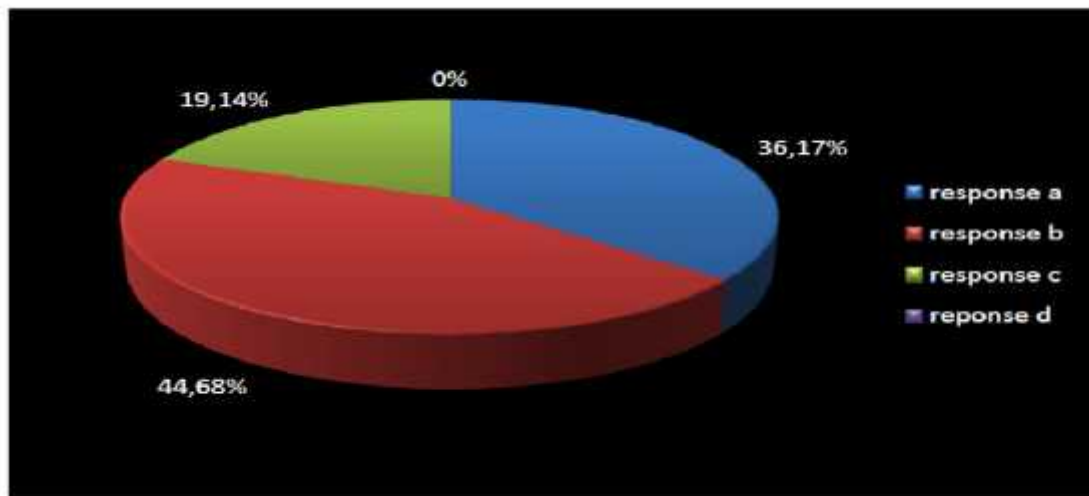
Pie chart 3.8 Grammar Tests and ESP Exams

17 students (36; 17%) responded that it was very important t include grammar tests within their exams. 21 respondents (44, 68%) regarded that grammar tests were important. 9 of the population (19, 14%) gave less importance to the inclusion of those tests, and no one said that grammar tests were not important.

Question 14: Grammar mistakes are taken into considerations by the teacher.

Always   **Sometimes**   **Often**   **Never**

In this graph, all the results about the above question are summarized:
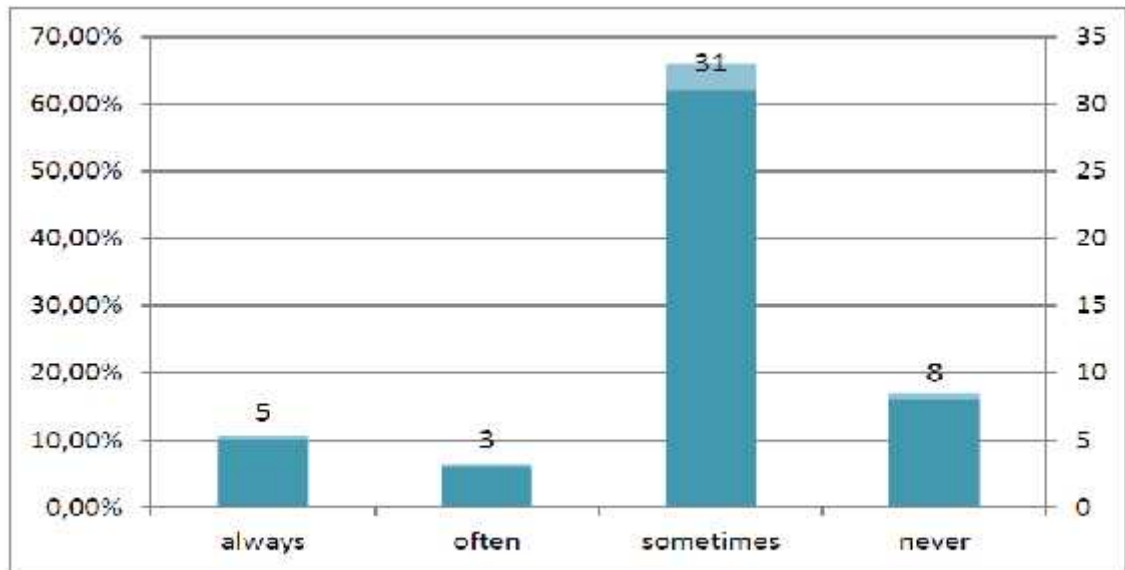
Bar graph 3.5   Grammar Mistakes

Corresponding to the students' answers, the results diverge from one group to another. The first group consisted of 5 respondents represented (10.63%) said that their teacher always corrected their grammar mistakes. The second group comprised 3 students (6, 38%) claimed that their teacher often considered their grammar mistakes. The majority of the population 31 corresponded (65, 95%) announced that their teacher sometimes overcompensated their mistakes. the last group were 8 participants (17, 02%) who declared that the teacher never correct their grammar mistakes.

Question 15: What are the main obstacles that affect your learning of grammar in your studies?
a- **The Teacher's motivation.**

b- **The teacher doesn't consider our needs**

c- **Lack of teaching/ learning materials**

d- **Other ends……………………………………………………………...**

The following pie chart illustrates all the results concerning the question above:
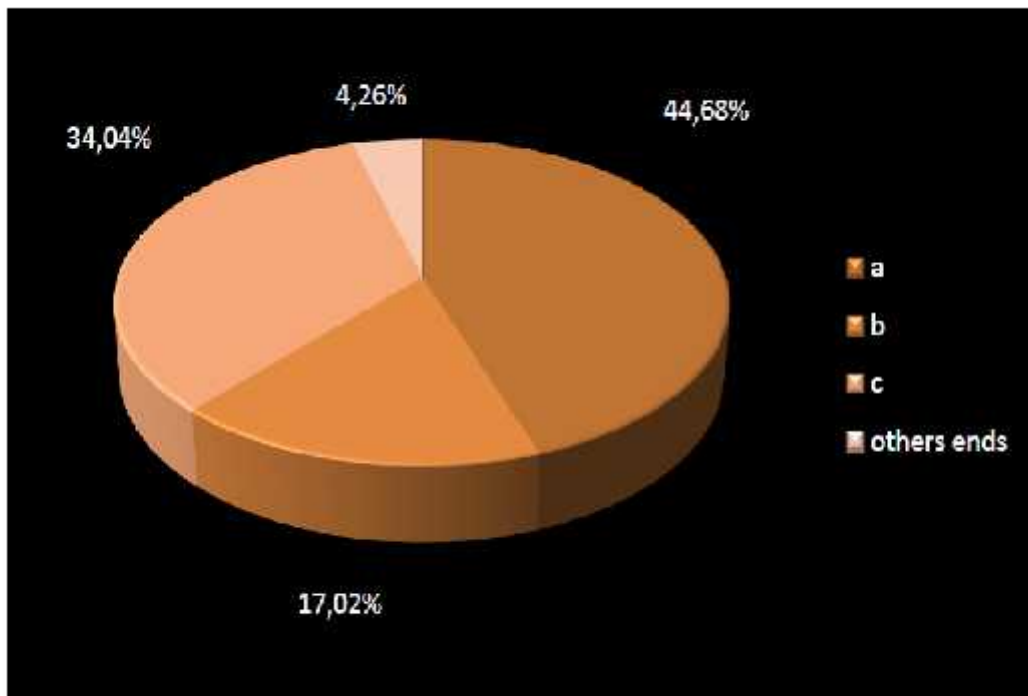
Pie chart 3.9 Learning Grammar Obstacles

The 47 participants selected their choices according to the lacks and the obstacles that hindered their learning of grammar. 21 students (44, 68%) said that the teachers' motivation was the main obstacle. 9 of them (17, 02%) claimed that their teacher did not consider their needs. 15 respondents (34, 04%) announced that there was a lack in the teaching / learning materials. 2 students (4. 26%) assigned other two obstacles; the first student said that he/she wanted to learn vocabulary and mainly terminology which ,according to him/her, would serve his/her communicative abilities related to the field they are dealing with, the participant added that he/she learned grammar rules and instructions from the middle school. The second one declared that when teaching English at the biology department, it should be reinforced by using the mother tongue or the French language to help the students understand what the teacher wanted to explain i.e. the teacher should use both the target language and the mother tongue or the French language.

3.9.2. Analysis of the teachers' questionnaire

There were seven teachers participated in this research work. There were four male teachers and three female ones. The first teacher was an experienced practitioner (10 years). The second male teacher had an experience of 8 years. Teacher 3 owned 5 years of experience. One female teacher had 3 years and the three other teachers had 2 years of experience. Six practitioners did not take neither pre-service nor in-service training. Only one practitioner had taken a pre-service training.

The students' needs and attitudes towards grammar:

Any teacher of the participants knew about his students' attitudes and needs of grammar. This part tries to treat the students attitudes , levels, and necessities

1. What is the proficiency level of your students?

☐ **Excellent**   ☐ **good**   ☐ **average**   ☐ **low**   ☐ **very low.**

The ESP students' English proficiency levels are introduced in the following bar graph:
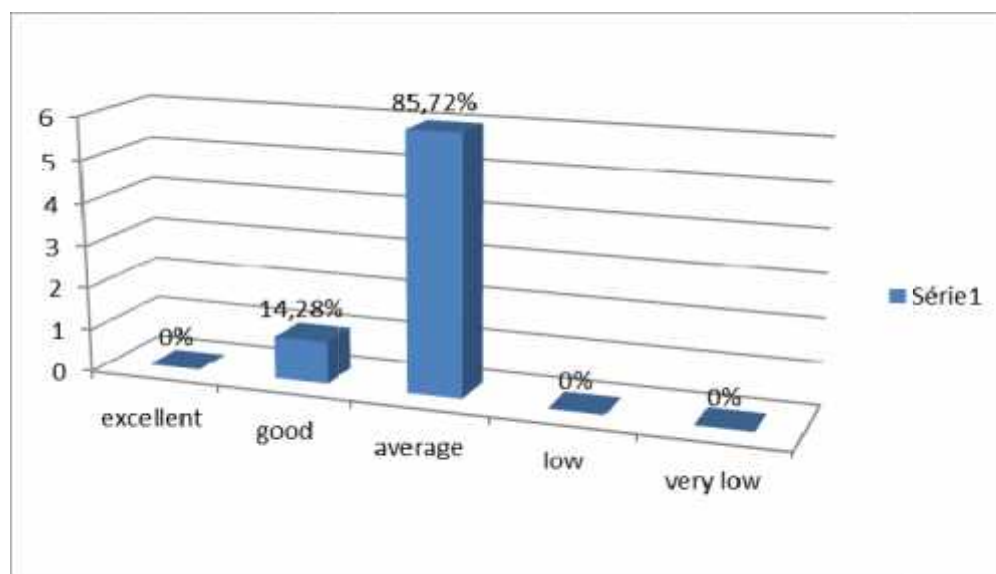
Bar graph 3.6   The ESP Students' Levels

Six participants (85,72%) agreed that the proficiency levels of their students was average, and only one respondents (14,28%) claimed that his/her students' proficiency levels was good. No one among the population (0%) declared that his / her students' levels were excellent, low or very low.

2. **Do you think over the needs of your students whendesigning your courses?**

   ☐ **Yes.**   ☐ **No.**

All the participants claimed that they considered their students' needs when designing their courses.

3. **If yes, is grammar included?**

   ☐ **Yes.**   ☐ **No.**

All the practitioners said that grammar was included in their courses. the Diagram below gives details about the inclusion of grammar in ESP courses.

The teaching of grammar in ESP classrooms:

ESP includes a very specific quality of English that the learner requires in his studies. This rubric analysis whether grammar is among the programmes of ESP teachers within the ESP context

1. **It is pedagogically effective to teach general English to ESP students.**

☐**Strongly agree** ☐ **agree** ☐   **neutral** ☐   **dis agree** ☐ **strongly disagree.**

The effectiveness of GE in ESP classes is detailed in this table:

TABLE 3.2   the Teaching GE at the Biology Department

TEACHERS	Stronglyagree	Agree
Teacher 1	✓	
Teacher 2		✓
Teacher 3		✓
Teacher 4	✓	
Teacher 5		✓
Teacher 6	✓	
Teacher 7	✓	
Nember	4	3
Percentages	57,14%	42,86%

Four teachers (57, 14%) announced that they were strongly agree concerning the pedagogical role of teaching general English to ESP students. 3

of them (42, 86%) claimed that they were agree about the effectiveness of GE in ESP courses.

2. Which language item does your teaching focus on?
    a.☐ Language skills.
    b.☐ Grammar.
    c.☐ Vocabulary.

The following pie-chart gives details about that:
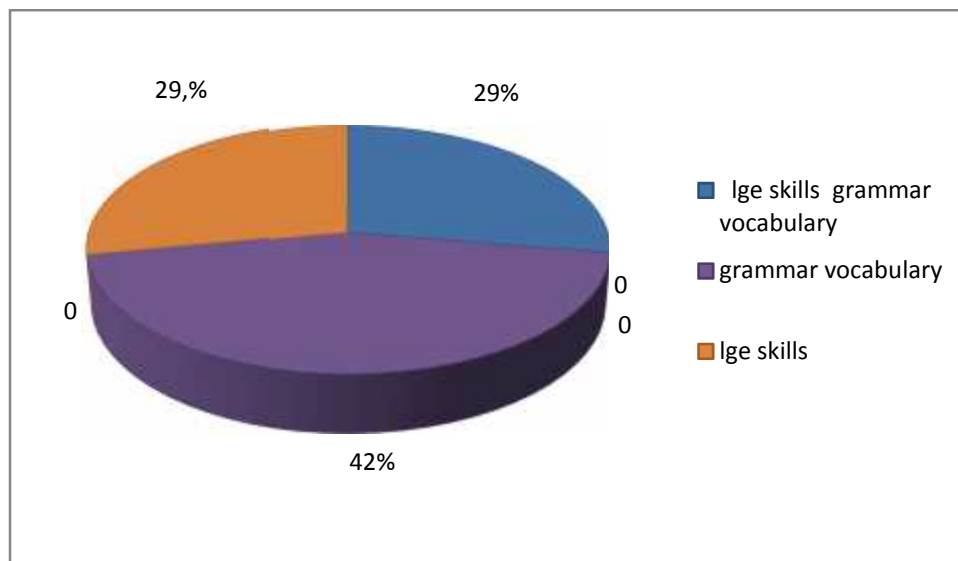
Pie-chart 3. 10   Teaching language items

It was important to know which language items the teachers focused on. 2 teachers (29%) responded that they focused on language skills, grammar and vocabulary in their courses. The same number of the respondents (29%) claimed that they centered their teaching on language skills. On the other hand, grammar and vocabulary were the interests of (42%) of the participants.

3. Grammar is crucial in ESP teaching.

☐ **Strongly agree** ☐ **agree**   ☐ **neutral**   ☐ **disagree**   ☐ **strongly disagree.**

This bar graph indicates how crucial grammar is in the ESP classrooms.
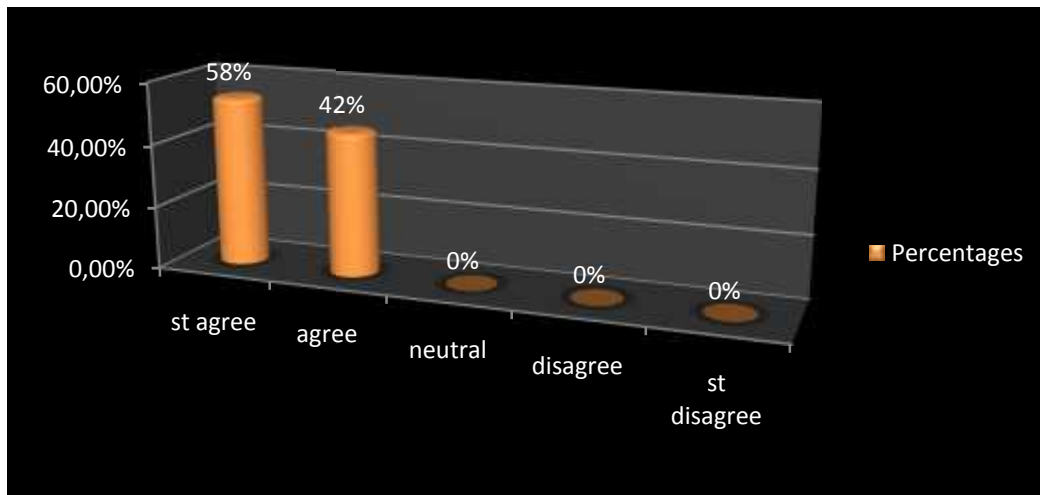
Bar graph 3.7 The Importance of Grammar in ESP

4 teachers claimed (58%) that they strongly agree concerning the teaching of grammar. 3 other participants declared (42%) that they agreed.

4. Is grammar included in your teahing programme?
☐ **Yes.**   ☐ **No**

All the teachers said that grammar was included in their programmes.

5. How much time allocated to teaching grammar per semester?
a. ☐ **Less than 10 hours.**
b. ☐ **10 hours.**
c. ☐ **More than 10 hours.**

Six participants (85,71%) claimed that they taught grammar for less than 10 hours per semester. One teacher (14, 29%) declared that he taught grammar for 10 hours. However, no one taught grammar in more than 10 hours per semester. This pie-chart illustrates the results:
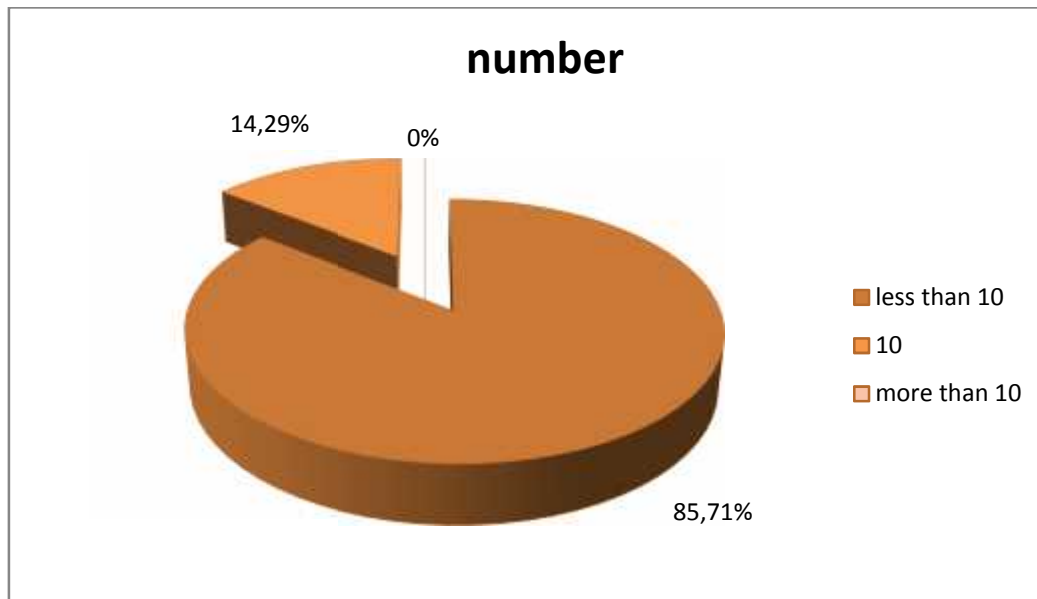
Pie chart 3.11 Time Allocated in Teaching Grammar

6. **Which of the language aspects do you focus in your teaching?**
   a. ☐ **Phonology.**
   b. ☐ **Syntax.**
   c. ☐ **Morphology.**
   d. ☐ **Semantics.**
   e. ☐ **All of the above.**

The following table illustrates the given results:

TABLE 3.3 **the Aspects of Language**

	PHONOLOGY.	SYNTAX	MORPHOLOGY	SEMANTICS	ALL THE ABOVE	PERCENTAGES
Teacher1		✓	✓			**28, 57 %**
Teacher2		✓	✓			
Teacher3		✓				**28, 57 %**
Teacher4		✓				
Teacher5					✓	
Teacher6					✓	**42, 86 %**
Teacher7					✓	

Related to which aspects of language the ESP practitioners focused on in their teaching, two practitioners (28,57%) said that they focused on syntax and

morphology in their teaching of grammar. Two other teachers (28,57%) responded that they taught only syntax. The remaining three participants (42,86%) claimed that their focus was on phonology, syntax, morphology, semantics and pragmatics.

7. How do you teach grammar?

    a. Inductively

    b. Deductively

    c. Both of them

    d. In isolation

    e. In context.

The given results are detailed in this table:

TABLE 3.4. **Strategies of teaching grammar**

	INDUCTIVELY	DEDUCTIVELY	DEDUCTIVE AND INDUCTIVE	IN CONTEXT	IN ISOLATION	PERCENTAGES
Teacher 1					✓	
Teacher 2					✓	**42,86%**
Teacher 3					✓	
Teacher 4		✓				
Teacher 5		✓				**28, 57%**
Teacher 6			✓			**14,28%**
Teacher 7				✓		**14,28%**

Concerning the strategies of teaching grammar, three teachers (42,86%) announced that they taught grammar in isolation of the subject matter. One participant (14, 28%) said that he related the grammar teaching to the context of the specialty. One other (14, 28%) switched his techniques and claimed that he taught grammar deductively and inductively.

8. What is your objective of teaching grammar?

a. ☐ **I have not a specific aim.**

b. ☐ **To enrich my syllabus.**

☐

c.   To help students to use the grammatical forms for communication purposes.

It was important to underline the objectives from teaching grammar in such a context. The seven participants agreed that their main objective was to help their students to use those grammatical forms for communication purposes.
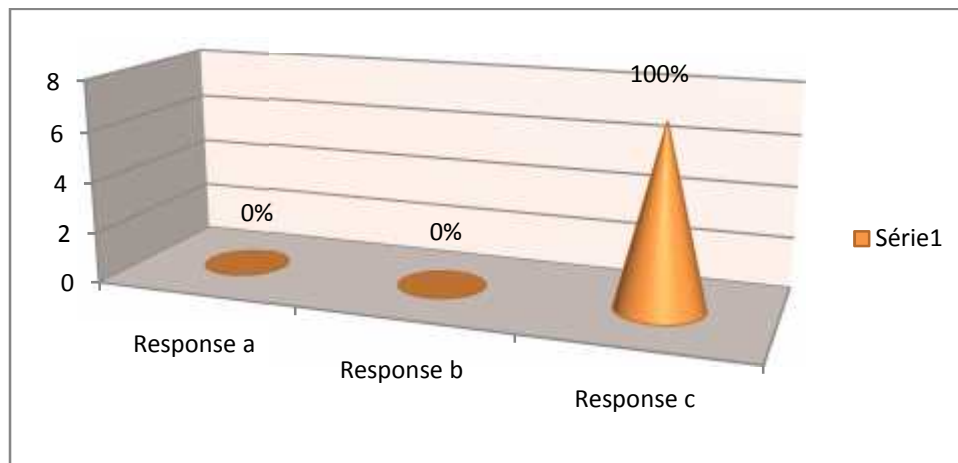
Bar graph 3.8 Teaching grammar objectives

9. **What are the materials used to support your teaching of grammar?**
    a.☐ **Steering materials.**
    b.☐ **ICT's.**
    c.☐ **E-books.**

    the pie-chart below gives more details about the results:
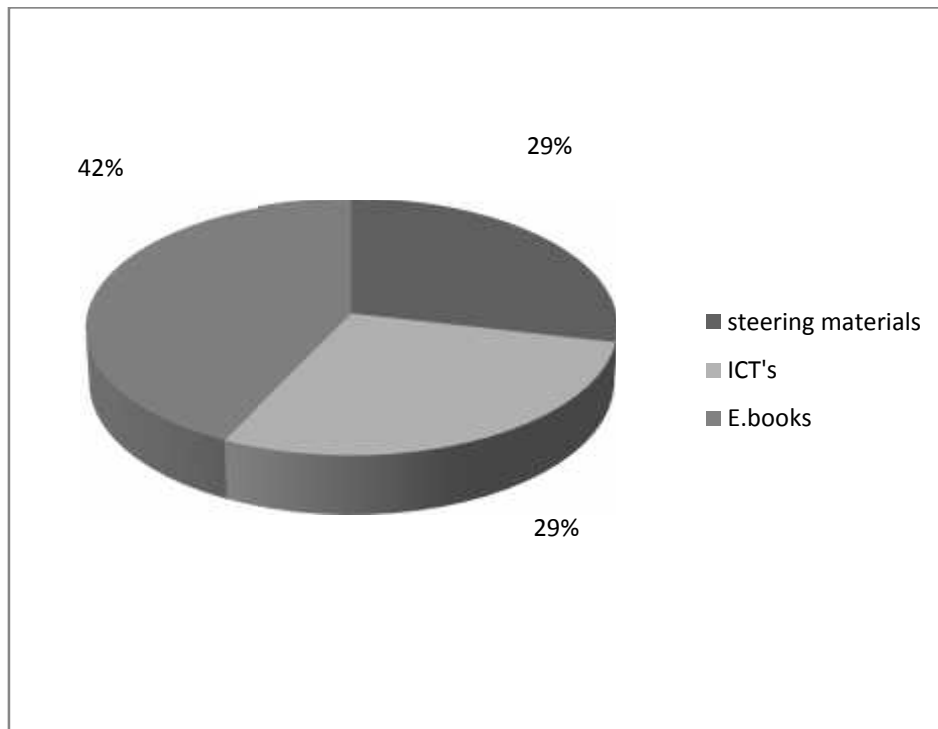
Pie chart 3.12 Grammar teaching materials

Teaching materials are regarded as important in the teaching of grammar. Three participants   (42%) said that they used steering materials in teaching grammar, two of them (29%) declared that they utilized ICT's; two other respondents(29%) claimed that they taught grammar using E-books.

Testing grammar in ESP classrooms:

This part introduces testing as a major component in the teaching/ learning process. It is important to know if grammar is included in tests design and it is concerned with the context of the specialty.

1. Do you test your students' grammar proficiency?

☐ **Yes.**   ☐ **No.**

The seven participants said that they tested their students'grammar profeciency.

2. **Is it because;**

    a. ☐ **You want to test a student's abilities to apply concept to a new situation.**

    b.   **You want to assess a student's abilities to formulate a correct answer.**

    c. ☐ **You want to motivate your students to memorize the grammatical rules.**

There are many purposes the ESP teachers search for. According to two participants (29%) they wanted to test the students' abilities to apply concept to new situation, two of the populaion(29%) claimed that they wanted to motivate their students to memorize the grammatical rules. Three practitioners (42%) declared thet they wanted to assess the students' abilities to formulate a correct answer
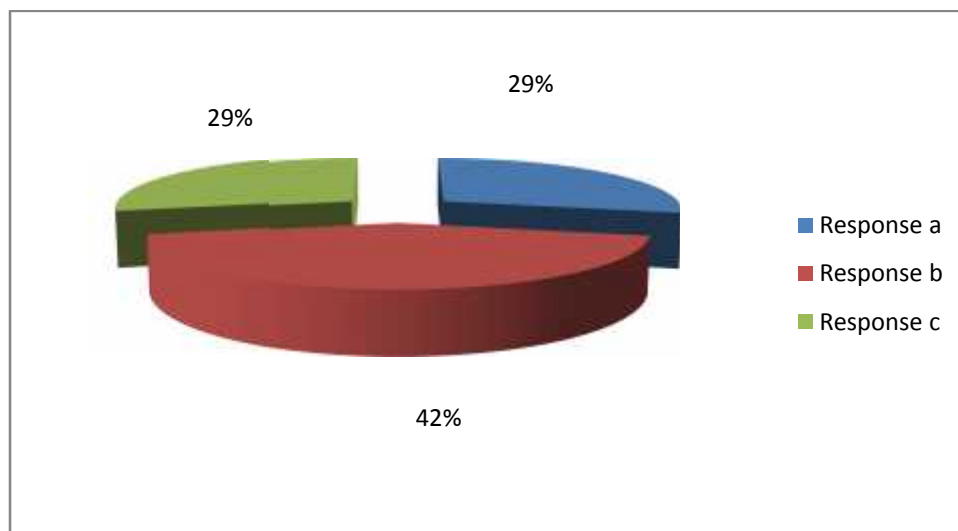
Pie chart 3. 13 The objectives of grammar tests

3. **What are your most common test formats for testing grammar?**

    a. ☐ **Multiple choice questions items.**

    b. ☐ **Fill in the gaps items.**

    c. ☐ **True/ false.**

    d. ☐ **Error-recognition items.**

    please say why?

The following table details all the results:

Table 3.5. Grammar Test Kinds

	MCQ	FILL IN THE GAPS	TRUE/ FALSE	ERROR-RECOGNITION.
Teacher 1	✓			
Teacher 2	✓			
Teacher 3	✓			
Teacher 4		✓	✓	
Teacher 5		✓	✓	
Teacher 6		✓		
Teacher 7			✓	

Three respondents (42%) claimed that the MCQ test was suitable to evaluate the ESP students' grammar performance since it was useful. They added that the number of the students played a very effective role in test design and the MCQ test provided an authentic cross-checking of the students' level and an accurate assessment of the students' skills. Two teachers (29%) said that they used both true/false and fill in the gaps items tests; they did not give the reasons why they had selected those tests. One participants (14,50%) declared that she used only true/ false test. One other practitioner (14,50%) announced that fill in the gaps items test was benificial since it allowed the teacher to discover the abilities and the genuine level of the students in applying the rules within contextual and real situation.

4. **How do you test grammar?**
   a. ☐ **In context.**
   b. ☐ **Out of context.**

The following details the results:
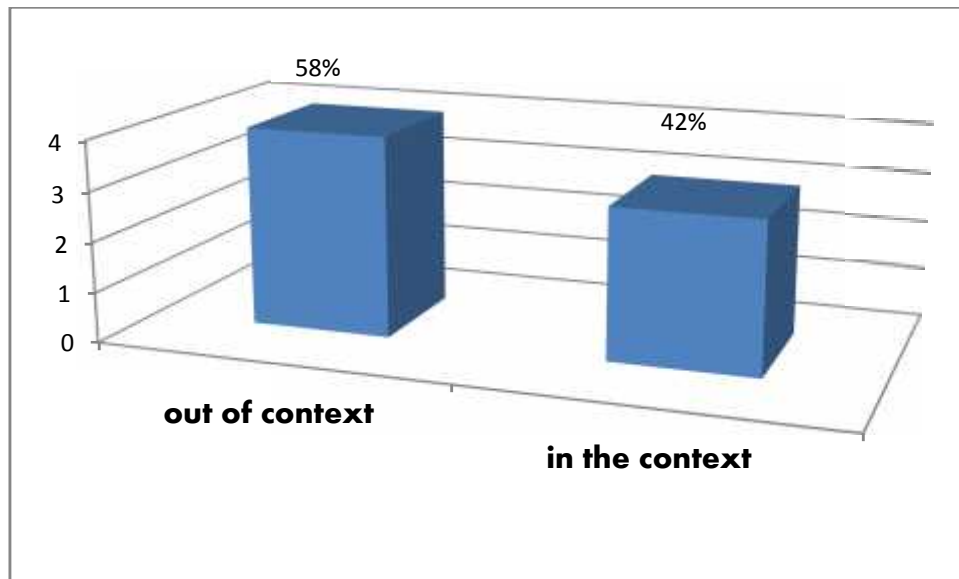
Bar graph 3.9 Grammar Out and In Context

Four respondents (58%) claimed that they tested grammar out of context and three of them (42%) said that they tested in the context of the specialty.

Teaching and testing grammar an ESP context;

1. **What are the main obstacles that hinder your teaching and testing of grammar to ESP students?**

Each one of the teachers gave his view about the difficulties that hinder his/her teaching and testing of grammar to ESP students. The given results were as follows:

TEACHER 1: he found some obstacles when not all the students understood grammar rules after explaining them. He said that the majority of the learners could not apply those instructions when being tested. He added that the majority of the students did not attend the English course.

TEACHER 2: the participant listed many obstacles such as the time allocated to English (one hour and half per week) was not enough to practise and complete the targeted skills and forms. He added that English for some students was demotivating for their studies. He also claimed that there was a lack of grammatical points and they generally could not use English grammar forms in context.

TEACHER 3: she claimed that the students were not motivated to take English grammar lectures whereas they gave much importance to English terminology.

TEACHER 4: the respondent announced that the students did not have the ability to speak and interact in any given context. She added that teachers needed to explain either by using Arabic or French in order to make students better understand the grammatical instructions.

TEACHER 5: according to him, the students gave more interest to the modules that have high coefficients. The teacher declared that the absence of syllabus provoked an obstacle. He also claimed that there was a lack of official teaching/learning materials such as textbooks or guidebooks.

TEACHER 6: the participant said that there was no syllabus for scientific students and there was a low level faced when learning English.

TEACHER 7: he claimed that the main problem was the limited time allocated to the ESP course and thus to grammar. In addition, there was a problem of contextualizing grammar with some specific scientific topics.He also added that there was a lack of motivation among some ESP students who were not aware of the importance of grammar and perceive it as boring . Moreover, the mixed-ability ESP classes were an inssue in which the level differed among students and it was hard to select a relevant activity that suit all levels. Thus, an easy exercise would seem boring to high level students and would seem difficult to low level students.

3.9.3 Test Analysis:

The test is one of the data gathering devices. It provides data that are scaled for developing the learning or to assess the learners' capabilities. The test instrument is used in this research as a medium with which the investigator tried to assess the students' grammar abilities, in order to know whether the teaching/learning was successful. The students' number played very important role in designing the test. Hence, it takes the MCQ form. This test was divided in two parts:

Ten items included the basis of biology (scientific knowledge, technical and sub-technical terminology).

Ten grammar items were organized from very beginning to intermediate levels of difficulty. What characterizes this part is that it does not respect the context of biology. Some of the students did not make answers concerning this part.

The Mean: is called also the average. It refers to the sum of the scores divided by the number of participants. It indentifies the central location of the data. The mean is calculated with the following formula:

$$M = \frac{(X)}{N}$$

Where:

= Sum of

X=Individual data points

N= Sample size

TABLE 3.6.   **English Test Scores.**

NUMBER OF STUDENTS	TEST MARKS /20	GRAMMAR SCORES /10	TERMINOLOGY SCORES /10
1	10	04	06
2	14	07	07
3	07	02	05
4	09	04	05
5	08	06	02
6	14	08	06
7	10	02	08
8	07	02	05
9	14	07	07
10	12	07	05
11	11	07	04
12	14	09	05
13	08	03	05
14	14	08	06
15	09	02	07
16	08	03	05
17	14	08	06
18	10	04	06
19	12	06	06
20	10	06	04
21	09	04	05
22	10	04	06

23	10	03	07
24	08	02	06
25	12	05	07
26	10	03	07
27	13	03	10
28	09	03	06
29	15	08	07
30	13	05	08
31	08	02	06
32	11	03	08
33	10	04	06
34	10	02	08
35	11	05	06
36	08	04	04
37	09	06	03
38	12	06	06
39	11	04	07
40	14	06	08
41	10	07	03
42	07	00	07
43	13	06	07
44	08	03	05
45	07	01	06
46	10	06	04
47	13	07	06
Means	10,55	4,63	

This table represents the gained scores from the test. At first glance the scores are listed randomly. The second part refers to scores obtained from grammar test (part B). Then the scores obtained from technical English test in order to compare the learners' levels of proficiency and to observe the area they put their focus and interest. The researcher aims at analyzing the second part which involves grammar. The objective is to treat whether grammar scores reflect positively or negatively on the teaching /learning process in ESP setting.

For this research, the scores obtained from the test were analyzed and interpreted as follows:

The majority of the students (68, 08 %) had achieved the average score or more. The mean obtained (mean= 10, 55%) confirmed the assumptions the students had, 15 students (31, 92%) had not got the average. This group is referred to as the "mixed ability group". Regarding their level of proficiency and knowledge, the scores revealed their intermediate level in general English

because more than half of the students (53.19%) did not get the average in grammar part. Similarly, the mean obtained in part B (mean= 4, 96 %) evidenced medium level of proficiency in grammar. This group of students had greater deal of scientific terminology and focused on memorizing it to understand the scientific papers.

3.10. Results and Interpretation

Related to the obtained results, the perceptions and attitudes toward the importance of grammar instruction vary from one group to another. The majority of the ESP students hold positive impressions and attitudes towards the English language and its grammar. They are also aware of its importance to be learnt and included in the curriculum though they are dealing with scientific topics, but they seem to be ready to learn English and grammar particularly. These students are aware of the degree of difficulty of grammar. The majority considers it as easy, but a considerable number of students say it is difficult (about 37%). According to the students' self- assessment, a respectable number of the participants claim that they have an average level of grammar. This awareness will serve them knowing their weaknesses and strength.

It also appears that the greatest rate of learners has determined the objectives for learning the English language grammar. Most of these targets were represented by the ESP learners to achieve the communicative purposes. Among these objectives other major proportion who entirely considers its necessity in scoring well on tests and exams. Other group wants to know about grammar and its rules for better improving their level. The ESP students hold an impression that grammar has an effective role in reaching the objectives designed. The majority of the students strongly agree about grammar and its effectiveness in the ESP classrooms.

For the sake of a good learning, most of the learners consider the teacher-learners rapport as very important since they say that this relation seems to be very important (42% say it is very important and the same rate declare it is important). In the like manner, the great proportion of the ESP learners regards

the teaching strategies and techniques as compulsory because the teacher's ways of teaching helps the students to acquire the grammatical instructions in an easy manner.

The ESP learners have different perceptions regarding grammar instruction but the majority of them agree that they need to learn it for communicative purposes mainly the two major productive skills (writing and speaking). The last part of the questionnaire had treated the issues that majority of ESP students face. They agree that their teachers are not motivated enough to cover their needs, teachers' collaboration does not exist, lack of grammar teaching materials, and other internal problems such as time allocated for learning English and the number of students that effects the teaching and learning as well.

The teachers' questionnaire attends to gather valuable data about the teaching and testing of English language grammar in ESP classrooms which seems to be different to the teachers according to ESP students' attitudes, motivation, teaching strategies and teaching materials.

According to the practitioners, despite the experience distinction, but only one novice teacher had taken pre-service training, and it is not adequate. The majority of them still have a lack of training whether it is a pre-service or in-service. It is crucial that the teachers have to take training. The ESP students derived from the scientific stream, and it is important to know about their English language level and grammar level. Related to the given results, the majority of the teachers claim their students have an average level. The designing of English language courses focuses on the needs of the learners. Needs analysis is regarded as an important tool for the designation of the syllabus (100% of the participants agreed on this point). Grammar is one of the language elements that the practitioners should include it in their programmes. GE then is part of teaching /learning process since the aspects of language seems to be very important means to improve the ESP learners' linguistic abilities (57,18%) say that GE is compulsory in ESP setting , and about the same average 58% claim that grammar is an important tool in such a context.

Although grammar is included for all the respondents but they give more time /to scientific terminology, because time is limited and the teachers' negative attitudes of teaching towards the teaching of GE in general and grammar particularly for a long time. On the other hand, the instructions give the chance to English to be taught only in one semester. Each one of the teachers has his own programme which, at least, consists of one of the aspects of language (phonology, syntax, morphology and semantics) that make a clear cut between programmes and this lead to a gap of levels among the learners. This step shares a lack of collaboration between the practitioners.

Concerning teaching strategies and techniques, grammar is instructed either inductively or deductively, and some instructors agree about an eclectic approach which gathers both previous approaches. On the other hand, the result has led to point to an essential mismatch between the practitioners' teaching style and learners' learning style because the formers have still been making a barrier between grammar and the context the learners want to adapt the grammatical items with the context of their specialty.

Any teacher wants to fulfill certain objectives. Accordingly, they teach grammar in order to reach a communicative purpose. Hence, they agree that grammar should be taught communicatively. Teaching materials play a very important role in the teaching / learning process. In ESP and mainly in biology classrooms, there is not an official syllabus. Consequently, there is not a textbook, and this prompts the practitioner to adopt some steering materials, ICT's or E-books i.e. adopting certain programmes means that the teacher will not gain the context. It is compulsory to adapt the content of the adopted grammar textbook with the specialty the learners deal with. 100% of the participants agree that grammar is considered as an important task in the biological formal tests, in order to assess the students' abilities and performances for formulating correct grammatical answers and memorizing the grammatical rules. At the biology department, the number of the students is effective in designing tests. It is clear that MCQ questions are useful because of the students' number.

The results of the test (part B) showed a correlation with the ones obtained from the questionnaire since, a pool of students had less proficiency in English grammar. They did not focus on grammar or they were not motivated enough to learn grammar lectures in an ESP class. this ignorance of the importance of grammar would influence on the ESP students accuracy. ESP students gave more importance to the scientific terminology, however they had negative attitude towards English grammar.

3.11. Conclusion:

The third chapter represented the place of English language in the Algerian educational settings. It described the birth of the LMD system in the Algerian higher institutions and its spread within the Algerian universities. In the second segment, the investigator introduces the methodology steps including the case study, sample population, the participants, and the questionnaire for both the LMD2 students and ESP practitioners from Biology department and a test which was divided into two parts; the first part involved specific terminologies and the second part included grammar questions gives a detailed account of the methodology and design opted for. It describes the different analytical instruments used to collect data: two questionnaires and one test (achievement test).

Following this, a thorough analysis of the findings obtained from each phase has been carried in order to cross-check the results and validate them. A detailed interpretation and discussion of the gathered data have also been presented in this empirical part of the work. Results of this investigative study first serve as a crucial step toward diagnosis of the problem and second as groundwork for alternative remedies that will be dealt with in the concluding fourth chapter.

CHAPTER.IV
Recommendations and suggestions

4.1 Introduction.

4.2 Communicative Language Teaching.

4.3 The Necessity of Teaching Grammar Communicatively

4.4 The Role of Grammar in Improving the Writing Capacities of the ESP Learners.

4.5 The Role of Grammar in Developing the Speaking Abilities of ESP Learners

4.6 Teaching Grammar in Context:

4.7 Needs Analysis

4.8 The Teaching Materials in ESP

4.9 The Teacher- Learners' Rapport:

4.10 The Teachers' Collaboration:

4.11 The ESP Teachers Training:

                4.11.1 Pre-Service Training:

                4.11.2 Post-Service/ in-Service Teacher Training:

4.12 Increasing the ESP Teachers' Motivation:

4.13 Increasing Awareness towards Grammar:

4.14 The Necessity to Teach Grammar through Adapting an Eclectic Approach

4.15 The Need for Structural Syllabus to ESP Students

4.16 Increasing ESP Learners' Motivation

4.17 The Role of Tests within ESP

4.18 Conclusion:

4.1 Introduction:

This chapter discusses the suggestions and the recommendations concerning the reforms and the teaching of grammar in the ESP context. It includes the teaching of grammar communicatively, teaching its instructions in the context of the subject matter. It treats eclecticism as the best techniques for grammar teaching to meet the needs of particular teaching objectives. It also highlights on increasing the ESP teachers and learners motivation, consciousness-raising and awareness towards grammar. It considers tasks of the quality of language the ESP learners need to learn. Needs analysis suggests grammar as an essential element to reach communicative objectives. This chapter too presents the teachers' pre and in-training as well as structural syllabus and teaching materials. It indicates the role of testing in promoting the learning of grammar in ESP setting.

4.2 Communicative Language Teaching:

Communication is a natural phenomenon that is regarded as the heart and soul of the human life. It deals with the four language skills.

The communicative language teaching (CLT) is regarded as an approach of teaching a language (Richards and Rodgers 2001). It aims at developing the learners' communicative abilities.

> *Communicative language teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence.* (Richards, 2006, P 1).

According to the name communication, it refers to the way words are transmitted by individuals either through writing or speaking. Communicative competence has basically to be focused on the grammatical competence that develops accuracy Canale and Swain (1980).

When conveying someone using our mother tongue it is not necessary to learn grammar but when we try to use another language such as English, it is very important to learn about its grammar that we need during speaking or writing. In nowadays life, "*From the purpose of teaching and learning a language, I suggest that it would be better to think of grammar as a skill*" (Larsen-Freeman, 2003, p 24)

In ESP, Hutchinson and Waters agree teaching-learning process focus on the learners' needs and say "*Tell me what you need English for and I will tell you the English that you need*" (Hutchinson and Waters, 2004, p. 8). The learning of English gives a large degree of importance since the learners want to communicate how to manage and solve problems. In this context, teachers who use the CLT are regarded as facilitators since they guide their students to attain what is known as the problem-solving skills. The communicative interaction gives the learners the ability as well as the competence in any area of negotiation. The second role of the teacher is as an interdependent participant (Maier, 2008).

ESP courses appeared for addressing the language needs of university students, nurses, biologists, doctors, airline pilots, and so on. These occupations need the linguistic readiness, communicative abilities and skills by the learner in the specialty he deals with (Richards, 2006).

Generally speaking, EAP and ESP syllabi are created according needs analysis from which the instructor formulates his courses. For the majority of the ESP learners, they agree about the learning of English for communicative purposes to gain autonomy either in speaking or in writing. This requires a focus on developing their grammatical competence. This latter will provide them with much language proficiency as a means to convey academic discourses related to the framework of specific disciplines (Dudley-Evans,1990). Therefore, learning EAP and ESP is focused to obtain communication and skills that provide them with the aid to treat and find solutions of certain issues, as well as critical thinking. Only upon the establishment CLT in ESP setting, the students will discuss a certain problem,

exchange beliefs, treating other conceptual frameworks in the learning process. This requires the awareness about the importance of learning of grammar as an effective component in the development of the communicative and the linguistic competence.

On the other hand, communication requires team work that becomes the basic structural form of EAP and ESP classes, with an emphasis on the student as important element during the discussions. Moreover, it is important to consider that language students has to obtain certain degrees of communicative competences to be involved in academic contexts and engage in a process leading to social and academic integration. Many activities like seminars and workshops at universities need the students' linguistic capabilities to address and discuss problems, and for reaching these goals CLT is the excellent and the reliable method designed to improve students' academic literacy. (Beder 1997; Cooper et al. 2006)

4.3 The Necessity of Teaching Grammar Communicatively:

In ESP as one of the ESL contexts, the students must be aware about the importance of English to be used communicatively. Canale and Swain (1980) and later Canale (1983) suggested a model of communicative competence involving of grammatical competence. They introduced the grammatical competence as the gathering of knowledge in terms of the aspects of language that include phonology, the lexicon, syntax and semantics. This competence assembles the lexico-grammatical or semantico-grammatical features. Nevertheless, Canale and Swain focused on the form and meaning. Purpura claims that

> *Every language educator who has ever attempted to measure a student's communicative language ability has wondered: 'What exactly does a student need to "know" in terms of grammar to be able to use it well enough for some real-world purpose?' In other words, they have been faced with the challenge of defining grammar for communicative purposes.*

(2004, p; 50)

Grammar then is taught to ensure the learners' comprehension and assessed within a communicative framework. It should also be included as a component of knowledge. Rea-Dickins in his definition of grammatical competence argues that for "*grammar to be truly 'communicative', it had to 'allow for the processing of semantically acceptable syntactic forms, which are in turn governed by pragmatic principles*" (1991, p. 114). Additively, "*...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*" (as cited in Purpura, 2004, p 82)

For ESP teachers, raising their students' awareness of the importance of grammar as a compulsory tool in communication is the nowadays issue that should be treated in order to enable them to attain communicative competence. Concerning the contexts of grammar assessment the nature of grammatical ability represented for assessment purposes. , the teacher will provide "*opportunity for the test-taker to create his or her own message and to produce grammatical responses as appropriate to a given context*" (Rea-Dickins, 1991, p. 125). Making grammar tests compatible to a communicative target will make the test itself as useful and good for particular context.

4.4. The Role of Grammar in Improving the Writing Capacities of the ESP Learners:

Because context serves learning and the reinforcement of grammatical rules helps ESP students in their writing projects as one of the ideal avenues for practicing grammar. ESP Students can express sentences, dissertations or whole passages that include grammatical structures. For instance, a scientific lesson that involves writing of a expository works might include a focus on how to write in the present tense or how to transform from active to passive.

In ESP departments like other EFL settings, the writing skill is visible in conference presentations, seminars, workshops, journals, book publication, and in any written documentation through which new ideas are transmitted (Cumming, 1997). The importance of grammar in writing is similar to the role

of water and life since the two are mutually interacted. In other words, writing and grammar are inextricably entwined as much of good writing obtains its magnificence from perfect grammar (Frodesen and Eyring, 2000). It is truly believed that when making a focus on form (grammar) in dissertations can help ESP learners develop his writing capacities required to express ideas effectively. According to these views, all language writers including ESP writers need to pay attention to grammar in developing their writing skill. In a similar vein, most ESP learners want to write in good manner and this needs form and syntax.

Additively, teachers should correct the students' grammatical errors because error correction would develop the students writing abilities (Gocsik, 1997). By doing so, this facilitates to construct ESP students' awareness of the different types of grammatical errors they are making and encourage them to check their errors. Moreover, the findings of the current study revealed that the ESP students face difficulties in grammar. This indicates that grammar is extremely important in conveying accurate messages through writing by using tenses, voices, modals, articles, and connectors (Dudley-Evans & St. John, 1998). Therefore, grammar will enable the ESP students to progress in their academic writing (Hutchinson & Waters, 1987).

Writing Grammar will place the ESP learners to emphasize on learning grammar. This step makes them aware about how the grammatical structures ensure their writing. The knowledge about grammar and the syntactic structures will give the ESP students the power of understanding and communicating in English. The main objective of language use is communication. Some rules in grammar are crucial especially in written dissertations, learning grammar rules can aid the ESP students to recognize and correct their errors. On the other hand, structured exercises permit students to increase confidence as writers before their teacher gives them writing tasks. Like the other skills, the promotion of writing abilities of the learners can be enhanced through the use of appropriate grammatical rules (Cumming, 1997).

4.5. The Role of Grammar in Developing the Speaking Abilities of ESP Learners:

Generally speaking, representing correct sentence structure and grammar gives students chance to convey messages through speaking the target language. The main linguistic targets of grammar teaching go immediately to the development of different language skills mainly the two essential ones that any student want to speak and write in a good manner. Teaching grammar is important if the speaker likes to make sure the listeners understand what he says. In the same vein, Cooper claims that

> *To communicate effectively, a speaker must know not only*
> *how to produce any and all grammatical utterances of a language,*
> *but also how to use them appropriately. The speaker must know*
> *what to say, with whom, when and where.*
>
> (1968, p 17)

ESP learners are encouraged to work on their speaking and to use extensive range grammatical structures. Their performance in speaking activities such as "making Power Point Presentations (PPPs), participating in discussions on professional issues, giving short talks and speaking spontaneously" (Kavaliauskien , 2013, p 4) . The essential objective is how to be able to convey a message which can be understood by the recipient. The speaking skill is needed in the settings mentioned above where participants have to play dual roles as listeners and speakers. That provides the speakers the ability to interact with a new situation and to cover new issues (Evans and St John's, 1998). Speaking interaction requires much concentration on grammar teaching for the purpose of promoting the ESP settings. In EOP for instance, teaching has been more attention to Spoken Interaction (Evans and St John's, 1998). . In fact, courses may concentrate on the grammatical structures only for more effective spoken language which encourages talking as well as it controls the direction of the interaction. If more advanced speakers are

involved into the classroom discussions, instructors should use their language abilities as models as well to motivate their students to do the same to express their ideas fluently.

4.6 Teaching grammar in context:

Without grammar, Language acquisition (LA) will be confusing and most learners will not succeed to use the language fluently without having grammar abilities. As for other EFL students, grammar is too important to ESP learners because without a good knowledge of grammar, learners' language will not be as good (Richards, Renandya, 2002). However, the teaching of grammar related to ESP has to be contextualized since there is a total agreement that without this procedure, there will be a neglected grammar and a negative attitude as well.

According to McLaughlin et al (1983) Presenting grammatical sentences in isolation will not permit learners to observe how grammatical structures function in utterances or sentences. On the other hand, "*Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase*"

(Thornbury, 1999, p. 69).

Grammar is the rule of language system, but it is also useful as a resource to express meaning. For instance, when conveying someone who knows the Past Perfect in English, it means that he knows how to form it; but most important in which occasions it is used and which meanings it can convey. Thinking of grammar rule tends to make people think there is a one-to-one relationship between grammar and the context with which it becomes suitable (Proshyants, 2011). The same structures can be expressed in different ways, and different targets of the use of the grammatical rules within different contexts. During their investigations, in ESP context and to enhance the students' communicative abilities, most linguists agree about the teaching of grammar in context. The grammatical structures would be involved within a

specific context to convince the ESP learner that grammar itself is a useful tool for improving his/her capacities (Proshyants, 2011).

> *The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written*

(Harmer, 1991, p.56).

Teaching grammar in context will supply the ESP learners with the opportunity to comprehend how language functions and this will improve their communication skills. Contextualizing grammar will enable the ESP learners to be aware of the function of verbs, nouns, and adjectives. They will understand and use the grammatical concepts better if they study grammar in context. Then, this procedure will enhance the learners' communicative abilities. Relatively, "*In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication*" (Nunan, 1998, p.102). The ESP learners will communicate with the target language in an authentic way to express and interpret meaningful utterances.

4.7 Needs analysis:

Bojvoic (2006) notices that ESP practitioners must understand the requirements of his learners, adopting and considering those needs. They must also show willingness to adapt to these requirements in order to help their students who know about the necessities better than their teachers either at the level of the specialty or the language development that includes understanding and/or communicating (speaking, writing) in the field of their subject matter. In other words, to fulfill a particular point, the teachers, then, must use suitable methods and techniques in order to detect their students' attitudes and beliefs towards that point. It is important to understand what an ESP learner wants. This step should be constructed through the interaction between the teacher and

his learners, but at the same time it should also have another sort of interaction between the teachers themselves to agree about the suitable syllabus that would cover all the students needs (Adams-Smith, 1979).

4.8 The Teaching Materials in ESP:

The syntactic structure instruction and practice has a large amount of importance and time in ESP classrooms. Relatively, teaching materials in such a context contains readings of some specific points that are developed and principally considering the syntactic complexity. During their career as pupils and years of study in middle and high schools, they memorized a set of grammatical rules that they cannot use them appropriately either in speaking or writing activities. Since the ESP students are expected to focus on the content of the scientific article they would learn about. That is, they read and translate materials then transfer the ideas into spoken or written forms in English. It is a little earlier said that grammar instructions are useful in these two areas since the ESP learners need to arise the quality of their writing and speaking. However the textbook plays an important role in promoting the teaching learning process. It has to include set of grammar rules oriented towards the specific point the instructors want to fulfill. Most of the scientific articles contain grammatical instructions and the learners should learn about them. On the other side, the teacher has to adapt those grammatical instructions in exercises to be compatible to the scientific model, which will help the students to be autonomous to give opinions and to increase creativity through responses (Ellis and Johnson, 1994).

The ESP teacher must make his students aware about the importance of grammar by adopting an adapting the grammatical instructions within scientific context to increase the consciousness and the awareness of the learners towards grammar.   For instance, asking students to select a verb tense in a scientific sentence and invite them create their own sentences and utterances. The absolute characteristics in ESP meet specific learners' needs "underlying methodology and activities of the discipline it serves" (Dudley-Evans and St John, 1998, p.4) and is centered on language appropriate to these activities in

terms of "grammar, lexis, register, skills, discourse and genre" (p. 5). The book has large amount of importance especially when it includes issues of style and form. Thus, the adopted textbooks should respect those needs to increase knowledge, develop creativity and motivate the ESP learners.

4.9 The Teacher- Learners' Rapport:

In the teaching- learning process, the students' motivation is a yield of the relationship between the teachers and his students. It is totally agreed that every communicator plays two roles: sender and receiver. They are both; the teacher and the learners must play this role. It is important that the teacher listens to his students to know their needs and weaknesses and provides them with the instructions and the rules that cover those needs and requirements. This kind of teachers   holds a supportive relationship with his students. On the other side, the learners must inform their teacher with the necessities and requirements and listen to what he would give them of information to understand and cover their needs and weaknesses. These two skills are the parameters that underline the lines of communication between the teacher and his learners (David. 2008).

The teacher's good relation with the learners provides them with motivation and a sort of courage to discuss their needs. On the other hand, a bad relation between   them would open a huge gap between them. Then, neither the teacher nor the learners would benefit from each other. The result of a good relation between the teacher and the students will develop understanding and improve the learning quality. In this context, Allen et al., 2013 recommend that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p, 77).

The teachers' pedagogy is the main reason to enhance this relationship; their ways of attracting the students' attention during the course. Thus, the relation between the teachers and their learners becomes solid and effective.

4.10 The Teachers' Collaboration:

It is generally said that Collaboration is the engagement of two or more participants who coordinated for doing something together or solving a problem together. It is then "mutual engagement of participants in a coordinated effort to solve a problem together," (Dillenbourg et al., 1996, p. 2). In the teaching process, collaboration is introduced as an engagement in regular routine when a teacher talks about certain issue with others from the teaching staff, discussing problems all together and finding solutions for the purpose to strengthen the teaching-learning process (Davis, 2003). In this context, Brownell et al consider it as the "Effective teacher collaboration is defined as engaging in regular routines where teachers communicate about classroom experiences in an effort to strengthen pedagogical expertise and push colleagues to try new things" (Brownell et al. 1997, p 341). Any teacher becomes more interested in sharing ideas with colleagues and making training with other professionals though the main issue in any collaborative work is the lack of time. This act plays an effective role in all the educational institutions since "Schools with higher levels of teacher collaboration are associated with stronger student performance." (Goddard et al, 2007, p 2).

In the ESP context, collaboration must be taken into consideration since syllabuses should not be designed by only a single teacher or an administrator. To overcome this obstacle practitioners want more administrative support to discuss the needs, requirements, weaknesses and strengths of their students (Dillenbourg et al., 1996). This step seems very important in building a well-structured syllabus capable of satisfying the institution monitors, the teachers and the learners. Collaboration in ESP settings is not the exclusive side that only ESP teachers are concerned with but also the administrators and the specialty teachers have to give a sort of aid to the English teachers by providing them with the authority and giving them ideas about the subject matter. Hence, these steps are to be helpful in decision-making that also effect the learners' attitudes and motivation. Another challenge has a rapport with assessment occurs in collaborative contexts because teachers are also concerned with

testing. In this vein, they can agree about a standardized test (Goddard et al, 2007).

4.11 The ESP Teachers Training:

It is generally agreed that the majority of ESP teachers are not specialists in the field but they are obliged to equip themselves with the essential principles and instruments to address their learners. They have to gain knowledge to convey the students' specializations (Bojovi , 2006, as cited in Kaosar. A, 2014). The ESP practitioners' subject is how to adapt the English they teach with a profession or a specialty. They also try to help their students to acquire the notions of English language in systemic way aiming at improving their scientific background through English language. They then, bring the necessary frameworks, instruments and principles of the lectures designed to employ them within a given technical or scientific field. Although there are differences of the ESP students levels in English but they want to be provided with authentic information. This rank needs the teachers' qualification and the expert collaboration to satisfy their learners' requirements. Pre- and in-service training are part of a continuum of professional development in which teachers engage throughout their careers. (Bojovi , 2006, as cited in Kaosar. A, 2014).

4.11.1 Pre-Service Training:

The professional qualification needs different levels in education. For example, in higher educational institutions and mainly for the ESP teachers who must spend time in pre-service training that is organized in various ways and in separate institutions. This kind of training takes place at undergraduate and graduate levels for three to four years to complete the initial formation and the qualification before becoming in- service teachers. That enables the teacher to gain the moral and character of a teacher that includes the building of standards and enthusiasm of being responsible to understand teacher-learner interaction. On the second side, the teacher must know about the scientific or the technical stream he would deal with and try to make a balance of how to use the English language within a given area. He must also improve his

pedagogical knowledge and develop his skills according to class management, for keeping in touch with the teaching profession (Bojovi 2006, as cited in Kaosar. A, 2014).

4.11.2. Post-Service/ in-Service Teacher Training:

This is the training of practicing teachers as part of a process of professional development like the seminars, in-service conferences, and formative training periods for the purpose of modifying their curriculum knowledge, developing their pedagogical skills or using strategies and techniques to formulate a programme which would be effective at ESP departments. According to Bojovi (2006) any ESP practitioner has to know about three parts information:

a) Information about education: this includes knowledge about different approaches to the task of teaching language.

b) Ideas about the syllabus extracted from the needs analysis and the teaching materials he will employ: the teacher has to adapt or adopt some textbooks and other teaching materials with the context of the specialty he teaches, trying to construct an adequate syllabus capable to satisfy and cover the ESP learner's needs.

c) Information about language: when the teacher enters his course of training, his understanding of the nature and the quality of language is likely to be used; this information refers to knowledge of normal stages in the learner's acquisition of his mother tongue (Bojovi 2006).

4.12 Increasing the ESP Teachers' Motivation:

It is arguably said that teachers are the most important professionals for our nation's future. They are regarded as the main reason to develop our students' minds in taking decisions. It is important then, to motivate our teachers for promoting the process of education. Researches indicate that improvement in teacher motivation has positive reflection on students as well

as teachers (Stevens & White, 1987) Motivation is the psychological factor that affects positively the ESP teachers' decisions towards the teaching of grammar in such a context by including it within his syllabus. This step will help him better to understand the matters the ESP learners need too much grammar learning.

Motivation is the key parameter that makes the teacher a creative and effective practitioner. From the perspective of teachers, motivation promotes the teachers' resistance to change in educational reform (Assor et al, 2009). Motivated teachers are more likely to engage in the grammar teaching. They gain ability to implement reform in specific areas such as biology. It is well known that the nowadays ESP teachers are not specialists in the area they work in. they are all GE teachers. As teachers of English proficiency course for Algerian university students, they are all concerned with the development of the language in all the university faculties including the ESP setting (Richard et al, 1994).

On the other hand, the teachers' role is to change their students' negative attitudes towards grammar that is improved over the years and today contains essential components of problem-solving activities such as academic writing and oral presentations. It is still difficult to motivate many of the ESP students towards grammar learning because they think it is boring and hard. Moreover, many of them have serious problems in applying grammatical rules in their writing or speaking, even though they have learned it for many years in school before they enter university, but some areas of grammar tend to be difficult at university level and particularly to ESP students.

Motivation has an important impact of teachers' sense of self-worth toward their participation in and anticipation in the success of their students.   A teacher cannot expect to move his students to be motivated if he/she is not individually motivated. Denney (2009, p17) states that "It is impossible to motivate another person if you yourself are not motivated". The teacher who is enthusiastic, positive and ambitious plays an important role in making the

students motivated Teachers must allow students to collaborate and interact;: learning grammar activities must take place in an atmosphere of collaboration

4.13 Increasing Awareness towards Grammar:

The language specialists agree about the importance of grammar in communication by being conscious towards its role. This consciousness raising CR is the approach to grammar teaching that corresponds with communication (Ellis, 1993). In this context, Schmidt says;

> *Conscious- awareness at the level of noticing is a necessary and sufficient condition for converting input into intake, and that the requirement of noticing applies to vocabulary as well as syntax, phonology, and pragmatics. However, if noticing applies to vocabulary,it should therefore apply to formulaic sequences [collocations].*

(1992, p 131)

Thus, the grammar consciousness-raising approach gives the learner the chance to discover how grammar functions on their own. Additively, many other linguists see the grammatical features as key parameter to treat the problematic and the development of the target language. However, awareness towards grammar learning must be inserted within all the EFL classrooms including the ESP context. Both, the practitioner and the learner have to establish the agreement that grammar is the instrument that they need for promoting communication in ESP. Consciousness towards grammar learning permits the ESP learners to build the behavior that grammar structures give meaning to the context they learn since it helps them to be aware about their requirement for language acquisition. In fact *"consciousness is commonly equated with awareness"* (battista, 1978 as cited in shmidt, 1990, p 32). Awareness provides learners set of responsibilities towards grammar learning as well as consciousness.

4.14 The Necessity to Teach Grammar through Adapting an Eclectic Approach

In order to increase the ESP students' motivation and advance learner autonomy in a university course on English grammar by introducing the use of language and the strategies the practitioner uses to transmit the grammatical rules by being inductive , deductive or eclectic.

Within deductive approach, the grammatical principle is explained before its application. On the other hand, within the inductive approach, the students discover the grammatical principle for themselves (Fischer, 1979). Sometimes the teacher provides his learners with full explanation of the rules so that they can use them appropriately in their communication. In other times, the instructor is not supposed to mention the rules aim of study and he may not use some hints or cues to ease learning tasks. This diversity is referred to as eclecticism that any teacher can use for being effective in his teaching of grammar (widodo, 2006).

As the other EFL teachers, the ESP practitioner tries to follow methods, approaches and different techniques in his teaching of grammar which consider the needs of the ESP learners, their goals and the learning style. The instructor can switch from one approach to another in order to transmit the grammatical instruction he wants to explain or to illustrate an idea by using examples. Eclectic procedures for teaching grammar involve a combination between the inductive and the deductive approaches (Widodo, 2006). The ESP teacher provides some examples and then begins questioning their learners about some grammatical items to enable them to interpret them into   grammatical structures or he can give his students the rule and asks them to illustrate those instructions by examples related to the context. The ESP learners can communicate effectively and will be more confident to express what they have been taught. Widodo (2006) says that learners are required to estimate out the grammatical functions. By adopting an eclectic approach that guides the teachers to select and adapt what is good from other methods and rejects what presents difficulties seems beneficial to learners.

Therefore, the results can be an argument against or with the two approaches that assume that teaching grammar inductively may enhance learners 'attainment better than teaching it deductively or verse versa. Hence, the total agreement of the two contexts about the eclectic approach makes it the preferable approach to grammar teaching in ESP classrooms.

4.15 The Need for Structural Syllabus to ESP Students:

The structural syllabus is set along grammatical items giving advantage to language form. This syllabus holds the idea that functional ability is developed from structural knowledge (Wilkins, 1976).

> *A structural (or formal) syllabus is one in which the content of language teaching is a collection of the forms and structures, -usually grammatical, of the language being taught.*

(Krahnke, 1987, p 10)

Structural patterns are organized according to set of criteria as structural difficulty, complexity, regularity, usefulness and relative frequency, are the basic elements of learning. It makes an abundant use of highly controlled, tightly structured and sequenced pattern practice drills. It deals with Syntactic structures that consist of various types of sentence like negative and affirmative statements, passive and active, questions and interrogatives. Moreover, morphology can also be included in structural syllabi such as articles, affixes, singular, plural; determiners, prepositions, and so on. In a structural syllabus, Grammar constructs well known and frequently expected proportion, and according to it, grammatical concepts like nouns, plurals and gerund are simply better defined than functional ones and also easily measured. Wilkins (1976) reintroduces the language content of the structural syllabuses through the following items: - The notions or concepts the learners need to talk about, - The functional purposes for which language is used, - The situations in which language would be used, and - The roles the learners might possibly play.

However, students generally spend years at schools learning the grammar of the foreign language and finally are unable to generate anything personal. Willis (1996) argues that the potential is there if the right conditions are provided.

4.16 Increasing ESP Learners' Motivation

Motivation is one of the most important aspects in determining success in learning the English language. On the contrary, attitudes towards a specific English language or GE could be favorable or not. In this vein, some biology students may have negative attitudes towards English language and its grammar. They are unfortunately motivated towards the specialty modules. Numerous investigations have been conducted to show that motivation plays a very important and it is positively linked to prosperity in learning the English language. Broadly speaking, motivation and attitude function together to assure learners' fruitful acquisition of a second language; therefore, those psychological aspects are studied through various motivational theories and references have been formulated to examine this connection. However, there is a gap between theory and practice.

The ESP students at the biology department are not really motivated towards the learning of a English Although they know about its importance. Their attitudes seems to be negative vis- a-vis the learning of grammar particularly. What seems to be important is to make the ESP students understand that grammar is not an end in itself, but a tool to fulfil certain communicative objectives. In fact, grammatical explanations will have little effectiveness if they do not involve students in grammar activities. If these activities do not interact with the subject matter, they will not allow students to understand the meaning of the structures studied. Therefore, the instructor has to include the specialty with the grammatical activities. Grammar activities must be authentic; they must be adopted from a scientific articles and biological documents.

When a student writes a text, he is asked, when correcting, to identify the components of his sentences. For example, the student writes the following

sentence: Ecology is a branch of biology. He will identify nouns, verbs, articles and adjectives. If the student achieves a 15/20 score, the teacher gives him one additional point in the final test. This way leads the student to be rigorous when doing grammar exercises since it is the most instrumental motivation method. The student is, therefore, motivated to give his maximum to gain points. This way encourages students to start doing exercises and get into the task. . In addition, activities would represent a challenge for the learners.

In fact, co-operative learning is based on the principle of collaboration and generally motivates the majority of students because it it fosters their perception of their competence, their responsibility and their ability to control their learning (Dornyei, 1994). Competitive rather than collaborative activities can only motivate the best students Any student should know what the teacher expects from him. He will not waste time trying to see what to do

It is largely confirmed that motivation is the primary means to success in language learning. *"Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning"* (MacIntyre et al. 2001, p 462). At the department of biology, motivation has to be cultivated to learners to study English grammar due to different reasons. Therefore, the impact of motivation on ESP students will strengthen their awareness and attitudes towards the learning of grammar to enhance their communicative capabilities.

The teacher then should increase his students' motivation. This will reflect the teacher's skills and effectiveness. Relatively, Dornyei emphasizes *"teacher skills in motivating learners should be seen as central to teaching effectiveness"* (2001, P. 116). Motivated learners become eager to work and learn grammar, concentrate on the grammatical tasks given. If they know that grammar is crucial, they do not need constant encouragement, this will confront challenges to learn grammar communicatively. Finally, the ESP students'

readiness to learn English and its grammar is the essential parameter to improve the status of English as a communicative tool in specific areas.

4.17 The Role of Tests within ESP

The test is regarded as passport to a job, to further study or to travel. Presumably a good test will have to take account of the needs of those institutions who are receiving the students. These might be professional bodies like Institutes of Engineers or Colleges of Doctors, or they might be employers, teaching institutions, governmental bodies or sponsors for overseas travel. The application of tests is to determine whether a student already has efficacy in English. Tests, and particularly pass/fail exams, are often important within ESP. Indeed, the test is the reason why the students take an ESP course. at university level, when an ESP course offers a service course to other areas of study, like teaching grammar, for example, the ESP students will not be motivated enough, but if they know that those grammatical lectures or questions will take place within final test, this will give them reasons for taking the course to pass the examination, before they are permitted to graduate as biology engineers. A further reason for an ESP test is the necessity to attest the learners to be challengers in English to gain occupations. Grammar tests then; will open the ESP students' minds to know the importance of grammar to express their ideas either by writing or speaking for being very effectives in their jobs.

4.18 Conclusion:

This chapter gave general views about the suggestions and the recommendations related to the reforms in ESP context. It included eclecticism as the best techniques from different grammar teaching methods to meet the needs of particular teaching objectives, or to combine between the best elements from the deductive and inductive approaches in teaching grammar to ESP students. It also highlighted on increasing the ESP teachers and learners motivation, consciousness-raising and awareness towards grammar. It

considered tasks of the quality of language the ESP learners need to learn. Needs analysis suggested grammar as an essential element to reach communicative objectives. This chapter too presented the teachers' training pre or the in-service training as well as structural syllabus and teaching materials.

GENERAL CONCLUSION

This research work has basically tried to evaluate the status of grammar teaching and testing in ESP classrooms, particularly for LMD2 students at biology department. It has primarily aimed to investigate the teaching of English in ESP context exploring the ESP learners' needs of English grammar. This work came to say that failure in grammar learning is linked to failure in EFL teaching/ learning in general and particularly the failure in ESP teaching/learning.

The extracted results from the interpretations have claimed that reform in higher education is considered to be very important, but when trying to implicate such reforms on an ESP context, it is not an easy task. In this context, both the teacher and the learners should gain a sort of motivation towards the learning of English, either specific terminologies or general English courses including grammar courses. The teachers are the center of designing their courses and then, the syllabus as a whole. That is why in reforms teachers along side with the analysis of the students' needs should to be revised and updated the teaching-learning materials. After conducting the needs analysis procedure, most teachers argue that their learners need to speak and write English in a good manner, but at the same time they are not ready to learn English grammar. The teacher here has to increase their awareness towards the learning of grammar since this latter is important in promoting their speaking and writing abilities. On the other hand, this step will exclude the learners' negative attitudes towards the learning of English. The investigated issue has also a relation with testing and assessment in ESP classrooms, since the number of students plays a sensitive role in designing tests. Generally, the teacher designs the test following certain conditions affect on the test, the tester, and the testee.

Concerning the research questions, it was noticed that assessment is an important parameter for the progress of grammar teaching in ESP context before and after implementing the ESP course in order to reach particular

objectives. Assessment then would be a fruitful procedure to enhance grammar teaching/learning in ESP.

In rapport with the second research question, the teaching of grammar particularly seemed to be essential vis-à-vis the ESP students' needs. Accordingly, it has been focused on grammar teaching sphere in ESP and its role in promoting the communicative abilities of the ESP students. Thus, it should be considered their attitudes and motivation towards grammar learning.

In response with the third research question, teaching materials and absolute absence of syllabus are the main issues that any ESP practitioner faces within his teaching of English and grammar in this context. It has also been noticed that there is not a clear collaboration between tutors as well as lack in training. On the other hand, there are negative attitudes and motivation towards grammar teaching and learning.

As far as the organization of this dissertation is concerned, the first chapter has introduced assessment as a measurement parameter including its forms; formative and summative. It represented testing, its characteristics and types, by representing the key concept related to both its teaching and learning. It tackles the topic of grammar. It has given a review about the theoretical fundamentals on which the teaching/learning of grammar are based on such as forms, rules and functions. The inductive and the deductive approaches were presented including their advantages.

The second chapter gave a review about English for Specific Purposes. There are different definitions of ESP, its branches as well as its characteristics. It has then given an idea about the main approaches of ESP teaching and more closely the approaches of course design. This chapter has also provided the reader with the roles of testing in ESP. In the last part of the dissertation, we have presented the language issues in ESP and the teaching of grammar in this context.

Chapter three highlighted on data collection, data analysis and the participants (teachers and the learners have been introduced), each one with its objectives. This chapter shares the analysis of the findings obtained from the two employed instruments; the questionnaire and the test in order to cross-check the results, validate and interpret them.

The concluding chapter has been interested by providing ESP practitioners with suggestions and recommendations related to the teaching of grammar at an ESP context and particularly for biology students, wishing that these recommendations would be fruitful and serve their motivation. This would reflect positively on their methodology to teach grammar in order to employ it communicatively and in context. This field requires making effort to increase the learners' motivation and attitudes because numbers of factors have made the teaching and the learning of grammar dissatisfactory in ESP. Therefore, a many suggestions have been primarily put to enhance the current grammar teaching.

The case study findings cannot offer a generalization of cases of this kind, but they simply targeted towards evaluating the teaching/learning of grammar at the university level and mainly for ESP students. The ultimate objective is to offer the ESP teachers as well as their learners the opportunity to teach grammar effectively in this context and to use the grammatical knowledge to develop their communicative ability respectively.

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APPENDICES

APPENDIX 1:

SURVEY QUESTIONNAIRES FOR TEACHERS

This survey questionnaire is designed to support my study for the assessment of the learning of grammar by the ESP second year biology students at ABOU BAKR BELKAID UNIVERSITY TLEMCEN. Your assistance in completing this survey questionnaire is highly appreciated.

Please tick and write the answer when necessary.

☐   ☐

Question 1; do you think English is important in biology classrooms?

a. Yes, I think English is very important.
b. No, I don't think English is important.
c. I don't know.

Question 2: Are you positive about English grammar?

         Yes   **No**

Question 3: What do you think about it?

a. I think it is very difficult.

b. I think it is easy.

c. I think it is a waste of my time.

Question 4: How is your grammar?

Excellent   Good   Average   Bad
Question 5: How much do you want to learn English grammar?

a. Not at all

b. Pretty much

c. I really need it for many objectives

Question 6: If you choose © please say what is your objective? Is it?

a. I want to get a good grade in English.

b. I want to improve my communicative abilities.

c. I want to know about grammar rules.

Question 7: Grammar has an effective role in your studies.

Strongly   Agree   neutral   disagree   strongly
agree   disagree

Question 8: How important is the teacher-learners rapport?

a. Very important

b. Important

c. A little important

d. Not important.

Question 9: Grammar Teaching Strategies and Techniques serve the ESP students.

Strongly   agree   neutral   disagree   strongly
Agree   disagree

Question 10: Your teacher supplement his grammar lectures with textbooks, ICT's, E-books etc…

Sometimes   never   always   often

Question 11: Do you better like learn grammar?
a. In the context of your subject matter

b. In isolation of the subject matter

c. You don't know.

Question 12: Does your teacher test your grammar proficiency?

            Yes   no

Question 13: How important it is to include English grammar tests within your exams?

a. Very important.

b. Important.

c. Less important.

d. Not important.

Question 14: Grammar mistakes are taken into considerations by the teacher.

Always   **Sometimes**   **Often**   **Never**

Question 15: What are the main obstacles that affect your learning of grammar in your studies?

a- The Teacher's motivation.

b- The teacher doesn't consider our needs

c- Lack of teaching/ learning materials

d- Other ends………………………………………………………...

Thank you

APPENDIX 2:

Questionnaire adressé aux étudiants de 2ème année 'Biologie'

Merci d'avance de répondre de manière anonyme à ce questionnaire dont les réponses contribueront à la réalisation d'un mémoire de magister en langue anglaise à l'université de Tlemcen.

1. Pensez-vous que l'apprentissage de la langue anglaise dans les classes de biologie est :
   a. Très important.
   b. Important.
   c. Peu important

2. Etes-vous positif au sujet de la grammaire anglaise?

   ☐ Oui   ☐ Non

3. Pensez-vous que l'apprentissage de la grammaire anglaise est :
   a. Très difficile.
   b. Facile
   c. C'est une perte de temps

4. Votre niveau en grammaire est-il :

   Excellent ☐   Assez bien ☐   Moyen ☐   Faible ☐

5. Souhaiteriez-vous apprendre la grammaire anglaise?
   a. OUI.
   b. NON

   ➤ Si c'est "OUI", veuillez signaler les raisons pour lesquelles vous souhaiteriez faire cet apprentissage ?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………...

6. Quels sont vos motivations pour l'apprentissage de la grammaire?
   a. Vous voulez obtenir de bonnes notes en Anglais.
   b. Vous voulez améliorer vos capacités communicationnelles.

7. Pensez-vous que le rôle de la Grammaire dans l'apprentissage d'une langue étrangère, est :
a- Très important

b- Important ☐

c- Peu important ☐

d- Sans importance ☐

8. pensez –vous réellement que dans l'apprentissage de la langue anglaise la relation enseignant/apprenant est :

a. indispensable ☐

b. essentielle ☐

c. Importante ☐

d. Sans importance ☐

9. Pensez-vous que les stratégies utilisées par l'enseignant sont-elles prometteuses à l'apprentissage de la grammaire?

a- Oui ☐

b- Non ☐

c- pas toutes ☐

d- ça dépend ☐

e- Pas du tout ☐

10. Votre enseignant soutient ses cours de grammaire avec des manuels scolaires, internet, ou par e-books, etc …

Toujours ☐   Souvent ☐   Parfois ☐   Jamais ☐

11. Souhaiteriez-vous améliorer votre apprentissage de la grammaire?

a. Dans le cadre de vos études ☐

b. En dehors du cadre formel (l'extrascolaire) ☐

c. Vous ne savez pas. ☐

12. Vos compétences grammaticales ont-elles été testées par votre enseignant? ☐   ☐

    Oui   non

13. A votre avis, inclure des tests de grammaire lors des examens est-il :

a. Très important ☐

b. Important ☐

c. Peu important ☐

d. Sans importance ☐

14. Les erreurs grammaticales, sont-elles prises en considération par votre enseignant ?

Toujours ☐   Souvent ☐   Parfois ☐   Jamais ☐

15. Quels sont les obstacles qui affectent votre apprentissage de la grammaire ?
    a. La motivation de l'enseignant.
    b. Vos besoins ne sont pas pris en considération
    c. Manque de matériaux
    d. Autres,   à   préciser
        :……………………………………………………………………………
        ……………………………………………………………………………
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Merci !

APPENDIX 3:

Survey questionnaires for teachers

This survey questionnaire is designed to support my study for the assessment of the teaching and testing grammar to ESP second year biology students at ABOU BAKR BELKAID UNIVERSITY TLEMCEN. Your assistance in completing this survey questionnaire is highly appreciated.

Please tick and write the answer when necessary.

Gender: ☐ male. ☐ Female.

Teaching experience:

Have you received training prior to teaching ESP?

☐ Yes. ☐ No.

What kind of training?

☐ Pre-service. ☐ In service.

The students' needs and attitudes towards grammar:

1. **What is the proficiency level of your students?**

☐ **Excellent** ☐ **good** ☐ **average** ☐ **low** ☐ **very low.**

2. **Do you think over the needs of your students whendesigning your courses?**
   ☐ **Yes.** ☐ **No.**
3. **If yes, is grammar included?**
   ☐ **Yes.** ☐ **No.**

The teaching of grammar in ESP classrooms:

1. **It is pedagogically effective to teach general English to ESP students.**

☐ **Strongly agree** ☐ **agree** ☐ **neutral** ☐ **disagree** ☐ **strongly disagree.**

2. **Which language item does your teaching focus?**
   a. ☐ **Language skills.**
   b. ☐ **Grammar.**
   c. ☐ **Vocabulary.**
3. **Grammar is crucial in ESP teaching.**

☐ **Strongly agree** ☐ **agree** ☐ **neutral** ☐ **disagree** ☐ **strongly disagree.**

4. **Is grammar included in your teahingprogramme?**
   ☐ **Yes.** ☐ **No.**
5. **How much time allocated to teaching grammar per semester?**
   ☐

a. Less than 10 hours.
b. ☐ 10 hours.
c. ☐ More than 10 hours.

6. **Which of the language aspects do you focus in your teaching?**
a. ☐ Phonology.
b. ☐ Syntax.
c. ☐ Morphology.
d. ☐ Semantics.
e. ☐ All of the above.

7. **How do you teach grammar?**
a. ☐ Inductively.
b. ☐ Deductively.
c. ☐ Both of them.
d. ☐ In isolation.
e. ☐ In context.
f. Others…………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
……..

8. **What is your objectiveof teaching grammar?**
a. ☐   I have not aspecific aim.
b. ☐   To enrich my syllabus.
c. ☐   To help students to use the grammatical forms fo communication
purposes.
d. Other ends
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………

9. **What are the materials used to support your teaching of grammar?**
a. ☐ Steering materials.
b. ☐ ICT's.
c. ☐ E-books.

Testing grammar in ESP classrooms:

1. **Do you test your students'grammar proficiency?**

☐   Yes.   ☐   No.

2. **Is it because;**
a. ☐ You want to test a student's abilities to apply concept to a new situation.
b. ☐ You want to assess a student's abilities to formulate a correct answer.
c. ☐ You want to motivate your students to memorize the grammatical rules.

3. **What are your most common test formats for testing grammar?**
a. ☐ Multiple choice questions items.
b. ☐ Fill in the gaps items.
c. ☐ True/ false.
d. ☐ Error-recognition items.

Please, say why?

....
....
....
…………………………………………………………………………………………
……………………………………………..

4. **How do you test grammar?**
    a. ☐ **In context.**
    b. ☐ **Out of context.**

Teaching and testing grammar an ESP context;

1. **What are the main obstacles that hinder your teaching and testing of grammar to ESP students?**

………………………………………………………………………………
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Thank you!

APPENDIX 4:

Abou Baker Blkaid University
Faculty of natural sciences and life, and sciences of earth and universe
Department of BIOLOGY
1STsemester English examination

Time allocated: 1H30

Answer to the following questions

<u>**Underline the right response**</u>

Choose only one correct answer:

1- **Ecology is:**
   a- A science that studies the relationship between organisms and their home
   b- A science that studies the relationship between environment and dead organisms
   c- A science that studies the relationship between humans and the environment
   d- A science that studies the relationship between organisms and their progenitors

2- **Everything that surrounds a living thing makes up its :**
   a- Community   b- Population   c-biosphere   d -Materials

3- **The part of the earth that supports life is the:**
   a- galaxy   b- Habitat   c- Stadium   d- Environment

4- **The pyramid of energy in an ecosystem is**
   a- Vertical   b- upright and inverted   c- inverted   d- none

5- **Plants grow in dry conditions are:**
   a- Mesophytes   b- xerophytes   c- Lithophytes   d- Hydrophytes

6- **Which one of the following is the sweetest natural sugar:**
   a- Lactose   b- Glucose   c- sucrose   d- fructose

7- **Which of the following blood protein regulates the amount of water in plasma?**
   a- Haemoglobin   b- Globulin   c- Fibulin   d- fibrin

8- **Global warming is:**
   a- The augmentation of the earth surface temperature
   b- The rise of the water temperature vis-à-vis the earth temperature.
   c- The augmentation of carbon dioxide in the air.
   d- The augmentation of the human body temperature .

9- **Global warming is caused by:**
   a- The water pollution
   b- The air pollution
   c- The noise pollution
   d- All of the above

10. **Alice didn't get a good grade. She wishes she (work)……….harder**

   Worked   had worked

11. The student ——————————- **to submit their reports by the end of this week.**
   a- Have asked   b- Are asked   c- Has asked   d- Are asking

12. This problem .... by your brother yesterday

a) was solved   b) will be solved   c) is solved   d) solves

13. Many things ..... in this house

a) is said   b) are said   c) they say   d) they are said

14.We will .... by that teacher

a) be teached   b) have taught   c) be taught   d) been taught

15- This house ——————————- **in 1970.**
   a- Built   b- Was build   c- Was built   d- Has build

16- **the teacher caught them while they …………………………**

   a- Was talked   b- Is talking   c- Talked   d- Were talking.

17- scientists ……………….investigations.

   a- Are still made   b- Were still made   c- Are still making   d- Have still making

18- he said that he ……………some articles about the human impact on nature.

   a- Writes   b- has written   c- wrote   d- is writing .

19- what is the suitable tense used to express a past wish or regret?

   a- Past simple   b- past perfect   c- past continuous.

20-If only she had seen the doctor earlier. He could have saved her..

   a- wish   b- regret

هدفنا من خلال هذا البحث هو التأكيد على أهمية قواعد اللغة لطلاب LMD 2 قسم البيولوجيا من
.هذا الـ   يتمحور حول تعليم واختبار قواعد اللغة من خلال تقييم كل من الأداء، ا
لحوافز و مواقف المدرسين تجاه النحو بشكل خاص.   تقييم و تحليل استراتيجيات التدريس و
اختبارات القواعد لممارسين ESP التي تؤثر على عملية التعليم والتعلم .
من تدريس النحو من شأنه تحقيق أهداف تواصلية و التي تسعى إليه مناهج التدريس.

تقدير ـ تعليم واختبار قواعد اللغة ـ   درسين.

RESUME :

Notre ambition à travers cette recherche est d'accentuer l'importance de la grammaire pour les étudiants du LMD2 du département de biologie de l'université de Tlemcen. La portée de cette enquête est concernée par le statut de l'enseignement et les tests de la grammaire à travers l'évaluation de chacune de la performance, de la motivation ainsi que l'attitude des enseignants envers la grammaire. Nous avons à la fois tenté d'analyser les stratégies d'enseignement et les tests de grammaire des praticiens ESP qui influencent le processus d'enseignement/ apprentissage, mais aussi démontré que la maitrise de l'enseignement de la grammaire permettrait l'atteinte des objectifs communicationnels.

MOTS CLES :

Evaluation - enseignement et les tests de grammaire - praticiens ESP

SUMMARY:

The aim the present research is to highlight the importance of grammar for LMD2 students at the department of biology at Tlemcen University. The scope of this investigation is concerned with the status of the teaching and testing of grammar through assessing the ESP practitioners' performance, motivation and attitudes towards grammar. In this sense, the investigator tried to analyze the ESP practitioners' strategies and techniques of grammar teaching and testing that would reflect on the teaching/learning process. Secondly, assessment for effective grammar teaching would also serve the context as whole and reach communicative objectives particularly.

KEY WORDS:

Assessment, grammar teaching and testing, ESP practitioners.