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**Intercultural-Based Grammar Teaching Materials and First-
Year EFL Students : An Explorative Study at the
Departement of English (University of Tlemcen)**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Dedication

To the light of my life, my dear parents, whose support and guidance have been the preliminary reason of my achievements. To my parents who have never spared their love, kindness, and sacrifices for me. Thank you for everything.

To my sisters and brothers, especially my darling Hanan ,who has always been the pillar of support in my life.

To my friends, your presence and encouragement had a profound impact in my life. Thank you for the best moments we spent together.

To all my family and to everyone who has supported me throughout my academic journey,
I dedicate this humble work.

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ABSTRACT

Grammar is central in language learning. However, many learners show a lack of interest in studying this linguistic aspect. To address this issue, the use of intercultural context-based teaching materials is deemed important. Along this line of thought, the present study aims to investigate the effectiveness of intercultural context-based materials in enhancing grammar learning. Specifically, it seeks to examine students' perceptions towards the integration of intercultural teaching materials in grammar lessons and assignments. It would also explore whether these materials reinforce their interest in grammar learning. To reach this end, a case study research was conducted in the department of English at the University of Tlemcen. To validate the study's hypotheses, two research tools were employed, namely a questionnaire which was administered to forty (40) first-year EFL learners and a semi-structured interview which was carried out with five (05) EFL teachers who are involved in grammar teaching. The data collected from these instruments were analysed both qualitatively and quantitatively before being interpreted in relation to the hypotheses of the study. The results indicate that the majority of students who were exposed to intercultural-based grammar teaching materials held positive perceptions towards this grammar teaching. They believed that such materials would facilitate their grammar learning and make it more memorable. In addition, teachers also expressed optimism about integrating these materials in their teaching, expecting positive impacts on students' grammar proficiency, a fact that calls for an urgent integration of intercultural-based teaching materials in grammar teaching and learning processes.

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List of Acronyms and Abbreviations

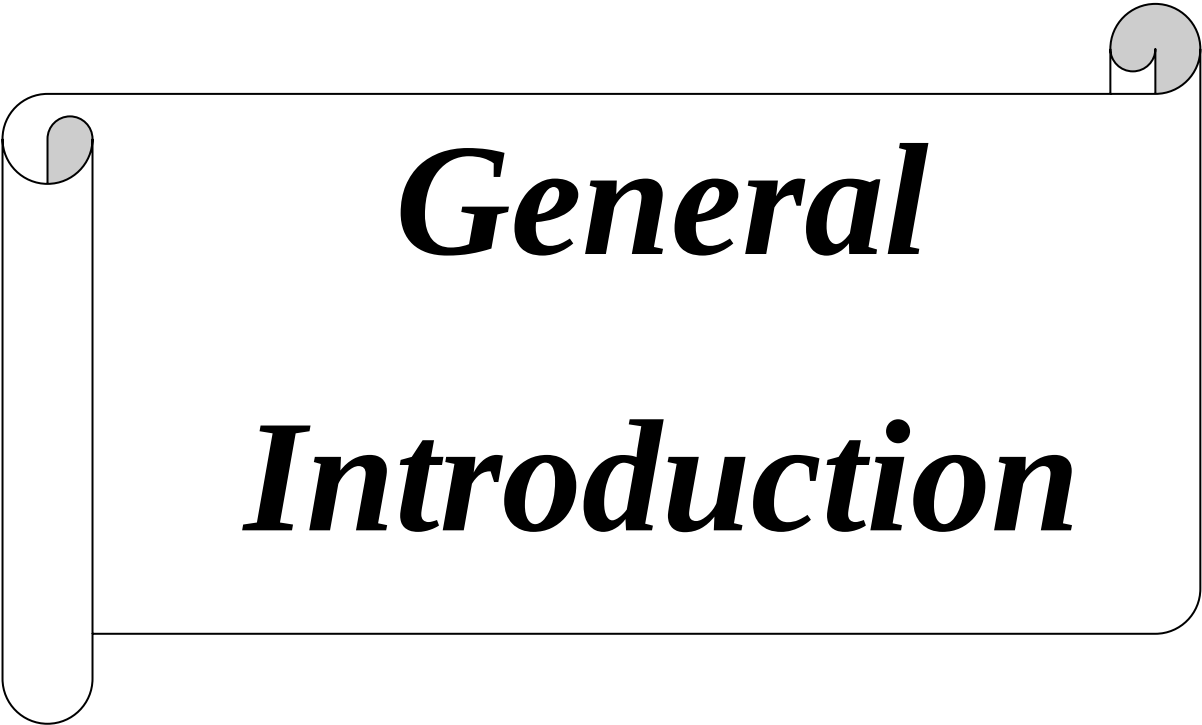
EFL : English as a Foreign Language.

ESL: English as a Second Language

L2 : Second Language

FG: Functional Grammar

TBA: TASK-Based Approach



General

Introduction

General Introduction

In the realm of English language teaching and learning, mastering grammar is essential for fostering effective communication and facilitating language acquisition. By understanding grammar, learners can express their thoughts accurately and fluently, laying a solid foundation for successful language use and usage. In other words, grammar and language are inextricably linked, as grammar provides the structural framework that allows language to function coherently. Without a grasp of grammatical rules, language would devolve into a chaotic collection of words and phrases impeding clear understanding and effective interaction. Thus, learning grammar is not merely an academic concern but an integral component for mastering the language.

Despite the critical role that grammar plays in communication and comprehension, many learners often struggle with disinterest and lack of motivation when it comes to learning this linguistic aspect. In fact, this lack of interest and motivation among students can be attributed to various factors. Traditional teaching methods often emphasise only the structures and rules of grammar without generating learners' interests. Moreover, the content is frequently disconnected from real-world contexts, and there is often a focus on rote memorisation rather than practical application. Thus, these challenges may significantly impede learners' ability to master and grasp grammatical structures and rules and apply them effectively either in their writing or speaking skills. Therefore, overcoming these obstacles is crucial for learners to improve their grammatical proficiency. In response to these challenges with grammar learning, there is a growing recognition of the need to re-evaluate traditional pedagogical practices and explore alternative strategies that can revitalise grammar learning. Addressing this issue requires innovative approaches that not only stimulate learners' interest, but also enhance their comprehension and retention of grammar rules.

The significance of this research, then, arises from its potential ability to reinforce grammar learning outcomes by incorporating intercultural context-based materials, which is expected to increase students' interest and motivation, as well as, improve grammar proficiency. Unquestionably, the researcher's willingness to fulfill the earlier objective led him/her to undertake an exploratory case study within the English department at Tlemcen University. This study adopted a mix-method approach, combining both qualitative and quantitative data collection techniques. The data were gathered from diverse sources, including grammar teachers and first year EFL learners by conducting two different research instruments namely a semi- structured interview was conducted with teachers and a questionnaire was administered to learners. By investigating EFL teachers' and learners' attitudes towards this approach, this

study can contribute to the theoretical body of knowledge in the field. The findings of the study can guide teachers in adopting approaches and strategies that suit the learners' interest and make grammar instruction more effective and enjoyable. Hence, the primary objective of this research is to investigate the effectiveness of intercultural context-based teaching materials in enhancing grammar learning. Specifically, the study seeks to examine students' perceptions towards intercultural-based grammar teaching materials. Moreover, it aims to explore whether the integration of intercultural context-based teaching materials would contribute in reinforcing learners' interest in grammar learning.

Consequently, this enquiry seeks to answer the following research questions:

1. How do EFL students perceive intercultural-based grammar teaching materials?
2. Does the integration of intercultural context-based teaching materials enhance learners' interest in grammar learning?

These questions have driven the investigator to put forward the following hypotheses:

- a. Students would demonstrate positive perceptions on the integration of intercultural-based teaching materials in their grammar learning.
- b. Intercultural context-based teaching materials may not only enhance learners' interest in grammar learning but also their retention.

The study is purposefully organised into two interrelated chapters to help the reader understand the field of the present research. The first chapter provides the literature review. It begins with an overview of the notion of grammar in general, followed by formal and functional grammar. It then highlights the significance of grammar in ESL/EFL teaching and learning. In addition, it explores various approaches and methods for teaching grammar with a special focus on types of grammar activities that incorporate elements of fun. Furthermore, it offers a thorough account to the dynamic roles of teachers and learners. The chapter also addresses teaching grammar in context. Initially, it gives the notion of context in language teaching. Then, it examines the reasons behind teaching grammar in context. At the end, it emphasises the core aspect of this research, which is teaching grammar with intercultural-based materials.

The second chapter focuses on the practical part of the study. It begins by presenting the main concepts that frame this research work, including a brief description of the field of the study, the research design and methods and the sample population involved in the study. This section also provides a detailed account to the participants' profiles and data collection instruments and procedures. It then analyses the obtained data and discusses the main findings. Finally, the chapter offers some suggestions and recommendations that address the situation

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under investigation, while also recognizing the limitations encountered during the study and suggesting some directions for future research accordingly.

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Literature Review

Chapter One: Literature Review

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1.1 Introduction

This chapter sheds some light on one of the most important aspects of language which is grammar. It initiates with an exploration of grammar, presenting its definition from different points of views, an overview of formal and functional grammar with an examination of its significance in ESL/EFL teaching and learning. It also offers a glance on teaching grammar under different approaches and methods with special reference to the types of grammar activities with elements of fun. Then, it moves to an illustration to the dynamic role of teachers in grammar teaching. Then, it concentrates on learners, typically on their motivation and learning styles that teachers should take them into account during the teaching/learning process. Additionally, the chapter focuses on teaching grammar in context. Initially, it presents the definition of context. Then, it states the reasons behind the need for teaching grammar in context. At the end, it underscores the core aspect of this research which is teaching grammar through Intercultural teaching – materials.

1.2 Definition of Grammar

The notion of grammar within the realm of language sciences has elicited various definitions. Initially, a comprehensive overview of grammar will be provided, followed by an examination of formal and functional grammatical perspectives.

1.2.1 General Grammar

It is obvious that teachers and students acknowledge that grammar is a set of rules which help us put together sentences correctly. As the linguist Thornbury (1999, p.1) posits “Grammar is partly the study of what forms or structures are possible in a language”. Hence, he viewed grammar as a scientific study that explores the various possible stages and structures within a language. He further explains that grammar is a description of the rules that govern how sentences are formed. In other words, grammar raises the learner's awareness about which sentences are not acceptable, using examples provided by Thornbury. Essentially, this process shows that grammar explains that some sentences are acceptable while others are not.

We are not at home right now.

Right now, we are not at home.

But why this one is not.

Not we at right home not now are.

This explanation suggests that grammar encompasses the study of language word order. Thornbory 's definition explains that grammar focuses on studying the forms of the language, describing the rules and explaining the word order of language.

Two aspects of definitions are considered by Nunan (2015) “the first is that grammar has to do with how words are formed, and the second is that grammar is all about how words are combined to form sentences. The academic study of word formation is called morphology ...while the study of ordering and combining words is called syntax.” (p.122). It follows from this definition that grammar is a set of rules and principles one should know and become acquainted with as it helps learners to form words and combine them into sentences as well as it enables them to use these sentences correctly and appropriately.

However, there are other definitions of grammar that have new perspectives on the subject which relate grammatical structures systematically to meaning. In this context Larsen-Freeman (2012) states:

It is not helpful to think of grammar as a discrete set of meaningless, decontextualized static structures. Nor is it helpful to think of grammar solely as prescriptive rules about linguistic form, such as injunctions against splitting infinitives with prepositions. Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context appropriate use (pragmatics). (Quoted in Mammadova,2019, p.18).

That is to say, grammar is more than just a set of static rules or structures. It is more about how language is used to communicate meaning in different situations and its study does not only involve the form of words and sentences (morphosyntax) but also considers the meaning they convey (semantics) and how they are used appropriately in different contexts (pragmatics).

1.2.2 Formal and Functional Grammar

Grammar can also be described by its form and function. “Grammatically, there are two ways of looking at language as a form and as a function. Formal grammar has to do with how words are formed and put together. Functional grammar has to do with how different ways of putting words together enable us to make different kinds of meaning” (Nunan,2015, p.129). Alike Nunan, another explanation refers to grammar as “a way of reducing ambiguity”(Thornbury, 2005,p.7). Thornbury further emphasises the social function of grammar which means that the grammar people use shows their group memberships” (p.7). The concept of formal grammar as explained by Lock (1996,p.1) “is a set of rules which specify all the possible grammatical structures of the language”. The concern here is on the forms of grammatical structures and their relationship with each other, rather than on their

meanings or their uses in different contexts. Hamrick (2008,p.9) states that “ formal grammar is a grammar that has been made more accessible for students and is taught in isolation to some extent”. Functional grammar (FG) on the other hand is “a grammar which puts together the patterns of the language and the things you can do with them” Ilyosov (2021,p.4). It considers language primarily as a system of communication and analysis grammar to discover how it is organised to allow speakers and writers to make and exchange meanings. It focuses on the appropriateness of a form for a particular communicative purpose in a particular context. Such an approach is concerned with the functions of the structures and their constituents and with their meanings in context (Dakhmouche,2008.48).

In order to learn grammar effectively, it must serve a practical purpose; that is to say, grammar study needs to be functional. Learners need to understand how knowledge of grammar can enhance their ability to communicate successfully. Grammar is the skeleton of the language. Thus, to function the language appropriately, students must have a deep knowledge and good understanding of grammar.

1.3 The Significance of Grammar in ESL/EFL Teaching and Learning

Grammar is the basic structure and the fundamental organising of the language. Our grammatical ability in language learning is probably the most creative ability we have. There is no limit to what we can say or write, yet all this vast potential is governed by a finite set of rules; hence, the significance of grammar in language teaching and learning. In this context Cobbett (1819) posits:

Grammar... teaches us how to make use of words; that is to say, it teaches how to make use of them in a proper manner, as I used to how to sow and plant the beds in the garden for you have throw about seeds and truck in plants of some sort of other, without any teaching of mine and so can any body, without rules or instruction, put masses of words on papers; but to be able to choose the words which ought to be placed, we must become acquainted with certain principles and rules constitute what is called grammar. (Quoted in Woods,1995,p.2).

According to Lin (2010) grammar is the central heart of the language, and it is a tool that helps learners comprehend the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules. Without grammatical structure, the use of language could easily become chaotic and may not be understandable (Brown 2007). Furthermore, Nunan (1991) strongly supported grammar teaching because it helps learners perform their target languages better. He further states that students cannot communicate well if they do not have a

fundamental level of grammar. Thus, if there is no grammar, the language will lack its structure and organisation. Grammar is indispensable for language learners. Knowledge of grammar helps the student in the correction of fossilised errors and improvement of written work. A person learns a foreign language accurately only through the process of unconscious assimilation. Grammar is a sure ground of reference when linguistic habits fail us. Therefore, grammar is indispensable for the student (Debata 2013).

Moreover, according to Richards and Renandya (2002) grammar aspects are too important to be forgotten in learning English. Thus, teachers have to find time to improve student's grammar skills to help develop their language ability. As to Kohli (1984, cited in Debata, 2013) explains that the person who lacks knowledge of grammar is like a driver who knows nothing about the working of the engine while knowing the grammar is like being a driver who knows not only driving but also the working of the machinery. In other words, understanding the grammar of the language is like knowing how a car 's engine works. Just as a driver needs to know how the engine functions to drive well, knowing grammar helps learners to use the language effectively. Thus, without grammar understanding, communication can be confusing, like driving without knowing the basics of a car. Similarly, Haussamen et al. (2002) demonstrate the significance of grammar by raising a fundamental question: "Why do we have to learn grammar while mastering the English language? Does it really matter? Their enquiry underscores the foundational role of grammar in language comprehension and construction, as they elaborate:

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children – we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences – that is knowing grammar, and knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.(p.1)

In other words, they argue that grammar is crucial because it enables learners to discuss language itself and it helps them to identify the different parts of sentences, not only in English but also in other languages. Even from a young age, we are able to put sentences together, we all have this innate ability. However, understanding grammar means knowing how sentences are formed and recognizing different types of words that make up sentences. Thus, this understanding provides insights into the human mind and our cognitive abilities.

In addition, several studies have been conducted on grammar and its significance in English language teaching and learning. For instance, Norris and Ortega (2000) conduct an extensive analysis of 49 studies deduced that focusing on grammar leads to the overall effectiveness of language teaching. Similarly, Scheffler and Cinciala (2011) explore how grammar instruction can foster second language (L2) acquisition. Because grammar structures facilitate the attainment of learners' grammar output, grammar rules make a contribution to a sense of confidence as well as to the general learning process of the learners (Scheffler & Cinciala, 2011, p.22). Another recent study conducted by Jones, Myhill and Bailey (2013) examines the relationship between grammar and writing. They found that contextualised grammar teaching positively influences student's writing skill. There is no denying that grammar for ESL/EFL learning is an essential thing as it facilitates the role of the teachers by enabling them to break it down into small parts then provide structured syllables for smoother teaching. As for learners it provides them with a sort of criterion by which they could assess and measure the accuracy of their language use in speaking and writing (Dalil, 2013).

There is no doubt that grammar holds an important role in ESL/EFL teaching and learning. Every teacher should be aware of what to teach and how to teach it by means of various methods, approaches and techniques.

1.4 Approaches, Methods and Techniques in Teaching Grammar

Grammar instruction is a fundamental aspect of language learning. Recently, in order not to teach English learners fossilised grammar rules but to help them use these rules appropriately while communicating, a lot of grammar teaching approaches and techniques have come into being. As Larsen-Freeman (2012) suggests that grammar instruction needs not only to promote students' awareness on grammar rules but also to engage in meaningful production. Thus, apart from conventional approaches and techniques, alternative ones can be also considered.

1.4.1 Approaches in Teaching Grammar

The teaching of grammar has long been a cornerstone in language education that instructors continually seek to enhance learning methodologies. Therefore, there have been various approaches that teachers may adopt and rely on in their teaching process while teaching grammar to EFL learners.

1.4.1.1 Deductive and Inductive Approach

When discussing approaches for teaching grammar two main distinct ones can be identified: deductive and inductive approaches. The deductive approach to grammar

teaching often referred to as “rule- based” presents grammatical structures directly to students through clear explanations and examples while the inductive emphasises student discovery through example exposure and analysis. Instead of directly presenting rules, the teacher provides examples and prompts students to identify patterns and formulate their own understanding of grammar structures. Deductive approach is time-saving because it provides learners with explicit rules and explanations but it can result in passive learning. Inductive grammar teaching, unlike its deductive counterpart, is more meaningful and motivational.

Deductive approach which is also called rule-driven learning starts with the explanation of rules followed by examples in which the rule is applied (Thornbury,1999). In other words, the grammar rule is presented and the learners engage with it through the study and the manipulation of examples. Typically, the deductive approach is advantageous since it gets straight to the point and can therefore be time-saving. Many rules can be more simply and quickly explained than elicited from examples (Thornbury, 1999). However, this approach has long been abandoned since it has some remarkable shortcomings. First, it no longer serves the current purpose of language learning, namely oral communication. It puts too heavy emphasis on written language and particularly no oral language. Besides, it has been criticised as making the students too exhausted with meticulous and overwhelming grammatical terms and explanations (Omaggio,1986).

In contrast,the inductive approach which is known as rule-discovery learning starts with some examples from which a rule is inferred (Thornbury, 1999). In other words, without having met the rule, the learner studies examples and from these examples he/she can derive and understand the rules. The procedure would seem similar to the way mother tongues are acquired; that is through the exposure to comprehensible language input, learners will subconsciously acquire the system of rules; thus, automaticity will be accomplished naturally over time via the process of hypothesis testing cycles. Through these cycles, learners experiment with language usage, refining their understanding through trial and error, therefore, internalising grammar rules through practical experience. Moreover, Brown (2001) says that the inductive approach is more suitable because of various reasons. First, it is more similar to natural language acquisition and it is in more accordance with interlanguage development. Second, it enables learners to get a communicative “feel” for some aspects of language and establishes intrinsic motivation as learners are exposed to discovery instead of lecturing. Despite the positive side of this approach, it will work better only in a setting where there is sufficient language input.

Nunan (2015) highlights four key principles for grammar teaching as “integrate both inductive and deductive approaches into the teaching of grammar, use tasks that make clear the relationship between grammatical form and communicative function, focus on the development of procedural rather than declarative knowledge, encourage learners to use language creatively rather than reproductively” (127-129). It is advisable to take into account these principles because they may be helpful in finding the balance

It is believed that each one of these approaches has its strengths and drawbacks. The selection of the approach whether deductive or inductive depends mainly on several factors such as the age of learners, their level, the difficulty of the grammar issue,... etc. In other words, when the teacher chooses an approach to use, he or she should consider the learner's needs and abilities (Vyžrálková,2017).

1.4.1.2 Consciousness –raising approach

There has been a tendency to lay stress on the natural language learning ability that every human being has, irrespective of colour or class (Sharwood-Smith,1988). Year after year, this tendency has been increasingly widespread in the realm of English language teaching, and it is called a consciousness –raising approach. Richards et al. (1992) define consciousness raising approach as follows:

It is an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation and other form-focused activities) is viewed as a way of raising learners' awareness of grammatical features of the language. This is thought to indirectly facilitate second language acquisition. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly. (p.78)

Hence, the consciousness-raising approach to grammar teaching focuses on raising student's awareness of grammar rules and structures through engaging activities and guided discovery, rather than explicit instruction. It seeks to help learners discover the rules by themselves and encourages them to analyse language patterns and rules independently, leading to a wider understanding of grammar usage. Researches highlight the benefits of consciousness–raising approach, particularly in drawing attention to grammatical features in which learners might otherwise overlook (Ellis,1990).

Rutherford and Sharwood-Smith (1988) provide information about the role of consciousness-raising approach. For them, “consciousness-raising approach is intended to embrace a continuum ranging from intensive promotion of conscious awareness through pedagogical role articulation on the one end, to the mere exposure of the learner to specific

grammatical phenomena on the other’’ (Rutherford & Sharwood-Smith 1988,p.3). However, the approach is often integrated with communicative activities for practical application (Schmidt,1990). This balance ensures that learners not only understand the “ how’’ but also the “why’’ of different grammatical structures.

While the effectiveness of the consciousness-raising approach for immediate fluency is debated, studies suggest its potential for long-term improvement (Sharwood,1981). By raising awareness of grammatical patterns, consciousness-raising approach encourages learners to become self-directed in language acquisition. In addition, it has been argued that input alone is insufficient for the acquisition of grammatical accuracy because it does not always provide appropriate evidence (White, 1988 cited in Yip,1994). Comprehensible input does not resolve the issue, for example, the problem of overuse of a specific grammatical feature like the progressive form of the present tense (Yip,1994) - a common mistake made by EFL learners. What is needed is negative evidence: the information that a structure is ungrammatical or inappropriate in the target language (Yip,1994). In this context, consciousness-raising activities represent a wide range of activities that focus on noticing, a cognitive ability which leads to awareness on the use of grammatical structures. These activities have been found to be useful and effective for ESL/EFL Learners, especially at an advanced level (Yip, 1994).

1.4.1.3 Communicative Approach

Apart from the consciousness-raising approach to grammar teaching, the communicative approach can also be considered in grammar teaching. For years, many English instructors have been teaching grammar classes by simply adhering to predefined structures without any possible flexibility or transformation (Badilla &Chacon, 2013). Nonetheless, since 1990s the communicative approach has been extensively implemented in these classes, as pointed out by Richards (2006):

Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed (p.22).

Consequently, in this teaching approach grammar is taught communicatively.

On his part, Brown (2001) states that grammatical structures when combined with particular communication situations help learners see the connection between the form and function of grammatical structures. Students can learn how to choose the right sentence

patterns to express their ideas and feelings when communicating. They can also learn how to apply grammar rules to various communication situations(Brown, 2001). He further highlights techniques that the teachers should take into account in grammar teaching. Firstly, grammar structures must be presented within a meaningful context for effective communication. This fosters interest among learners in expressing their ideas and information grammatically. Second, it is crucial that grammatical structures taught align effectively with communicative objectives of the learners. This underscores the significance of continual analysis of learner's needs to ensure that the content we are teaching corresponds with what learners expect and need in practical communication. Third, the grammatical structure must emphasise the importance of accuracy and fluency by recognising that both aspects are interconnected and essential for second language acquisition. Fourth, teachers should simplify linguistic terminology to make it easier for learners to understand and absorb faster. Moreover, the teaching of grammar should not focus solely on rules but on how to use these structures accurately and appropriately to achieve communicative goals. Finally, the presentation of grammar structures should be as lively and enjoyable as possible in order to motivate students in the process of absorbing a subject as difficult and dry as grammar.

Furthermore, Cowan (2008) suggests some applications of communicative language teaching activities in grammar classes. Classroom instruction includes the use of games, puzzle solving, role playing, storytelling, discussing ideas, deciding on a course of action, taking a point of view, and making intelligent guesses about a picture shown in conjunction with an oral presentation.

1.4.1.4 Task based – Approach

The task-based approach (TBA) to grammar teaching offers a refreshing alternative shifting from memorising rules to using grammar meaningfully through engaging tasks. As Willis (1996) states “ the focus of classroom activities is on the task, and ultimately on meaning” (P.12). Rather than memorising rules in isolation, learners acquire grammar through real-world application while completing engaging tasks. Unlike grammar drills and isolated rules explanations, TBA prioritises communication placing learners at the centre of their language acquisition (Ellis, 2003). This learner-centred approach involves presenting communicative tasks where learners utilise various grammatical structures without explicitly focusing on them (Long, 1985). The emphasis lies on completing the task successfully, encouraging natural language use and discovery of grammar within meaningful contexts (Nunan, 1991). After completing the task, learners reflect and analyse the language they

used, leading to a deep understanding of the grammatical structures employed (Doughty & Williams, 1998). Furthermore, Richards and Rodgers (2001) state that this “form- follows-function” approach prioritises communication fostering a more authentic and engaging grammar learning experience. They might see “form-follows-function” as a stepping stone to a task -based approach which emphasises that the structure and the rules of grammar are best learned in context of real communication tasks. In other words, instead of just focusing on grammar rules in isolation, learners should actively participate in tasks that require them to use language authentically, thereby enhancing their understanding and retention of grammar.

1.4.1.5 Comprehension Approach

Another contemporary approach in the teaching of grammar is the comprehension approach. Krashen (1992) believes that the best way to increase grammatical accuracy is by means of comprehensible input. According to Ellis (1999), it is possible to distinguish two broad types of input-based approaches to teaching of grammar. In the first case, ‘enriched input’ provides learners with an input that has been flooded with examples of the target structure in the context of meaning-focused activities. In other words, this instructional approach caters to incidental acquisition and what Long (1991, cited Ellis 1999:66) has referred to a “focus on form”. In the second case, in what has become known as “processing instruction”, VanPatten (1996, cited in Ellis, 1999, p.68) assumes that learners are expected to pay conscious attention to specially designed input in order to learn a specific target structure. This kind of approach invites learners to engage in intentional learning and caters to a ‘focus on forms’. The comprehension approach to grammar teaching might be a good method to teach verbal tense forms and aspects as well as some other complex grammatical structures. Thus, this approach is strongly recommended to be applied by EFL teachers (Mammadova, 2019).

In general, the key to effective grammar instruction lies in recognizing that one size does not fit all, the journey towards selecting the optimal approach to teach grammar depends on the learning setting. It is crucial to strike a balance, taking into account the needs of the specific class being taught.

1.4.2 Methods of Teaching Grammar

Grammar teaching methods are a controversial issue, some advocate the teaching of grammar explicitly while others prefer the implicit way.

1.4.2.1 Explicit Method

Ellis (2004) describes explicit knowledge as “the conscious awareness of what a language or language in general consists of and/or the roles that it plays in human life” (p.229). Another definition by Ellis (2006) is that “explicit knowledge is held consciously, is learnable and verbalizable, and is typically consciously accessed through controlled processing when learners experience some kind of linguistic difficulty in using the L2” (p.95). Purpura (2004,p.42) claims that explicit knowledge is “a conscious knowledge of grammatical forms and their meaning”. In other words, explicit grammar starts with the explanation of rules. However, Scott (1990) stresses that both deductive and inductive grammar teaching are explicit in approach because both of them address grammar rules. He confirms that “an explicit approach to teaching grammar insists upon the value of deliberate study of grammar rules either by declarative analysis or inductive analogy, in order to recognize linguistic elements efficiently and accurately” (p.779).

Explicit grammar teaching is regarded as beneficial method, as Nassaji and Fotos (2004) argues that explicit exposure to grammar points could help learners improve awareness of target forms and develop accuracy. Furthermore, based on Schmidt’s noticing hypothesis (1990), explicit grammar teaching raises awareness and yields conscious learning and noticing. However, there exist some problems in the dominant teaching method, as the teacher may not pay attention to the practical application of language. Besides, students won’t be interested in and cause attention inevitably when the teacher teaches grammar rules simply in the grammar course (Ling, 2015). In other words, the conventional method of grammar teaching provides a robot-like rule which may not be properly used in real situations. Thus, along with such abilities as understanding or memorising, learners should use their intuitions and capacities to infer information.

1.4.2.2 Implicit Method

Implicit knowledge, unlike its counterpart, explicit knowledge, is unconscious “it is procedural” and “can only be verbalised if it is made explicitly. It is accessed rapidly and easily and thus is available for use in rapid, fluent communication”(Ellis,2015,p.95). In other words, it is through implicit knowledge, communication is used fluently and confidently in the second language. Brown (2007) maintains that “implicit knowledge is information that is automatically and spontaneously used in language tasks” (p.302). That is to say, there is no rule or explanation presented explicitly, thus foreign language learners perform the language. Moreover, Ellis (2015) states “the underlying fluent use of language is not grammar in the sense of abstract rules of structures, but it is rather a huge collection of memories of previously experienced utterances”(p.6). Moreover, he acknowledges that

when language is used either in speaking, writing or listening we are more conscious of the communication rather than the rules and that we must have naturally acquired the knowledge of frequencies in language use. Thus, we have learned it implicitly. Implicit grammar teaching depends on the idea that while learning grammar, students must be naturally acquired through situational scenes (Ling, 2015). The focus is on meaning instead of grammar rules. This method undeniably contributes to positively enhancing student's skill development as Dekeyser (1995) argues that student's metalinguistic awareness works out since they do not focus on a specific rule.

A successful grammar instruction leans heavily on the way it should be taught. If it is taught at the right time, the right place and with the right way, learners will inevitably recognize its significance. Additionally, teachers need to consider the way they can make grammar fun, memorable and meaningful to learn as well as they should know how to make the lessons become lively and exciting in order to overcome the boredom of teaching grammar in traditional ways to promote its progression among learners.

1.4.3 Techniques and Activities for the Teaching of Grammar

It is believed that second and foreign language learners encounter difficulties in learning English grammar since there are a great number of intricate, obscure and exceptional grammatical rules (Macfadyen, 2015). Consequently, the grammar lessons may have the unfortunate reputation of being monotonous, as they rely solely on traditional presentation methods (Rochmawati, 2018). This conventional way of delivering grammar rules is insufficient for effective learning. Instead, the students should be taught in an efficient, interesting and interactive manner in order to enhance grammar learning among them. It is therefore suggested that EFL teachers should implement creative techniques and activities in teaching grammar which make the grammar lesson interesting.

The selection of any activity or technique for the teaching of grammar is definitely up to the teacher because he /she knows the particular classroom context, learners' proficiency level, needs and requirements. Hence, when deciding the type of activity to use, teachers should be clear about the lesson focus, learners level and so on. "Teachers need to evaluate any teaching option or resource in terms of its relevance, appropriateness and practicability in their particular teaching context" (Thornbury, 2005, p.7). In the past, common practice for grammar teaching included drills, isolated sentences and many other techniques which are still used and valued by many teachers. However, a shift from these traditional activities should be considered as there is a tendency for increased interest and motivation when elements of fun are incorporated. It is therefore suggested that in an EFL classroom

innovative ideas, interesting teaching materials, practising and drilling learners for learning the English grammar should be done through fun and interesting ways such as songs, games, multimedia resources, ... etc.

1.4.3.1 Songs and Poems

Repetition is indeed a key factor in mastering grammar by helping the brain remember patterns (Poerween, 2018). Songs can be a fantastic tool for grammar teaching as they are motivating and bring diversity. According to Murphey (1992,p.774) songs are “good motivational tools (...) fun and relaxing, and they provide a class variety and a break from textbook study”. According to Puasa (2008), songs are one of the most enhancing and culturally rich resources that can easily be used in language classrooms (cited in Rochmawati,2019). As a matter of fact, they provide an alternative classroom practice. They are also resourceful tools to enhance learners’ abilities in listening, speaking, listening, writing and reading. They constitute authentic and meaningful materials such as telling a story, providing insights about life, or introduce cultural themes (Rochmawati, 2019). They can be modified in various tasks such as tense-selecting, error-modifying transformation and word ordering Hancock (2010, cited in Vyžrálková,2017). Learning grammar through songs can create an entertaining, enthusiastic and more comfortable classroom environment for learners. Besides this, they may encourage intensive and extensive listening and inspire creativity and use of imagination in the relaxed classroom atmosphere (Alinte, 2013). It is generally considered that rhythm and melody allow words to be memorable.

Like songs, poems represent another suitable technique for grammar teaching, they have an enormous linguistic value as they provide authenticity and cultural views (Saricoban & Metin,2000). The use of poetry in EFL classrooms is driven from what it provides for English learning in general and grammar in particular. Typically, Maley and Molding (1985, cited in Ragawanti,2014) assert that it contains a special type of English which touches our personal feelings most closely. These feelings are suggested to hold importance in a foreign language context. The next benefit is because poems are frequently memorable and this is because they often incorporate repetitive patterns of sounds or words so that they stick in learners’ minds without conscious effort. Besides, the topics are in themselves interesting. In this line of thought, Maley and Duff (1989) state that poems can bring a sense of pleasure that can arouse students’ interest to read, enjoy and explore them (cited by Saking Wijaya et.al,2005). When students are taught grammar through poetry, they will understand grammar much better than by studying it out of other forms of literature (Stone, 2015).

1.4.3.2 Games

Anburaj et.al (2014) claim that teaching through games is a very interesting method of teaching. They clarify that traditional methods dictated for study and games to be separated but the fact remains that students tend to be more interested when playing games rather than setting down to study. Using games will allow learners to use grammar in real communicative situations, thus, practising them can be a way to internalise grammar rules (Perween, 2018). They are perceived as relaxed and not serious learning. Ur (1990) comment on this issue by stating that:

If the activity is a game-like one, I am not - as I have mentioned before-usually in favour of stressing the idea that it is a 'game' when introducing it; grammar practice activities, however enjoyable, should usually be presented frankly as such. The exception is when both teacher and class really need a period of recreation and fun: as a temporary break during a period of very intense study for an exam, for example, or at the end of a long day, week or term (p. 34).

However, games can be seen as an integral part of grammar teaching Rinvolurci (1984) highlights the significance of grammar games:

I do not use grammar games as a Friday afternoon 'reward' activity-I use them as a central part of the student's learning process. Grammar is perhaps so serious and central in learning another language that all ways should be searched for which will focus student energy through the release offered by games. [...] a game could be fun and serious at the same time. The point is that the fun generates energy for the achievement of the serious goal.(p.3).

He further mentions the benefits of grammar games. During the game every learner is involved. Typically, the teacher can observe and find out actual knowledge without direct examination, and the learners are working on grammar issues in a pleasant atmosphere and take responsibility (Rinvolucris 1984,p.4). Games can be effectively integrated into grammar teaching and learning for all age groups regarding their specifics.

1.4.3.3 Task-based Activities

Using tasks as a means to impart grammar instruction has been shown to elicit high levels of motivation among students. According to Nunan (2004) "pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is on mobilising their grammatical knowledge in order to express meaning." (p.4). He introduces the dichotomy between real word (target tasks) and pedagogical tasks. Target tasks, as the name implies, refer to uses of language in the word beyond the classroom while pedagogical tasks are those which occur

in the classroom (Nunan, 2004). Farahani and Najad (2009, p.27) point out that “task based language teaching is predicated on the principle that having learners perform tasks which help them to develop knowledge and skills in the second language in accordance with the way their own language learning mechanism works”. In other words, tasks are implemented within the classroom creating a real life situation for students to perform the target language with each other to complete the task. Task-based grammar teaching as a meaning –based advocates that the language teaching process will be more effective by using the tasks prepared for the students. Learners who do not have the right grammar do not deal with the rules of the language. Their only aim is to complete the task and even though they are not informed about the structure, they try to do their best to convey the meaning and at the end of the process, they learn the language forms unconsciously (Yildiz and Senel,2017). Moreover, tasks can inculcate in the learner the spirit of dependability as Willis and Willis (2007,p.7) state that “one of the most important things about task-based language teaching is that it promotes learner’s confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes”. The tasks help students learn something on their own and this will boost their creativity and help them to overcome their difficulties.

1.4.3.4 Storytelling

It is often wrongly assumed that stories are only useful for children. However, adults also continuously engage with telling stories whether by sharing their daily life experiences or cracking jokes with their colleagues etc. Hence, storytelling remains an effective technique to introduce grammar to learners in an authentic way. Storytelling activities can efficiently present or reinforce grammar points. Regardless of any type of activities chosen, it is important not to underestimate the value of this technique as a means to enhance not only grammar instruction but also language teaching as well (Perween,2018). It is one of the pervasive tools in almost all cultures. It is also one of the multilateral techniques to be employed as a convenient and natural grammar teaching tool which attempts to keep EFL learners focus. Grammar rules can best be contextualised in stories which are interesting and enjoyable (Rochmawati,2019).

1.4.3.5 Media Technology

Another effective tool to teach grammar is through the integration of media technology. As technology seeps into every aspect of modern life of university students, its integration becomes imperative (Chapelle, 2003; Bikowski, 2018), as Chapelle (2001) states:

As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguistics particularly for those concerned with facets of second language acquisition (p.1).

Media helps to kindle the learning interest of learners. Computer tools like the internet, audio or videos, help learners to interact or listen to native speakers which in turn increases learners' interest. Using videos and audio clipping as stimuli encourages learners to communicate about anything interesting (Anil, 2017). The use of modern media technology represents a pathway to improve English language skills. As a more alternative and interactive method, media technology can help students to understand grammar rules in their context and combine practice in other language skills like reading, speaking, listening and viewing with grammar (Tompkins, 2012). The use of media increases the interaction between teachers and learners and promotes students confidence in their English language abilities (Clément et.al.2001). It serves as an effective and authentic method for language learning in general and grammar in particular as "media materials can lend authenticity to classroom situations, reinforcing for the students the direct relation between the language classroom and outside world" (Brinton, 2001:461). Tileston (2003) describes media as being "Brain-friendly"(p.9). She states that "most learners are either visual or kinesthetic thus a brain-friendly environment will lean heavily on teaching methods that include visuals, models or hands-on activities" (p.9). Multimedia technology helps EFL learners "to explore real world examples of concepts to be learned" (p.9). This method makes learners more active and also motivates them to learn more.

Overall, all the intricacies of English grammar cannot be learned by rote, they must be well understood and this can be accomplished when students are interested, motivated and having fun during the grammar lesson. Therefore, a modern teacher should be familiar with the old-fashioned as well as the new methods of language teaching. It is the instructor's responsibility to shift away from traditional grammar-based materials and make way for new and better methods for students' benefit.

1.5 Teacher and Learners' Roles

In grammar instruction, both teachers and learners play a crucial role in the progression of its teaching and learning process. The teacher's role is pivotal in deciding what to teach and how to teach it as well as it is beneficial if learners are involved and take responsibility in the process.

1.5.1 Teacher's Roles

The role of teachers in grammar instruction extends beyond simply presenting rules and drilling exercises. Effective grammar instruction requires a multifaceted approach, and the teacher plays a vital role in facilitating understanding and application. According to Raimes (2003) teachers act as “guides and facilitators helping students make sense of the inherent complexities of language” (p.24). This goes beyond rote memorization requiring teachers to create meaningful contexts where students can actively explore and experiment with grammatical structures (Larsen-Freeman, 2003).

One crucial role is to demystify grammatical rules. Teachers can achieve this by employing clear explanations, relevant examples and engaging activities (Celce- Murcia and Larsen-Freeman, 2019). Instead of dry lectures, teachers can utilise visual aids, storytelling and collaborative tasks to make grammar accessible and relatable (Wajnryb, 2005). Moreover, teachers can contribute to nurturing students' confidence when using grammar. This involves creating a supportive and encouraging environment where students feel comfortable asking questions and making mistakes (Wajnryb, 2005). Efficient feedback practices, like providing specific and constructive comments can help students learn from their errors and develop a growth mindset toward grammar learning (Andersen, 2004).

A successful grammar instruction consists of the teacher's ability to tailor their approach to students needs and learning styles. By using diverse teaching methods, fostering a positive learning environment and acting as a guide and facilitator, teachers can empower students to overcome complexities of grammar and become confident and motivated to learn it.

1.5.2 Learners' Roles

Teachers' task in nurturing the joy of learning is complemented by the crucial role of learners in assuming ownership of their active participation and involvement in the learning process. Previously, the learner was viewed as a passive recipient of knowledge, absorbing the grammar rules presented by the teacher. In fact, the role of language learners has moved from passive in the past to active participants in the process of acquiring language aspects, including grammar (Vyzralková, 2017). Moreover, many theories shed light on the importance of learners' autonomy and self-directed learning, learners who take ownership of their grammar learning, by setting goals, seeking resources and reflecting on their progress are more likely to be successful (Benson, 2011). This refers to the need for teaching approaches and methods that empower learners to become active in shaping their own grammar learning.

Language teaching/learning by all its facets and its success relies heavily on several factors such as the teacher and his/her style. Besides that it focuses on learners' types, motivation, level and many other factors. Therefore, teachers should take these factors into consideration when deciding and planning any course regarding grammar. In order to be successful, the language teacher needs to know his/her learners, their abilities and preferences.

1.5.2.1 Learners' Types

It is well known that every person is unique and each has his/her way of learning. There is a growing recognition of the importance of tailoring grammar instruction to learners' styles. Researches have shown a solid correlation between students' use of various strategies and their grammar competence (Mohamad et al. 2023). This suggests that learners who are aware of their preferred approaches to learning (visual, auditory, kinesthetic ect..) can be empowered to choose strategies that best suit the grammar point at hand (Reid, 1995). For instance, a visual learner might benefit from visual aids to present grammatical structures, while an auditory learner might find listening to discussions that exemplify the target grammar rules more helpful and so on (Keefe, 1979). In addition, all researchers and teachers would undoubtedly agree that every learner has a unique way of perceiving and acquiring new things.

However, the number of learning styles commonly agreed upon varies typically from four to eight (Sogutlu, 2015). Felder and Henrique (1995) argue that students learn more when grammatical structures are presented in a variety of modes. They support their point with results of a research conducted by Stice (as cited in Felder, 1995) who deduced that learners retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 90 percent of what they say as they do something. Thus, if teachers take into account these different learning types and what is retained by students, it can easily be concluded that the grammar instruction which is followed by tasks/activities appealing to all learners' styles would benefit all the learners (Felder & Henrique, 1995).

It is obvious that the presence of diverse learner's types, learning styles and individual preferences play a pivotal role in the teaching/learning process. It falls upon educators to discern the specific characteristics of each learner, thus finding an equilibrium that fosters effective grammar teaching and learning environments.

1.5.2.2 Learner's Motivation

There is a widespread belief that motivation is essential for learning grammar and for optimising learners' achievements (Pinheiro,1996; Thornbury, 1999). On his part, Thornbury (1999) states that attention, understanding and the memory are prerequisites of developing grammatical competence. In this context, he argues that learners' motivation and grammar learning are inseparably linked, and the lack of motivation among learners will lead to inefficacy of the three conditions which are attention, understanding and memory (Thornbury,1999). Therefore, the teacher is required to shoulder the responsibility of activities and tasks that arouse their motivation and interest. In the same line of thought, Pinheiro (1996) also asserts that motivation is indispensably required for enhancing grammar learning. She believes that students need to be highly motivated to learn grammar of the language in order to realise better outcomes in learning grammar. While grammar has received massive attention, the same cannot be said about its relation to learning interest (Warkerkwa & Indriyani, 2023). Interest has been said as one of the most important factors influencing learners' motivation in completing a task, as Schiefele (1991) assumes, is interest. The latter “promotes long-term storage of knowledge and provides motivation for further learning” (p.300). Weighing on this account, Yaccob and Yunes (2019) state that it is crucial to inculcate motivation in learners for them “to have the drive to learn the grammar of a foreign language” (p.124). In other words, motivation plays a vital role in carrying out certain activities to be successful.

Almost all the work done requires motivation as an impetus for learners in trying their best; learning English grammar is one of them. When students are motivated to learn English grammar, they will try their best to achieve it, on the other hand; if they are not motivated to learn it, they will not pay attention or even care (Sholihah, 2022). There is a strong positive correlation between learner motivation and grammar learning outcomes, as studies have shown that students who are motivated to learn grammar put in more effort, engage more actively in learning and ultimately achieve higher levels of grammatical accuracy (Qomariyah, 2019). This motivation can come from a variety of sources, such as a desire to improve communicative skills, grammar learning techniques or even a positive experience with a teacher and others (Johansson, 2010). Understanding these factors would help teachers create an effective learning environment that fosters grammar learning among learners.

All the factors mentioned above, such as motivation, learning styles play a dynamic role in the process of language and also grammar teaching and learning. When various learning strategies are integrated, it can be very supportive and motivating.

1.6 Teaching Grammar in Context

English grammar has long been a challenging component of teaching. Teachers often struggle to cover all its facets, and many complain of addressing them comprehensively. Furthermore, most instructors tend to teach language features separately while they should be used in context. It is worth noting that the traditional approach to grammar teaching persists in many cases. Hence, teaching grammar in context is one approach to address these issues focusing on presenting those rules using authentic data.

1.6.1 Definition of Context

The notion of “context” is a very powerful one and it is applicable in all areas. Many linguists, social scientists and indeed literary scholars have taken, as an article of faith, the idea that “context is all”. Well, maybe it is not all literally, but it is probably true that no act of language behaviour, or any proposed rule of grammar can be satisfactorily understood without taking context into account (Tomas & David, 2007). On his part, Kokshetau (2007) states that context means the situation or body of information, which causes language to be used.

The concept of context is crucial in understanding the meaning of words, phrases, sentences or texts as it provides the necessary background information that clarifies the intended meaning. In this vein, Richards et al. (1985, p. 59) describe context as:

The surrounding information which occurs before/or after a word, a phrase or even a longer utterance or a text. The context often helps in understanding the particular meaning of the words, phrases, etc. For example the word loud in loud music is usually understood as meaning “noisy” whereas in the tie with a loud pattern is understood as unpleasantly colourful.

Thornbury (1999, p. 69) confirms that language is context sensitive. This means that it is quite challenging to pick up the intended meaning of words or phrases in absence of context. The following sentences are almost meaningless out of context:

- The ones that don’t seem to think so
- It’s a drink

Thornbury states that it is impossible for anyone to grasp the intended meaning of these sentences without providing the correct context from where they were taken.

1.6.2 The Need for Teaching Grammar in Context

Despite extensive research and practical experience, there is no definitive blueprint for presenting grammar instruction. The only thing that remains obvious is that grammar is best

achieved through context. By providing rich and meaningful context teachers can assist learners to better grasp and memorise grammar rules.

Across the various languages and subsystems of grammar, perhaps the most widely practised traditional grammar approach to grammatical instruction has been portrayed as the three Ps- present, practice, produce (Larsen- Freeman, 2009). The three Ps model has been criticised by Long and Doughty in their study, as they state that the traditional approach is disadvantageous. According to them:

One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar at least, they know the rules explicitly, but they fail to apply them in communication. This problem has been discussed by others as the “non-interface” problem in that there is no apparent connection between explicit knowledge of the rules and implicit control of the system, and the learnability problem, following from the observation that grammar is not learned in a linear and atomistic fashion (Long & Doughty, 2009,p.523).

Through this approach, students exhibit deficiencies in the application of grammatical rules within language speech.

Context based-grammar, on the other hand, will afford learners with the opportunity to understand how language functions; hence, it will improve their communicative abilities. Context-based instruction remains consistently valuable for learners as “students need to learn language in logical context, either through authentic discourse length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence” (Hadley, 2003, p.152). Weaver (2001,cited in Mart,2013) states that teaching grammar in isolation will not be useful for learners and concluded that “teaching traditional grammar in isolation is not a very practical act.”(2001,p.18). In addition, Albalawi (2014) argues that grammar rules are complex and need to be explained in a variety of contexts and activities to help students understand how the English language works. By teaching grammar in context, teachers have opportunities to extend rules and include students in the lesson, so that students become active participants in their grammar learning. Moreover, context grammar holds an important place for effective learning. It will be more motivating for learners if grammar is taught in context. Besides, Grammar rules are made easier if they are given in a context. Accordingly, it will be more interesting for learners and it will provide accuracy in the target language” (Ilyosov, 2021).

Exploring grammar in context makes a distinction between grammar as a structure and grammar as choice:

1.6.2.1 Grammar as a Structure

Grammar as a structure means what rules does the learner need to know in order to use this form effectively? An example of a structural rule would be, that in ellipsis a modal verb normally attracts repeated verb have, as in:

A: Has she taken it with her?

B: She may have. I am not (Carter et al. 2000 Vii).

1.6.2.2 Grammar as a Choice

Grammar as a choice means when is it normal to use ellipsis? Are some forms of ellipsis more likely to be used in spoken than in written modes? Are the forms linked to greater or lesser degrees of intimacy and informality? For example, subject ellipses in expressions such as ‘looking forward to seeing you’, ‘Don’t know’ and ‘Think so’ are largely the speaker's /writer's choice (ibid).

In general, teaching grammar in context is seriously a game changer. By providing learners with activities that incorporate grammar rules in real-life situations, or using topics of current interest, they will be more motivated, autonomous and better able to retain the information they learn.

1.6.3 Teaching Grammar through Intercultural Teaching-materials.

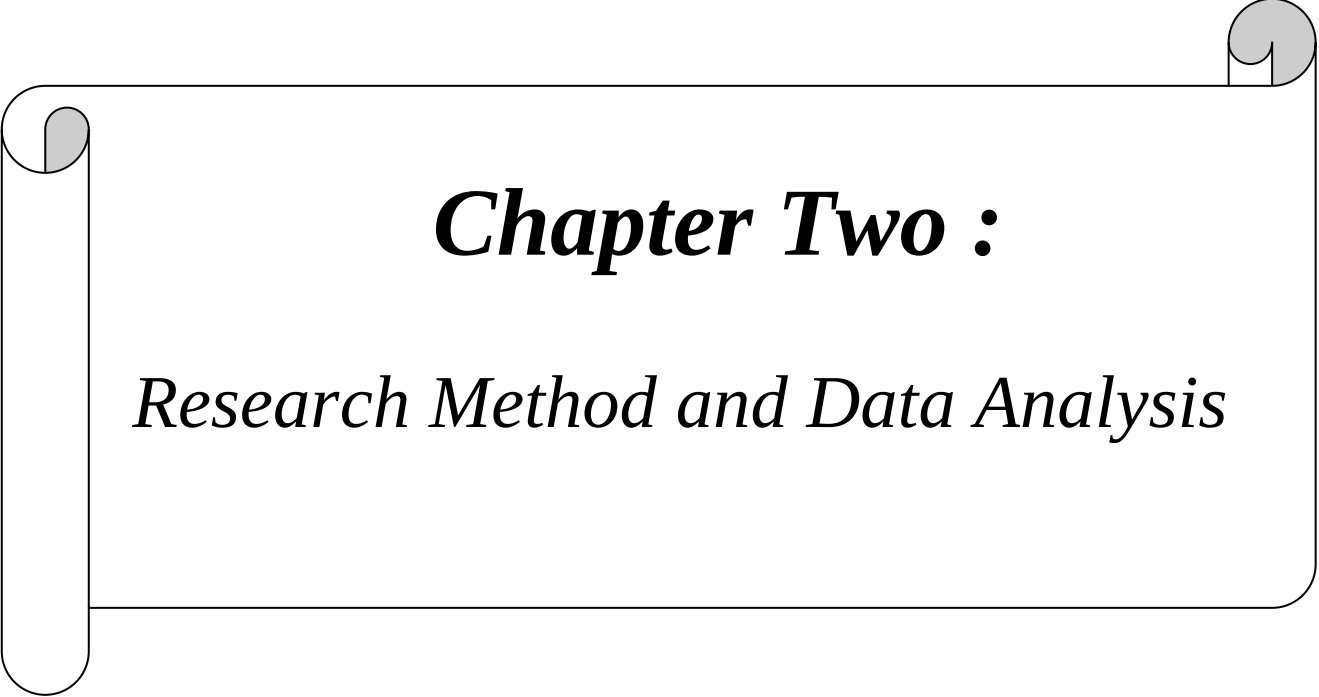
Grammar instruction is a “guide” utilised when learning a language, it has always been a very important part of the language teaching process (Ilgūnaitiene,2021). Despite the importance of grammar to help students use English correctly and appropriately (Mackey, 1987), many foreign language learners are lacking motivation in learning grammar. When students are asked about their least favourite aspect in their foreign language classes, they quickly provide a response. Mostly the opinion is unanimous: grammar. Grammar seems like something which is hovering like a threatening cloud below the classroom ceiling. If the teacher accidentally mentions that today’s lesson will be cover grammar instruction, a quiet murmur may spread in the classroom, indicating boredom or lack of interest among learners. This is one endeavour that push applied linguists and teachers alike are seeking to find a way in which grammar could be taught both effectively and interestingly (Ilyosov, 2021). This may be caused by factors such as the learners themselves, English grammar teachers or the teaching techniques. When it comes to the teacher’s factor many roles the English teacher can play in a language namely as director, manager, facilitator, resource and many other roles (Harmer,2001). In context of English grammar teaching and learning, the teacher can simplify student’s grammar learning process to ensure smooth grammar instruction and grab students’ attention. There should propose a new method to learn grammar in a fun,

fascinating and interesting way. Teaching grammar implicitly through intercultural contextual teaching - materials will be able to enhance learners' grammar learning. By embracing intercultural content in grammar teaching materials, grammar instruction can be transformed from a tedious exercise into a vibrant journey, enhancing students interest to learn grammar.

1.7 Conclusion

This literature review attempts to define grammar from different perspectives, shedding light on its significance in EFL/ESL teaching and learning. Then, it provides an outlook on the approaches, methods and techniques of teaching grammar, with reference to the roles of teachers and learners in grammar teaching and learning. In addition, this chapter strives to focus on teaching grammar in context. It gives the definition of context along with the need of teaching grammar in context. At the end, it mentions the importance of teaching grammar through intercultural teaching-materials.

As previously mentioned, grammar is a central component in English language teaching for creating an ideal communicative process. However, some students have problems with learning grammar, and the main one is that students feel bored during the learning process and the monotonous way in delivering grammar knowledge. Therefore, teachers should focus on creating materials that enhance grammar learning among EFL learners. Hence, intercultural-based teaching materials is deemed effective to increase the students' interest in grammar learning because they are engaged and motivated due to its interactive content which comfies students and makes them not assuming grammar as boring subject. Building on the insights from the first chapter, the scope of the upcoming chapter will present a case study, which will investigate the effectiveness of intercultural-based teaching materials in reinforcing EFL learners' interest in grammar learning.

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Chapter Two :

Research Method and Data Analysis

Chapter Two: Research Method and Data Analysis

2.1 Introduction

2.2 Research methodology

2.2.1 Research Design and Method

2.2.2 Research Context

2.3 The Sample Population

2.4 Participants' Profile

2.5 Research Instruments

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2.1 Introduction

At university level, learning English grammar is crucial. However, its teaching tends to be monotonous leading to students' lack of interest, a fact that makes it harder for them to understand and use grammar effectively. With that consideration, the present study aims at investigating the effectiveness of intercultural context-based teaching materials in enhancing grammar learning among EFL learners.

To this end, this chapter is set to give a thorough account of the fieldwork of the study, the research informants, the research instruments that were used to gather data and the data collection procedures. Besides, it deals with the analysis and discussion of the obtained data to eventually conclude with some suggestions and recommendations along with the limitations encountered during the study.

2.2 Research Methodology

Through this section, the investigator adopts a systematic research methodology to ensure the attainment of reliable and valid results in this research work. It begins with a short description of the research design and method, the research context where the data were conducted followed by a description of the research subjects that took part in this research, in addition to the data collection and analysis procedures, discussion of the main results, and further recommendations and suggestions.

2.2.1 Research Design and Method

In accordance with the nature of the current research, this investigation is an exploratory case study that aims to explore the effectiveness of intercultural context-based teaching materials in enhancing grammar learning. Thus, in order to achieve this goal, the study opts for the mix-method approach, as both qualitative and quantitative data are required for the research enquiry.

2.2.2 Research context

Determining the research context is a prerequisite for collecting data. The present study was conducted at the Department of English of the University of Tlemcen. The latter is organised into eight academic faculties, which are further divided into two or more department(s). It offers various degree programs including License, Master and doctoral degree(s), as well as additional opportunities such as student exchange programs, diplomas, certifications, specialisations and professional training sessions. Most teachers of the university are qualified from prestigious universities globally with some impressive credentials.

The Department of English relates to the Faculty of Letters and Foreign Languages. From 1989 till 2014, The faculty knew different organisation charts. Yet, recently the Foreign

Languages department has been restructured and the English section has become an independent department. It embraces over more than 1000 students and nearly 70 teachers with different degrees, including professors with many holding Doctorate and Magister degrees. The department offers a variety of degrees which are a License in general English, three Master specialties including Literature and Civilisation, Language Studies and Didactics of Foreign Languages. Doctorate specialties differ from one year to another.

2.3 The Sample Population

Sampling plays a dynamic role in any research work, “ the quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy that has been adopted” (Cohen et al., 2007, p.100). Thus, the sample population chosen to participate in this research are first-year EFL students. The selection of such a sample was based on the consideration that learners at this level of education are in need to improve and enhance their grammatical proficiency at this stage, students often find English grammar challenging and complex, making it an ideal focus for targeted instructional interventions designed to address specific learning needs. All the complexities of English grammar cannot truly be learned by rote, they must be really understood and understanding can easily happen when learners are interested and having fun during the courses. Besides learners, the target population in the present study is also associated with teachers of grammar.

2.4 Participants' profile

The term participants, according to Marczyk (2005, as cited in Khaldoun, 2008) refers to individuals who are of interest to the research. He further states that it is not useful to work with every member of the population. Thus, it is necessary to choose a representative group which displays the overall characteristics of the entire population. Typically, randomizing groups is thought to be crucial in studies, as it boycotts the effects of such variables like the subjects' personal characteristics (sex, age, aptitudes...). Miller (1975) explains that the reason behind random selection is to provide equal chances for the individuals of the population to be the sample actually selected. It also helps to prove the fact that the sample is unbiased.

This investigation is conducted with first-year EFL students majoring at the university of Tlemcen in the Department of English. In fact, forty students were volunteered to participate in this research. Before coming to university, these students had fewer opportunities to practise English outside the classroom and even within the classroom. In addition, they share roughly the same formal educational background before joining university. Therefore, it theoretically

meets the criterion of population homogeneity. The sample consists of both males (?) and females (?), aged between 18 and 23 years old chosen randomly.

The teacher community reveals a great diversity in terms of age, academic degree, grade, work experience, educational background and professional training. In the current study, the teacher sample includes five EFL teachers who are teaching different subject matters including grammar. The five chosen teachers are Professors and some hold doctoral degrees and their teaching experience is more than ten (10) years.

2.5 Research Instruments

Collecting data entails the use of adequate research instruments. Therefore, in this study, the researcher opts for two research instruments including a questionnaire addressed to students and an interview conducted with teachers. In particular, these tools are used for measuring participants' attitudes and perceptions regarding the subject under investigation.

2.5.1 Students' Questionnaire: Aims and Procedures

In foreign language research, questionnaires are the most widely used tools for collecting data as they gain much interest in social sciences, since the sake of any scientific research is to find answers to questions in a systematic way. This study questionnaire aims to investigate the students' perceptions regarding the incorporation of intercultural context-based teaching into grammar. The researcher attempted to collect the necessary data by sharing the questionnaire with first-year EFL learners. Before the respondents consented to answer the questions, they were told about the purpose of the study.

The questionnaire contains eleven (11) questions which are arranged in a logical way. They comprise both close-ended questions and open-ended questions. A close-ended question is a type of question which limits the respondent's autonomy to choose answers. Most of the time, he / she is given only two options of answers, that is to say, "yes" or "no". Concerning this study, yes/no questions were used because they are easy to analyse. Another example of close-ended questions is multiple choice questions which restricts the respondents' answers to a series of options. The respondents are required to choose an answer from the given options. Moreover, open-ended questions are very useful to gather the respondents' opinions. They give more freedom to the respondent to reflect and answer without being obliged to choose amongst various options. They were of great help to collect qualitative data.

This questionnaire has four rubrics (See Appendix A). The first rubric is composed of questions about socio-demographic and general information about the respondents. The first two questions are about the informants' gender and age. These questions help the researcher to understand the characteristics of the population being studied as it provides valuable context

for analysing the data. The other three questions are concerned with students' self-assessment of grammar level, perception on the significance of grammar learning in improving English skills, then attitudes about its learning.

The second rubric is devoted to students' perceptions on intercultural context-based grammar teaching materials. It consists of only one question in which the respondents' were asked whether they have encountered intercultural context-based teaching materials in their grammar learning and how they perceive it. The information from this section is crucial since the aim of the study is to figure out students' perceptions on the subject under investigation. Moreover, The third rubric comprises questions related to the effectiveness of integrating intercultural context-based teaching materials into grammar instruction. The researcher enquires participants whether using these materials in grammar assignments would make its learning easier. Following this, participants were prompted to share their opinions on whether this approach would help them in improving and memorising their grammar knowledge. After that, they were asked to identify the cultural elements that they find most effective and helpful in comprehending and learning grammar. The fourth and the last rubric consists of two questions about learners' suggestions and recommendations. In the first one, they were asked to provide their preferences on how intercultural context can be integrated into grammar lessons. Then in the last question, they were requested to provide recommendations to enhance grammar learning.

2.5.2 Teachers' Interview: Aims and Procedure

The interview is another form of data collection tools in social sciences. It is considered as the fundamental basis in any qualitative research (Edwards & Holland, 2013). According to Utibe (2020, p.16) "an interview is a systematic way of talking and listening to people and another way to collect data from individuals through conversations" and it has different types.

On the one hand, the first type is called the structured interview. Sometimes it is also called the standardised interview through which all respondents are asked the same questions in a fixed order (Corbetta, 2003). It is purely quantitative in its approach since it is structured around a set of predetermined direct questions that require immediate responses, like 'yes or no' (Utibe, 2020). On the other hand, the semi-structured interview is non-standardized, it is used to collect qualitative data based on open-ended questions. The interviewer can change the order of questions or add others depending on the interview direction (Utibe, 2020). The third type is called unstructured interview which is known as open-ended. Through this type, there is no set list of questions, and the conversation flows based on the participants' responses, rather than

the researcher's topic. Gubrium and Holstein (2002) argue that this kind of interview provides a greater flexibility and freedom to both interviewers and interviewees.

The present study used semi-structured interviews with 5 teachers of grammar. The interview was conducted to obtain information about teachers' attitudes towards the integration of intercultural context-based teaching materials into grammar teaching and learning. It was concerned with the teachers' perceptions on incorporating intercultural context-based teaching materials into grammar lessons and assignments, their intercultural aspects preferences and their expectations about the impacts of intercultural context based teaching materials on students' grammar learning..

2.6 Data Analyses

This part is devoted to the analysis of the data that have been gathered from the students' questionnaire and teachers' interviews.

2.6.1 Students' Questionnaire Analyses:

➤ Rubric One: Socio-demographic and General Information

In this section students were asked to rate their grammar proficiency level, to give their attitudes towards grammar learning.

Question 1: Students' self-assessment of their grammar level

Table 2.1: Students' Perceptions of their Level in Grammar

Options	Absolute frequency	Relative frequency
Excellent	5	12,5%
Good	15	37,5%
Average	20	50%
Poor	00	00%
Very poor	00	00%
Total Number	40	100%

As it is demonstrated in the table above, the majority of students (50%) assumed that they have an average level in grammar. However (37,5%) of students rated it as good while only few students (12.5%) admitted that their level is excellent. This suggests that students' level in grammar is generally moderate.

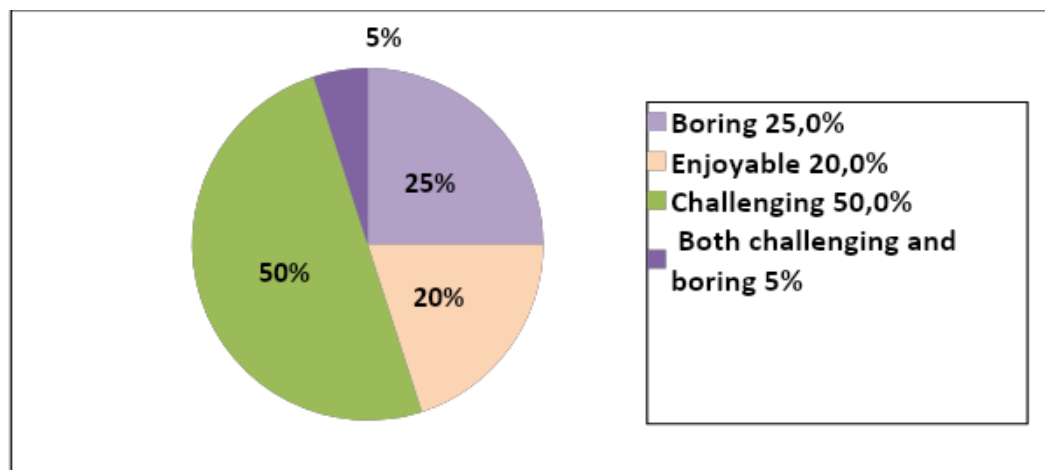
Question 2: Students' views on the importance of grammar in improving English language skills

Table 2.2: Students' Opinions on the Importance of Grammar

Options	Absolute frequency	Relative frequency
Somewhat important	4	10%
Very important	36	90%
Not important	00	00%
Total Number	40	100%

The findings from table 2.3 show that the vast majority of students (90%) considered grammar learning to be very important for improving English language skills. In contrast, only few students (10%) regarded grammar to be somewhat important. The results highlight a predominant understanding and appreciation of the value of grammar in improving English language skills amongst students.

Question 3: Students' attitudes towards grammar learning

**Figure 2.1: Students' Attitudes towards Grammar Learning**

In this question students were asked to provide their attitudes regarding grammar learning. The findings of the study reveal that 25% of students found grammar as a boring subject and 50% deemed that its learning is challenging. In turn, 20% of students regarded grammar learning as enjoyable while 2 students only (5%) perceived it as both challenging and boring. These data imply that most students consider grammar as a difficult and boring task to deal with. Indeed, these factors may develop negative attitudes towards grammar learning.

➤ **Rubric Two: Perceptions on Intercultural-Based Grammar teaching Materials**

In this section, students were first asked whether they had dealt with intercultural context-based teaching materials in their grammar learning and what perceptions they hold in case they did. .

Question 4: Students' perception on intercultural context –based teaching materials in grammar learning

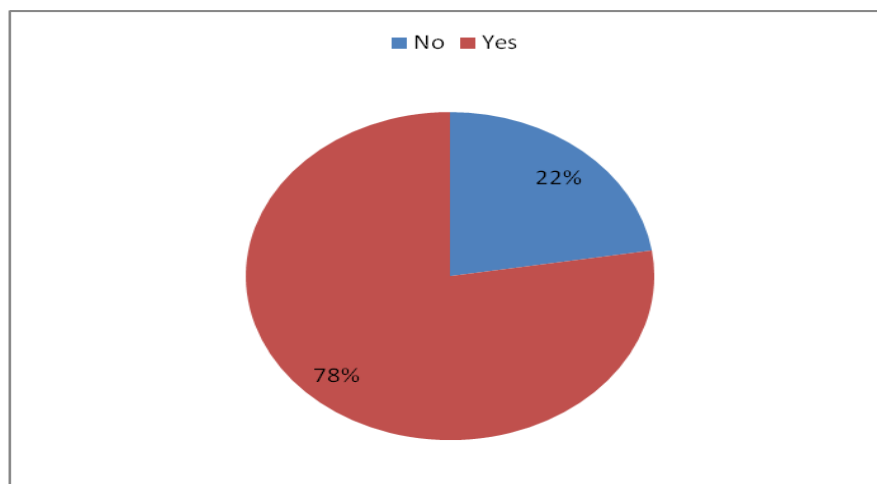


Figure 2.2: Students' Experience with Intercultural Context-Based Material

The questionnaire results indicated that the majority of students (77.5%) have been exposed to intercultural context-based teaching materials in their grammar learning, while a smaller percentage (22.5%) mentioned that they had not been exposed to such materials. For students who have experienced intercultural context- based teaching materials in their grammar learning, their perceptions vary as many of them (23 students) had positive perceptions towards intercultural context-based materials in that they perceived it as motivating, joyful, entertaining and interesting. However, the others (8 students) perceived it as unnecessary and challenging. This is because they may still consider grammar learning inherently difficult regardless of the teaching method or materials used in its teaching . Some students may struggle to grasp grammar points even when presented in cultural context.

➤ **Rubric Three: The Effectiveness of Intercultural Context Based teaching materials.**

In this section, students were asked to provide their opinions about the effectiveness of integrating intercultural context-based teaching materials in grammar learning. First, students were asked two comprehensive questions to measure the potential effects of integrating intercultural context-based teaching materials in their grammar learning. The first question sought to explore whether students believed that incorporating this intercultural context- based materials in grammar assignments would make grammar learning easier. Then, in the second

question, they were asked to provide their perspectives on whether it would help them improve and memorise grammar and after that they were requested to explain their choices for either question. Eventually, they were also asked to identify the cultural elements they find most effective in understanding and learning grammar rules.

Question 5: Students' beliefs on the effectiveness of incorporating intercultural context into grammar learning.

Table 2.3: Students' Beliefs on Incorporating Intercultural Context-based Teaching Materials.

Options	Absolute frequency	Relative frequency
Yes	33	82,5%
No	7	17,5%
Total Number	40	100%

As noticed in Table 2.5, a significant number of students (82, 5%) believed that integrating intercultural context- based teaching materials in grammar assignments would make its learning easier. However, a minority of students (17.5%) disagreed with this idea, since some of them suggested that grammar rules are universal and can be learned through traditional methods without the need for cultural context while few of them (2 students) claimed that grammar is a difficult, challenging subject and there is no method that would alter its complexity. It is worthy to mention that not all respondents followed up with explanations on the choice of their answers, 5 students did not give any justification to their choice. These findings suggested that students generally respond positively to the idea that integrating intercultural context would make its learning easier. They noted that presenting grammar rules within cultural context helps to clarify meanings and makes them more engaged and interested in the grammar class. Here are some of their justifications:

✓ “Cultural context gives grammar a purpose making it more interesting and relevant to me”

✓ “Incorporating intercultural context-based learning materials into grammar assignments can improve the learning experience. Cultural exchange can help make the material more engaging and interactive and can also broaden one's horizons”.

✓ “It is more fun and the students will be more interested”.

✓ “It help learners to remember grammar rules thanks to those cultural facts”

✓ “The inclusion of Intercultural context based materials into grammar learning can indeed make its learning easy as most of students are familiar with topics related to culture, so they would find it easier to apply the grammatical rules”

Question 6: Students’ perspectives on the effects of integrating intercultural context-based materials in grammar learning

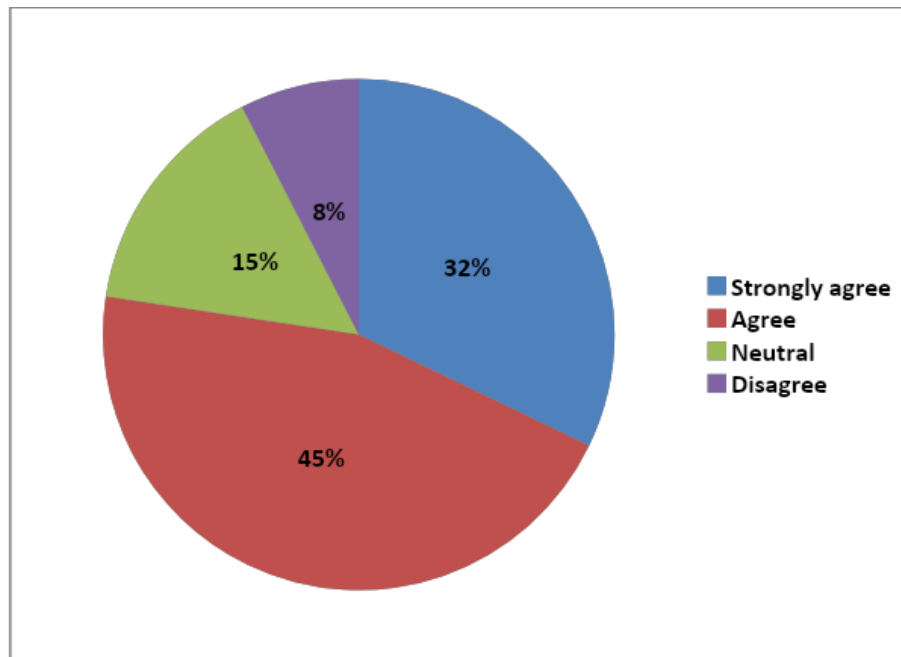


Figure 2.3: Students’ Opinions about the Effects of Intercultural Context

The result in the figure above indicated that the respondents held strong, positive attitudes toward the effectiveness of intercultural context based teaching materials in grammar learning. 32,5% of students who strongly agreed with the idea that intercultural context-based teaching materials explained that the latter help them improve and memorise grammar. 32,5% represent students who agreed with the statement. However, only (15%) students expressed a neutral attitude, and a small portion (7.5%) believed that intercultural context-based teaching materials would not help improving and memorising grammar learning. These results denote that intercultural context- based teaching materials would be an effective tool for enhancing students’ grammar improvement and retention.

Similarly, students were asked to justify their responses, but only some of them answered this (20 Students). Below are some of their justifications:

✓ “Doing something with pleasure and fun will naturally lead to improvement, therefore, the more grammar is learned creatively, the more memorable and improved it becomes”.

✓ “I’m totally agree with this, it is very helpful for improving and memorising grammar rules, because such interplay between grammar and culture within materials can make learners interested, logically students would enjoy the way and memorise the information”

✓ Associating grammar and cultural contexts can enrich our memories. When learners can visualise and relate grammar learning to specific cultural experiences or contexts, they are more likely to retain the information over time”

✓ “Specific cultural elements like videos, images and dialogues give a more interactive and memorable way to learn grammar”

Question 7: Students’ identification of cultural elements they found most helpful to understand grammar.

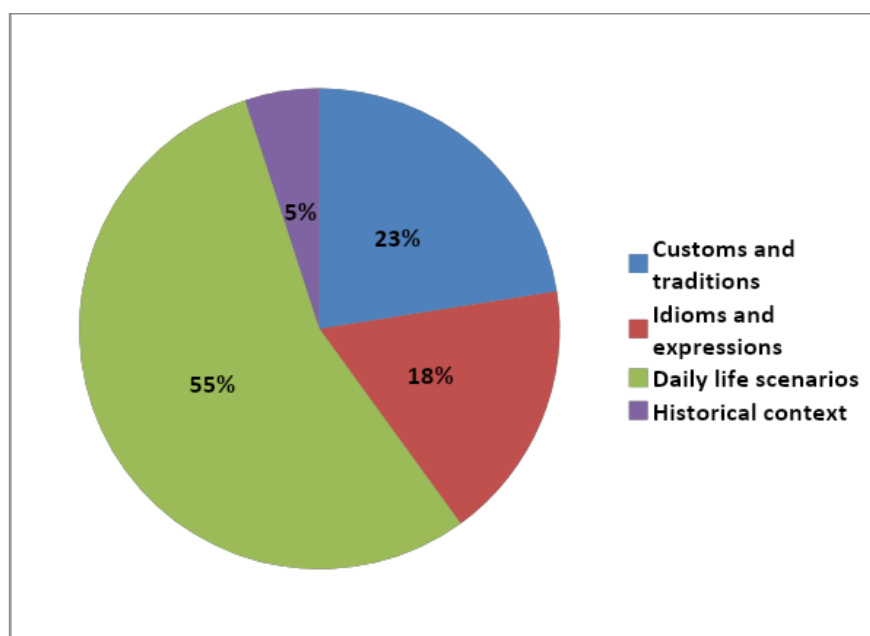


Figure 2.4: Students’ Preferable Cultural Elements

From the above results, a significant number of students (55%) claimed that daily life scenarios were most helpful for understanding grammar rules?22%found customs and traditions to be the most helpful cultural element. 18% selected idioms and expressions as the most useful while only 5% of them considered historical context helpful for comprehending grammar.

➤ **Rubric Four: Suggestions and Recommendations**

In this section students were asked to provide their preferences and ideas on how intercultural context should be incorporated into grammar lessons. Then, they were requested to share some recommendations for enhancing grammar learning.

Question 10: Students' preferences on how intercultural context can be incorporated in grammar lessons

This question was set to figure out how students perceive the integration of intercultural context into grammar lessons. Based on the provided results, it is evident that students vary in their preferences regarding the integration of intercultural context into grammar lessons. Therefore, this information can help language educators design more effective teaching materials and strategies that cater the interests and learning styles of their students. Here are some of students' suggestions:

- "I believe that incorporating intercultural context into grammar lessons can be achieved in several ways, including: texts and cultural materials from different cultures ,such as poetry"
- "It could be through role plays"
- " Poetry, short stories about historical events, songs, through the use of language skills (listening, speaking, reading and writing.)"
- " It can be through songs ,stories or dialogues..."
- " Multimedia resources for example or idiomatic expressions"
- " Games or podcasts".
- " Videos, activities"
- " I think just relating every grammar lesson to historical context since most of us love history and our generation is getting interested about history."
- " Using technology".

Question 8: Students recommendations to enhance grammar learning

The recommendations that students provide to reinforce grammar learning include:

- ✓ Continuous practice: providing opportunities for ongoing practice of using grammatical rules.
- ✓ To enhance grammar learning, it is recommended to incorporate a variety of interactive ,such as practising and applying grammar in different context
- ✓ I would recommend to practise grammar through technological tools or applications , to provide a more interactive and autonomous learning
- ✓ Consistent practice, diverse resources, contextual learning, integrated skills are all keys to enhance grammar learning.
- ✓ Teachers should organise grammar exercises with a bit of a competitive challenge.
- ✓ Give students opportunities to use grammar communicatively about their own lives and interests.

✓ Many students find grammar learning boring, this means that teachers are required to discover ways to reduce anxiety in grammar courses, for example ICT tools, games, songs, etc.

2.6.2 Teachers' Interview Analysis

The current section is devoted to the analyses of teachers' interviews.

Question One: Perceptions on the incorporation of intercultural context-based teaching materials into grammar teaching and learning

The first question in the teachers' interviews was intended to gather data about teachers' perceptions and attitudes regarding the incorporation of intercultural context based- teaching materials in grammar lessons and assignments. The following responses reflect the diverse perspectives and attitudes of teachers on integrating these materials into their teaching practices, considering:

Teacher 1: “as an experienced teacher with 27 years of teaching this sub-skill of language that is grammar. First of all, I can say that grammar is central in language learning and acquisition, as learning a foreign language means learning how the sentences are correctly formed and function. Thus, grammar is very important for EFL learners to build a solid language acquisition. When it comes to teaching English grammar, incorporating intercultural context-based materials into grammar lessons and tasks prove to be a valuable strategy. Moreover, I can say when contextualising grammar structures with intercultural references, learners are likely to remain attentive and interested in the subject matter. All in all, the most important thing is to grasp the information, if these instruments which are intercultural context – based materials help learners to grasp the new structures, then they are indeed beneficial and effective.”

From the above response, It is clear that the teacher stressed the central role of grammar in language learning, particularly for EFL students. He/she advocated for incorporating intercultural context-based materials into grammar lessons and assignments to maintain learners' attention and interest. Ultimately, the main objective remains helping learners grasp new grammar structures, indicating that if these materials are comprehensible, they are valuable and effective in teaching grammar.

Teacher 2: “ Incorporating intercultural context-based materials in grammar is a very good idea, because grammar is boring vis-à-vis the students. This is the opinion of the students, so they need something to make grammar funny and enjoyable among them. It is really a very nice idea, I support it.”

The second teacher expressed agreement with the idea of incorporating intercultural context-based materials into grammar teaching and learning. He/She acknowledged that grammar can be perceived as boring for students, believing that introducing such materials can make grammar learning more fun and enjoyable for them.

Teacher 3: “Incorporating grammar lessons with intercultural context- based materials is a powerful way to make grammar interesting. It will create a dynamic dance between learners and grammar learning. It is a good idea, I appreciate it.”

Through this response, this teacher highlighted the effectiveness of integrating intercultural context-based materials in grammar lessons and assignments to make them more interesting. The metaphor of “a dynamic dance” suggested a lively interaction between students and grammar due to this integration. Overall, the respondent appreciated and supported the idea as a positive approach to teaching grammar.

Teacher 4: “Merging grammar and intercultural context is a matter of great interest, when we include materials that reflect different cultural contexts, students may find grammar easy and memorable. This way can motivate students to actively participate in grammar courses.”

The forth teacher expressed keen interest in the integration of grammar and intercultural context. He/She believed that incorporating materials reflecting diverse cultural contexts can make grammar more accessible and memorable for learners, suggesting that this integration could motivate students to actively participate in grammar courses

*From these answers, it is clear that intercultural context-based grammar teaching materials are widely seen as beneficial. As the first participant believed that using intercultural references keep learners attentive and interested in grammar learning, making the materials beneficial and effective if they help in grasping the new grammar structures. The second participant also supported this idea, indicating that this integration can make grammar learning enjoyable and funny. In addition, the last two respondents were also in favour with the incorporation of intercultural context-based materials in their grammar lessons and assignments, highlighting the point that this integration would contribute in reinforcing learners’ interests in grammar learning, as well as increasing their motivation and retention. In general, these responses underlined the importance of innovative teaching methods that incorporate intercultural contexts to make grammar learning more interesting, enjoyable and effective.

Question Two: Teachers’ Intercultural Aspects Preferences

In this question, teachers were asked to provide the intercultural aspects or elements that they like to integrate in their grammar teaching materials. Thence, in order to get benefits from this kind of question, the different answers of the interviewed teachers are as follows:

Teacher 1: “I'm interested in including norms from both Algerian and Arabic cultures. I relate my examples and activities to the cultural identity of our culture and the Arab worlds' values. Whenever I link the grammatical structures with students' cultural identity, I find that they show more interest.”

From the above answer, it is noted that the teacher supported incorporating norms from both Algerian and Arabic cultures into grammar lessons, connecting examples and activities to the cultural identity and values related to these cultures. The teacher also added that when grammatical structures are linked to students' cultural identities, They show greater interest.

Teacher 2: “I prefer to incorporate contexts from British culture alongside the local one in my grammar teaching materials, for example; traditions, cultural events and feasts, etc. By including British culture, I aim to provide broader perspectives and enhance learners' intercultural awareness and also grammar learning. However, I also ensure to prioritise our culture, shifting the focus when necessary.”

The second teacher adopted a balanced approach by integrating elements from both British and local cultures into their teaching materials by using examples such as traditions, cultural events and feasts to enrich the learning process. By incorporating British culture, the teacher aimed to offer diverse perspectives, improving intercultural awareness and enhancing grammar learning. Nonetheless, they make it a point to prioritise the local culture when needed.

Teacher 3: “I prefer to focus on the use of idiomatic expressions in my lectures. These aspects provide a rich context and help learners understand and grasp the grammatical structures in an interesting way.”

The above answer indicates that the teacher preferred to focus on idiomatic expressions in their lectures believing that these aspects provide a rich context that helps learners comprehend grammatical structures in an interesting way.

Teacher 4: “It depends on what is available and ready as examples for the teacher, sometimes we can discuss cultural events specific to Algeria, , other times, we can explore events from different countries or international cultures to present grammatical functions.”

The fourth participant described their adaptable teaching method to teach grammar, which depends on the availability of suitable examples. Sometimes they discuss cultural events specific to the local culture, while other times exploring international cultures to present grammatical structures.

*The above results suggest that each teacher had a unique preferable aspect. The first participant emphasised the inclusion of norms from both algerian and arabic cultures, noting that this helps to foster students' interest in grammar learning. The second participant preferred

to blend British cultural contexts with local ones , aiming to broaden learners' perspectives and enhance cultural awareness along with grammar learning. Moreover, the third participant was focused on using idiomatic expressions to provide a rich context for understanding grammatical structures, making the learning process more meaningful and interesting. Meanwhile, the last participant adopted a flexible approach, using available examples to discuss cultural events related to the local or the target cultures, thus, presenting grammar rules in varied and relatable context. Overall, these perspectives highlight the importance of integrating intercultural contexts to enhance the grammar learning process.

Question Three: Impacts on Students' grammar learning

Through this question, teachers were asked about the expected impacts of intercultural context-based materials on students' grammar learning. The respondents provided various and varied responses as shown below:

Teacher 1: "Less anxiety, as presenting grammatical rules with familiar intercultural contexts, students may feel more comfortable and less anxious about learning grammar. Maybe more motivation, as intercultural context-based materials make learning grammar more practical by connecting it with real life cultural contexts, this would enhance their motivation. In addition to good and better academic performance and better achievements and grades, they would work harder to understand and learn grammar."

From the above answer, it is observed that the teacher expected intercultural teaching materials to positively impact students' grammar learning in several ways. Firstly, by presenting grammatical rules within familiar intercultural contexts., students may experience less anxiety and feel more comfortable. Secondly, connecting grammar learning to real- world cultural contexts can enhance motivation by making the learning process more practical. Finally, it is also expected that this approach may lead to better academic performance and achievements, as students are likely to work harder to understand and learn grammar within these engaging contexts.

Teacher 2: "Of course it would have a positive impact, it will be helpful in terms of being able to find the appropriate context, understand the context and use grammar structures correctly."

The second participant also anticipated positive impacts from using intercultural teaching materials for grammar learning. He/She believed that these materials will help students find the appropriate contexts for grammar usage , understand these contexts better and use grammar structures correctly.

Teacher 3: “It would enhance students’ grammar proficiency and raise their motivation in learning. It is more powerful than just giving any sentence without any relation with culture.”

The third participant believed that intercultural teaching materials would enhance students’ grammar proficiency and motivation, emphasising that using culturally relevant contexts is more effective than providing simple sentences without any cultural connections.

Teacher 4: “Students are going to see it effectively because they are not going to feel the boredom of grammar, that is to say, they won’t perceive it as static as boring. Instead, they will find some interest and entertainment in the cultural side.”

The fourth participant expected that intercultural context-based materials would make grammar learning more enjoyable and less boring among learners. Through this integration of intercultural elements, students will find interest and fun in the learning process, which will prevent them from perceiving grammar as static and dull.

* From the obtained findings, it is evident that all teachers expected that intercultural context-based teaching materials will significantly impact students’ grammar learning. These materials would reduce anxiety and increase students’ enthusiasm to learn grammar, thereby enhancing motivation and making grammar instruction more practical. Moreover, these teachers also believed that this integration between grammar and intercultural teaching materials would also improve students’ understanding of grammar structures, ultimately leading to better academic performance and proficiency. Therefore, this approach is seen as a way to create a dynamic and enjoyable grammar teaching and learning process.

2.7 Discussion

This study aimed at investigating the effectiveness of intercultural context-based materials in enhancing grammar learning among first year EFL learners at the University of Tlemcen. For this sake, two different research instruments were used to collect data. A questionnaire was addressed to first year EFL students and an interview was conducted with grammar teachers at the Department of English, in order to assert and test the hypotheses proposed by the researcher. After the analyses of the obtained data from students’ questionnaires and teachers’ interviews, a discussion of the main results is provided below.

Based on the insights derived from students’ questionnaire responses, it is clear that the majority of students who were exposed to intercultural context-based teaching materials held positive perceptions towards this instructional approach. Moreover, most students claimed that integrating intercultural context-based materials into grammar assignments would facilitate its learning. Besides that, many believed that using teaching materials based on intercultural context helps in enhancing their grammar learning and retention.

Similarly, findings from interviews conducted with teachers revealed that all teachers exhibited favorable attitudes towards the incorporation of intercultural contexts in their grammar lessons and assignments. They also indicated that this integration would have a significant impact on students' grammar learning. This alignment between students' perceptions and teachers' attitudes signifies the potential effectiveness and benefits of integrating intercultural elements into grammar instruction.

The above results are important to help check whether the two hypotheses proposed at the beginning of this research are valid or not. As to the first hypothesis which specifies that students would demonstrate positive perceptions on the integration of intercultural-based teaching materials in their grammar learning, the data collected from the students' questionnaire prove the validity of this hypothesis. This finding matches with the findings as illustrated in an experimental research conducted by Congchao Hua (2015) who found that participants were generally positive and supportive toward using cultural contexts materials in the grammar class.

The second hypothesis denotes that intercultural context- based teaching materials may not only enhance learners' interest in grammar learning but also their retention. The data collected from both teachers' interview and students' questionnaire indicate that this approach significantly contributes in increasing learners' interest and motivation in grammar learning, thus, it confirms the validity of the second research hypothesis. This finding matches with the findings by Abulkalam (2013) who conducted a study on teachers attitudes about grammar learning in which he found out that instructors inclined toward integrating cultural contexts - based materials in their lessons and communicative contexts as they have the ability to capture learners interest.

2.8 Recommendations and Suggestions

The purpose of this study is to enhance grammar learning among EFL learners. For this sake, a set of recommendations and suggestions are proposed in order to improve and raise students' interest in grammar learning, and better the processes involved in grammar teaching and retention. These recommendations are related but not limited to what follows:

- Teachers should introduce new grammar structures in familiar contexts like those concerned with culture to reduce cognitive load and enhance retention.
- There is no doubt that students enjoy the lesson through the use of innovative methods along with different activities regarding the application of grammar rules. Accordingly, it is strongly recommended for EFL teachers to implement an engaging language classroom by involving learners in a variety of activities where they will become more motivated and active

instead of using only the traditional methods that placed emphasis on the structure and rules of grammar which did not generate learners' interest.

- Teachers should also allow learners to have some control over their learning by providing choices in grammar activities and assessments. This autonomy can increase intrinsic motivation and interest.

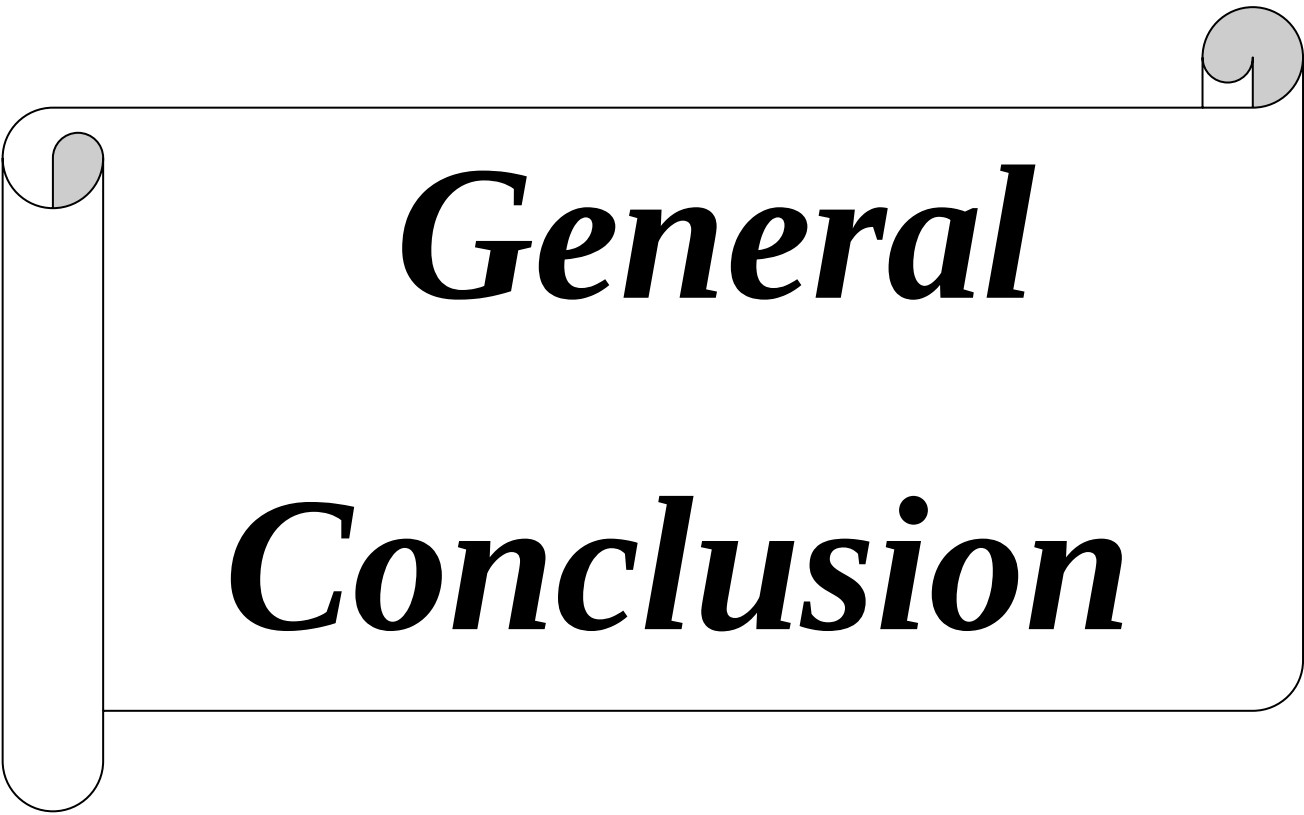
2.9 Limitations of the Study

While this study offers valuable insights about the subject under investigation, it is important to recognize its limitations. The main limitation encountered in this research is the lack of collaboration among students in answering the questionnaire, since the gathered data is based on students' self-reports, not all participants were engaged and interested in answering all the questionnaire items. Furthermore, due to time constraints, the researcher relied solely on interviews and questionnaires to collect the necessary data. It would have been more informative if other research tools were used. Thus, It is recommended that future studies would make up for these limitations and consider:

- A comparative quasi-experimental study to investigate the efficacy of intercultural -based grammar teaching materials in fostering grammar learning by comparing the effectiveness of this approach with traditional teaching methods of learning grammar. This could help to determine whether intercultural context -based teaching materials is superior , or traditional methods would be more effective.
- The extent to which intercultural context-based teaching materials to teach grammar is affordable for EFL advanced learners.
- The long term effects of intercultural context-based materials on students' grammar learning.

2.10 Conclusion

To conclude, this chapter represents the practical part of this research work. It comprises two sections. The first part mainly entails the basic conceptions that frame the current investigation. That is the research design and method, the sample population and the data collection instruments along with their procedures. The next section proceeds with the analysis of the data gathered to expound upon the main findings and research hypotheses. Finally, the researcher offers some recommendations and suggestions which stem from the main research findings and puts forward some directions for future research after giving reference to the limitations of the study at hand.

A decorative graphic of a scroll with a light gray background and a black outline. The scroll is partially unrolled, with the top and bottom edges showing a darker gray shadow. The text is centered on the unrolled portion.

General Conclusion

General Conclusion

Language learning is a multifaceted cognitive process that involves mastering various linguistic components, among which grammar stands as a fundamental pillar. Despite the vital role that grammar plays in the success of language learning and acquisition, many learners frequently exhibit disinterest and a lack of motivation towards learning this aspect of language. Therefore, this study aimed to explore potential approaches to address this issue, moving away from conventional methods toward more dynamic, enjoyable and learner-centric methods. Among the various approaches, the use of intercultural-based teaching materials is deemed effective in increasing students' interest in grammar learning.

The present study, then, attempted to investigate the effectiveness of intercultural context-based materials in enhancing the learning of grammar among EFL learners. More precisely, it aimed to examine students' perceptions towards the integration of intercultural teaching materials in grammar lessons and assignments, and to explore whether these materials boost their interest in grammar learning and reinforce the retention of its rules.

The study was structured into two chapters. The first chapter provided a comprehensive literature review. It began by defining the concept of grammar in general, moving to formal and functional grammar in particular. It also highlighted the significance of grammar in ESL/EFL teaching and learning and explored various approaches and methods for teaching grammar. Then, it focused on types of grammar activities that incorporate elements of fun, and it shed light on the dynamic roles of teachers and learners. This section also examined teaching grammar in context, particularly emphasising the use of intercultural context-based teaching materials.

The second chapter embodied the practical aspect of the study. It introduced the methodological process to carry out this research, which is basically an exploratory case study. It also entailed the data analysis and the discussion of the main findings derived from the data collected using a semi-structured interview which was conducted with EFL grammar teachers and a questionnaire which was administered to first-year EFL learners of the Department of English at the university of Tlemcen.

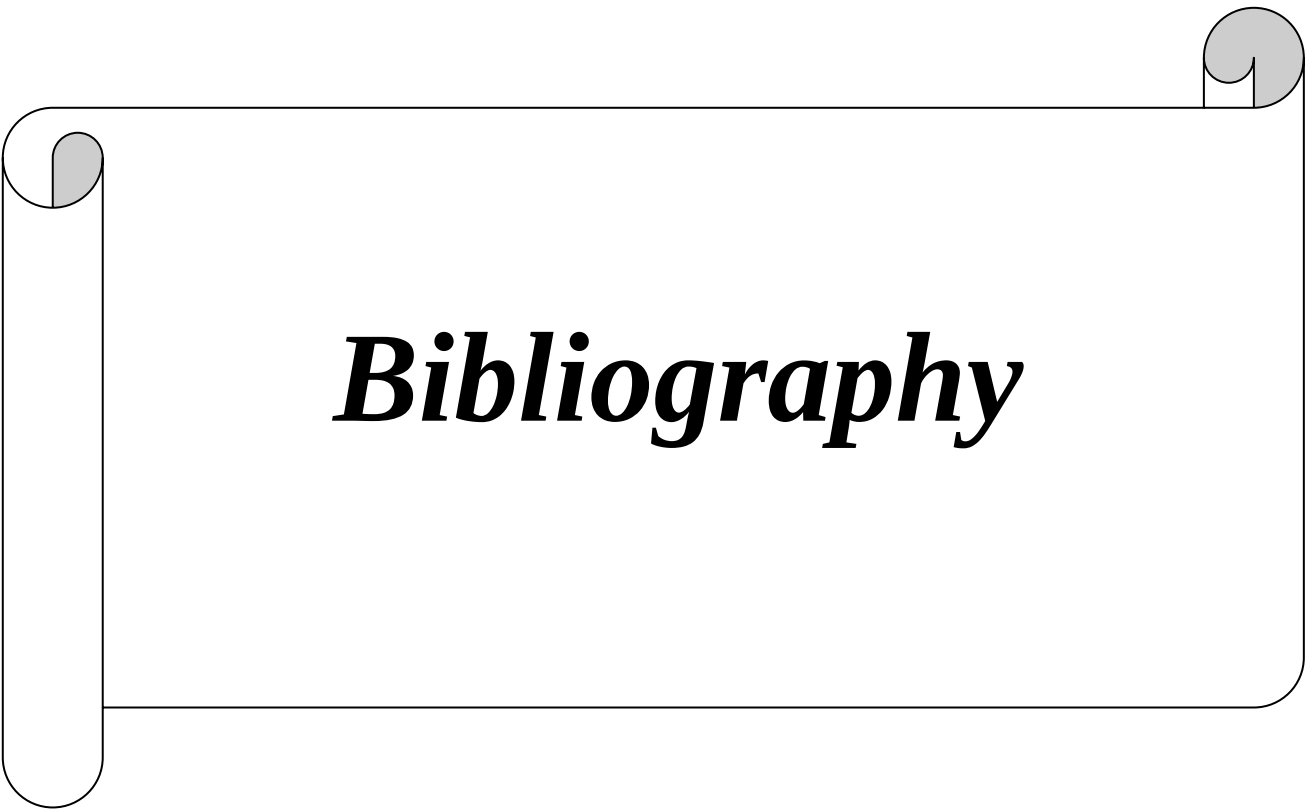
With regard to the results, it was found that the majority of students demonstrated positive perceptions on the integration of intercultural-based teaching materials in their grammar learning. Moreover, they claimed that this integration would facilitate its learning. Besides that, many believed that using teaching materials that incorporate intercultural contexts help in enhancing their grammar learning and retention. Similarly, the data gathered from interviews indicated that all teachers were in favour of incorporating intercultural contexts in their

General Conclusion

grammar lessons and assignments. They also believed that this integration would have a significant impact on their students' grammar learning.

It is undeniable that no research involving human participants is ever without limitations. The main limitation encountered during this study is the lack of collaboration among students in answering the questionnaire, as not all learners were interested in participating in the study. Additionally, due to time constraints, the researcher relied solely on questionnaires and interviews to collect the necessary information. Then, it would have been more informative if other research instruments were employed. Thus, future research should focus on implementing experimental studies to assess the effectiveness of intercultural teaching materials in enhancing grammar learning and to examine the extent to which these materials are affordable for advanced EFL learners.

To conclude, intercultural context-based materials would have the potential ability to increase learners' interest and motivation to learn grammar due to their interactive interface. Therefore, it is recommended for teachers to integrate them in grammar teaching and learning processes in order to optimise the learning outcomes.



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A decorative border resembling a scroll, with a light gray fill and a black outline. It features three rolled-up corners: the top-left, top-right, and bottom-left. The word "Appendices" is centered within the scroll's frame.

Appendices

Appendix A :

Student's questionnaire

Dear students,

This questionnaire is designed to gather insights about your perceptions and attitudes towards the effectiveness of Intercultural-based grammar teaching materials in enhancing grammar learning.

You are kindly requested to answer the following questions and your contribution is of a great importance to the success of this research work.

Be sure that your responses will be anonymous and will be used for research purposes only.

1. Gender

- Male ☐
- Female ☐

2. Age

- 18-19 ☐
- 20-23 ☐
- More than 23 ☐

3. How would you rate your grammar level ?

- Excellent ☐
- Good ☐
- Average ☐
- Poor ☐
- Very poor ☐

4. How important do you think grammar learning is for improving your overall English language skills?.

- Not important ☐
- Somewhat important ☐
- Very important ☐

5. How do you find learning grammar?

- a. Enjoyable ☐
- b. Challenging ☐
- c. Boring ☐
- d. Others : (please specify). ☐

.....
.....

6. Have you dealt with Intercultural-context based grammar teaching materials in your grammar learning?

- Yes ☐
- No ☐

If yes, how did you perceive it?

.....
.....
.....

7. Do you think that integrating Intercultural-based teaching materials in grammar assignments would make its learning easier?

- Yes ☐
- No ☐

*Please, explain why?

.....
.....
.....

8. Do you think that has intercultural context-based teaching materials help you improve and memorise your grammar learning?

- Strongly agree ☐
- Agree ☐
- Neutral ☐
- Disagree ☐
- Strongly disagree ☐

Please, explain How?

.....
.....
.....

9. Which cultural elements do you find most helpful in understanding and learning grammar rules?

- Customs and traditions ☐
- Idioms and expressions ☐
- Daily life scenarios ☐
- Historical context ☐

Please, select only one answer.

10. From your perspective, how would you prefer intercultural contextual teaching materials to be integrated into grammar lessons?

11.what recommendations would you provide to enhance grammar learning?

.....
.....
.....

Thank you .

Appendix B :

Teachers' Interview Questions

Greeting the respondents

Explaining the rationale of the study

Providing the aim of the interview

How would you envision the incorporation of Intercultural-context based teaching materials into grammar lessons and assignments?.

From your perspective, what Intercultural aspects spark your interest to integrate in your grammar teaching material?

What impacts do you expect intercultural context-based teaching materials have on students' grammar learning ?

Thanking the respondents about their time and collaboration



SUMMARY :

Grammar is a core component of language learning. However, many students lack interest in studying this linguistic aspect. Therefore, using intercultural context-based teaching materials is deemed important to enhance students' interest in learning grammar. In the light of this thought, this study investigated the effectiveness of intercultural context-based materials in promoting grammar learning. Specifically, it examined students' perceptions towards integrating these materials into grammar lessons and assignments and explored whether they enhance their interest in learning grammar. To reach this end, the researcher executed an exploratory case study in the Department of English at the University of Tlemcen. The Data was collected using a questionnaire with 40 first-year English as a Foreign Language students, and semi-structured interview with 5 English as a foreign language grammar teachers. The results indicate that the majority of students who were exposed to intercultural context-based teaching materials held positive perceptions, believing these materials would facilitate their grammar learning and make it more memorable. Similarly, teachers also expressed optimism about integrating these materials, expecting positive impacts on students' grammar proficiency. This calls for the urgent incorporation of intercultural context-based instructional materials into grammar teaching and learning processes

الملخص:

تعتبر القواعد النحوية كركيزة جوهرية في تعلم واكتساب اللغة. ومع ذلك، يظهر العديد من المتعلمين نقصاً في الاهتمام بدراسة هذا الجانب اللغوي. لمعالجة هذه المشكلة، يعتبر استخدام مواد تعليمية قائمة على السياق بين الثقافات أمراً مهماً لتعزيز اهتمام الطلاب بتعلم القواعد، في ظل هذا السياق، تهدف الدراسة الحالية إلى التحقيق من فعالية المواد التعليمية القائمة على السياق بين الثقافات في تعزيز تعلم القواعد. وعلى وجه التحديد، تسعى الدراسة إلى فحص تصورات الطلاب تجاه دمج هذه المواد في دروس القواعد والواجبات واستكشاف ما إذا كانت تعزز اهتمامهم بتعلم القواعد. للوصول إلى هذا الهدف، أجريت دراسة حالة في قسم اللغة الإنجليزية بجامعة تلمسان، وللتحقق من فرضيات الدراسة، تم استخدام أداتين بحثيتين، ألا وهما استبيان والذي تم توزيعه على أربعين (40) طالباً في السنة الأولى للغة الإنجليزية كلغة أجنبية، ومقابلة شبه منظمة أجريت مع خمسة (05) معلمين للغة الإنجليزية كلغة أجنبية مختصين في تدريس القواعد، حيث تم تحليل البيانات المجمعة من هذه الأدوات نوعياً وكمياً، وأشارت النتائج الرئيسية إلى أن غالبية الطلاب الذين تعرضوا لمواد تعليم القواعد القائمة على السياق بين الثقافات كانوا يحملون تصورات إيجابية تجاه هذا النوع من التدريس، معتقدين أن هذه المواد ستعمل على تسهيل تعلمهم للقواعد وتجعلها أكثر تذكرًا. كما عبر المعلمون عن تفاؤهم بشأن دمج هذه المواد في تدريسهم، متوقعين تأثيرات إيجابية على كفاءة الطلاب في القواعد، مما يستدعي دمجاً عاجلاً للمواد التعليمية القائمة على السياق بين الثقافات في عمليات تدريس وتعلم القواعد.