



Democratic And Popular Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abou Bakr Belkaid-Tlemcen
Faculty of Letters And Languages
Department of Letters And Foreign Languages
English Section



**ELT IN ALGERIA IN THE LIGHT OF THE COMPETENCY- BASED APPROACH:
DESCRIPTION, ANALYSIS AND PERSPECTIVES:
CASE OF SECONDARY SCHOOL EDUCATION**

Dissertation Submitted to the Department of Foreign Languages in Candidacy of the Degree of
Magister in Applied Linguistics and TEFL

Presented by:

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Academic Year: 2012-2013



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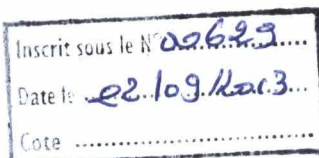
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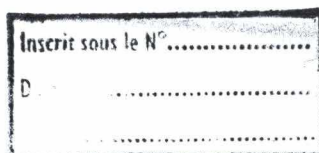
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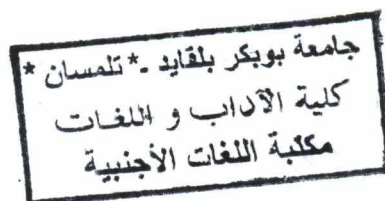
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ABSTRACT

Teaching languages, be they foreign or second, has been considered as the set of activities which are intended to help the learners acquire certain knowledge, bearing in mind that its aim is to facilitate the process of learning. The present study is an investigation in the field of ELT to help EFL learners to manipulate this foreign language. It reflects upon the potential usefulness of the implementation of CBA as a new approach in the teaching/learning of English. Theoretically, the principles underlying this approach are thought to develop further the learning process of English at the secondary level, especially at the third A S. To carry out this investigation, methodologically speaking, the research work has been divided into three interrelated chapters. Chapter one gives a description of the linguistic situation in Algeria where ELT is taking place. It helps us understand the educational, linguistic and social parameters having impact on the learning process of that language. Chapter two gives a definition of the main principles governing the CBA, as a newly-adopted approach in the educational system in general and in ELT in particular. Chapter three presents an analytical work to attest whether the principles of CBA have been conducted harmoniously with the social context, learner's needs and the desired objectives.

Key to Abbreviations and Acronyms

Bac: Baccalaureate

EFL: English as a Foreign Language

ELT: English Language Teaching

ELTM: English Language Teaching Methodology

ESL: English as a Second Language

LLS: Language Learning Strategies

3 A S: Troisième Année Secondaire

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GENERAL INTRODUCTION

The quest of the 'ideally-conceived' EFL method has always preoccupied educationalists, applied linguists, and teachers since English Language Education has become part of the school curriculum of virtually all educational institutions throughout the world, and Algeria is no exception. Central concern to this concern is not simply the proliferation of approaches and methods and which one should impose itself as the most efficient, but to what extent, we have learnt from the weaknesses of certain methods to bring about a final solution within a new supposedly 'ideal' method. The notion of introducing a new method has to be crucially and sceptically adopted before being adapted.

In the case of our study, it is very important to understand the linguistic situation and its manifestations in the educational system in Algeria. The recent reforms focussing on the enhancement of the teaching of foreign languages, not least English, as a process helping our learners quickly grasp the world wide technological and scientific development and more importantly preparing them to behave as world citizens able to use different languages with different people for different purposes. Converging with the same rationale of such a policy, a new method has imposed itself to be reaching the desired outcomes in making our learners know-how join the different types of learning acquired at school to various and pertinent contexts of use. This is to say, that the principles underlying CBA apply to all the disciplines that are part of the school curriculum.

Back to our research aim, the researcher puts clearly the process of implementing CBA in tight link with the main

objective of teaching English in Algeria. As officially stated by the Ministry of Education in 2006, English is taught to help the society integrate harmoniously in modernity while participating thoroughly and entirely with the community which uses this language. In the same line of thought, one may attest that the teaching of English implies the acquisition of linguistic competence in the Chomskyan sense and communicative competence as put forward by Hymes and other transversal ones including some parameters of methodology, technological devices, cultural hints and social factors. All the cited principles may lead the learner develop analytical and critical thinking.

In a way, the departing hypothesis has supposedly been assuming that CBA is going to better the teaching/learning process of English in general and particularly at the level of the third AS of secondary school education. Looking at all the theoretical views on CBA, the implementation of this new method will supposedly lead to a satisfactory level of enhancement and still theoretically, all the pedagogical tools will help in live manner. However, some questions seem to impose themselves before one asserts such an assumption. The questions are as follows:

1. What makes CBA different from the other approaches or methods?
2. Does the teaching content of the ELT textbook New Prospects reflect the principles underlying CBA?
3. To what extent is the amelioration noticeable through the use of a grammar-oriented CBA?

The aforementioned questions would, so to speak, let us formulate the following related hypotheses:

1. In essence CBA is different from the other methods and approaches, not least the traditional teacher-centred ones.
2. It is largely assumed that the home-made ELT textbook New Prospects draws on the CBA pedagogical and educational principles.
3. A grammar-based CBA would strike the balance between the grammar-communication adequacy and therefore equip the learner with a sound knowledge of and about the English language.

Arguably, our attempt to provide adequate answers to the research questions and confirm the validity of our research hypotheses will form the general lay-out of the present dissertation.

CHAPTER ONE

English Language Teaching In Algeria: State of the Art

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CHAPTER ONE

English Language Teaching In Algeria: State of the Art

1.1. Introduction

The linguistic situation in Algeria in the pre-Islamic era, i.e. before the advent of Islam in the seventh century, was characterized by the dominance of three languages: Berber- the native language, Latin- the language of administration and the Hybrid which is actually a mixture of Greek and Latin. At the present time, the main languages in Algeria are Algerian Arabic, Berber, Classical or Modern Standard Arabic. English has also become the increasingly popular language especially in higher education and in labelling many of the modern technologies among youngsters: in computing, mobile phones, internet communications and other ICT-based channels of communication.

It is of paramount importance to understand the linguistic situation and its manifestations in the education system. The recent reform of the educational system, put forward from the academic year 2003, have focussed on the early teaching of foreign languages. The teaching of the French language is introduced in third year of primary education. However, the teaching of English starts in the first year of middle school education when children are aged around eleven and twelve.

1.2. State of ELT in Algeria

Admittedly, English has imposed itself as an international language and has therefore become the most spoken language all over the world. It is estimated that less than fifteen percent of the world population use English as a means of communication, in science, technology. In effect, it is a vehicle that is used globally and will lead to more opportunities. Ourghi (2002) argues that:

It is the primary language of computer software, of the cutting edge in scientific research, of business and management, and of politics and international network...It is also the medium of interaction in countless activities, air traffic control, world organization, prestigious higher studies such as M.B.A academic conferences research and publication.

(Ourghi 2002:55).

Algeria, like the rest of the world recognizes the importance of English, and the role it plays at the international level, for this very reason, it was adopted as a foreign language in its educational system. In the light of globalization process and in addition much importance has been given by the government to the teaching of EFL in all

the educational disciplines. In her national charter (1976), Algeria considers English as: ***"A means that facilitates constant communication with the world, to gain access to modern sciences, modern technologies, and faster creativity in its universal dimensions"***.

Algeria was a French colony for more than one hundred and thirty years (from 1832 to 1962). French is the second language taught in Algerian schools after Arabic, which is the national and official language. English comes as a third language. It is learned when the pupils are in the first year of middle school of middle school and are aged about 12 years old. They start learning English as the third language for a period of three hours a week until the fourth year. After passing the BEM exam, they go to secondary school or what is called informally 'the lycée'. They choose to continue their studies in the secondary level in one of following streams:

- Exact Sciences
- Mathematics
- Architecture
- Economy and Management
- Natural Sciences
- Literary and Foreign Languages
- Literary and Islamic Sciences
- Literary and Human Sciences
- Literary and Philosophy

In the secondary school, pupils have a full curriculum that is, they attend classes from 8 o'clock until 12, and then from 2 till 5 o'clock every day except for Friday, Saturday and Tuesday afternoons. Here at this level, one can recognize that English was not given enough time for pupils, only three hours a week. For this reason, teachers of English

and pupils agree that English should be given more time and more consideration to give it importance and therefore motivate pupils to learn it.

Pupils do not have any opportunity to use this language outside the classroom because we live in an environment that speaks only Arabic and French in some situations outside school. Even the newspapers, books, TV programmes and radio are in Arabic and in French, hence a serious lack of a supportive environment which can consolidate what has been learnt in school.

1.2.1. Learning Languages

Any society has its own reason for education of its young and it chooses to teach them foreign languages, it is because it feels that in some way it fits society's needs. A society creates the context of learning and within this educational framework we can try to meet the needs of the individual. In the same line of thought, Bull notes that **"Getting educated is a personal matter, in contrast, providing education is a social enterprise."** (Bull, cited in Hymes, 1964:37). We can best understand a society's reasons for providing conditions for the learning of foreign languages by examining the status of those languages in the target society and commonly differentiating, as it is the case of Algeria, between a second language and a foreign language.

1.2.1.1. Second Language Learning

A second language, most commonly referred to as L2, is any language learned after the first language or mother tongue (L1). Some languages, often called auxiliary

languages, are used primarily as second languages or *lingua francas*. A person's first language may not be their dominant language, the one they use most or are most comfortable with. For example, the Canadian census defines first language for its purposes as **"the first language learned in childhood and still spoken"**, recognizing that for some, the earliest language may be lost, a process known as language attrition. This can happen when young children move, with or without their family, because of immigration reasons or international adoption, to a new linguistic environment, for example the second and third generations of Algerians who settled in France and the French language has become their L1.

In the Algerian context, so far historically investigated, French fulfils the criteria of second language. French has historically connections and its range of use differs enormously. It can encompass parts of government administration, politics, laws, medicine, internal trade, media and education.

1.2.1.2. Foreign Language Learning

A foreign language is a language not spoken by the people of a certain place: for example, English in Algeria, Tunisia or France. The aim of teaching the language is to increase ease of contact with foreign language speakers inside and/or outside the country. Rivers puts forward other individual dimensions in what follows:

"The learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact" (Rivers 1981:09).

The recent economic and business contacts between different nations of the world call for such a provision of foreign language policies to facilitate the process of exchange. It has become now within the globalization process a must.

1.3. Status of English

The widespread use of English as a means of global and international communication, has generated a considerable and crucial need to learn it either as a first foreign language in non-English speaking countries or as a second foreign language as it is the case in Algeria. In fact, the English language has always the same status as the other foreign languages mainly: French, Spanish, and German. Indeed the important role of English in the political, economic, educational and commercial life with the world, and its emergence as a unique language of science and technology has increased struggle and motivation among people to learn it. It is only recently that English was given the status of a second foreign language by the government, after the French language.

It is worth noting that learners all over the world show a great preference for the English language, at the expense of other languages. They study it in order to pursue the following aims:

1. To improve their capacities to understand material written in English (books, newspapers, magazines, internet and other social networks of communication).
2. To develop their linguistic and cross-communicative skills.
3. To keep pace with the latest scientific and technological development.

4. Be able to exchange ideas and information across nations.

For these reasons, Algeria has undergone significant changes in its educational system and gave more importance to English. Consequently, the teaching of English in Algeria has received a great deal of reinforcement, as a result English is taught for seven years: four years at middle school and three years in the secondary one.

1.4. ELT Situation in Algeria

The English language has imposed itself as a major means of access to anything that happens around the world and is every field: scientific, technological, political, economic, financial etc. It is no longer the property of the United Kingdom and the United States of America alone; it has become a sort of universal language, or more precisely a global language. It is the national language of many countries on the five continents. Even in the ones where it is not a national language, it is the first foreign language taught in schools and colleges. Our country, just like others round the world has had to comply with the situation and to bring it into her Educational system.

That is why the teaching of English is now part of the curriculum in all schools throughout the country. In accordance with the general objectives set to the teaching and learning of foreign languages in our country which state that the learner should achieve communication in its various forms, aspects, and dimensions, four main categories of objectives can be mentioned:

- Socio-cultural objective
- Humanistic objectives
- Educational objectives
- Academic objectives

These objectives could be reached through the development of mental abilities and skills which should be catered for by all the subjects matters included in the curriculum (Arabic, mathematics, and other sciences as well as history and geography and other social sciences) because these skills are the basis for any efficient acquisition of knowledge. They are as follows:

- Knowledge: state, recall, reproduce.
- Comprehension: identify, explain, illustrate.
- Application: predict, select, use construct.
- Analysis: select, compare, and break down.
- Synthesis: summarize, argue, organise, and conclude.
- Evaluation: judge, select, support, attack, evaluate.

(Syllabuses For English 1993:5-7)

1.4.1. The Algerian School

In the post-independence period, the Algerian education system was highly exclusive and geared towards the training of French colonial elite. With the creation of the Ministry of Education in 1963, the process of building an inclusive and open national education system was set in motion. Since then, many reforms have occurred. An education reform passed in 1971 introduced the nine-year basic education programme. Further reforms in 1976 extended the period of compulsory education from six years to 16 years

while also guaranteeing that education at every level is provided free to all. In addition to guaranteeing tuition-free instruction, the reforms of 1976 mandated that education be the exclusive domain of the state, i.e. no private schooling education and all schools are state-run institutions. Reacting to a need to reduce the burden on the state, the government passed an executive decree in 2004 that amended the 1976 reforms and explicitly allowed for the establishment of private institutions of education under well-defined regulations. The Ministry of National Education is responsible for the running and of primary, middle and secondary education.

(a) Primary Education

The first five years of schooling are compulsory for all children of school age (usually age six and above). French is the only foreign language taught at the primary level. Students start learning French a first foreign language from the third year of primary education where English is not taught at all.

(b) Middle Education

English is introduced in the first year of Middle school education, at the beginning it is considered as the second foreign language. It is taught for four year. New syllabuses have been designed and new textbooks have been published incorporating the principles of the new approach, the Competency-Based Approach, or CBA for short.

At the end of Middle school education, students take the national Middle education certificate examination (BEM)

Brevet d' Enseignement Moyen). Students who are successful on the examination and in their final year of studies are awarded the BEM, which gives them access to Secondary Education and allows them to enter the 'lycée', the educational institution ensuring secondary education.

(c) Secondary Education

At this level English is taught for all streams. The English test is an integral part of the Baccalaureate examination. Compared to the other streams, some importance is given to the English at the literary stream because of the high coefficient that is assigned to that language.

1.4.2. Learner's Knowledge in Middle School Education

The learners at their second year of learning English are supposed to have attended at least 200 hours of foreign language teaching classes. Thus, it is assumed that they acquire during this period of time a basic English (structures and vocabulary) necessary to express the four main functions of the language which are description, instruction, narration, and socialising in the four basic linguistic skills (listening, speaking, reading and writing) As a result they are expected to master the basic characteristics of the language which are:

- Listening to and understanding aural messages
- Guided production of simple oral messages
- Reading of simple passages and showing their understanding through performing various activities or tasks of linguistic checking.
- Writing free or guided productions using the provided notes

- Taking notes and writing simple summaries of medium length texts. (ibid).

1.4.3. English as Part of the School Curriculum

A knowledge of the role of English in the overall curriculum will help us make an assessment of our pupils' likely level of motivation. First of all, the teacher is given a very limited time-table, secondly, although the number of hours of English instruction has increased in middle school institutions through the introduction of English at the first year level, the proficiency level remains below average and finally, there is a serious lack of motivation that explicitly manifested by pupils, in addition to a negative attitude towards the English language.

1.4.4. Pupils' Attitudes and Motivation

English teaching in Algeria is being weakened by problems due to pupils' motivation and attitudes towards the English language. Indeed, experimental studies carried out by Lambert (1965) and Gardner and Lambert (1972) concluded that attitudinal and motivational variables could reveal a lot about the propensity to learn a new language. In this respect, Lambert (1965) contends that:

The learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language. His motivation to learn is thought to be determined by his attitudes and his orientation toward learning a second language.

(Lambert, quoted in Allen 1965:39)

The quotation is a convenient summary of the point which the present discussion has now reached. The development of positive attitudes is not an end in itself, for attitude

influences something equally important: motivation. Simply put, rather than attempting to establish a case for either as more important than the other, it would be wiser to claim that they are both of equal weight. We reach the conclusion that attitudes and motivation are powerful drives in all successful learning and are still cited in education literature as important aspects of learning performance.

Arguably, positive attitudes and high level of motivation predict or correlate, to, a greater extent, with success in language learning. Yet, as regards the situation in Algeria, most teachers regretfully say that many pupils lack for the most part any real motivation, as they do not perceive a clear communicative need for the use of the English language; in many schools, there seems to be no reasons for learning a foreign language at all, except that it happens to be on the school curriculum. As Harmer has rightly pointed out:

Many students study English because they have to. English is part of the school curriculum because a decision has been taken by someone in authority that it should be so.

(Harmer 1983:2)

On the other hand, pupils often find themselves studying subjects that do not, on the surface, seem to fit their immediate needs and interests. Hence, there is neither instrumental nor integrative motivation to learn the language. Worse still, many teachers feel powerless to change anything and feel that their best efforts are showing few results.

1.4.5. Physical Conditions

The physical conditions involve the size and conditions of the classroom, as well the learning facilities. The size of the classroom, as it has been referred to earlier, has undeniably great effect on the language learning/teaching process. Communicative Language Teaching, in essence, requires a limited number of pupils (Holliday 1997). The number of pupils in Algerian classrooms is relatively very high; in most cases it exceeds forty pupils. There are on average forty-two pupils per class in Middle and Secondary Schools in the area of Tlemcen. The pupils sit in four rows on shared benches so that their arms rub and their textbooks and notebooks overlap. There is barely room to walk between the rows of tables. This 'overload' presents the teacher with problems of management and discipline. Many teachers have expressed their inability to introduce communicative language teaching methodologies in the reality of classroom with forty plus pupils. Language inspectors often complain about the reluctance of many teachers to adopt the communicative approach. In effect, it is very difficult for teachers who usually have to cope with overcrowded classrooms, to implement Communicative Language Teaching based on more egalitarian and decentralized ways of interacting and learning.

What is more, the deterioration of the conditions of some classrooms (black-board, tables, chairs, light, etc.) represents serious set-backs. What is more, resources such as school library, duplicating facilities and audio-visual equipment are minimal or non-existent in many institutions. This implies that there is a heavy use of the blackboard and no other audio-visual aids are employed. Another factor which unnecessarily increases the teachers' workload is the lack of

textbooks. Indeed, textbook availability is one of the problems that proved to be extremely frustrating for most English teachers. This would mean a heavy enough burden on the individual teacher.

1.4.6. Pupils Indiscipline

Another background issue concerns pupils' indiscipline. The major problem before the teacher in most Middle and Secondary schools is to establish discipline. Many teachers report with disgust that the forms of indiscipline that they see among pupils are unprecedented. They also note that the amount of time and energy spent on establishing discipline represents more than one third of the allocated teaching time. An important challenge for teachers is to utilize their energy in teaching or disciplining pupils. The root cause of this is perhaps the large number of pupils in each class. There are other reasons, too, which are worth taking note of.

Some teachers confirm that coeducation also has a hand in today's classroom indiscipline. Amine, a thirty-eight years old English teacher, reports that in a mixed classroom where all the learners are teenagers (highly influenced by satellite channels), the classroom is no longer the realm of learning but rather a place for dating. Another old teacher notes that the Algerian School has totally lost some fundamental qualities like moral conduct, humility and civility. He adds that in the past when the teacher enters the classroom at the beginning of a lesson, pupils stand at attention, and sit down to wait for instructions. When they wish to ask a question, they raise their hand. When asked a question, they stand up to give the answer. At the end of the

lesson, they wait the teacher to dismiss them before leaving the classroom.

The issue of classroom indiscipline has been raised in several pedagogical training reports. This is seen in the following statements:

Except a few pupils who are really interested in learning English, many others take this language as a subject for joking. They either make noise to disturb the teacher.

The problem of indiscipline is one of the factors that affect negatively the learning and teaching process. So, we realize that this problem is increasing and the role of the teacher is becoming more and more difficult. (Benmoussat 2003:146).

1.5. English Language Teaching Methodologies

A method consists of the use of a certain number of techniques in a systematic way in order to achieve the aim of language teaching. A method includes the lesson plan, the syllabus, the textbook, other teaching materials and the number of teaching periods. It also includes decisions made about language teaching outside the classroom. All these components must be in harmony with the basic principles of the selected approach. Anthony defines a method as:

" an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods".

(Anthony In Allen and Campbell 1993: 95)

1.5.1. Grammar Translation Method

The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Until the turn of the century, the chief method for language learning was the Grammar Translation Method; the Grammar Translation Method was first known in the USA as the Prussian Method.

It is a way of studying a language that approaches the language, it consisted mainly in learning by heart conjugations, sets of grammatical rules defining the different parts of speech followed by application of this knowledge to task translating sentences and texts into and out of the target language with the aid of bilingual dictionary. **Rivers** says that :

"...this method, then, aims at inculcating an understanding of the grammar of the language, expressed in traditional terms, and at training the student to write the language accurately by regular practice in translating from his native language. It aims at providing the student with a wide literary vocabulary often of an unnecessarily detailed nature it aims at training the student extract the meaning from foreign texts by translation into the native language and at advanced stages to appreciate the literary significance and value of what he has been reading".

(Rivers 1968:16)

Hence, it views language learning consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. In this very specific context, Reading and writing are the major focus in the Grammar Translation Method; little or no systematic attention is paid to speaking or listening, i.e. it emphasizes mainly the writing skill of student while

giving very little emphasis to the oral side of learning. According to this method foreign language learning is based on explanation and memorization of rules of grammar rather than a practice of discourse. The learning is accomplished through the practice of written exercises and translation activities from the target language to the L1 or from L1 to the target language. The main advantage is that the mind is developed through logical analysis and the learning of paradigms.

The vocabulary selection is based solely on the reading texts used, and words are taught through bilingual -word lists, dictionary study and memorization. In a typical Grammar Translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents and translation exercises are prescribed. The sentence is the basic unit of teaching and language practice. Much of lesson is devoted to translating sentences into and out of target language and it is this focus on the sentence that is a distinctive feature of the method.

Earlier approaches foreign language study used grammar as an aid to the study of texts in a foreign language .But this was thought to be too different for students in secondary schools , and the focus on the sentences was an attempt to make language learning easier. Accuracy is emphasized, i.e. students are expected to attain high standard in translation because of **"The high priority attached to meticulous standards of accuracy which as well as having an intrinsic moral value , was a prerequisite for**

passing the increasing number of formal written examinations that grew up during the century." (Howatt 1984: 132).

Grammar is taught deductively -that is, by presentation and study of grammar rules, which are then practised through translation exercises .In most grammar translation texts a syllabus was followed for the sequencing of grammar points through out a text and there was an attempt to teach grammar in an organized and systematic way.

The student's native language is the medium of instruction .It is used to explain new items and to enable comparison to be made between the foreign language and the student's native language. An author like Wilkins (1967) underlines the student's potential for memorizing. If learning by heart advocated by the Indirect Method is a very effective devise for memorization, this does not prove that the students will learn better. As for the defects inherent to the method, they are, as **Rivers** states:

"...little stress is laid on accurate pronunciation and intonation, communication skills are neglected; there is a great deal of stress on Knowing rules and exceptions, but little training is in using language actively to express one's own meaning, even in writing ... (as for the language learned, it is an...) artificial forms of language, some of which are rare some old-fashioned, many of little use".

(Rivers 1968:17-18)

In Germany, England, France, and other parts of Europe, new approaches to language teaching were developed by individual language teaching specialists, each with a specific method for reforming the teaching for modern language:

1- The Frenchman Marcel referred to child language learning as a model for Language Teaching, emphasized the importance of meaning, and proposed that reading should be taught before other skills.

2- The Englishman Prendergast was one of the first to record the observation that children use contextual and situational cues to interpret utterances and that they use memorized phases in speaking.

3- The Frenchman Gouin perhaps the best known of these mid -19th century reformers. Gouin developed an approach to teaching a foreign language based on his observation of children's use of language, i.e. focussing on the communicative function of language.

To sum up the principles of the Grammar Translation Method in few words , it can be said that it underlines the universal aspects of the language taught ; grammar is taught , so that the students can understand the structural elements of the foreign language ; the explanation of the contents of words and sentences in the mother tongue plays an important role; the language learned is primarily of a literary type, hence the inclusion of literary masterpieces in classroom contents.

1.5.2. Direct Method

The Direct Method came as a direct reaction against the translation method which failed to give the students the conviction that they were learning a living foreign language. Foreign language learning was of a highly developed exercise

of translation and learning by heart. As for grammar teaching, it was done through a deductive approach: from rules to illustrations. The grammar translation method, failed to impart in the students the feeling of learning a living language which could be put into practice for everyday use. There was another reason for the change, which was the expanding colonialism of the early 18th to the beginning of the 20th century, and also the development of the trade on the international level. All these factors led people to be forced to speak and occasionally write a foreign language in order to be able to communicate with people speaking other languages.

In Germany, in the 1870s the most widely used method was the Reform Method that gave birth to different versions (the Natural Method, the Oral Method) of today's Direct Method which emphasizes on speaking rather than just reading and writing. The Direct Method was then associated with reformers' names likes Gouin, Walter and Berlitz. Some others think rightly that the first pioneer of the Direct Method is the Czech educationist Comenius. This latter, in his 'Didactica Magna' (1568), laid the foundations of the Direct Method. Saveur (1825-1907) used intensive oral interaction in the target language employing questions as a way of presenting and eliciting language. His method soon became referred to as The Natural Method. Saveur and other reformers believed in the Natural Method argued that a foreign language could be taught without translation or the use of the mother tongue if meaning was conveyed directly through demonstration and action.

The German scholar Franke wrote on the psychological principles of direct association between forms and meanings

in the teaching language and provided a theoretical justification for a monolingual approach to teaching (The Berlitz Method). In practice it stood for the following principles and procedures:

- Classroom instruction to be conducted exclusively in the target language.
- Only everyday vocabulary and sentences are to be taught.
- Oral communication skills to be built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
- Grammar was taught inductively through practice from examples to rules of grammar, while reading was based on oral material, comprehension was tested through foreign language questions.
- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

These principles form the backbone of the natural method and represent the 'holy' guidelines, so to speak, for

teaching oral language. They are still followed in contemporary Berlitz schools:

- Never translate: *demonstrate.*
- Never Explain: *act*
- Never make a speech: *ask questions*
- Never imitate mistakes: *correct*
- Never speak with single words: *use sentences*
- Never speak too much: *make students speak much*
- Never use the book: *use your lesson plan*
- Never jump around: *follow your plan*
- Never go too fast: *keep the pace of student*
- Never speak too quickly: *speak normally*
- Never speak slowly: *speak normally*
- Never speak too loudly: *speak naturally*
- Never be impatient: *take it easy*

(Titone 1968:100-1)

As it indicates the Direct Method is characterized by a total refusal of the direct exercise of translation. This method avoids establishing in the student's mind a network of equivalents between L1 and L2 advocated by the Indirect Method, because of the risk of error-making.

The Direct Method emphasizes the contact without any intermediary between the foreign language and the references. The teacher's task is to place the student in a linguistic bath that is lacking outside the classroom, and also to produce the necessary and more or less natural conditions for the learning. The Direct Method bases its assumptions on the idea that a child learns his mother tongue by being simply exposed to it. The procedure is as follows: the teacher

utters something in the foreign language while he points to an object or performs an action before the students. The accent is put on the exercises of presentation and description of reality, which leads to a better and quicker comprehension by means of induction, analogies inferences, etc. The Direct Method does not mean a very strict selection of lexical and grammatical items by the teacher, but rather a kind of filtering undertaken by the student since this latter is presented with a very large range of items offered by classroom. The main advantage of the method is that there is a direct connection between the object and the object referred to.

It avoids confusion with the mother tongue, which can be obtrusive because of the likely interferences between the L1 and the target language; it does not use translation, for the latter can be of limited value when accurate translation is not possible, or when there is no one-to-one equivalent. The method leads to spontaneous responses allowing them to acquire all the sounds of foreign language and to discover the underlying rules of grammar.

The disadvantages of Direct Method are that it makes great demands on professionalism, gifts, experience, energy and spontaneity of the teacher to solve pedagogical problems. It is time -consuming because translation as a saving - time technique is never used. It proves to be disappointing in examination. It is difficult for the teacher to get ideas across mostly in abstract domains. Besides, it plunges **"...the student into expressing himself too soon in the foreign language in a relatively unstructured situation"**. (Rivers 1968:20). One may say that the Direct Method means a

total refusal of translation and use of mother tongue. It implies a direct contact with the foreign language. The procedures are the following: either by pointing to objects or by acting. Of course, this practice pre-supposes a one-to-one correspondence between L1 and L2 terms, which does not occur systematically.

1.5.3. Communicative Language Teaching

The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the classical methods. Linguists felt that students were not learning enough realistic, whole language. Chomsky, in his book Syntactic Structures (1957) had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language the creativity and uniqueness of individual sentences.

British applied linguists, on the other hand emphasized on another dimension of language which the functional and communicative potential of language. They were at a loss to communicate in culture of language they studied. Interest and development of communicative style teaching mushroomed in the 1970s; authentic language use and classroom exchange where students engaged in real communication with one another became quite popular. In the intervening years, the Communicative approach has been adapted to the elementary, middle, secondary and post-secondary levels, besides the underlying philosophy has spawned different teaching methods known under a variety of names such as Notional-Functional, Teaching for Proficiency-Based Instruction, and Communicative Language Teaching.

Communicative Language Teaching, or CLT for short, was based on the theories of British functional linguists, such as Firth and Halliday as well as American sociolinguists such as Hymes , Gumperz and Labov and the writings of Austin and Searle on speech acts. For some this approach means little more than integration of grammatical and functional teaching . Littlewood states **"One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language"** (Littlewood 1981:1). For others, however, it means using procedures where by learning work in pairs or group employing available language resources in problem-solving tasks. CLT makes use of real-life situation that demands communication .The teacher sets up a situation in which the students are likely to encounter in real-life. Unlike Audio-Linguists Method of language teaching, which relies on repetition and drills, the communicative approach leaves students in suspense. The real-life simulations change from day to day. Student's motivation to learn comes from their desire to communicate about meaningful topics, in meaningful ways .Bernz, an expert in the field communicative language teaching, wrote in explaining Firth's view

"Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look the use (function) of language in context, both its linguist's context (what is uttered before and after a given piece of discourse) and its social, or situational, context(who is speaking? what their social roles are? why they have come together to speak)".

(Berns, 1984:p5)

This antistructural view can be held to represent the language learning version of a more general learning perspective usually referred to as "learning by doing" or "the experience approach". (Hilgard and Browser 1966). This notion of direct rather than delayed practice of communicative acts is central to most Communicative Language Teaching interpretations. The focus on communicative and contextual factors in language use also has antecedent in the work of the anthropologist Malinowski and his colleague, the linguist Firth. British applied linguists usually credit Firth with focusing attention on discourse as subject and context for language analysis. Firth also stressed that language needs to be studied in the broader of socio-cultural context of its use, which includes participants, their behaviour and beliefs, the objects of linguistic discussion, and word choice. Both Halliday and Hymes, frequently cited by Advocates of Communicative Language Teaching, acknowledge primary debts to the Polish anthropologist Malinowski and the American Anthro-linguist Firth.

Another frequently cited characteristic or dimension of CLT, is its learner-centredness and experience-based view of foreign language teaching. An important American national curriculum commission which was held in the 1930s, proposed the adoption of an Experience Curriculum in English. The report of commission began with the premise that: **"Experience is the best of all schools ...the ideal Curriculum consists of well selected Experience"**. (Cited in Applebee 1974:199)

Individual learners were also seen as processing unique interests, styles, needs, and goals, which should be reflected in the design of methods of instruction. Teachers

on the other hand, encouraged to develop learning materials **"on the bases of particular needs manifested by the class"** (Applebee 1974:150). Common to all versions of Communicative Language Teaching, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviour, and for classroom activities and techniques .

1.5.4. Competency-Based Approach: an Overview

The competency- Based Approach, or CBA for short, has been introduced in the educational system since 2003. The principles underlying this approach apply to all the disciplines that are part of the school curriculum. Historically speaking, Competency-based approach was first introduced in the USA in the early 1970s. However, it started gaining ground throughout the world in 1990s to overcome the shortcomings and weaknesses of the teaching - by objective methods. More details about this newly implemented approach will be discussed in detail in the subsequent chapters.

1.6. Conclusion

The widespread use of English as a an important means of global and international communication, has given rise to a felt and crucial need and manifestation to learn it either as a first foreign language in non-English speaking countries or as a second foreign language as it is the case in Algeria.

For these reasons, Algeria has introduced changes in its educational system and gives more importance to English. As from September 2003, a new methodology was

implemented in the educational system, the Competency Based Approach. Indeed, the approach makes the learners acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of his knowledge.

CHAPTER TWO

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CHAPTER TWO

Description of the Teaching-Learning Situation

2.1. Introduction

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

To better reach such purposes, a number of research instruments have been selected, namely a class observation and questionnaires addressed to both teachers and their learners. The major aim of varying instrumentation is allowing a more objective testing of the validity of the different hypotheses leading our empirical work. It is appropriate to note that, data are collected on teachers as well as on learners to ensure a wider and a clearer view of the teaching/learning context in which EFL is taught. For further clarifications, the learners' textbook New Prospects was examined, too.

2.2. English in the Curriculum

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

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

The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging

ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the Other.

(Programme of English as a Second Foreign Language, 2003:2)

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

2.2.1. EFL at the Secondary School

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

As far as EFL is concerned, **"It is part of the curriculum regardless of the learners" stream (literary, scientific or technological) and represents an additional facet to the general learning and instruction of pupils"** (Ourghi, 2002:24). At the level of 3AS, the teacher introduces learners to a systematic study of discourse patterns and language functions that give learners the opportunity **"to process content relating to their lives and backgrounds and to develop both fluency and accuracy"** (Teacher's Guide, 2007:59). These pupils are also exposed to different types and styles of discourse and are supposed to have an acceptable command of the main functions to have the capacity to express themselves.

By the end of Secondary Education, learners are thus, expected to acquire a functional knowledge of English that may enable them to gain an ability to express themselves orally and in writing in a fluent, accurate, and meaningful English, inside and outside the classroom setting.

They are then, meant to **"be prepared to interact with various language situations they will encounter in real life"**

(Teacher's Guide, 2007:60). It is further assumed that such task should be accumulated by the teacher, using whatever materials; he/she may find at his/her disposal and by exposing his/her learners to the target language, inside his/her classroom. The 3AS Literature and Philosophy pupils study English in accordance with a number of subject-matters. These latter differ in coefficient and time load. The following table illustrates the diversity in time load and coefficient among the English subject and the other studied subject-matters for 3AS/ LPH stream:

Subject-matter	Time Load per week (hours)	Coefficient
Arabic and Literature	7hs	6
French	4	3
English	4	3
History & Geography	4	4
Mathematics	2	2
Philosophy	7	6

Islamic Sciences	2	2
Sports	2	1
English time load and coefficient	4/32	3/27

Table (2.1) English Time Load and Coefficient in the Curriculum of 3AS-LPH-stream (Curriculum of English 3AS, 2007:130)

As one can see the aforementioned table shows the position that English has in the curriculum of 3AS-LPH learners. Compared to other literary subject-matters, English is considered as an additional subject-matter with a low coefficient that does not reflect its the importance as an international language and the language of science and technology. While studying English, 3AS learners are supposed to deal with a number of themes which differ from one stream to another. The list below gives an idea about the suggested themes for 3AS learners:

Themes: 01 Ancient Civilizations

Themes: 02 Ethics in Business

Themes: 03 Educations in the World

Themes: 04 Advertising, Consumers and Safety

Themes: 05 Astronomy and the Solar System

Themes: 06 Feelings and Emotions

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

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

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

Each of the four themes is supposed to be covered in twenty-two (22) teaching hours, giving chance to learners to use the taught functions and practice the discourse patterns in such a way as "**to instil in learners ease and confidence in their communicative use of English**" (New Prospects, Teacher's Guide, 2007: 70). All along each single unit, the learners are introduced to a variety of grammatical structures, which are meant to foster learners' communicative ability.

In New Prospects (the learners' textbook), learners are supposed to study the proposed grammatical structures

within a communicative frame work. Learners are thus, made aware that grammar is no more seen as the abstract system of the language that is studied in isolation, but rather as a medium of communication.

Among the twenty-two 22 teaching hours devoted to each individual unit, two (2) or three (3) hours are to be directed to the introduction, organization and presentation of the project, which is supposed to be **"The visible and assessable manifestation of the students" competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the unit"** (New Prospects, Teacher's Guide, 2007: 68)

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

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

However, this is not always the case in our secondary schools. For two main raisons: From one side "English is predominantly used in schools, with a limited function in wider community. That is to say, the learners' **exposure to ELL is essentially confined to the classroom"** (Ourghi,

2002:22). And from the other, many studies have revealed that the language that the learners are exposed to inside the classroom setting is **"often unlike the language they will encounter in talking to native speakers outside the classroom"** (Allwright & Bailey 1996:140). Since much of the teacher's talk is a mixture of display and referential questions that do not look like native speakers' speech.

All these circumstances have made the teaching and learning outcomes and the Baccalaureate results far from being satisfactory. Learners do not seem to have practical goals for learning English. Regrettably however, they are instead "learning English" for merely passing their Baccalaureate exam without even establishing an ability of communicating effectively.

2.2.2. The Approach: The Competency-Based Approach

The Algerian Ministry of Education has recently launched a series of educational reforms by introducing the Competency-Based Approach, which paved its way to the secondary education, as a result of the educational reforms initiated in the academic year (2005/2006). Thus, a transition from teacher to learner-centred instruction for all subjects including English was highly recommended. Such shift was targeted towards developing in learners to some extent a communicative ability in English to meet the needs of globalization. This change implies that the teacher should centre the teaching process on his learners. Experiencing the communicative approach, during the last few years, has shown that **"Even if the pupil has reached a certain mastery of the language, the fact is that in practice his performance has remained at a very low level"**

(Programme of English as a foreign language, 2003:5). Such circumstances have urged educationalists to reconsider the English language teaching approach and consequently gave birth to the CBA approach. The approach by competencies consists in helping the pupil acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of his/her knowledge. It also makes the learner become aware of the resources he/she develops and teaches him/her how to re-invest the learning acquired at school in problem-situations he/she may face outside school.

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

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

2.2.2.1. Pedagogical Objectives of the CBA

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

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

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

3AS classes, with regard to the importance of such year for the majority of learners.

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

The educational scene has suffered an important change in recent years, as a result both the learning process and the learning environment become subject to variation. From one part the pupils' role has turned into an active one and from the other the teacher is no more the centre of the teaching /learning act. Taking the change requirements into account, EFL teachers who are required to implement this learner-centred policy may face a number of challenges in the educational context in which they work and related to the new goals they want to achieve. Not only they have to teach, but also learn what and how to teach, while applying the new approach principles.

Because, *"Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players"* (Richard et al, 2006: 2). It is worthwhile considering that in spite of the reforms, most EFL teachers are still used to the teaching methods they were familiar with. In addition to that, and taking into account the learners' level and the limitation of using the English language outside the classroom setting, it seems unrealistic to assume in advance that all learners will be able to make their own choices and take the responsibility of their own learning process. Accordingly, *"There seems to be a clear discrepancy between the stated objectives and the educational conditions that prevail in EFL teaching settings"*

to accomplish the desired objectives" (Benmoussat, 2003).

That is why; teachers need to be given a chance to reflect on how they are required to implement the CBA approach in such circumstances. Since, they were often left behind without a special training on what constitutes the main tenets of the new approach and the most effective ways of implementing them. In effect, several discussions with many English teachers at the level of the school in question as well as at the level of the willaya of Bechar during a seminar held about the introduction of the 3AS new textbook: New Prospects revealed confusion about the reform's principles and their application.

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

2.3. Description of the Teaching/Learning Situation

Secondary education lasts three years and is directed towards preparing pupils to a formal exam (the BAC) held at the end of the third year. A target, which many learners aim to achieve, with regard to the importance of such exam for their future. This latter constitutes a door key to higher education and the degree of success in such exam shapes somehow these learners' future. It is generally

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

2.3.1. The School

The conditions in which the teacher fulfils his/her task have always played a crucial role both in the teaching process and in motivating learners. These may include the size of the class which, if large, can present the teacher with problems of management and organization, the blackboard, the light, heating in winter, decoration, etc. In fact, as stated by Dubin and Olshtain (1988) **"The actual physical environment of the classroom (light, shape of the room, etc) is also significant and may affect the learning process positively or negatively"** (Dubin & Olshtain, 1988:32). For a better clarification of the research objectives, it seems paramount to speak about the teaching conditions inside School, the school chosen for our case study. A choice was made on the school in question, for two main reasons: First of all for its diversity nature in terms of

the available streams that can constitute a basis for a research population selection. And second because of the investigator's familiarity with the school surrounding, particularly the working conditions characterizing it. This was possible since the investigator is one of the teachers taking charge of teaching the English subject at the school in question. Such fact can eliminate the host of factors that may result from learners and observed teachers' unfamiliarity with the investigator. As they may also exclude anxiety from both parts, either during the pre research step (submitting the questionnaires) or during the observation stage (classroom observation). The investigator has also the advantage of having both time and colleagues cooperation at her hand, on what concerns planning the class observation sessions, submitting and clarifying the objectives of the questionnaires and organizing meetings with the teachers in question as well.

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

It counts among its pupils 55 boarders and 543 day pupils. Most of the boarders come from neighbouring villages, which either do not contain technical education or do not have a secondary school at all.

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

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

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

2.3.2. Time Load

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

2.3.3. Teaching Materials

As for the English lessons in general and those of grammar in particular, most of the 3AS teachers rely on two main resources: the learners' textbook and the Teachers' Guide

which would **"not only provide procedures for the lesson in the student's book, but also offer suggestions and alternatives, extra activities, and resources"** (Harmer, 2001:304)

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

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

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

2.3.3.1. The Textbook

Likewise to the teachers' and learners' roles is the role of the textbook material in providing both edges of the educational scene with the necessary tools, to accomplish and complement a favourable teaching /learning process. In this respect, Ur (1996) states that "***The textbook represents a clear frame work, and helps teachers to regulate and time the programme; perhaps paradoxically provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas.***"(Ur, 1996 :193).

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

intended grammatical structure.

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

As far as grammar is concerned, learners are supposed to have acquired the necessary language forms at the level of 1AS and 2AS which are repeated slightly throughout the textbook to allow a more or less an appropriate recycling of grammatical knowledge through repeated practice. Thus, **"there will be necessary returns to previously studied aspects of language, approached during the first and second years. Teachers will expect their students to revise, practice and consolidate their knowledge in so doing**

(Teacher's Guide, 2007:60).

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

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

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

Few are the teachers who make resort to any form of adapting concerning the proposed tasks, with regard to the short span

experience with both the new approach and its teaching aids. Consequently, they find themselves in a situation, where content of the textbook is transferred to learners, in the absence of any sort of training and namely the field's specialists' guidance.

(i) New Prospects Design

New Prospect is the official textbook for 3AS learners who have undergone reforms. Its main principles rest on **"communicative language teaching, which engages learners in real and meaningful communication. By real, we mean that the learners are given opportunities to process content relating to their lives and backgrounds and to develop both fluency and accuracy"** (Teacher's Guide, 2006:59).

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

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

Taking account of all these considerations, New

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

(ii) Grammar in New Prospects

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

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

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

With *New Prospect*, learners have the opportunity to revise grammatical structures on their own. They are allowed to do so by coming back to the Grammar Reference rubric 5 **"a section which contains in fact all grammatical lessons"** (Foreword of learners' book:5). What is remarkable in *New Prospects* is that some grammatical points are repeated periodically in the same units. This constitutes a valuable opportunity to learners, to revise and practice them repeatedly.

As far as teaching grammar in the CBA is concerned, most teachers claimed that teaching inductive grammar to pupils who have undergone reforms seems to be most appropriate. Yet, dealing with grammar as such differs from one teacher to another. For some getting learners to rely on their own competencies in answering grammar desk questions and referring to the grammar reference for more understanding of the point before moving to practice seems the 'ideal' method. While others see that it would be more convenient to lead their pupils slowly dealing with the pattern, i.e. going throughout presentation tasks that enable them to deduce a reminder on their own. This diverging points of viewing grammar teaching can be justified by the fact that, teachers were left behind untrained in what constitutes the main principles for teaching grammar of the target language to their learners, and they appear to be unable to agree on a single method for teaching that grammar.

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

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

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

2.3.4. Teachers' Profile

As far as the secondary school is concerned, the English teaching team constitutes of four teachers almost similar in respect of educational qualifications (Licence d'Enseignement

d'Anglais), but differ in terms of age, teaching experience at the secondary school level, socio-economic status and their reputation at the school. One of these teachers has been randomly assigned to be observed during a number of sessions, which can constitute the basis for the data collected, during the class observation sessions.

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

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

2.3.5. Teaching Conditions

As a result of the overloaded syllabus and the difficulty of its content for most learners, many teachers were faced with situations of lack of motivation and loss of concentration among learners in overcrowded classrooms. As far as the teaching conditions are concerned, teachers who were required to implement the learner-centred approach were bound with a number of challenges. Such challenges which are

most of the time related to the new goals they are required to achieve have consequently trapped these teachers in an endless number of teaching constraints. In addition to these unsatisfactory teaching conditions, teachers were implied to change their traditional roles, requiring them to centre the teaching process on learners rather on themselves.

Such unexpected roles' reversal was not really welcomed by most of the teachers who found themselves facing a real dilemma, and unable to bridge the gap between the new range of roles they are expected to manifest and the learners' inherited role. Part of the responsibility lies on educators' backs who did not lay the ground to ensure more or less convenient circumstances for the introduction of the new approach principles to the Baccalaureate candidates. Apart from a seminar or a study day held once or twice a year, based merely on defining the new concept teaching goals and principles, teachers were neither introduced to the new approach leading procedure, nor were trained for its application in the teaching field. As a result, teachers have few opportunities to develop and improve their teaching practices.

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

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

2.3.6. Learners' Profile

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

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

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

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

2.4 Conclusion

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

CHAPTER THREE

The Competency-based Approach: Towards a Grammar-Oriented Approach

3.1. Introduction

3.2. Reflections and Pedagogical Implications

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3.3. Conclusion

CHAPTER THREE

The Competency-based Approach: Towards a Grammar-Oriented Approach

3.1. Introduction

The previous chapter has provided some of the causes explaining learners' failure to use their grammatical knowledge to achieve communicative purposes, the present chapter will be targeted towards proposing alternatives and, hopefully suggesting useful recommendations regarding grammar teaching to help teachers as well as learners tackle the problem described in the previous chapters, in an attempt to provide teachers with insights for practicing, assessing as well as fostering both their learners' grammatical knowledge and ability.

Our proposed solutions were built upon a number of factors that have directly or indirectly affected learners' grammar outcomes; namely the diversity in English language teaching and learning objectives and perspectives among the two major poles of the educational scene: teachers and learners, learners and some teachers' negative attitudes towards learning and teaching English in general, the difficulty of the local constraints that surround English teaching after the introduction of the CBA approach, besides the target language low coefficient which has directly affected learners' invested efforts in learning the target language in general. Add to learners' low motivation and proficiency level, and their inability to benefit from using learning strategies to enhance their language learning in general and their grammar learning in particular.

The remedial proposals are as well concerned about teacher's methodology and teaching practices, his perceived role in providing the favourable conditions for the target language learning to increase the learners' interests, enhance their motivation, and above all to meet their learning needs. A major part of these proposals will be concerned with raising the teacher's awareness about the role of learning strategy instruction in particular strategies for learning grammar in training learners in taking responsibilities of their own learning, in an attempt to ease their acceptance of their new role as full autonomous in the light of the CBA approach.

To scrutinize the problem under study, some suggestions will be directed towards learners' needs for a reflective learning that may foster their autonomy, besides increasing

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

3.2. Reflections and Pedagogical Implications

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

Arguably, besides the already mentioned circumstances, the investigated problem is also deeply rooted in a combination of teaching and learning false assumptions about the teaching / learning of EFL. Examples of these are the teachers and learners' negative attitudes about the target language, the overloaded programme, the English language low coefficient , some learners lack of awareness of learning the English language grammar objectives, and above all insufficient and inadequate assessment practices. Taking into account all these teaching/learning constraints, teachers

should adopt a teaching methodology that is consistent with the EFL teaching / learning requirements in Algeria and to learners' background knowledge, individual abilities and learning style and strategies. Regarding the points mentioned up to here, the need for a solution to avoid the shortcomings of these stances, is strongly felt. In this regard, three of the main teaching / learning situation variables are to be considered: the teacher, his employed teaching methodology and the learner.

3.2.1. Implications for Teacher Training

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

- **English team meetings:** teachers both experienced and novice needs to cooperate and collaborate collectively to discuss the different issues arising from their everyday contact with the teaching/learning situation in prearranged meetings.
- **Internal pedagogical sessions:** regular observation of teachers by their colleagues, during presented sessions can open the realm to fruitful insights about teachers' professional development and can provide positive feedback on grammar teaching as well as help them identify areas that might need attention. This peer

observation can also be used to enable teachers to share ideas, experiences and teaching strategies.

- **Observation:** The use of self-observation, (generally through audio or video recording) can enable the teacher to see what needs to be improved in his or her grammar teaching has also proved to be highly beneficial.
- **Collaborative planning:** many teachers often work in isolation. Thus, they miss the opportunity to benefit from the collective expertise of their colleagues. One way to avoid this is by the identification of potential problems related to grammar teaching and resolving them
- Collaboratively, because it has been proved that collaborative planning can guarantee a better lesson presentation.
- **Workshops and seminars:** specialists in the field of EFL can always offer workshops and seminars on topics related to grammar from time to time. Teachers can seize the occasion to reflect on their own grammar teaching strengths and weaknesses.
- **Writing about teaching:** teachers can keep a reflective diary or journal and why not share it with colleagues to be able to self reflect on their teaching and their learners' grammar learning process.
- **Project work:** teachers should be self confident enough to be involved in the opportunities to develop projects such as a course demonstration, classroom materials,

video and other teaching resources to improve language teaching in general and grammar in particular.

- **Action research:** teachers can conduct small scale classroom research on their teaching and why not sharing their findings with colleagues during previously arranged meetings

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

3.2.2. Teacher Development

During their professional careers that may last more than three decades, teachers may experience numerous teaching methodologies. Thus, in order to face the many requirements of these changes, teachers themselves need to change. They **"are not only one of the 'variables' that need to be changed in order to improve the educational system, but they are also the most significant change agents in each reform"** ILEP-UNESCO. To be able to meet the many demands of their educational system, teachers need at first place to be eager to develop their teaching skills in order to:

- develop specialized knowledge and skills about many aspects of teaching.
- identify their areas of strength and weakness.

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

(Adapted from Richards, 1996:38)

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

As far as the present investigated situation is concerned, it has also been approached that the absence of training in the CBA principles constitute a real obstacle to teachers' way of teaching as it hinders their daily pursuit of their tough task successfully. Thus, to achieve their teaching targets, **"Initial teacher education programmes should be based upon an ideal teacher profile, if they are to be functional"** (Cross, 1995:34). Accordingly, for the educational principles to be effectively implemented in foreign language learning, teachers' training and development at all levels of EFL learning should be reconsidered.

Teachers on the other hand should have their say in the matter, for the simple reason that reform's policy cannot be successfully implemented without listening to the teachers' voices as they are the key agents of the change, because having things imposed from above and expecting teachers to apply them to classroom daily practices did not seem to bring fruitful results. That is why it should be made clear to teachers that one of the principle tenets of teachers' educational development is that these teachers must keep abreast with new grammar teaching methodologies through research, self-education, training and continued learning, which become integral parts of the school reform.

3.2.3. Teaching Methodology

According to Dykes (2007) grammar provides a whole cohesive system concerning the formation and transmission of language. The question is how do we pass on this knowledge? Firstly, we need to understand it ourselves and, even better, develop that passion and enthusiasm in our students (Dykes, 2007:4). In point of fact, finding answer to such question is what constitutes the teacher's teaching methodology and the success of such methodology is bounded with the extent it may bring to classroom practices. In this respect, Allwright and Bailley (1996) note that: **"Method does matter.. but only to the extent that it makes a real difference to what actually happens in the classroom"**(Allwright and Bailley, 1996:105).

According to language specialists, teachers' teaching methodology is the numerous prescriptions that are most of the time translated into classroom practices. In addition to, shaping perspectives for presenting the target language

grammar, teachers' employed methodology cites planning for various practical classroom ideas and procedures. Obviously, a good method can be very beneficial to learners, if the teacher does his best to make it fit his learners' various needs and expectations, because above all **"Language teaching will always remain an art in the hand of enthusiastic, competent, and caring teachers"** (Finocchiaro, 1982:11). Thus, in teaching grammar, the teacher is required to accommodate his own teaching in a way to make his learners find out how grammar relates to what they want to say by helping them produce meaningful and grammatically accurate messages.

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

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

By the end, it is then evident to pinpoint to the following guidelines to mitigate the problem under study. First of all, the teacher is recommended to teach the grammar

point in the target language or the pupils' first language or both. The goal is to facilitate understanding. Some teachers-informants were aware of the fact, since (46.66%) of the questioned teachers reported that they relied on such technique. Second, he has to set a time limit for grammar explanations, especially for lower level learners whose ability to sustain attention can be limited. What is more is that the teacher should present grammar points both in written and oral ways to address the needs of learners with different learning styles and enable them to discover the boundaries of using grammar to achieve communicative purposes. In so doing, the teacher, should then, know that examples are an important teaching tool that needs to be clear, meaningful and shape the intended grammatical structure.

To address the problem under investigation differently, teachers should pay due attention to their assessment procedure, since it has been proved that **"rules can be initially represented in declarative form, and gradually, through practice, can be compiled into production sets and fine tuned to the point of automatic execution"** (O'Malley and Chamot, 1990). Thus, the teacher should be careful about the type of practices he offers to his learners to give them the opportunity to use grammatical structures in an accurate and meaningful way, raise their interest and ensure their full engagement, by using grammar structures in meaningful and engaging activities to avoid boredom and occasional loss of motivation

(i) The Need for Communicative-Based Grammar Teaching

It has long been proved that raising learners' awareness about form is not sufficient to ensure an efficient use of

the English language, because "*grammar should not be viewed solely in terms of linguistic form, but should include the role that literal and intended meaning plays in providing resources for all types of communication*" (Purpura, 2004:82). That is why; the language teacher is urgently required to advocate a new grammar teaching model that ensures modelling learners' comprehension of grammar within a communicative frame work. Because "*Grammar is to language a sort of self-examination. It turns the facts of speech or writing upon itself for its own elucidation; and makes the tongue or the pen explain the uses and abuses to which both are liable, as well as the nature and excellency of that power, of which, these are the two grand instruments*" (Brown, 2004:40).

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

In order for learners to achieve such target, they need to possess a dual knowledge that Spolsky (1989) called notion of dual knowledge (learners need a double knowledge about the target language, i.e. knowledge about its grammar and its use. Thus, for the teacher to enable learners possess such knowledge, he is required to adopt a model of grammar

teaching that integrates explicit grammar instruction or EGI for short, which according to Terrell (1991) refers to those instructional strategies employed to raise learners' conscious awareness of the form of the structure of the target language with a communicative language teaching framework. In this sense, the type of grammar introduced by the teacher either during explanations or practices should be clearly and fully expressed and coupled with a communicative framework.

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

(ii) Implementing an Eclectic Approach

During a quite long career that may last more than three decades, teachers might have experimented different methods, approaches and techniques in the teaching of grammar. They might have also come through numerous teaching constraints and teaching faintness. These constraints and teaching faintness along side with diversity in motivation and learners' needs have also urged these teachers to ascribe to an eclectic approach to grammar teaching **"...whereby they draw upon a variety of different instructional techniques, depending on the individual needs, goals and learning styles**

of their students" (ibid, 2004:25). That is why using an eclectic approach that implies teachers to select and adopt what is good from other methods and rejects what presents difficulties seems beneficial to learners.

By adopting an eclectic approach, the teacher will undoubtedly make his teaching suitable for most learners, because it is not important what approach to follow, but what benefits can teachers make from the approach to meet the needs of their educational scene. As far as grammar teaching is concerned, many language specialists believe that eclecticism gives the teacher the opportunity to address two opposing needs: the need to have command of the language system to enable learners to generate their own sentences and the need to use the language to achieve communicative needs. Indeed, **"Eclecticism makes provision for grammatical explanation and short definitions or paraphrases in the native language to make the meaning of the difficult words and structures clear"** (Miliani 2003, 58-59).

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

By being eclectic, the teacher is as well highly recommended to relate grammar teaching to the other skills so

as to enable the learners explore grammatical structures into context. He is also required to incorporate criteria for selecting grammatical practices that goes with the majority of learners' profile and aims to maintain a kind of balance between accuracy and fluency. Besides being eclectic, the teacher has to embody many other roles if he has to fulfil his teaching duties and ease his learners' learning process.

3.2.4. Teacher Role

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

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

Therefore, the teacher is required to be knowledgeable enough and well versed on what constitute his teaching tasks, possess clear goals about his teaching and manage to make these goals clear to his learners to improve their learning outcomes. He is before all required to transmit to his follow learners the idea that: **"...grammar should not be viewed solely in terms of linguistic form, but should include the role that literal and intended meaning plays in providing resources for all types of communication"** (ibid, 2004:82).

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

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

3.2.4.1. Supportive Learning Environment

It is in fact the teacher's duty to create an affective atmosphere inside the language classroom, a condition that may favour learning operation and encourage collaboration between peers as well as improve the teacher-learner relationship. Thus, the teacher should **"encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between the learners and the teacher, then there is a much better chance of useful interaction happening"** (Scrivener, 1998:15). In so doing, the teacher may undoubtedly give his learners the opportunity to realize their potential and participate in the teaching /learning tasks. This is equally recommended to make the classroom tasks more manageable for weak learners who deserve a special care and help from the part of their teacher.

During his teaching the teacher should not forget to create a warm simulating atmosphere in which learners feel secure and confident and find themselves in an environment appropriate for increasing their motivation and improving their proficiency level. Because **It is important for the learners to feel very much at home with both their teachers and fellow-learners, if they are to be expected to venture out into the deep waters of foreign language learning, to experiment with new and strange sounds, and to role-play in a language which they have barely begun to learn.** (Papafthymion, 1993:95).

It has been proved that learning would never take place without a warm teacher-learner relationship and a supportive, but relaxed atmosphere where learners can express their ideas

freely without being penalized by their teacher. Likewise, teachers need to considerate their learners' potential learning difficulties while planning their lessons. This will involve choosing the right, but the appropriate practice and assessment activities that seek to provide learners with ample exposure to language instances. In so doing, the teacher is then highly recommended to increase his learners own learning strategies use, so as to ensure successful language learning.

It has also been acknowledged that efficient teaching can only take place if the teacher gives a value to both learning and testing and keep critics to the minimum to avoid lack of interest and consequently loss of motivation among learners. **"This implies global, qualitative evaluation of learners" achievement as opposed to quantitative assessment of discrete linguistic features"** (Savignon, 2002:3). All in all, the teacher needs to be committed to make learning as enjoyable as possible, create supportive and favourable learning conditions to the majority of learners by increasing their motivation.

(i)Motivating Learners

It may be difficult to argue that without motivation, it is possible to attain a certain competence in learning. The teacher has in effect a crucial role in the learning process as a whole and in motivating his learners in particular. He is actually the best motivator for the success of any language learning. Many language specialists have pointed to the necessity of having a passion for teaching, because the teacher's self-motivation can directly stimulate his learners' own motivation. This can be achieved by finding out what most learners like through interactive activities that

should not lack the elements of fun and language liveliness. He has then to build up profiles for his learners' preferences and make his class unique for that particular class.

Yet, if learners feel that that class was typically prepared for them, they will without doubt manage to increase their interest and their efforts to get engaged in their own learning process. He should perfectly know that the most important aspect of teaching grammar is engagement. This cannot be achieved without raising learners' interest. Thus, the teacher is highly recommended to incorporate challenging language situations capable of helping learners increase their confidence to use the language. To increase such motivation, the teacher is advised to try to see lessons through his learners' eyes. He should not as well manage to seize any opportunity to vary the different tasks at hand and adapt the textbook activities in a way the learners can take better advantage of to enhance their own motivation.

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

time to time, has also proved to have a pivotal role in increasing learners' motivation.

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

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

(ii) Learning Style and Abilities

Among the numerous roles that the teacher should adapt falls amongst his consideration of his learners' styles and abilities. Thus, the teacher is undoubtedly bound not to ignore the diversity in his learners' abilities and learning style and how to gear most of their needs within one class. According to the most widely used aptitude tests, Modern Language Aptitude Test (MLAT) and Pimsleur Language Aptitude Battery (PLAB), the language learner needs four main abilities:

- 1) the ability to identify and memorize new sounds.

- 2) the ability to understand the function of particular words in sentences.
- 3) the ability to figure out grammatical rules from language samples.
- 4) memory for new words

(Lightbown & Spada, 1999:53)

In the light of such reality, the teacher is highly recommended to accommodate his teaching in a way that fits his learners' strengths in one or more of these abilities. Because, **"learners who were taught according to their strengths in one or more of these abilities had a more rapid learning progress than when this was not totally done"** (Lightbown and Spada, 1999:53) . The matter also depends on learners' learning styles, as **"some learners are more visual and might learn better from reading and writing. Others might learn better through hearing or practically using a language"** (Lightbown and Spada, *ibid*: 58). To meet the needs of the mixed ability nature of most EFL classes, the teacher should urgently try **"to find a way of teaching grammar that is compatible with how learners learn grammar. Teachers may not be able to make learners speak and write grammatically, ..., but they may be able to help learners become grammatical"** (Ellis, 2003: 39).

As far as teaching grammar is concerned, the teacher is equally recommended to look at different learning styles and how they affect the study of grammar. According to Brosnahan and Neuleib (1995) there are two main types of learners: theoretical and traditional. **"Theoretical, or global associative learners, are more interested and work best with the conceptual aspects of grammar. These learners tend to**

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

Any neglect of particular learners on the expense of the others may consequently lead to the way of teaching that does not much most learners' expectations. In point of fact, it is the teaching of the rules of grammar, how to effectively employ these rules, and where these rules come from, that empowers learners to create influential communication. That is why the teacher should create a convenient atmosphere and encourage learners' engagement in the learning process by the careful consideration of their learning styles and language abilities as well as by raising their awareness about the target language grammar.

(iii) Language Awareness

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

To help learners discover the merits of using language awareness in conveying their messages appropriately, the teacher is required to use particular tasks to raise his learners' awareness about the target language structure. The most promising way in many language specialists point of view, constitutes in using consciousness-raising tasks that provide learners with data about how a particular grammatical structure works and help them to work out the rule for themselves, giving them the chance to discover how grammar works on their own. In this sense, consciousness-raising tasks encourage learners to take more responsibility of their learning process.

According to many specialists in the field gaps filling tasks exemplify this type of learning requirement as they provide learners with many possibilities, encourage learners to take charge of their own learning .By providing justifications, learners can demonstrate their understanding of the difference between the provided words in meaning as well as in use. To fulfil such target language specialists advise teachers to supply their learners with sensitizing tasks which can give learners a feel for the language, and thus, encourage them to develop a sense of language awareness of the target language structure.

To raise learners' awareness about the use of grammatical structures in different contexts, the teacher is highly recommended to use short authentic texts and avoid using difficult vocabulary that may constitute an additional barrier to their learners' learning. Because when providing the appropriate context, learners may be able to draw their

own conclusions about how language has been used and thus, become less dependent on their teacher as they take more responsibility of their own learning process. In this respect, language specialists also advise teachers to introduce vocabulary with grammatical structures to enable their learners identify the semantic link between grammar and vocabulary, because it has been proved that language awareness means among many other things selecting the appropriate vocabulary to convey meaning appropriately.

(iv) Improving Grammar Learning

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

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

- *Relate knowledge needs to learning goals*

The teacher needs to relate learners' goals for learning the language with their declarative knowledge and procedural knowledge. That is if learners' objective is to use the language to decipher written English such as in understanding

reading passages, they need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those texts. On contrary, if learners' learning is targeted towards using the language for everyday use, a focus on the procedural knowledge is better recommended to help learners manage the everyday oral and written interactions.

- *Apply higher order thinking skills*

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

- *Provide plentiful, appropriate language input*

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

- *Use predicting skills*

Discourse analyst Biber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types such as verb tense, sentence length and structure, and discourse

patterns may contribute to the distinctive profile of a given communication type. Thus, awareness of these features can permit learners to anticipate the forms and structures they may encounter in a given communication task.

- *Limit expectations for drills*

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

(v) *Selecting Grammar Activities*

During his grammar teaching process, the teacher should emphasis on providing his learners with the appropriate output processing activities that constitute a way to assess as well as to consolidate the practice of a given grammatical structure. Although the teacher might have experienced using different types of practice activities, during his teaching

career he needs to feel the importance of output practice activities to make output activities as interesting and as engaging as possible, with regards to such importance. In research methodologies, the input processing activities have always been stressed at first place, leaving no chance to the learner to manifest his grammatical knowledge in real world communicative instances.

This has also been the case of the grammar learning situation in the Algerian secondary school. Examining the learners' textbook can reveal multiple instances about the insufficient practice activities it offers to consolidate the targeted grammatical structures' learning. That is true in the sense that learners' engagement in learning and taking responsibility of their own learning should not rely on the limited amount of practice activities presented in learners' textbook, but look for other single opportunities to satisfy their needs and their eagerness to learn.

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

beneficial if practiced in context to achieve real world purposes.

3.3 Conclusion

This concluding chapter has been primarily concerned with providing English language teachers with suggestions and recommendations regarding the teaching of grammar at the level of secondary school, willing that such recommendation would be fruitful and help them make reflections on their own methodology of grammar teaching. Many factors have made the teaching and the learning of the target language in general and its grammar in particular unsatisfactory. Therefore, a number of suggestions have been put forwards to enhance the current grammar teaching, deeper learners' understanding of grammatical structures, help them assimilate and bear a conscious understanding of the different rules to achieve the desired communicative needs.

It also highlights at first place a very important issue, the teachers' strong desire for change and tolerance for change to meet the requirements of the teaching/learning situation. This cannot be attained without an adequate training evolving the present educational scene main requirements. In fact, reflective teaching and the need for teacher development were the primary steps to yield learners to improve and stress their paramount need to be adequately prepared to cope with their learning requirements. In such fulfilment of his teaching duties, the teacher was highly advised to take into account learners' differences in learning needs, abilities, strategies and learning styles. They were as well urgently recommended to consider their

classroom practices, classroom assessments procedures and above all their teaching process.

In like manner, these teachers were equally required to make recall to their previous teaching experiences and benefit from the landscapes of adapting their teaching practices to meet their learners' needs, in an attempt to increase their interest in the matter, enhance their motivation, and improve their learning process. What is more is that these teachers were purposely advised not to hesitate to help their learners discover the boundaries of the foreign language by exposing them to different language samples and discourse patterns. Their sole purpose was to render these learners conscious enough that grammar is not merely an abstract system of language, demonstrated in rules, but a whole cohesive system that needs to be used to fulfil their communicative needs.

To enable learners benefit from the merits of the target language grammar, these learners were urgently required to be trained to relate grammatical forms with their adequate meaning. Thus, teachers were requested to frame their classroom practices so as to meet such target in the light of the learner-centred education principles. To accomplish their mission, teachers were asked to reflect on their own teaching practices and lead an analysis of their learners' learning process and the effect of their teaching on such process so as to improve their teaching and their learners' learning as well.

In sum, the remedial proposals were basically concerned with reconsiderations of teachers' teaching methodology to meet the requirements of the investigated situation. A big share of these remedies was targeted towards laying the

ground for the favourable conditions for an efficient learning. To name but few increasing learners' awareness about the target language structure, enhancing their motivation, and taking account of learners' individual differences in using their strategies to achieve different communicative purposes.

CHAPTER FOUR

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This concluding chapter has been primarily concerned with providing English language teachers with suggestions and recommendations regarding the teaching of grammar at the level of secondary school, willing that such recommendation would be fruitful and help them make reflections on their own methodology of grammar teaching. Many factors have made the teaching and the learning of the target language in general and its grammar in particular unsatisfactory. Therefore, a number of suggestions have been put forwards to enhance the current grammar teaching, deeper learners' understanding of grammatical structures, help them assimilate and bear a conscious understanding of the different rules to achieve the desired communicative needs.

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

In such fulfilment of his teaching duties, the teacher was highly advised to take into account learners' differences in learning needs, abilities, strategies and learning styles. They were as well urgently recommended to consider their classroom practices, classroom assessments procedures and above all their teaching process. In the like manner, these teachers were equally required to make recall to their previous teaching experiences and benefit from the landscapes of adapting their teaching practices to meet their learners' needs, in an attempt to increase their interest in the matter, enhance their motivation, and improve their learning process.

Additionally, these teachers were intentionally advised not to hesitate to help their learners discover the boundaries of the foreign language by exposing them to different language samples and discourse patterns. Their sole purpose was to render these learners conscious enough that grammar is not merely an abstract system of language, demonstrated in rules, but a whole cohesive system that needs to be used to fulfil their communicative needs. To enable learners benefit from the merits of the target language

grammar, these learners were urgently required to be trained to relate grammatical forms with their adequate meaning. Thus, teachers were requested to frame their classroom practices so as to meet such target in the light of the learner-centred education principles. To accomplish their mission, teachers were asked to reflect on their own teaching practices and lead an analysis of their learners' learning process and the effect of their teaching on such process so as to improve their teaching and their learners' learning as well.

4.2. The Learner

Because "*Teaching cannot be defined apart from learning*" (Brown, 1994:7), the learner's role is highly addressed to propose remedies to the issue leading the central belief of the present dissertation. Being instructed under the CBA approach, the learner is not just required to take part in the learning process, but also to take charge of his own learning. That is why a major requirement of the new approach is when the learner adopts his new perceived role as the key player of his own learning process. According to the tenets of the learner-centred approach, the learner should go through a process of personal appropriation and *develop a positive self-image in the target language*. He is as well requested to continually revise his prior-knowledge and compare his own representations with those of his classmates, to look for new knowledge and validate it by consulting various sources of documentation. This is in fact what constitutes reflective learning.

4.2.1. The Need for Reflective Learning

Even with the best teachers and methods, learners are the only ones who can actually do the learning. As Nyikos and Oxford (1993) put it: **"Learning begins with the learner"** (Nyikos and Oxford, 1993:11). In this sense, the learner's role cannot be disassociated from the teaching/learning process. In fact, he has a crucial role to play along side with the teacher, especially with the new trend of teaching which gave a prior role to the learner in the teaching process. On the view of such role the learner needs to reflect on his own learning process to ensure his learning achievements. In this sense, he has to look for ways of improving both his language and learning skill. This can be better attained if learners are given the opportunity to experiment the necessary tools to reflect on their language learning process in order to:

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

(Cohen, 1998:66-67)

In effect, it falls among the teacher's paramount duties to train learners in such a way to develop reflection on their personal learning process. Thanks to such reflection,

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

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

4.2.2. Grammar Learning Strategies

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

because *"When strategy training is included in the instructional package, students can learn how to learn a foreign language while they are learning the language content"* (Cohen, 1998:66)

In using these strategies, learners can be empowered to manage their own learning. Such role has been acknowledged by many language specialists in enhancing language learning in general and grammar in particular. According to specialists in the field, the combination of meta-cognitive strategies (planning, monitoring and evaluating strategies) with cognitive strategies- mental steps which involve interacting with the material will without doubt facilitate learners to learn grammar on their own and improve their attitude towards foreign language learning in general. Similarly, many researchers have found out that the internalization of grammar and strategies helps the learner to be a better language learner. He *"becomes an active organizer of incoming information and L2 acquisition is seen as the acquisition of a complex , cognitive skill in which the learning of grammar plays an important role and learners strategies facilitates its learning"* (Mc Laughlin et al, 1983).

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

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

Recombination: This encompasses joining together things the learner already knows to make new things. For example, if the

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

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

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

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

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

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

4.2.3. Collaborative Learning

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

Indeed, learners can benefit a lot from working with peers. Thus, the teacher is invited to make recall to learners' social strategies to facilitate their learning. He is always welcomed to engage their interest and personal

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

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

attention to the advantages of using the library to conduct research, revise their lessons, and why not make resort to their cognitive strategies resourcing to give them the chance to enhance their learning process.

4.3. Learner-Centred Grammar Instruction

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

According to language specialists, adopting a learner centred approach, the teacher should **"began where the student is and not stick inflexibly and rigorously to a prescribed approach any more than we would stick inflexibly to the syllabus."** (Woods 1995:80). In this sense, passing on to the

next stage of learning requires a previous knowledge of learner's knowledge. To achieve such target, the teacher is advised to start with activities that help learners identify what they already know and at the same time introduce them to what they don't. In so doing, the teacher is then moving closer to a learner-oriented classroom, where learners may engage in their own learning. One way to achieve this is by providing learners with diagnosing activities that test learners' knowledge of the form. Such knowledge may enable the teacher to organize his purposes for the lesson and visualize what his learners need to know. Thus, he may ensure gearing his learners' needs as his teaching develop according to most learners' needs and become more learner-oriented teaching.

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

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

With new developments in language learning that the educational scene has mandated, there has been urgent emphasis on a communicatively-based approach to grammar instruction that is more meaning-focused and learner-centred than rules and subject- oriented. According to this approach, the need for introducing a certain grammatical rule arises in

the first place, because of the need of the learner to communicate. In this way, grammar instruction has also become more content-based, meaningful, and contextualized (in most cases in reading and listening passages introduced to learners). Thus, a number of trends that fit in the teaching of grammar at the secondary level are discussed in what follows:

4.5. Teaching Informal Pedagogical Grammar

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

For a successful grammar teaching that will have at its centre the appropriate use of grammatical structures to fulfil some communicative needs, it is first of all highly recommended to make the learner acquire, then, practise these grammatical forms appropriately. Such objective can be easily attained by the kind of grammar teaching that exclude the use of meta-linguistic terms, which can constitute a problem for many learners. Many arguments against grammatical terminology use have pointed to the fact that **"If we encourage learners to learn terminology, they may develop an ability to talk about the language rather than to use it for communication"** (Halliwell, 1993, cited in Borg, 1999:96). In this sense,

learners may have analytical knowledge about the language (formation of rules) without being able to use it to communicate.

For this reason, the introduction of an informal pedagogical approach to grammar teaching free from meta-linguistic terms can be highly recommended, as **"terminology-free grammatical explanations are more effective than those presented in formal pedagogical grammar"** (Mohammed, 1996:288) and because **"The more meta-linguistic terms and concepts are avoided, the smaller gap may be between teaching and learning strategies"** (Abdulmoneim, 1997:51). According to experts in the learning process, such grammar teaching is able to make the learner contributes in their learning process. In other words, if the teacher avoids using meta-linguistic terms or at least minimizes their use, he will undoubtedly provide his learners with: **the kind of grammar teaching ,which basic source of information is in the learner's own reflections on the hypothesis formation process, than explanation of how they arrive at a given form or structure, i.e. the teacher will make his grammar teaching more learner-centred, during which the learner identifies, contributes and even explains rules** (Meiring and Norman, 2001:62). The kind of grammar teaching ,which basic source of information is in the learner's own reflections on the hypothesis formation process ,than explanation of how they arrive at a given form or structure, i.e. the teacher will make his grammar teaching more learner-centred, during which the learner identifies, contributes and even explains rules (Meiring and Norman, 2001)

By approaching the learning of the target language grammar that way, pupils will without doubt increase their responsibility of their own learning. What is more is that

"Such ownership of grammar by means of self discovery and establishment of the learners' own rules and terms should lead to an easier acceptance of technical terminology when it is confronted eventually" (Meiring and Norman, 2001:63). According to supporters of such view, helping learners approach such analytical understanding of the target language grammar may enable them to formulate grammatical structures as well as use them to achieve different communicative purposes without being necessary disturbed by grammatical terminology. Consequently, using an informal pedagogical grammar approach may help learners become less dependent on the teacher. That is why **"Pupils should be encouraged to induce rules of grammar themselves from a plethora of examples and also to express these rules in their own words, which the teacher can then use as a basis for a more formal explanation"**(Meiring & Norman, 2001:63).

In this sense, the judicious use of technical terminology can ,but enhance learners" learning by ways of taking charge of their own learning that is giving the learners the chance to discover the rule and rephrase it in their own words. In so doing, language specialist believe that the teacher engages the learners" cognitive abilities while making and remembering the rule that may be used to achieve given communicative purposes. This can be done in two ways. Firstly, by limiting the amount of meta-language to essentials such as nouns, verbs, adjectives, article, preposition, pronoun, adverb, and omitting such manifestly advanced concepts, **which "will appear pedantic, and most of it will be uttered nonsense to students anyway"** (Cross, 1991 cited in Meiring and Norman,2001:63). Secondly, by ensuring the introduction of metalanguage after **"ample exposure to and**

practice of the language items themselves" (Meiring and Norman ,2001:63). For all these reasons, the teachers' grammar teaching should be made less formal since learners will better engage in terminology learning where they formulate rules about language using their own words, because limiting meta-linguistic knowledge can make their explanation easier.

4.5.1. Teaching Grammar in Context

In effect, finding an effective way of teaching grammar is the issue that has kept the attention of many researchers over the last few years. During their search, they have found that the involvement of a context for teaching grammatical structure as a procedure to enhance learners' communicative abilities can be highly beneficial, as rules can gain meaning and function according to contexts in which they have been introduced. One of the main advantages of looking at grammar in context is that it can reveal information about the use of particular grammar structures. It can then, boost learners' use of meta-cognitive strategies in the sense that it helps them identify how grammatical structures' uses are expressed in particular written or spoken contexts.

Therefore, grammar needs to be taught in context to enable learners to use grammar forms to express and interpret meaning. Thus, the teacher needs to make it clear to his learners that grammar is one of the many resources that help them communicate. It is not simply a matter of acquiring rules, but rather a way to apply these rules to achieve some communicative purposes. According to many language specialists, the key aspect of the acquisition of grammar involves learning how to make appropriate connections between

grammatical forms and the meanings which they convey. For this reason, Larsen Freeman (2003) foreground the teaching of reasons for using different grammatical structures to enable the learner possess a clear understanding of the use of a particular grammatical structure. In this respect, she notes that:

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

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

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

activities in raising learners' awareness about grammatical forms in an attempt to convey meaningful messages.

4.5.2. Grammar Consciousness- Raising

In many language specialists point of view 'grammar consciousness raising' tasks is an approach to grammar teaching that encompasses an explicit grammar teaching with a communicative framework. They **"combine the development of knowledge about problematic L2 grammatical features with the provision for meaning-focused use of the target language"** (Fotos, 1994:327). In fact, such approach to grammar learning allows learners to be aware of the grammar structure of a language when used within a meaningful context and while being provided with relevant practice activities. It has also been proved that such approach to grammar learning helps learners notice and be aware of the structure, the two fundamental requirements for language acquisition. It is the kind grammar teaching in which instruction in grammar (through drills, grammar explanation and other form-focused activities) is viewed as a way of raising the learner's awareness of grammatical features of the language (Richards et al, 1992: 78) and has proved to indirectly facilitate second language acquisition.

The main tenets of the grammar consciousness-raising tasks approach implies learners to solve a grammatical problem working together with their classmates and thus become engaged in what they want to say rather only paying attention to the structure. Because, the grammar consciousness-raising tasks approach can give the learner the advantage to discover how grammar works on their own, therefore, it helps them become much less dependent on the

teacher. In this sense, this approach to grammar learning gears the needs of the learner-centred approach. In one of his studies, Fotos (1994) has succeeded to demonstrate that grammar consciousness-raising tasks enabled learners to discover the rules and talk in English as well. Thus, the consciousness-raising tasks doubled up as communicative tasks.

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

In this sense, Skehan stresses the importance of using pre-tasks in increasing learners' language awareness about the target language grammar structure and in approaching the task itself differently. He also pointed out that **"Although it is unlikely that new language will be introduced through consciousness - raising activities, they will make restructuring more likely, could mobilize and recycle language and might also change the processing load that the task contains (Skehan, 1998: 139).** For such reasons, the teacher needs to be highly selective on what concerns these activities so as to make them as fruitful as possible. Research in the field has then proved that by using such

activities the teacher may lay the ground to an effective grammar teaching.

4.5.3. Problem-Solving Procedure

One of the many concerns that preoccupy learners in their own personal grammar learning is making use of what they have learnt in terms of grammatical structures to achieve particular communicative purposes. A common view among some language specialists such as Ur (1996) is that such failure of using grammatical structures efficiently may be due to these learners' inability to internalise grammar rules at first place, thus learners depend on a kind of conscious monitoring to reproduce them in written or oral messages. To address such language failure, some linguists find it appropriate to adopt a "problem -solving grammar" way of teaching. Such idea was equally shared by Winitz and Reeds (1975), who collaborated the fact that **"Language learning is a problem-solving activity...Grammar can be internalized by encouraging subjects to solve grammatical problems in much the same way that a young child solves (constructs) the grammar of his native language"** (Winitz and Reeds, 1975).

That indulges both teachers and learners to look at language as a problem-solving act. Problem -solving in this context refers to the introduction of grammatical rules by means of explicit analysis of language samples. According to many specialists in the field, problem-solving procedure is mainly a discovery procedure that involves formation of hypothesis leading to the formulation of grammatical rules. In fact, it has been evident that problem-solving is a valuable strategy for discovering the target language grammar. Thus, for many, learning is best achieved by means

of problem -solving procedure, where the learner **"needs an adequate exposure to raw language data in order to form and test hypothesis and to arrive at correct generalizations about the nature of the target language"** (Ellis, 2003). According to the tenets of this procedure, the language teacher has to highlight a grammatical problem that may impede learners' learning progress, then helps learners to plan a solution, carry it out, and check the results. By using a problem-solving procedure, the teacher does not necessary need to state the rule; it is in fact to the learners' task to interfere it from a number of language context. These contexts constitute a convenient framework for presenting the studied structure.

In this vein, learners are then, asked to identify grammatical structure under study and then infer a generalization governing the structure's usage based on the clues provided. **"Each learner's hypothesis would then be tested against further instances of the structure usage in subsequent frames and would, thus be either confirmed, rejected, or revised"** (Ellis, 2003). In this sense, the problem-solving process helps learners generate grammatical rules and generalize rules about their usage from given contexts. In point of fact, the resulting rule may not be appropriately formulated linguistically speaking, but it will be pedagogically acceptable. In this sense, the problem solving procedure is a reflection of the natural process of rule induction. By adapting such approach, learners will undoubtedly remember the rules and the different instances of their use. Thus, it enables them to use in order to achieve the targeted communicative purposes.

4.6. The Grammaring Process

Teaching grammar often means giving learners grammar rules and then having them practice these rules. These learners may learn about grammar this way, but they don't necessarily learn to use it for their own communicative purposes. Thus, to enable learners to achieve particular communicative purpose, Larsen-Freeman (2003) invites both learners and teachers to change their attitudes about grammar and look at grammar as a skill not solely as a set of rules. In this respect, she argues that **"From the purpose of teaching and learning a language, I suggest that it would be better to think of grammar as a skill or dynamic process, something that I called grammaring, rather than a static area of knowledge"** (Larsen-Freeman, 2003:24). 'Grammaring' is a dynamic process. It is the ability to access and use grammatical devices to make meaning. It is in fact what enables EFL learners **"to use grammar structures accurately, meaningfully, and appropriately"** (Larsen-Freeman, 2003:143). This requires the teacher to teach grammar as a skill by training pupil to do something with the rules and the basic knowledge they acquired, during their grammar lessons.

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

differently, teachers need to progress and to enable their learners to use their knowledge about grammar to convey meaningful messages.

In this same respect, Larsen-Freeman argues that instead of simply approaching grammar as mere set of grammatical rules, teachers should teach learners grammatical reasons along side with grammatical forms, so as to enable them to understand language the way it is. Because if learners arrive to identify the reason behind choosing a particular structure in a particular situation, they will undoubtedly have an idea about the way people think in a particular situation. By consequence, grammaring tasks should not fail to serve such target. Thus, they should be built upon the fact that learners require to make decisions as to which grammatical devices are most appropriate to express their intended meaning. That is why learners should not hesitate to ask themselves questions about what a particular grammatical structure is appropriate for a particular situation.

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

In the light of such assertion, the teacher is requested to give equal importance to the teaching of grammatical forms and grammatical use to give learners the chance to discover

and apply the boundaries of the communicative use of grammar. What is more, and borrowing Larsen-Freeman (2003) words, teachers need to harmonize their teaching with their learners natural tendencies **"to accelerate the actual rate of acquisition beyond what students could achieve on their own"** (Larsen-Freeman, 2003:20) .In that way teachers might arrive to address the notion of dual knowledge problem.

4.6.1. Ellis Approach to Grammar Teaching

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

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

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

-Listening task (i.e. learners listen to a text that they process for meaning).

-**"Noticing" task** (i.e. learners listen to the same text, which is now gapped, and fill in the missing words).

-**Consciousness-raising task** (i.e. learners are helped to discover how the target grammar structure works by analyzing the "data" provided by the listening text).

- **Checking task** (i.e. learners complete an activity to check if they have understood how the target structure works).

- **Production task** (i.e. learners are given the opportunity to try out the target structure in their own sentences). The aim of the production task is to encourage pupils to experiment with the target structure, not its mastery.

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

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

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

the proper use. This can be attained by looking for the convenient criteria for judging tasks, to allow learners to be aware of the rules and their use. Thus, communicative tasks should create conditions for

1. exploration by the learner of language learning;
2. challenge and critique by the learner of language, learning and the syllabus;
3. negotiations by the learner of language, learning and the syllabus;
4. interaction and interdependence among learners and teachers, and among the data, resources and activities of language learning;
5. the creating of tactical accounts as a means of evaluating language learning and action and as a means to critiquing curriculum guidelines;
6. providing comprehensible input and procedures for engaging that input;
7. accommodating differentiation among learners;
8. problematicising language, learning and classroom action;
9. managing language learning.

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

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

The teacher should perfectly know that there is always a chance to develop traditional tasks and make them

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

4.3. Conclusion

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

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

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

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

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

General Conclusion

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

Chapter one was primary directed towards the theoretical landscape of this dissertation. It has in effect tried to clarify the notion of EFL, its teaching and learning processes and the many changes that have characterized the history of its teaching. It has as well managed to clear up its crucial role in language learning, its teaching procedure. It has later on moved the focus on the prevailing teaching approaches and the techniques used to facilitate EFL learning.

Chapter two has attempted to give a detailed account of the teaching/learning situation of English language in

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

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

level, some deceiving learning conditions, besides their teacher's inadequate teaching methodology have directly contributed to the situation and even aggravated it.

Chapter three and Chapter four have jointly tried to suggest alternative recommendations regarding the teaching/learning of EFL grammar at the level of secondary school, willing that such recommendation would be fruitful and help teachers make reflections on their own teaching methodology and thus, reconsider their grammar teaching. Its chief aim was to devise some efficient ways of teaching and learning grammar, capable of fostering learners' motivational drives and grammatical ability. In fact, grammar teaching has always been one of the most controversial and least understood aspects of language, but to obtain the best from its teaching and mainly to promote its teaching environment, the teacher is extremely recommended to keep a breast with different methodological research in the field of language teaching and choose what is appropriate for the unique nature of his own classroom. Therefore, teachers were recommended to be eclectic at first place to be able to consider their grammar teaching. They were as well urgently requested to give due attention to their personal training and teaching development.

Teachers' intuitions, on the other hand should be directed in a way to benefit from the existing grammar teaching methods for the welfare of their learners. In short, as professionals the language teachers have a duty to keep themselves abreast of developments in foreign language acquisition research, in applied linguistics, in educational theory and practice both inside and outside the domain of language teaching, in fact in any field that has a bearing on

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

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

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ملخص

تتمثل هذه الدراسة في وصف و شرح وضعية اللغة الانجليزية كلغة أجنبية من الناحيتين التعليمية و التدريسية و بالأخص المستوى المتوسط لمعرفة أسس المناهج خاصة السنة الثالثة من التعليم المتوسط، و تحتوي أيضا على تحليل و مناقشة هذا المنهج و أسسه بالعلاقة مع المحتوى الجزائري وكذلك مع الطرق التقليدية، و ذلك لإيجاد موازنة لأوجه المقارنة بين " الجديد " و " الكلاسيك " لاقتراح منهج جديد لإبراز ما يهتم به كلاهما كبناء أساسي للغة و الاتصال كوظيفة أخرى للغة في التعلم و التدريس لهذا المنهج .

كلمات المفتاح: تعلم/تدريس - معرفة أسس المناهج- الطرق التقليدية .

Résumé

Cette étude est, en fait, une description de l'enseignement /apprentissage de l'anglais suivant les principes de l'approche par compétence au secondaire, et plus précisément, au niveau troisième année secondaire. L'étude en question essaie d'analyser et de discuter les principes de bases de l'approche par rapport au contexte algérien et aussi par rapport aux méthodes dites traditionnelles. Afin d'assurer un équilibre entre le 'classique' et le 'nouveau', un modèle a été proposé pour démontrer l'importance de l'enseignement de la grammaire, en tant que base, et la communication, en tant que fonction de la langue, dans le processus de l'apprentissage de l'anglais.

Mots clés: enseignement / apprentissage - Approche par compétence - méthodes traditionnelles - modèle éclectique

Summary

The present dissertation is, in effect, an attempt to give a description of the EFL teaching/learning situation in secondary school education in the light of the Competency-based Approach, not least third-year level. It also strives to analyze and discuss the CBA principles in relation to the Algerian context and also in relation to the traditional approaches and methods, namely the grammar-based method. To strike the balance between the 'new' and 'classic', an eclectic model is proposed to show the importance of both grammar, as language-building foundation, and communication, as function of language, in the language learning process.

Key Words: teaching/learning - Competency-Based Approach - traditional methods - eclectic model