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**Testing Grammar in Context: A Case Study of the First-Year Students in the  
Department of English at MMUTO**

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## *Dedications*

*To:*

*My father and mother*

*My brothers and sisters*

*Without their moral support and help, I*

*Will never ever succeed*

*To my loved ones!*

*Djedjiga*

*To:*

*My dear parents*

*My brother and sisters*

*Especially my husband and his family*

*Without their moral support and help*

*I will never succeed*

*To all my loved ones!*

*Naïma*

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## Abstract

*This dissertation intends to analyze the Grammar exam papers. It seeks to investigate the use of the grammar dimensions on grammar examinations of first year students in the Department of English at Mouloud Mammeri university of Tizi Ouzou. It inspects whether the grammar dimensions as concerns the form, meaning and use dimension and the use of the English language where real context situations exist are integrated in the grammar examinations. It emphasizes on the analysis of five English grammar examination papers of first year university students at the level of form, meaning as well as use dimension. The corpus of our investigation was collected and chosen from 2014 until 2016. In our investigation we relied on two diverse qualitative and quantitative research techniques and for the sake of interpreting the data, this study based on Freeman's (2001) theory related to grammar. On the basis of the research findings, we reached that grammar examinations focus more on both form and meaning dimensions. In fact, twenty (20) of the activities correspond to both form and meaning dimensions. Additionally, eight (8) of the activities focus on form dimension, and just two (2) of the activities stress meaning dimension. The study ends with a conclusion which reveals whether the three types of dimensions are used in grammar examinations or not. Moreover, it emphasizes on the importance of using the three dimensions to join and add meaning in context because they are complementary.*

**Key words:** Grammar, Grammar Dimensions, Testing, Context.

## List of Abbreviations

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- CBA: Competency Based Approach
- CBALT: Competency Based Approach to Language Teaching
- CBLT: Competency Based Language Teaching
- CEFR : The Common European Framework of Reference
- EFL: English as a Foreign Language
- L2: Second Language
- SPSS: Statistical Package for Social Sciences

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# **General Introduction**

## **Introduction**

- **Statement of the Problem**

Language plays a crucial role in the life of every individual. Human beings use language as a fundamental means to execute different functions in their daily lives. Learning any language requires acquiring the ability to do things with particular system which includes ways of evaluating and testing student's mastery of the different language aspects, not only to learn the formal language structure or what these forms or structures mean rather to use this knowledge of that language in different situations. In our days, learning a foreign language becomes a necessity because it opens doors for individuals to develop their knowledge, ways of thinking, their capacities to change their daily lives, and to get more opportunities for jobs...etc. However, all these opportunities cannot be achieved in the individual if we do not test this student level in grammar and especially how to use this grammar in different context. For this reason, it is very important to know the great role of "testing" in the field of instruction because nowadays teaching is mainly based on testing to know how grammar knowledge is used in doing things, and how to solve problems in life through negotiating meaning, and learning how to achieve a great amount of abilities. One significant part of these abilities is considered by producing correct and well structured sentences in grammar so to be useful in different contexts.

The present study attempts to analyze and evaluate the grammar examination papers of the first year students at the university of Mouloud Mammeri of Tizi ouzou in reference to form, meaning and use dimension to show in which dimension the activities are based, and also which are the dimensions that are fulfilled.

- **Aims and Significance of the Study**

This study aims to analyze the five grammar examination papers and their effect on first year students in order to examine the importance to which they are made up for a successful use of the grammar dimensions on the basis of form, meaning and use. In addition, it aims to shed light on the importance of learning grammar and the role of grammatical components use in writing demonstrating whether the students are aware to share and communicate effectively by using functions of language. In other words, the current study aims to analyze the grammar activities in the grammar examination papers using Diane Larsen-Freeman's (2001) theory about three dimensional grammar which are related to form, meaning and use dimension and to realize if the process of learning grammar develops and enhances student's abilities in dealing with the functions of language because grammar is part of these functions. In fact, there exist a large number of studies concerning the subject of grammar. Also, the subject of the grammar test is of a significant importance because grammar is a necessary aspect of learning English language.

- **Research Questions and Hypotheses**

This work attempts to give answers for the following questions.

1/Do the grammar tests reflect the use of grammar dimensions: form, meaning and use dimensions?

2/Are the first year students encouraged to do activities which are related to form and meaning dimensions or to use dimension?

In accordance with these questions, these hypotheses are suggested:

H1: The grammar dimensions as concerns the form, meaning and use are not successfully used in the five grammar examination papers.

H2: The grammar dimensions: the form, meaning and use are successfully used in the five grammar examination papers.

H3: The first year students are encouraged to do activities which are related to form and meaning dimensions.

H4: The first year students are encouraged to do activities which are related to use dimension.

- **Research Techniques and Methodology**

On the basis of the data collection and data analysis, this work will refer to the qualitative and quantitative research methods which show the data in a descriptive manner as well as in numbers. The aim is to give a profound understanding about the investigated subject in our research.

The chosen corpus is five grammar examination papers designed for first year students in the department of English at Mouloud Mammeri university of Tizi Ouzou. Our inquest is focused on the theoretical framework advanced by Diane Larsen Freeman (2001) to analyze the corpus since it includes various activities for learning grammar in context to see whether these grammar activities supposed in grammar papers allow students to use language and its functions.

- **Structure of the Dissertation**

This research is carried out within the framework of the Traditional-Complex Model. It is formed from two parts: the theoretical and the practical parts. It begins with a ‘**General Introduction**’ which contains five fundamental steps which are: the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology and the final step is the structure of the dissertation.

Four chapters come after the General Introduction. The starting chapter is **‘The Review of the Literature’** which consists of and reviews some relevant works about the chosen subject in our study. The following one is named **‘Research Design and Methodology’** which defines the research techniques and tools used in the issue investigated. The third chapter is called **‘The Presentation of the Findings’** which is the presentation and the arrangement of the results obtained in a clear way by using a set of tables and diagrams. The forth and the last chapter is labeled **‘Discussion of the Findings’** where the findings are interpreted and discussed in relation to the theoretical framework and the research questions in order to answer in a relevant way the previous research questions asked in the general introduction and accept and reject the underlined hypotheses. Finally, the dissertation ends with a **‘General Conclusion’** which sums up our research and provides a brief account of its most significant concerns.

# **Chapter One**

## **Review of the Literature**

# **CHAPTER ONE: Review of the Literature**

## **Introduction**

This chapter tends to shed light on three main parts. It introduces, in the first part, the concepts of assessment and testing, the importance of testing, as well evaluation and testing and the impact of testing are entailed. In the second part, it gives an overview to the literature which consists of the grammar and testing it. After that, it defines context and entails its types, in addition to testing in context and testing grammar in context. Finally, it presents the third part which includes the theoretical framework through which the current study is based on, which is the work of Diane Larsen-Freeman (2001) from which the three grammatical dimensions are adopted to show whether the focus is on form, or on meaning, or on use. It will also involve the relationship between form, meaning and use, the competency based approach to language teaching and the inductive approach to grammar teaching.

### **I. Testing and its Impact on First-Year students**

#### **I.1. Assessment**

According to Grant Wiggins (1998) what students learned and meaningfully engaged in the learning process is influenced by the concept of assessment .The latter is defined by (Stiggins, 2008: 5) as

The process of gathering information to inform instructional decision making. If this is the case, then to create a quality assessment in any particular context, one cannot proceed productively with assessment development without answers to the questions related to the notion of decision. The assessment must fit to context by providing specific information about this decision in a timely and understandable manner.

In the sense that, these questions are answered according to the context where they occur.

According to Stiggins (2004), teachers must believe that all students can get success by themselves through their making use of different instructional standards. In this context, stiggins (2005: 8-12) suggests that “*All students must come to believe that they can succeed at learning if they try*”. This understanding led Benjamin Bloom and al. (1971) to distinguish between two main types of assessment, formative and summative ones. Formative assessment provides teachers with common facts of students’ achievement in order to help teachers evaluate their learning and make instructional decision and summative assessment announces an accountability decision, which means that it is related to students’ outcomes and results. Stiggins (2002:23) claimed that “*The evidence of competence in teaching will be of higher quality .Both formative and summative assessments will be more valid and reliable between those developing and implementing will know what they are doing*”. That is to mean, the good quality of teaching can be a result of the implementation of assessment that helps teachers to check their students’ performance for instance and how well they progress.

As far as this research is concerned, there are two important elements of the assessment procedure; that is, reliability and validity were taken into account. In this context, Gronlund (2003:23) argued that “*Two of the most important characteristics of a well-designed assessment procedure are validity and reliability*”.

Reliability refers to the extent to which assessment is consistent and validity refers to the accuracy of an assessment. According to Hughes (2003:26), “*validity of a test is the extent to which exactly measures what it is supposed to measure*” and reliability according to Gronlund (1977:138), “*Reliability it is the consistency of the scores obtained*”.

## **I.2. Testing**

There are different types of measures included in the process of learning and teaching. Testing is among these types which can be defined by Carroll (1968: 46) as “*a psychological*

*or educational procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual*". In the way that, this relates to testing as a tool which is designed to evoke a particular population of an individual's behavior.

Likewise, in testing designers are interested in the importance given to students' abilities in performing tasks. But in some situations tests do not demonstrate the students' score. That is, tests should be reliable. Thus, in testing reliability is a necessary requirement of test scores and studies the extent to which measurement restricts and controls the errors. (Messick, 1989).

A given number of instructional elements studied in a specific course or in a particular unit should be covered in a form of a test of grammar (Aouine, 2011). To put it differently, let us refer to Brown (2003: 4) who assumes that: "*Tests are prepared administrative procedures that occur at identifiable times...when learners master all their faculties to offer peak performance, knowing that their responses are being measured*" (Quoted in Aouine, 2011: 31). This shows that the different types of tests are administered and show features of deciding about the strengths and weaknesses of students. Testing includes different types. In this context, Hughes (2003: 11-16) classifies tests into four kinds.

The first type of tests is related to "*proficiency tests*" which is designed to measure individuals' global level of language ability in regard to the program of study or instruction. In this vein, Arthur Hughes (1989: 9) says that "*proficiency tests are designed to measure peoples' ability in language; it is based on specification of what candidates have to be able to do with language in order to be proficient*". In the way that, proficiency tests test the students' global ability of all language skills as it is stated by Douglas Brown (2003: 44) that "*A proficiency test is not limited to anyone course, curriculum, or single skill in the language;*

*rather, it tests the overall ability*". (Quoted in Aouine, 2011: 32). Thus, this type of tests intends to decide whether students are so proficient in a given language program.

The second type of tests is "*achievement tests*". This type is considered as a tool which permits us to "*measure the extent of learning in a prescribed content domain, often in accordance with explicitly stated objectives of a learning program*" (Henning, 1987: 6). That is, it checks the students' progress in their instructional learning.

Furthermore, the third type entailed "*diagnostic tests*" which are given during the instructional program for the purpose of identifying students' strengths and weaknesses. They might identify the grammatical points that are encountered by students who need then further teaching (Hughes, 1989: 13 cited in Aouine, 2011: 33).

Finally, "*placement tests*" is the forth type which is designed for assessing students' levels of language abilities so that to place them in the suitable course of study. According to Gronlund (1987: 2), the important interest of these assignments is to show information about the area to which "*students possess the skills and abilities that are needed to begin instruction*".

### **I.3. The Importance of Testing**

It is crystal that tests have an important function for both students and teachers. A test can give the teacher valuable information about where the students are in their learning and can affect what the teacher will cover then. Additionally, tests can give students a sense of accomplishment as well as information about what they know and what they need to review. In 1970s students in an intensive EFL program were taught in an unstructured conversation course. They complained that even though they had a lot of time to practice communication, they felt as if they hadn't learned anything. Not long afterwards testing system was introduced and helped to give them a sense of satisfaction that they were accomplishing things. Tests

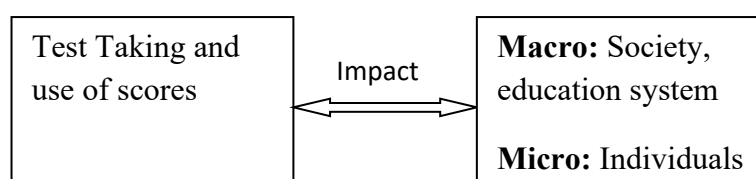
then can be extremely motivating and give students a sense of progress. They can highlight areas for students to work on and tell them what has and hasn't been effective in their learning. Tests can also have a positive effect in that they encourage students to review material covered on the course; that is to say, Tests are also a learning opportunity after they have been taken. It is very important to remember that tests also give teachers valuable information on how to improve the process of evaluation.

Traditionally, tests have been devised by teachers to point up the student's ignorance, errors and lack of application. However, from a didactic perspective, testing is supposed to offer ample opportunities for the student to measure how well he masters specific linguistic items of the target language. In this context, Valette (1977: 4) argues that *“The test best fulfills its function as part of the learning process if correction performance is immediately confirmed and errors are pointed out”*.

#### I.4. The Impact of Testing in Learning Foreign Language

Test impact relates to *“the wider effect of tests on the community”* (McNamara, 2000: 74). Also, Bachman and Palmer (1996: 30) regard it as the effect of tests *“on society and educational systems and upon the individuals within those systems”*. This feature occurs as shown in Fig. I, at two patterns: micro and macro patterns. The micro pattern consists of the test scores that affect the individuals or the goals for which the scores will be used and the macro pattern relates to the impact or the effect of tests on the instructional system and on the society as a whole (Cited in Naoua, 2016).

Fig. I: Test Impact



Source: Bachman and Palmer, 1996, p.30

The distinction between test impact and washback or backwash is made up by language testers (McNamara, 2000; McNamara and Roever, 2006; Messick, 1996; Wall, 1997, 2012 cited in Naoua, 2016). In this context, the opportunity of test impact is wider, thus washback is a special instance of the test impact. The nature of this relationship explained by Wall (1997, as cited in Bailey, 2004) who considers test impact to be “*any of the effects that a test may have on individuals, policies or practices, within the classroom, the school, the educational system or society as a whole*” whereas washback can be meant as “*the effects of tests on teaching and learning*”. (Cited in Naoua, 2016).

## **II. Grammar and Testing Grammar in Context**

### **II.1. Grammar**

According to David Crystal (1990), grammar is the business of taking a language to pieces, to see how it works. This means that, grammar is to divide language into pieces so that to see its function. He also argued that grammar is the structural foundation of our ability to express ourselves.

Pennycook (1989) states that the grammar of a language is a set of internalized rules that govern our unconscious use of language. According to David Crystal (2004), grammar is the systematic study and description of a language which is related to system and structure of a language (words). Besides, grammar helps us in dealing with almost all skills in English. For example; in reading a text, without knowing grammar, we must be difficult in understanding the meaning of the text, because we don't know the structure of words. In academic writing grammar is very important. The correct grammar in your paper will show how ‘educated’ you are and will categorize you as a good leader, as claimed by William B. Bradshaw (2013) who states: “*most in-depth thinkers, regardless of their national identity,*

*realize that correct grammar leads to the kind of power in leadership that comes from superior communication and they plan accordingly”.*

Merriam-Webster (1828) defines grammar as the study of the classes of words, their inflections and their functions in the sentence. Grammar is viewed as part of communicative competence in which communication plays an important role; this requires the appropriateness of structures and words. Clearly, the goal of language learning in the communicative classroom is to acquire the grammatical rules of the second/foreign language to enable them to make meaning and using the rules in natural situations. Halliday (1997) says that “*Grammar is the study of the linguistic forms (wording) realizing functions or meaning both wordings and functions are studied by grammar*”. Meaning that grammar should not be taught in isolation but rather taught to attain an effective communication.

Grammar allows EFL students to use their language, in the way that they use their mental capacity to look carefully for information needed to produce written and meaningful sentences. In this context, Thornberry (1999:15) proposes that “*Grammar knowledge provides the learners with means to generate a potentially an enormous number of original sentences*”. That is, the students’ performance is influenced by grammatical structures. When learning a language, grammar should be taken into account because it helps students “*to learn rapidly... and reach higher levels of ultimate achievement*” (Ellis, 1990: 171 quoted in Odlin 1994: 13). Thus, Grammar allows students to use language in an accurate structure, meaningfully and appropriately.

Mariame Celce-Murcia (2001: 87) states that “*grammar is important and learners seem to focus best on grammar when it relates to their communicative need and experience*”. For her, students acquire the grammatical system through communication and use it in their daily life.

Grammar is essential for communication. This position is summed up by David Wilins (1979: 123).

The learner does still have to master the grammatical structure. There is no way that to one can know a language without knowing its grammatical basis, that the new ideas amount to is that grammatical foundation can possibly be presented in new ways which also take the communicative purpose of language into account.

In other words, Celce-Murcia and Larsen-Freeman (1999) suggest that “*grammar is a necessary component of second language instruction and views linguistic competence as a tool for the development of communicative competence*”. In the way that, grammar is viewed not just as a rule to be taught and stored on the head, but as a skill to be learned and mastered.

Importantly, language structures and meanings should be taught in context in order to teach grammar in an effective and appropriate way. The context provides the students with the opportunity to indicate the meaning they want to express by using a set of structured sentences so to apply them in communication. It is important for the students to be provided with the opportunities to use grammar in context in order to express their thoughts and explore their ideas, so structures are better fulfilled in context like the use of active and passive voice in daily life situations.

The national council of teachers of English and the International Reading Association (1996), released standards or measures for the English Language Arts. These measures investigate the way how grammar can be an integral component that students should take into account so to be able to accomplish a particular communicative purposes and improve their writing skills. As well, the rules of grammar are formed and incorporated in context which leads to emphasize on deep structure that is meaning rather than on form. In this vein, Larsen Freeman (2003: 163) stresses that:

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

More importantly, a better communication can be a result of a good use of grammatical knowledge.

## **II.2. Testing Grammar**

Testing grammatical competence implies testing “*phonology, morphology, syntax, knowledge of lexical items and semantics, as well as matters of mechanics (spelling, punctuation, capitalization and handwriting)*”. (Celce -Murcia, M., 2001: 518). The testing of grammar is one of the mainstays of language testing. However, it can be argued that a basic knowledge of grammar underlies the ability to use language to express meaning and so grammar tests do have an important part to play in language programs.

According to Arthur Hughes (2003), there are four techniques for testing grammar:

- 1) Gap filling
- 2) Paraphrase
- 3) Completion
- 4) Multiple -choice

Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly. The most common type of multiple choice grammatical item is one in which the test maker gives the testee a sentence with a blank and four or five choices of a word or phrase which completes the sentence correctly.

A way of testing short answers and responses is to give the testees an utterance and have them decide which of four or five utterances is an appropriate response. This can be either a test of comprehension or a test of grammar. Another way to test grammatical knowledge using multiple choice items is to give testees a sentence and ask them to choose which item among the four or five alternatives has the same meaning. In addition, completion items are items in which the testees are asked to fill in sentences. (Completion items intended to test reading ability or vocabulary knowledge, in contrast, use content words). The advantage of completion items is that they test production, not just recognition. It is possible to require a phrase instead of a word in each blank. However, while this method presents a more realistic situation, it does become more difficult to mark. While it is probably not realistic for large-scale testing situations, it is something that is useful for classroom teachers who want to help their students develop ability to produce appropriate grammatical forms in context. Third, paraphrasing according to Arthur Hughes (2003) implies writing a sentence equivalent in meaning to the one given. It is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested. Finally, the technique of gap filling allows students to fill the blanks provided. The aim is to know whether or not the students had grasped the main ideas of the paragraph. This technique is used to test the ability to recognize detail presented to support the main ideas and to test scanning items as well (Hughes, 2003).

According to Hughes (2003), Grammar tests are designed to measure student proficiency in matters ranging from inflections (bottle-bottles, bake-baked) to syntax. Syntax involves the relationship of words in a sentence, including matters such as word order, use of negative, question forms and connectives. There was a time when controlling grammatical structures was seen as the very core of language ability and it was unthinkable not to test it. The diagnostic tests of grammar are very useful for the

individual and the group.

For achievement tests where teaching objectives or the syllabus list the grammatical structures to be taught, specification of content should be quite straightforward. When there is not such listing it becomes necessary to infer from textbooks and other teaching materials what structures are being taught. Specifications for a placement test will normally include all of the structures identified in this way. This will reflect an attempt to give the test content validity by selecting widely from the structures specified. Whatever techniques are chosen for testing grammar, it is important for the text of the item to be written in grammatically correct and natural language.

### **II.3. Context**

The study of context has been gaining popularity in recent years; either in linguistics itself or in many other inter disciplinary subjects such as semantics, pragmatics and discourse analysis as well. Different linguists seek to define context from different points of view in order to answer questions encountered in their own fields and to support their own ideas and theories. H.G. Widdowson explains “context” as *“those aspects of the circumstances of actual language use which are taken as relevant to meaning”*. He further adds: *“in other words, context is a schematic construct ... the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context.”* (H.G. Widdowson, 2000: 126). For example, circumstances include the setting, the social value between people and the intended message. George Yule (2000: 128) for his part provided us with a somewhat general definition which is: *“context is the physical environment in which a word is used”*.

According to Halliday and Hasan (1985), context is no longer just an abstract concept concerning the environment in which language is used, but an abstract theoretical category in

which language can be interpreted from the perspective of semiotics. For example the letter ‘o’ in the word (tom) in ‘Tom and Jerry’ is presented by the head of the cat animal.

## **II.4. Types of Context**

Opinion on how to classify context vary from one to another. Some linguists divide context into two groups, while some insist on discussing context from three, four or even six dimensions. According to different circumstances mentioned in the above definitions, we would like to divide context into linguistic context, situational context and cultural context.

### **II.4.1. Linguistic context**

Linguistic context refers to the linguistic setting in which a word occurs. To put it in details, *“it refers to the words, clauses, sentences in which a word appears and it may also cover a paragraph, a whole chapter and even the entire book”* (Leech, 1981: 91). Linguistic context includes lexical and grammatical context. For example, the polysemous word such as make. This word conveys a large number of meanings and only context will determine exactly which is meant.

Linguistic context refers to the context within the discourse; that is, the relationship between the words, phrases, sentences and even paragraphs. Linguistic context can be explored from three aspects: deictic, co-text, and collection. In a language event, the participants must know where they are in space and time, and these features relate directly to the deictic context, by which we refer to the deictic expressions like the time expressions now, then, etc..., the spatial expressions here, there, etc..., and the person expression I, you, etc..., Deictic expression help to establish deictic roles which derive from the fact that in normal language behavior the speaker addresses his utterance to another person and may refer to himself, to a certain place or to a time .

In 1934, Porzig argued for the recognition of the importance of syntagmatic relations, between, e.g. bite and teeth, bark and dog, blond and hair, which Firth called collection. Collection is not simply a matter of association of ideas. Although milk is white, we should often say white milk, while the expression white paint is common enough.

#### **II.4.2. Situational Context**

Halliday, M.A.k and Hasan, R. (1985) state that the context of situation is the “*environment in which meanings are being exchanged*” and is comprised of three elements. That is, situational context or context of situation refers to the environment, time and place, etc..., in which the discourse occurs and also the relationship between the participants. This theory is traditionally approached through the concept of register which helps to clarify the interrelationship of language with context by handling it under three basic heading: field, tenor and mode.

We may say field is the linguistic reflection of the purposive role of language user in the situation in which a text has occurred. Tenor refers to the kind of social relationship enacted in or by the discourse. The notion of tenor, therefore, highlights the way in which linguistic choices are affected not just by the topic or subject of communication but also by the kind of social relationship within which communication is taking place. Mode is the linguistic reflection of the relationship the language user has to medium of transmission.

#### **II.4.3. Cultural Context**

“*Cultural context represents an abstract way of people’s social activities. Culture consists of all the shared elements of human society. This includes not only such material things as cities, organizations and schools, but also non-material things as ideas, customs, family patterns, relationships and languages*” (Leech,1981: 98). Cultural context refers to the culture, customs and background in language communities in which the speakers participate.

Language is a social phenomenon and it is closely tied up with the social structure and value system of society. Therefore, Language cannot avoid being influenced by all these factors like social role, social status, sex and age etc.

According to Lichao Song (2010), Social roles are culture-specific functions, institutionalized in a society and recognized by its members. By social status, we mean the relative social standing of the participants. Each participant in the language event must know or make assumptions about his or her status in relation to the other and in many situations; status will also be an important factor in the determination of who should initiate the conversation. Sex and age are often determinants of or interact with social status. The terms of address employed by a person of one sex speaking to an older person, may differ from those which would be employed in otherwise similar situations by people of the same sex or of the same age.

## **II.5. Testing in Context**

The tendency to relate the local examinations to the Common European Framework of Reference (CEFR) became remarkably noticeable after the Manual was presented in 2009 by the Language Division of the Council of Europe. Local test developers were attracted to start the process of linking their tests to the CEFR and great deal of effort has been done mostly in testing English in local context. English tests can be discussed from two perspectives. The first perspective is related to the countries where English has been taught for many years as language number 1 and is used in the country for communication as people are exposed to it through watching films in the original language, reading English books and the language became a natural part of their language portfolio.

Another perspective is recognizable in the countries which started to focus on English in the 1990s and new conditions under which they started to develop their economies resulted

in a significant prioritization of English as a lingua franca by the parents who were planning the future for their children. As many features of traditional language teaching have survived, such as focusing on grammar, mostly grammatical structures are different from their mother-tongue ones; the tests based on the communicative approach (context, authenticity, etc ...) still include testing grammar and vocabulary.

## **II.6. Testing Grammar in Situational Context**

According to Purpura (2005) when evaluating students' knowledge of grammar, it is very important to determine whether each exercise is evaluating the mechanics part of the grammar or the meaning. In another words, it is important to determine whether the exercise is checking the students' knowledge of the structure and its function in contexts. Exercises that test the grammar structure can be completed by students that have good memory, where as memory alone will not help students understand or perform well in an exercise that tests students' comprehension of the function of each statement. For example, an exercise that asks students to fill in the blanks with verbs in the correct tense will generally be testing the structure necessary to express the tense, rather than the meaning or function of the tense. In order to test their knowledge of the function of the tense, the exercise can, for example provide a context paragraph with three possible sentences to complete it.

According to the tense's function, only one sentence would fit the context and the students would have to identify it depending on their knowledge of the meaning of the tense. Ideally when testing grammar, both structure and function should be evaluated equally.

Purpura (2005) states that the goal of every grammar test is to obtain information on know well a student knows or can use grammar to convey meaning in some situation where the target language is used. As noted by Purpura (2005: 4):

Currently, knowledge of grammar might be inferred from the ability to select a grammatically correct answer from several options on a multiple-choice test, to supply a grammatically accurate word or phrase in a paragraph or dialogue, to construct grammatically appropriate sentences or to provide judgments regarding the grammaticality of an utterance.

Said differently, students should know how to use grammar to convey meaning in some situations in order to present their language accurately and appropriately.

Taking into account the primary goal of language learning-to foster communicative competence or the ability to use language for the most important perspectives ,in this sense the English test designers and item writers should embrace a communication perspective of language. According to Purpura (2005) most linguists have embraced one of two general perspectives to describe linguistic phenomena. A syntactocentric perspective of language refers to observing and analyzing the way in which words are arranged in a sentence while a communication perspective of language focuses on how language is used to convey meaning. While Western European countries prefer assessing how language is used to convey meaning, the Eastern European countries still prepare tests in which grammar and vocabulary are tested either included in the section related to testing reading or in a separate section referring to language in use. In both cases the tasks are based on context- based texts.

### **III. Theoretical Framework**

The purpose of our work is to examine and analyze the five grammar examination papers to show whether the focus is on form, or on meaning or on use. Therefore, to achieve our goals, we adopt the theory proposed by Diane Larsen-Freeman (2001) about the three dimensions of grammar which are form/structure, meaning/semantics and use/pragmatics.

### **III.1. Diane Larsen-Freeman's Three Dimensions of Grammar**

#### **III.1.1. The Dimension of Form/Structure**

Form indicates how a specific grammar structure is made up in a sentence and text.

Larsen-Freeman (2002: 251) suggests that “*grammar is about form and one way to teach form is to give students rules*”. That is, grammar consists of the rules of language and form is considered as an integral part in teaching grammar so to achieve students' accuracy. In this respect, Thornbury (1999: 92) suggests that “*to achieve accuracy the learner needs to devote some attention to form*”. Form allows the students to find and learn the structure of the language. It is essential in improving students' meaningful interaction, for example the elements of the phrasal verb look on are constructed by the use of look plus preposition on.

According to Fernando Macia (2010: 333), when transforming the active voice to the passive one for instance, the students would base on recognizing and knowing that the grammar structure is formed with the auxiliary verb to be followed by the past participle of the main verb and the article by to indicate the user of the action.

#### **III.1.2. The Dimension of Meaning/Semantics**

It is stated by Purpura (2004: 13) that “*a focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively*”. In the way that, in teaching grammar teachers have to take into account the grammatical meaning in order to know not only what to do with language but to help students to learn how language is structured. Furthermore, “*learners need to learn not only what forms are possible but what particular forms will express their particular meaning*”. (Thornbury, 1999: 3). That means that, it is insufficient to learn grammar rules alone without taking into consideration the meaning which students tend to

express. So, meaning is an integral part in learning grammar that the students must take into account. For example, meaning can be referred to lexical one which consists of definitions or descriptions for example a dictionary definition of the preposition into and it can be also referred to grammatical meaning for example the conditional types include both a condition and its result.

### **III.1.3. The Dimension of Use/Pragmatics**

This dimension consists of how and why a language is used in social context. According to Larsen-Freeman (2002: 258), in teaching grammar the student must pay attention to the context in order to establish a real communicative context. That is, L2 students have to master the three dimensions. In addition, Celce Murcia and Larsen Freeman (1999: 5) claim that:

Grammar does not deal simply with form; language teachers can not be content with having students achieve a certain degree of formal accuracy. Language teachers' must also help their students to use the structure meaningfully and appropriately as well. Thus, learners are able to use grammatical structures accurately, meaningfully and appropriately.

In other words, students can relate language and context by using grammatical forms accurately, meaningfully and appropriately in communicative context for example using functions of grammar like inviting, apologizing to achieve accuracy and the right meaning. In this case, the context can be created by speakers and their relationship for instance or by a language that introduces a specific form or structure in the discourse.

### **III.2. The relationship between Form, Meaning and Use**

Linking form with meaning can be carried out by the use of different activities. In fact meaning should call for some sort of associative learning (Cf.Ellis, 1998). This activity gives students the opportunity to associate the form with the meaning of a particular target structure. For example, it is by associating form and meaning that a phrasal verb can be understood.

Moreover, meaning can also be made clear by using pictures. By using real-world objects or pictures, the relationship between word and referent can be made more explicit. For example, if someone asks you what a cabbage means and you have a cabbage, you will tell him this is a cabbage. The right form with the right meaning should be selected for the right context to ensure successful communication.

For Larsen-Freeman, both language form and language use are equally important. In this vein, she states that *“Teachers who focus students’ attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in de-contextualized grammar lessons”*. (Spada and Lightbown 1993. Cited in Larsen-Freeman 2002).

### **III.3. The Competency-Based Approach to Language Teaching**

The Competency- Based Approach (CBA) is an Educational system that was first introduced in the United State in the late 1960s. Then, it has emerged through application to other professional educational programs in the USA in 1970s (Richards, 2006). It was adopted by the Algerian Ministry of Education in 2003. The implementation of the principles of this approach to language teaching is named Competency Based Language Teaching (CBLT) which is focused on a functional and interactional aspect on the context of language. (Richards and Rodgers, 2001). Knowledge, skill, ability and behavior are considered as the four important aspects in this approach which is based on. In this context, Richards and Rodger (2001: 141) claim that:

CBA emerged in the United States in the 1970s and refers to an educational movement that advocates defining Educational goals in terms of precise measurable description of the knowledge, skills and behavior students should possess at the end of a course study.

Competency Based Approach to Language Teaching (CBALT) is related to *“the focus on outputs of learning rather than on inputs to learning is central to the competence*

*perspectives*” (Richards and Rodger, 2001: 143). That means, it focuses on the outcomes of the students rather than what they have learned. In addition, CBLT aims to connect language teaching to a social context and not to teach language in isolation. The competencies in this approach are designed around the practical use of language in context. According to Doking (1994:16), CBLT:

Is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting.

That is, CBLT is focused on the functional and interactional views of language which is considered as a mean to interact and communicate in context. According to (Richards and Rodgers, 2001:21), the functional view of language means:

The view that language is a vehicle for the expression of functional meaning...this theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to the specification and organization of language teaching context by categories of meaning and function rather than by elements of structure and grammar.

This means that the functional view is focused on the use of language in context for communication and it is based on meaning and function rather than on the basis of structure.

In CBA language is viewed as a tool for creating and maintaining social relations. It is built around the three dimensions which are form (structure), meaning (semantics), and function or use (context), L2 students can use and master all these three dimensions. (Larsen-Freeman, 1997, 2001).

Larsen-Freeman (1999:4) perceives that grammar teaching as a ‘communicative end’ and it contains three interrelated dimensions which are form, meaning and use. In this context

she focused on the importance of teaching grammatical forms and structures which are effective and considerable during communication.

### **III.4. Inductive Approach to Grammar Teaching**

Thornbury (1999: 29) states that “*An inductive approach starts with some examples from which the rule is inferred*”. That is, it is up to the students to sort and to figure out the grammatical rules and use them in correct and complete structured statements. In this case the teachers give time for students to show their own understanding. In the sense that, when a teacher asks questions, he allows time for other students to give illustrations and the teacher does not explain until the students suggest their answers.

Furthermore, we have only dealt with inductive approach because it permits teachers to assess what the students already know about a particular construction and to make necessary changes in their lesson plan (Larsen-Freeman, 2014). In the way that, the teachers do their works by plan the tasks, check the work and provide their students with the opportunities to produce and give their views.

### **Conclusion**

The review of literature in this chapter has presented testing, assessment, and evaluation in the learning and teaching process. It has also shown the meaning of grammar and its importance in teaching and learning English as a foreign language. Then, it has dealt with the importance of context, its types and its role in achieving intended meanings. In addition, it has presented the competency based approach and the inductive one in testing grammar. Furthermore, it has explained the impact of testing. Finally, the chapter has been used the theoretical framework on which the investigation undertaken is focused on.

# **Chapter Two**

## **Research Design**

## **Chapter two: Research Design**

### **Introduction**

The purpose of this chapter is to describe the material which consists of the corpus and to present the techniques and methods throughout our research study. It shows the tools used to analyze the data collected in order to provide answers to the research questions.

This chapter contains three main parts. It concerns with the qualitative and quantitative research techniques that interpret and report the data analyzed in statistical and non-statistical manner, the procedures of data collection used in the research and the techniques or the procedures of data analysis. The first part begins with writing specific definitions which are related to qualitative and quantitative research methods. The second part is about the techniques of data collection which concerns the presentation and description of the corpus of our study which is grammar examinations. The third and the last part is related to the methods used to analyze the data. Then, it shows the approach for the analysis of the corpus of our research through which we relied on.

### **I. Qualitative and quantitative Research Methods**

Qualitative research method is connected to in-depth data exploratory. It is a means of research which is focused on non-numerical data and it “deals with meanings” (Dey, 1993: 3). Qualitative Research deals with the interpretation of data. It is defined by Kathori (2009:14) as “*the use of descriptions, observations and expressions to gain a holistic picture and depth in understanding of a situation or event*”. Furthermore, another definition concerning the qualitative research method is added by Dornyei (2007: 29) who claims that “*qualitative research was perceived to present a flexible and highly content sensitive micro perspective of the everyday realities of the world*”. Qualitative research includes collection tools which

ensure non-statistical measurements. It supports the interpretivism's point of view that exists many subjective facts or realities which are relied on time and context. Indeed, qualitative research method intends to "*explore and understand the meaning individuals or groups ascribe to a social or human problem*" Creswell (2009: 4). Thus qualitative method is used to analyze and interpret the numerical data.

Quantitative research method consists of the presentation of the data in a statistical way. It is related to Yes/No questions (close-ended questions). It supports the positivism's point of view that relies on the existence of one objective reality. Kathori (2004: 3) states that "*quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity*". Thus, the quantitative method shows the qualitative findings in a more specific and clear way. That is quantitative method is used for the presentation of statistical analysis and for the presentation of quantitative data.

## **II. Procedures of data collection**

This section gives a descriptive form of the data collection procedures of our work. The data collection, then, contains a corpus of five grammar examination papers chosen from 2014 until 2016 in the way that three papers are EMD sections or exams whereas two papers are reset (catch-up?) exams designed for first year students who study English as their specialty at university for the first time. We requested for these papers from the head of the department, and then we have used them as a resource from which we collected data needed. for this reason we intended to put them under analysis to show if these tasks fulfill form or meaning or use dimension.

## **II.1. Description of the *Grammar Exams (corpus)***

Grammar exams are semestrial exams that are planned by the teachers of the department of English each semester. Moreover, they are designed for first year university students for the purpose of assessing them. Our corpus of study consists of one EMD section and two EMD exam papers of the first and second semesters from 2016.

The corpus of our study consists of three main sections. The first section is entitled “*Form/Structure*” which includes activities which aim at evaluating the students’ competence of using the linguistic forms and grammatical notions. As for this part that is “form/structure”, the students can select the form that seems to be the appropriate for them. The second section is entitled “*Meaning/Semantics*”. This section involves activities which indicate “*lexical and grammatical meanings*”. The third and the last section is called “*Use/Pragmatics*”. This section includes activities which are made to test students’ capacities in using the target language that leads to the use of particular grammatical structure which gives a great choice for the students to make the best use of their resources.

## **III. Procedures of Data Analysis**

This part is related to the procedures of data analysis. For the purpose analyzing the grammar examination papers, we have opted for Freeman’s approach (2001) three dimensional grammar which are the dimension of form, meaning and the dimension of use because it is the most reliable mean of reaching our corpus and it fits the objectives of our work. For the reason analyzing the findings, we have used a mixed method research which is defined by Creswell (2009: 4) as “*a research approach, popular in the social, behavioural, and health sciences, in which researchers collect, analyze, and integrate both quantitative and qualitative data in a single study*”. The approach adopted in the current research puts stress on the “morphosyntactic and lexical patterns”, “the lexical meaning and grammatical

meaning” and “the social context and linguistic discourse”. It will guide us to answer the supposed research questions of the research.

#### **IV. Content Analysis**

Since the selected corpus is going to be analyzed, the current research is focused on the content analysis. According to Nachmias and Nachmias (1976) “content analysis is the analysis of what is contained in a message. Broadly content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content”. This means that, it is a method of observation which gives an explanation and interpretation of a specific phenomenon. Furthermore, content analysis is defined as a “research technique for making replicable and valid inferences from data to their context”. (Krippendorff, 1980: 21).

#### **V. Descriptive Statistical Method**

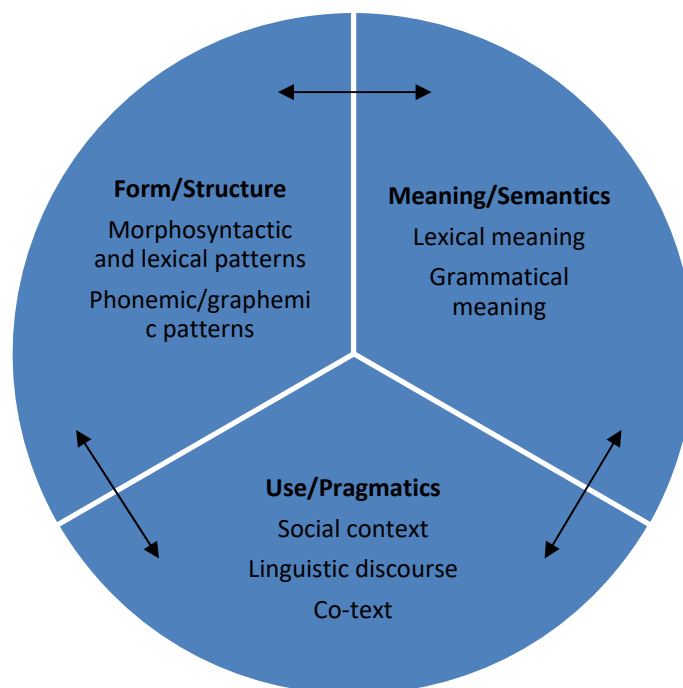
The numerical data of the investigated corpus are going to be computed relying on a computer program. That is, Statistical Package for Social Sciences version 21. This computer program (SPSS) which is generally used in social sciences, contributes to the description of statistical analysis and the presentation of quantitative data (Landau and Everitt, 2004). Our findings will be presented in tables and diagrams.

#### **VI. Restrictions and Limitations of the Study**

There are some limitations to this research. In our study and during the collection of the corpus, we have encountered some obstacles and difficulties. We opted for eight exam papers and unfortunately we got just five papers. This is due to the restriction of time as our request took place during the period of the exams. That is the reason why we have only relied on the five exam papers in our study.

## **VII. The Presentation of the Approach**

The approach of Freeman of teaching grammar (2001) is opted as a part of our investigation which is used for the analysis of our corpus which contains five grammar examination papers. The main reason behind the selection of this approach for the analysis of the corpus of our investigation is of its relevance in teaching and testing grammar and it achieves a better fit of the aims of our study, in the context that the approach is based on three dimensions that should be taken into account when teaching grammar and testing it. We have pointed to the grammar constructions that can be determined by the different compounds of the three dimensions of: “structure or form”, “semantics or meaning” and “pragmatics or use” to show if the grammar activities of our corpus fulfill form or meaning or use dimension. As it is mentioned before, the approach is made up of three dimensions. Each dimension includes the lexicogrammatical patterns that are used to make meaning in appropriate ways. These lexicogrammatical patterns are organized into three types which are: morphosyntactic and lexical patterns related to form dimension, lexical and grammatical meanings highlight meaning dimension and social context and linguistic discourse contain use dimension.



**Figure II. A three dimensional grammar framework (Freeman, 2014).**

## **Conclusion**

This chapter has underlined the research design of the work and specific definitions about the qualitative and quantitative research. Also, it has shown the data collection procedures which form the corpus of our investigation which is the five grammar examination papers. Additionally, it has dealt with the analysis of data collection that takes into consideration the descriptive statistical analysis which is considered as a tool that helps to analyze and present the findings. All the grammar activities of our corpus are analyzed relying on the approach of Freeman.

# **Chapter Three**

## **Presentation of the Findings**

## **Chapter Three: Research Findings**

### **Introduction**

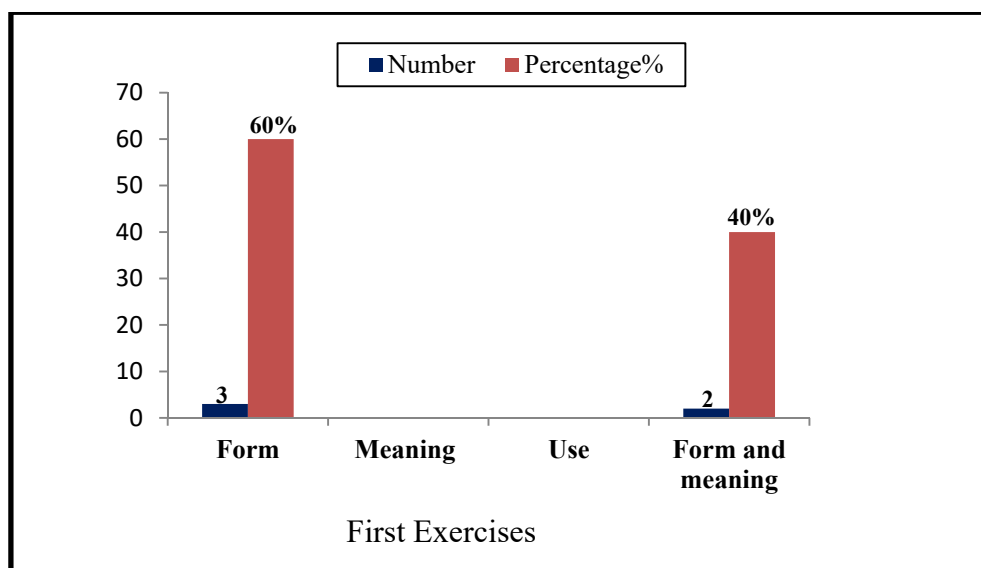
This chapter is considered as the main part of the research, its main objective is to present the findings reached in analyzing the corpus of five grammar examination papers of the first year university students. As it is mentioned in the previous chapter, this work is focused on a corpus of two important sections of first year students named EMD and Reset sections. The corpus of our investigation contains 30 activities. The great amount of them consists of 18 activities which are reserved for EMD section and 12 activities restricted for reset section. The five grammar examination papers will be analyzed in terms of form, meaning and use dimensions of the approach of Freeman (2001) as a tool of analysis in order to spotlight on the dimensions that the corpus of our investigation focus on. Finally, a presentation of the main results and their summary are provided.

### **I. Presentation of the Results**

In the results of our analysis of the grammar examination papers of first year students on the basis of grammar dimensions, six diagrams are going to be presented. The first diagram is opted for to the first exercises in Grammar Exams according to grammar dimensions, the second diagram includes the second exercises, the third diagram consists of the third exercises, the forth diagram is about the forth exercises, the fifth diagram includes the fifth exercises, and the sixth diagram operates with the results of the sixth exercises in Grammar exams. The findings are presented in statistical data accompanied by percentages.

## I.1. Results of the First Exercises

In the following bar chart we start to present the findings reached from our data analysis in relation to the first exercises in grammar exams.

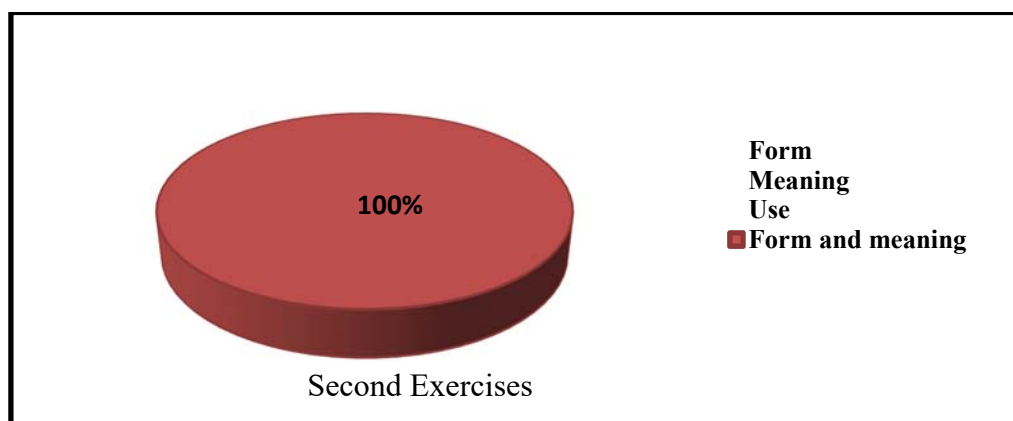


**Diagram1: The Percentages of the First Exercises in Grammar Exams.**

The diagram in the top demonstrates that (60%) of the grammar exams in which their first exercises fulfill form dimension; however (40%) of them in which their first exercises focus on form and meaning dimensions.

After we have attempted to present the findings of our analysis which consist of first exercises in grammar exams, the following pie chart is devoted to second exercises.

## I.2. Results of the Second Exercises

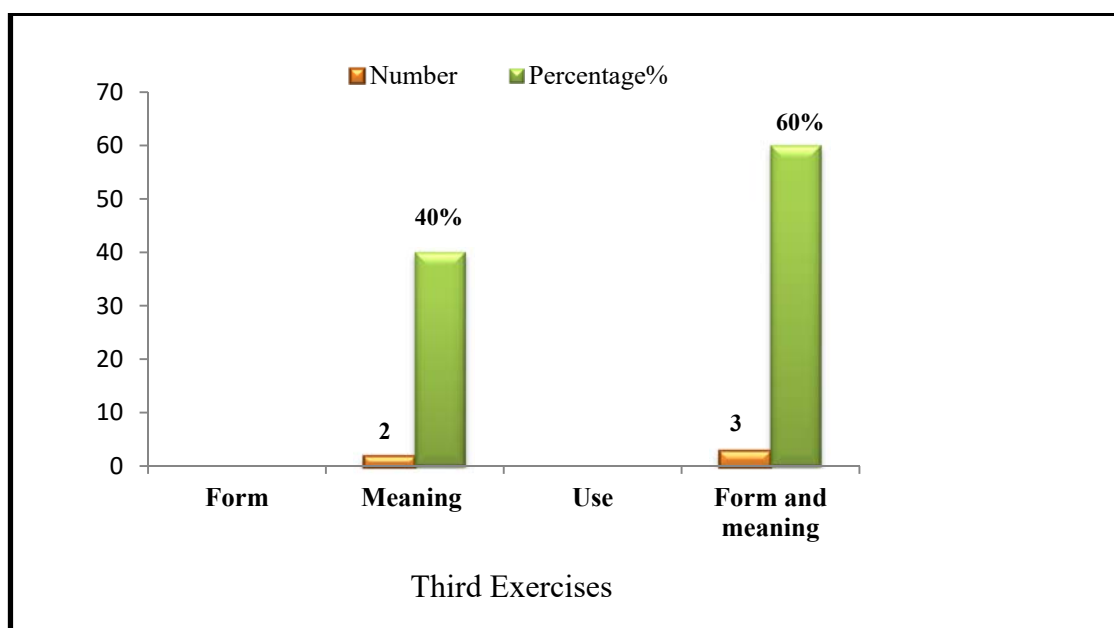


**Diagram 2: The Percentage of the Second Exercises in Grammar Exams.**

A high proportion of grammar exams (100%) in which their second exercises fulfill both form and meaning dimensions as the pie diagram indicates.

As the second diagram reveals the presentation of the results with relation to second exercises in grammar exams, the third one is followed with third exercises.

## I.3. Results of the Third Exercises

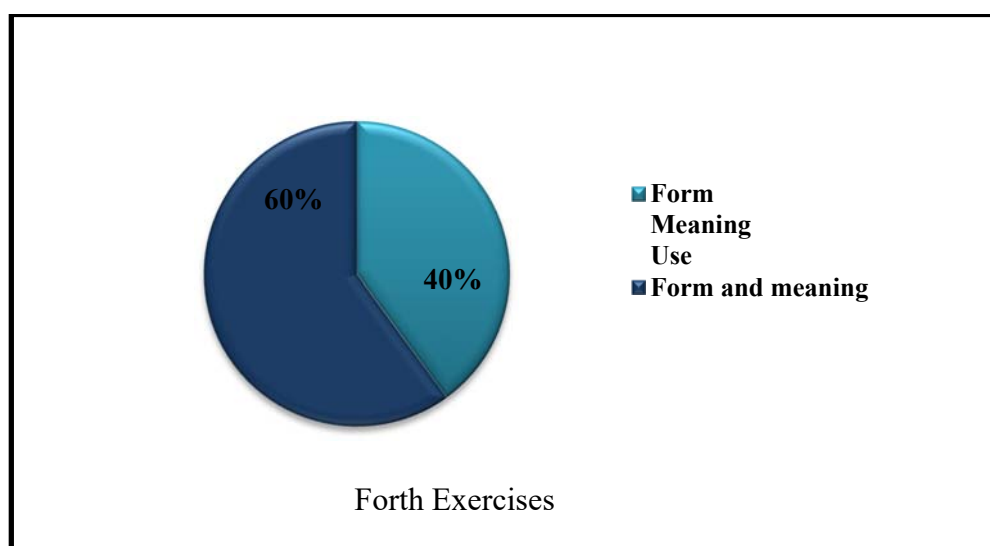


**Diagram 3: The Percentages of the Third Exercises in Grammar**

The bar diagram indicates that 3 (60%) of grammar exams in which their third exercises fulfill both form and meaning dimensions, however; (40%) of them their third exercises are related to meaning dimension.

As the presentation of the results of the three above diagrams is shown including first, second and third exercises in grammar exams, the following diagram is presented the forth exercises.

#### I.4. Results of the forth Exercises

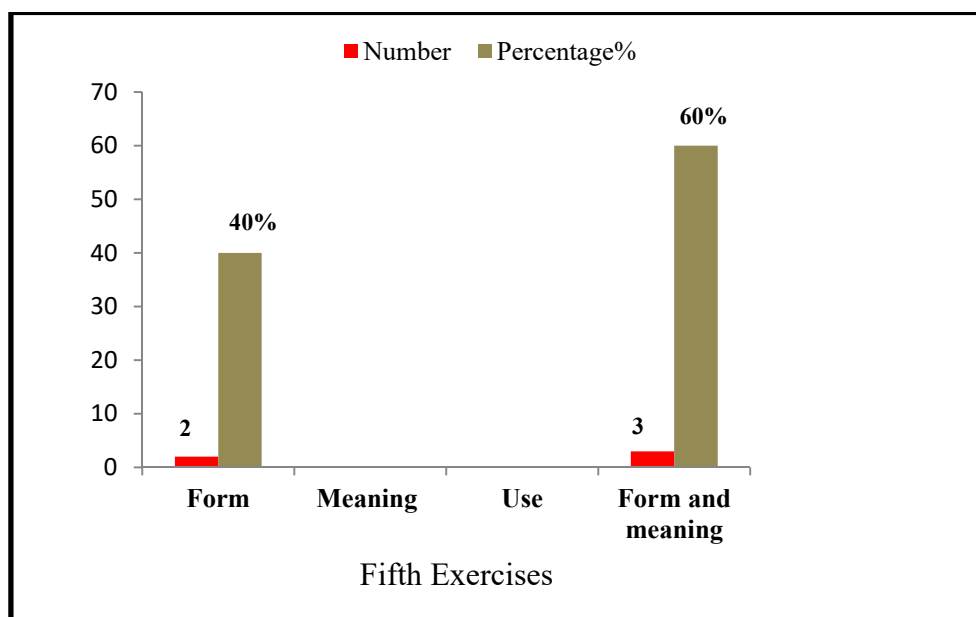


**Diagram 4: The Percentages of the Forth Exercises in Grammar Exams.**

It seems from the pie diagram that the number of grammar exams in which their forth exercises focus on form and meaning is 3 (60%), and two grammar exams (40%) in which their forth exercises opted for form dimension.

After the explanation of the results of the forth exercises in grammar exams, the following diagram illustrates the results of the fifth exercises.

### I.5. Results of the Fifth Exercises

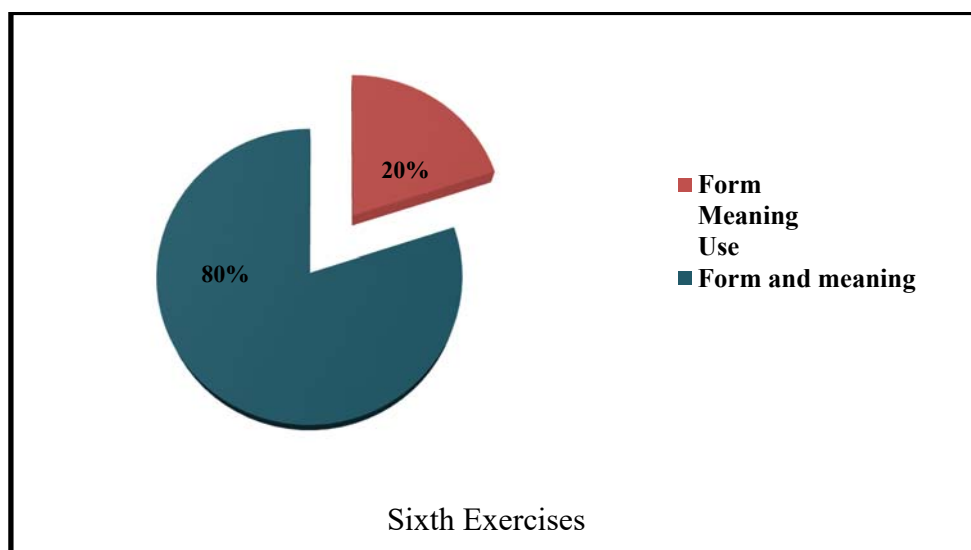


**Diagram 5: The Percentages of the Fifth Exercises in Grammar Exams.**

We notice from this diagram that the number of grammar exams in which their fifth exercises fulfill form and meaning dimensions are three with the percentage of 60%. Two grammar exams (40%) in which their fifth exercises are devoted for form dimension.

The fifth above diagrams show the presentation of the results that have relation with the implementation of form, meaning, and use, and both form and meaning dimensions in the grammar exams. As we have seen from the grammar exams entailing the sixth exercises, the findings are going to be presented in the coming diagram.

## I.6. Results of the Sixth Exercises



**Diagram 6: The Percentages of the Sixth Exercises in Grammar Exams.**

We can see from this pie diagram that the number of grammar exams in which their last and sixth exercises based on form and meaning dimensions are four with the percentage of 80%. Only 20% of grammar exams their sixth exercises emphasis on form dimension.

## Conclusion

This chapter makes clear the main findings of the research. Indeed we dealt with the presentation of the results with regard to Grammar Dimensions. In addition, the results reveal that both EMD section and Reset section are made-up of tasks but they are asked differently. However, it is deduced from the findings that the two sections of exams are characterized by their broadened use of both form and meaning dimensions over the other grammar dimensions. These results are going to be discussed in the coming chapter in the light of interpreting the items of the approach of Freeman (2001).

# **Chapter Four**

## **Discussion of the Findings**

## Chapter Four: Discussion of the Findings

### Introduction

The major outcomes established from our research study are included in this chapter so to see to which extent the grammar examination papers apply the theoretical framework of Larsen Freeman and to see whether the focus is associated with form, or with meaning, or with use dimensions. The best and most helpful way to approve and answer back the research questions stated in the General Introduction is through Freeman's approach. After making profound analysis, we discovered that grammar papers are merely devoted to the both dimensions "form and meaning".

### *I. Discussion of the Results of the Grammar Exams*

#### **I.1. Form Dimension in the Grammar Exams**

##### *a- Supply the correct form of the verbs between brackets?*

This activity is taken from the exam paper of February 2015 of First-Semester EMD. It consists of one verb between brackets so it is up to the students to provide the correct form of these verbs. The task is as follows:

After I (have) 1.....lunch at a village inn, I (look) 2.....look for my bag. I (leave) 3.....it on a chair beside the door and it (not/be) 4.....there. As I (look) 5.....for it, the inn-keeper (come in) 6..... "(have/you) 7.....a good meal?" he (ask) 8..... "yes, thank you," I (answer) 9....., "but I (not/pay) 10.....the bill. I (not/have/get) 11.....my bag." The inn-keeper (smile) 12.....and immediately (go out) 13.....A few minutes later, he (return) 14.....with my bag and (give) 15.....it back to me. "I' (be) 16.....sorry," he (say) 17..... "my dog (take) 18.....it into the garden. He often (do) 19.....this. He (not/do) 20.....it again," he promised.

(Grammar exam, February 2015.

First-Semester EMD: Activity 1)

This question requires from the students to supply the correct and the appropriate verb in dealing with items that demand to fill the gaps, in the way that, they had better to be more interested with the grammar analysis process in order to complete the blanks with the missing verbs. After handling this procedure we have found that the focus is on the structure, because simply it includes “lexical patterns” and “morphosyntactic” forms which are the most lexicogrammatical elements of “form dimension”. The importance of this task lies in the fact that the technique of gap filling can absolutely help the students introduce things in a more comprehensible and understandable way. It is, thus, a key to know whether or not the students had grasped the main ideas of the sentences in order to provide the correct form of the verbs.

***b- Underline the correct form in the items in bold type?***

The above question is selected from the exam paper of 2015/2016 of first-semester examination in grammar. This activity is about providing the correct form of the expressions in bold type:

**The Mystery of the pyramids**

How were the pyramids built? This question is one of the (1) **great historical/historical great** mysteries. How did the ancient Egyptians build these (2) **stone enormous/enormous stone** monuments? We know about their (3) **daily normal/normal daily** lives-religion, food, politics, customs but nothing about the pyramids.

**The French Vs the English**

1066 is an important date for the British and French. On October 14<sup>th</sup>, 1066, William of Normandy and Harold, king of England, fought an (4) **exciting/excited** battle for the crown of England. At first, the (5) **brave English/ English brave** soldiers were winning, but it was the

French army who finally won. The events of the battle of Hastings can be seen on the Bayeux Tapestry, a (6) **long beautiful/beautiful long** piece of art.

### **Poets of war**

One of the surprising results of the First World War was an (7) **amazed/amazing** amount of good poetry. Although the soldiers suffered (8) **really terrible/very terrible** conditions, some of them wrote wonderful poems. Wilfred Owen, Siegfried Sassoon and Rupert Brook wrote poems about their experiences that people are still (9) **interesting/interested** in today.

### **Man on the moon?**

The Americans were the first nation to put a man on the moon. But were the photos of the Apollo moon landings in the 1960s and 70s have been seen all over the world, but some (10) **suspicious scientific/scientific suspicious** experts say they were really taken in the Nevada desert.

(Grammar exam, 2016.

First-Semester EMD: Act.4)

In this case students are required to denote to which form the sentence units belong to according to the items given in the multiple choice activity and to let the students to guess the right sentence, that is, they should be tested in term of their grammatical knowledge of rules and its usages in order to recognize the suitable item for the sentence , and the “structure” that has been cited in the proceeding example that it is one of the constituent of “lexical patterns” and “morphosyntactic forms”. Furthermore, this activity model enhances the students to improve their knowledge to use it latter to extract a plenty of grammatical points. In addition, we can also point out another activity which is similar in term of dimension implemented but different in the way they are attributed and constructed.

***c- Replace ‘very’ with a ‘colorful’ adverb in the sentences below?***

1. Peter has a very (.....) sweet face.
2. She was very (.....) angry.
3. His chances for recovery seem very (.....) remote.
4. The Scots are very (.....) thrifty people.
5. His answer was very (.....) abrupt.
6. Sue has very (.....) blue eyes.

(Grammar exam, September 2015.

First-Semester Reset: Act.6)

Obviously, the presenting task makes the students in the situation in which they are needed to deal with reflection in order to be able to give the correct answers. Also, to be aware that their prior role is to implement their background knowledge, for instance, this task asks the students to bring some new changes at the level of sentence order, in the way that they modify the word from one state “very” to another one or with a “colorful adverb” in the given sentences in order to orient the students to the grammatical structure being tested.

Consequently, “lexicogrammatical patterns” are deemed as a vital substitute of structure which is a part of form dimension cited in Freeman’s approach. In other words , to be aware that the role of the students is to look carefully and to discover due to their implementation of their background knowledge, for instance, this task implies replacing the ‘very’ with a ‘colorful’ adverb in the given sentences in order to restrict the students to the grammatical construction being tested.

***d- Transform the sentences below into reported speech?***

This task is taken from Reset in grammar /Semester two of September 2015. It asks students to change the sentences below into indirect or reported speech:

1. “My young brother wants to be a tax inspector,” said Mary. “I don’t know why.”

- .....
2. “Nothing ever happens in the village,” Mr. Johnson said. “All the young people have drifted away to the towns.”
- .....
3. “Have you ever seen a lion?” she asked me → .....

(Grammar exam, September 2015.  
Second-Semester Reset: Act.5)

This exercise is about seeking for the grammatical rules that fit this type of tasks which needs the transformations of the sentences from direct reports where the action and the doer of this action are into the indirect one that states this two previous elements, exquisitely this kind of activities is closely related to the effective mastery of the grammar and its right use in such cases by implementing the Freeman’s dimension.

## **I.2. Meaning Dimension in the Grammar Exams**

### ***a- Put the words between brackets in the right order?***

This statement is about putting the words in the right way. It is taken from first-semester examination in grammar of February 2015:

1. Jim visited a/an (factory/Lancashire/old).....
2. John has bought a (black/sweater/new/cotton).....
3. Mary has got a (cardboard/big/box/nice).....
4. Ryan is a (medical/student/bright).....
5. Peter lives in a/an (old/house/superb/country).....

(Grammar exam, February 2015.  
First-Semester EMD: Act. 3)

In this case the students are required to perform in a situation where they have to put the words between brackets in the correct order. This task examines the students' understanding and their competences for the sake of giving the information in an organized and the right way, correctly and appropriately, for example the students should know how to put the nouns and the adjectives which are provided in the right order. Also, the second exercise is similar to the previous one in term of grammar dimension.

***b- UNDERLINE the 5 mistakes (one word in each sentence) and CORRECT them?***

This task is about underlying the mistakes in the sentences and correcting them. It is taken from first-semester examination in grammar of 2015/2016:

- (1)The criterions are the same.....(2) Gooses can be dangerous animals?.....  
(3)The Swisses are used to mountains..... (4) I'd like an information, please.....  
(5)Our teacher has given us homework.....

(Grammar exam, 2016.

First-Semester EMD: Act.3)

This exercise monitors the students to answer to the question. In more precise terms, their answers depend on the manner in which they can understand and comprehend the sentences intended meaning of the questions by allowing their intellectual capacities or evaluating their personal abilities to formulate the correct answers function in order to predict and to sort out the right answers, by underlying the mistakes and correcting them. This task's type is strongly appreciated; because it is so beneficial for student's learning. Accordingly, students should show their capacities which permit them to express meaning in order to get the knowledge and have access to the meaning of different questions and thus to contents to produce appropriate grammatical forms in context. So, this type of questions aims to test the vocabulary of the students.

After dealing with meaning dimension, the following one is devoted to the discussion of the “form and meaning dimensions”.

### **I.3. Form and Meaning Dimensions in the Grammar Exams**

***a- Rewrite the sentences below to supply them with punctuation and capital letters?***

1. You can phone from the office john he said

► .....

2. You can't bathe in the rivers he warned us they are full of piranhas

→ .....

3. Have you heard him shouting help the officer enquired

→ .....

(Grammar exam, September 2015.

Second-Semester Reset: Act.6)

This question requires the students to supply the correct and the appropriate grammatical rules that are needed, because they must be part of the broader context and this situation demands both form and meaning dimensions. In it, students should be more interested in the grammar analysis process in order to rewrite and supply the sentences with the right punctuation. After handling this procedure we have found that the focus area is centered on the “structure” unit, because simply the students are asked to use the grammatical rules that are requisite to make the sentence grammatically correct. Here, the grammar designers aim at testing the students' capacity to do the different notions and rules that they have been taught in the classroom and included in the syllabus. The task that the students are going to do in this area is related to the association of the sentences with grammatical standards; it means that, to meet the measures of capitals and punctuation. The activity, then, relates to both form and meaning dimensions. Here is another activity which shares the same dimensions.

***b- Supply the correct forms (to-infinitive or-ing) of the verbs in brackets. Give two forms where both are possible?***

1. I hate (tell) .....you this, but your jacket is torn.
2. You must begin (work).....harder.
3. I can't stand (hear).....lies.
4. We aim (reach).....that point.
5. Pam has finished (type).....the report.
6. I look forward (hear).....from you soon.

(Grammar exam, September 2015.

Second-Semester Reset: Act.2)

The idea behind the task provided is that it is the best way for students to ask them to probe their information for the sake of describing things clearly and correctly, especially the verbs (to-infinitive or-ing) forms that they think will be suitable for each sentence in order to demonstrate that they are aware about the vocabulary aspects. We should bear in mind that this task refers to “structure and semantics” which gather both “morphosyntactic forms and grammatical meaning” which are the main lexicogrammatical patterns of form and meaning dimensions. As well as this task includes the great deal of students’ knowledge about the grammatical forms or structures and vocabulary which are tested. The significance of such kind of activities lies in the fact that they represent tools that can help the students to enlarge and enrich their vocabulary by forming new words using a set of rules in the sense that they use their background knowledge in selecting the appropriate form of the verbs either ( to-infinitive or ing form) or the both if it is possible

***c- Use each of the following pairs to write one sentence keeping the same meaning?***

The activity is taken from second-semester examination in grammar of June 2016. This statement consists of joining the following sentences in one keeping the same meaning:

1. I am used to doing all my own shopping.
2. There is no point in trying to persuade him.
3. She objects to being kept waiting.
4. There is nothing worse than owing a lot of money.
5. I look forward to seeing you soon.

(Grammar exam, June 2016.

Second-Semester EMD: Act.3)

This task asks the students to read the pairs of sentences in order to understand them, and then to be able to write them as one sentence by keeping the meaning. So, it tests the students' abilities and understanding to make the ideas and the information of pairs sentences arranged in a single sentence and in the same time that expresses the same meaning in the pairs. Another example concerning both form and meaning dimensions.

***d- Put in the correct form, active or passive, of the verbs in brackets?***

1. Died    2. Was given    3. Was attended    4. Be held    5. Lined    6. Was drawn
7. Were following    8. Was given    9. Were watching    10. Could be heard.

(Grammar exam, June 2016.

Second-Semester EMD: Act.1)

It is crystal that this activity stresses both form and meaning dimension. Besides, the task asks the students to concentrate more in order to give appropriate answers. The students should understand what to do. In other words, it is the work of the students to discover the structure of the language, for instance, it is the case of what they should change in order to transform the verb from active voice to passive voice or vice versa. Therefore, the activity emphasizes more on understanding the structure and the meaning of the verbs in order to recognize that this "grammar structure" and "this grammatical meaning" which are elements of "lexicogrammatical" patterns that have been identified in Freeman's theoretical framework

are made up from the auxiliary verb followed by the past participle of the main verb in the passive voice or just the main verb in the active voice. This means that, the students are required to make in use the different grammar rules which are relevant to the transformation of the verbs.

***e. WRITE 5 sentences in which the adverb is used as:***

1. A modifier: .....
2. An adverbial: .....
3. An adjunct: .....
4. A conjunct: .....
5. A disjunct: .....

This task is taken from first-semester examination in grammar of 2015/2016. It asks the students to write five sentences including the above elements.

(Grammar exam, 2016.

First-Semester EMD: Act.6)

As we observe in this task the students are faced with an activity in which they should be more productive as possible, it means that they ought to use their mental capacities in order to deal with any given activity that has relation to creativity such as the one which is above. The students are asked to write five sentences on particular items of adverb in order to test their abilities in the process of writing, and to see how they use grammar rules and vocabulary that they have already studied. In addition, the students are intended to be productive through integrating their background knowledge about the variety of items that they have in hands.

Another example that can be used to illustrate clearly the form and meaning dimensions is the following task which includes grammar in context.

*f. Write five simple sentences of your own in which the ADJECTIVE is used 1) predicatively, 2) attributively, 3) as premodifier, 4) as postmodifier, and 5) as determiner?*

(Grammar exam, February 2015.

First-Semester EMD: Act.5)

(Grammar in context)

The students in this situation are required to write five simple sentences by using their own words by relying on what they have been taught in the classroom by taking into account grammatical meaning and syntactic rules. In addition, the students are expected to be involved productively as independent students who assume the effectiveness of their learning in correlation to the grammatical context. In fact, if the students are able to produce appropriate grammatical forms in context by using personal answers, they become able to perform individually and without relying on their teachers' help.

More importantly, in the tasks that are related to form and meaning dimensions have noticed that some of them include "grammar in context" and among those tasks the one (f) stated above. In the way that, "form" in the activities relates to grammar which is presented in sentences or short texts which bring meaning to the practice of grammatical items such as adjectives, adverbs, etc. In addition, grammar functions and is practiced with reference to understanding which is brought by a situational context provided by sentences or short texts or paragraphs which contain these grammatical items. So, "form and meaning" which include grammar in context means using grammar with reference to understanding which is brought by a contextual situation within which grammar is practiced and functions.

Importantly, the obtained findings show two distinguished types of the dimensions of Freeman's approach are fulfilled in the grammar papers. This means that the analysis of 30 activities extracted from English Grammar papers revealed that both types of grammar

dimensions which are form and meaning ones are used in grammar exam papers. This can be considered as one of the benefits of grammar examinations, since students have been given more chances to show their knowledge with accordance to both types of the grammar dimensions. . in addition to this they have many weaknesses such as emphasis is not given to use dimension, this means that, the third dimension which is the use one is not focused in grammar papers , this argued that this set of activities based on freeman's approach do not follow the principles of Competency Based Approach to Language Teaching (CBALT) that are necessary to attend any instructional goal in both processes teaching and learning. Indeed, the research, too, demonstrates that plenty of activities show that "form" has a leading rule in comparison to the other dimensions because in this area students are tested in the purpose of succeeding in the exams and getting access to the following year.

Also, we notice from the results that "use dimension" is not included in grammar papers. If it is the case, consequently, students can deal only with activities that have relation to the formal perspectives and this may reflect their communication side negatively. This means that the Competency Based Language Teaching (CBLT) approach which is mentioned in the review of literature by Richards and Rodgers (2001: 21) that

*"This theory emphasizes the semantic and communicative dimension rather than the grammatical characteristics and leads to the specification and organization of language teaching context by categories of meaning and function rather than by elements of structure and grammar"*

is not really respected in the grammar examination papers.

Additionally, to refer to what has been claimed by Freeman (2002: 258) students must pay attention to the context, in order to establish a real communication (see chapter one) and it is

said differently that this context proceeded that students should bear in mind that they are gradually becoming and not to learn things for granted and to shift from one stage to another. In this case the focus should be on the three dimensions at the same time because each one completes the other. So if tasks dealing with “use dimension” stressed in the grammar exam papers, students should bear in mind that if they are gradually using their abilities in real communicative contexts this will affect positively the teaching system by preparing these students to be effective communicators in their future lives.

Clearly, teaching process involves testing by taking into account the contexts. In the way that, if the testing system stresses form and meaning learning purposes, the teaching thus is going to be oriented to form and meaning dimensions. However, in the cases where the stress is on form, meaning and use dimensions, the teachers here help their students towards the mastery of such purposes. This idea is obviously related to what is called “washback” or “backwash” and which has been defined by Naoua, M. (2016) as “*the effects of tests on teaching and learning*”. As a result, testing of the students should collaborate with the requirements of the society and should meet the students’ needs as well.

In addition, relying on what Widdowson (2000:126) has said in the review of the literature what is with the text it goes beyond what is said or written. That is to mean, it is the total environment in which a text unfolds (situation). To support our claim we refer back to what George Yule (2000: 128) said in the review of the literature, context leads the speaker to construct the linguistic message and intends or implies to grasp a particular meaning. So, what is said or written goes with use dimension which examines students’ use of their abilities in real communicative contexts and which is considered as a vital dimension which must be included side by side with the two remaining ones. so ,to be clear ,the grammar exams test the grammar in context because the latter consists of the use of the grammatical functions.

## **Conclusion**

This chapter has shed light on the discussion of the results. The Results are devoted to discuss the form, meaning and both form and meaning dimensions in the grammar exams to see in which extent the grammar activities diverse. As a matter of fact, the discussion of the findings has been obtained from the Grammar papers gave answers to the research questions; it has confirmed the first hypothesis of the first research question which has noted that grammar dimensions as concerns the form, meaning and use were not successfully used in the grammar examination papers, since the results we have presented above have mentioned that the majority of the tasks were based on both form and meaning dimensions and has rejected the second one. Finally, this part has confirmed the first hypothesis of the second question that says that the first year students are encouraged to do activities which are related to form and meaning dimensions and has rejected the second one that has relation to the second question. From this perspective the H1 and H3 stated in the general introduction are true because the grammar examinations do not stress their attention on the use dimension.

# **General Conclusion**

## **General Conclusion**

The study is about testing grammar examination papers in the Department of English at MMUTO. This last sought to point out on which grammar dimension type these subjects are based. The conducting research is organized in an academic way in the sense that each section is arranged depending on some criteria related to the piece of work that we have in hand.

The investigation initiated by a “General Introduction” which constituted the main important elements of the research study: the goals signification of the study, the research questions and the hypotheses in the structure of the dissertation or “the body of the research”. The prominent objective mentioned is the following one which includes investigating the frequent occurrence of the grammar dimensions. Besides, many concepts added into this study as integral parts among them testing, grammar dimensions and context that have been latter extended and discussed in the literary review’s chapter.

Moreover, the three major grammar dimensions offered by Larsen Freeman are opted for the sake of carrying this research study. We have approved that our corpus contains five grammar examination papers of first year university students, in the way that, we have analyzed the full number (30) of the activities. In order to assure an efficient analysis we have employed a mixed research method that associated the qualitative method with the quantitative one. The quantitative procedure by probing the data collected and analyzed then giving them in a form of numbers and qualitative procedure by relying merely on the notion of “content”. The platform of the data analyzed is made up by the five grammar papers of first year students of the English department that started from 2014 to 2016. These were established depending on Freeman’s theoretical approach (2001). The corpus of our investigation has been implemented by using descriptive statistical method to gather

numerical data in order to facilitate the analysis process; this is for the quantitative side and for the qualitative one we have interpreted and explained the findings in the light of the approach that has been adopted.

Our grammar analysis reveals that the examination papers of first year student target more both form and meaning dimensions. As a matter of fact, twenty activities (20) target both form and meaning dimensions; that is, 40% relate to “first” activities, 100% deal with “second” activities, also 60% correspond to “third” activities, 60% relate to “forth” exercises, then 60% deal with “fifth” exercises and 80% include “sixth” activities. In addition, eight (8) of the activities; in the way that, 60% relate to “first” activities, 40% deal with “forth” activities, also 40% present “fifth” activities, and 20% include “sixth” activities correspond to form dimension. Finally, only two (2) of the grammar activities; in other words, 40% involve “third” activities correspond to meaning dimension. This case obviously shows that grammar examination papers focused on both form and meaning dimensions as it has been cited above and this confirms the first hypothesis put in our general introduction which asserts that grammar dimensions as concerns the form, meaning and use are not successfully used in the grammar examination papers, also asserts that the third hypothesis of the second question and which states that the first year students are encouraged to do activities which are related to form and meaning dimensions. Accordingly, our findings indicate that grammar exam papers focus on form and meaning dimensions and denote that they emphasis for the most side on “second activities”.

We hope that our work has been appreciable for you and gained some attention from your majesty, also push the grammar designers to get through these information and outcomes that we have collected and analyzed, in order to look for progressing their efforts to improve assessment process in good conditions. Furthermore, it is a perfect example that shows the exclusion of one of the most important aspect in grammar dimension, which serves as much

as possible the English language students to be efficient communicators, particularly in their professional lives. So we should address the designers and say for them it is high time to look for solution to this issue and find a way to include use dimension so to fit the students needs also in this sphere of study many doors are opened to negotiate and search for further study.

Further research can be conducted concerning testing grammar in context, by using university library books.

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# *Appendixes*

## FIRST-SEMESTER EXAMINATION IN GRAMMAR

Feb. 2015

Year One - BMD

02/1/20

Group # 01

Full Name: .....

Make the best use of your resources in an attempt to do all of the following tasks:

## I. Supply the correct form of the verbs between brackets. (0.25 x 20 = 5 pts)

After I (have) 1. will have lunch at a village Inn, I (look) 2. will look for my bag. I (leave)

3. leave it on a chair beside the door and it (not/be) 4. wasn't there! As I (look)

5. look for it, the inn-keeper (come in) 6. came in. "(have/you) 7. had

8. asked a good meal?" he (ask) 8. asked

"Yes, thank you," I (answer) 9. answered, "but I

(not/pay) 10. didn't pay the bill. I (not/have/get)

11. hadn't got my bag." The inn-keeper (smile)

12. smiled and immediately (go out) 13. went out

A few minutes later, he (return) 14. returned with

my bag and (give) 15. gave it back to me.

"I' (be) 16. am sorry," he (say) 17. said

"My dog (take) 18. takes it into the garden.

He often (do) 19. did this. He (not/do) 20. didn't it again," he promised.



## II. Underline the (10) mistakes in the paragraph below and correct them. (10 x 0.50 = 5 pts)

If you are dieting, you really have to avoid some food: cake and biscuit are out for a start, but you can't live for ever on tomato and peach. There are people who spend their entire lifes counting the calories they take in each day. Some national cuisine make you fat. The Japaneses have a high protein diet because they eat a lot of fishes, while the Swisses eat a lot of milk products.

## Correction:

- |                 |                   |                 |                  |
|-----------------|-------------------|-----------------|------------------|
| 1. <u>are</u>   | 2. <u>were</u>    | 3. <u>can't</u> | 4. <u>lives</u>  |
| 5. <u>lifes</u> | 6. <u>make</u>    | 7. <u>make</u>  | 8. <u>fishes</u> |
| 9. <u>Swiss</u> | 10. <u>eating</u> |                 |                  |

III. Put the words between brackets in the right order. (0.50 x 5 = 2.5 pts)

1. Jim visited a/an (factory/Lancashire/old). - Jim visited an old Lancashire factory
2. John has bought a (black/sweater/new/cotton). - a new black sweater cotton
3. Mary has got a (cardboard/big/box/nice). - a nice big box cardboard
4. Ryan is a (medical/student/bright). - a bright student medical
5. Peter lives in a/an (old/house/superb/country). - a superb house country

IV. Refer to the words in brackets and put in the right adjective or noun phrase: (0.50x5=2.5 pts)

It's (against law) ..... (1) to drive under the age of seventeen in Britain, but David, (a boy aged seventeen years) ..... a young ..... (2) managed to pass his driving test on the day of his seventeenth birthday. He arranged to have (a lesson of eight hours) ..... (3) beginning at dawn on his birthday. At first he was very (acting with care) ..... (4) and (acting with hesitation) ..... (5), but he had a wonderful teacher. By four in the afternoon, he took his test with success.

V. Write five simple sentences of your own in which the ADJECTIVE is used: (0.50 pt x 5 = 2.5 pts)

1. Predicatively: .....
2. Attributively: .....
3. As premodifier: .....
4. As postmodifier: .....
5. As determiner: .....

VI. Write five simple sentences of your own in which the ADVERB is used: (0.50 pt x 5 = 2.5 pts)

1. As a modifier of another adverb: .....
2. As an adverbial: .....
3. As a preposition complement: .....
4. As a modifier of a noun phrase: .....
5. As an intensifier: .....

All the best

H.H.

# RESIT IN GRAMMAR

Sept 2015

## YEAR ONE/SEMESTER TWO

Full Name: .....

Group # 03

Make the best use of your resources in an attempt to treat all of the following test items:

### I. Supply the correct form of the verbs between brackets. (0.25 x 12 = 3 pts)

A/ The inspector asked (see) what he saw (1) my ticket, and when I was not able (find) to find (2), he made me (buy) to buy (3). He probably suspected me of (try) trying (4) (travel) to travel (5) without (buy) buying (6) one.

B/ Bill could not bear (see) see (7) anyone (sit) sitting (8) round idly. Whenever he found me (relax) relaxing (9) or (read) reading (10), he would (produce) to produce (11) a job which, he said, had (be) be (12) done at once.

### II. Supply the correct forms (to-infinitive or -ing) of the verbs in brackets. Give two forms where both are possible. (0.50 x 6 = 3 pts)

1. I hate (tell) to tell you this, but your jacket is torn.
2. You must begin (work) working harder.
3. I can't stand (hear) hearing lies.
4. We aim (reach) to reach that point.
5. Pam has finished (type) typing the report.
6. I Look forward (hear) to hear from you soon.

### III. Reword the sentences below using 'have' or 'get' with a past participle. (0.50 x 8 = 4 pts)

1. You should tell someone to translate it into English. → you get into english translated
2. Your room wants painting. → he have a room painted
3. John ordered someone to cut the onion. → you have the onion cut
4. Tell him to take another photograph. → he have another photograph taken
5. I am going to ask someone to add an extra room. → he have an extra room added
6. Order someone to bring it to you on a tray. → he get on a tray bring
7. Nobody cleans them for us every day. → they have every day cleaned
8. Somebody will have to see to it for you. → he have for him seen

IV. Put in the correct form, active or passive, of the verbs in brackets. (0.50 x 8 = 4 pts)

Lord Shilling was a rich and famous banker. When he (die) 1. died recently, he (give) 2. gave a magnificent funeral which (attend) 3. had attended by hundreds of famous people. The funeral was going to (hold) 4. hold in Westminster Abbey. Many ordinary people lined the streets to watch the procession. The wonderful black and gold carriage (draw) 5. had drawn by six black horses. The mourners (follow) had followed in silence. Lord Shilling (give) 7. gave royal farewell. Two tramps were among the crowd. They watched the procession with amazement. As solemn music (could hear) 8. could be heard in the distance, one of them turned to the other and whispered in admiration, "Now that's what I can call really living!"

V. Transform the sentences below into reported speech. (1 x 3 = 3pts)

1. "My young brother wants to be a tax inspector," said Mary. "I don't know why."

1 → Mary said that her young brother wanted to be a tax inspector and she didn't know why.

2. "Nothing ever happens in the village," Mr. Johnson said. "All the young people have drifted away to the towns."

2 → Mr. Johnson said that nothing ever happened in the village and he added all the young people had drifted away to the towns.

3. "Have you ever seen a lion?" she asked me. → she asked me if I had seen a lion ever.

VI. Rewrite the sentences below to supply them with punctuation and capital letters. (1 x 3 = 3pts)

1. you can phone from the office John he said

1 → You can phone from the office John, he said.

2. you can't bathe in the rivers he warned us they are full of piranhas

2 → You can't bathe in the rivers, he warned us. They are full of piranhas.

3. have you heard him shouting help the officer enquired

3 → Have you heard him shouting help? the officer enquired.

All the best

Resit in Grammar

Sept 2015

Year One - Semester ONE ("Tutorat")

Full Name: .....

Group # 06

Make the best use of your resources in an attempt to treat all of the following test items:

I. What tense do these sentences refer to? Write 'Present', 'Past' or 'Either'. (2.5 pts)

1. That shirt cost £7.00. <u>past</u>	4. He shut the door with a bang. <u>either</u>
2. I often let him drive my car. <u>either</u>	5. I set the table everyday. <u>present</u>
3. The BBC broadcast the talk. <u>past</u>	

II. Supply the correct form of the verbs between brackets. (0.25 x 12 = 3 pts)

One fine July morning, when I was five years, I (go) went (1) outside and (begin) began (2) looking for something to do. Soon I (come) came (3) to a row of bee-hives. The bees (fly) flew (4) in and out, and I (stop) stopped (5) to watch them. I (climb) climbed (6) on top of one hive and (sit) sat (7) there with my feet hanging over the side. Pretty soon, when the bees (not/come) didn't come (8) out fast enough to suit me, I (kick) kicked (9) the side of the hive. Then they (fly) flew (10) out in a cloud and (swarm) swarmed (11) all around and really (sting) stung (12) me.

III. Complete the sentence for each exchange. (0.50 x 5 = 2.5 pts)

- |   |   |       |
|---|---|-------|
| 1. A: Can I use your phone?<br>B: No!                         | → She wouldn't let <u>me to use her phone</u>       | (0,5) |
| 2. A: Do you want to play tennis?<br>B: No, not really.       | → He didn't fancy <u>playing tennis</u>             |       |
| 3. A: You were driving too fast!<br>B: Yes, it's true. Sorry! | → She admitted <u>that she was driving too fast</u> |       |
| 4. A: You broke the glasses!<br>B: No, I didn't.              | → He denied <u>that he broke glasses</u>            |       |
| 5. A: Can you wait a few minutes?<br>B: Sure, no problem.     | → He didn't mind <u>for waiting few minutes</u>     |       |

IV. Underline the (8) mistakes and correct them. (0.50 x 8 = 4 pts)

1. These are John's pet mouses.

2. My tooths are giving me trouble.

3. Can you see those gooses?

4. The Swisses are used to mountains.

5. The leafs are turning yellow.

6. I'd like an information, please.

7. We're going to sell those sheeps.

8. The Chinese is a difficult language.

My teeth are giving  
could you see those geese

I'd like an information. Please!

Chinese is a difficult language

V. Refer to the words in brackets and put in the right adjective or noun phrase. (5 pts)

It's (against law) illegal (1) to drive under the age of seventeen in Britain, but (a boy aged

seventeen years) teenagers (2) managed to pass his driving test on the day of his  
seventeenth birthday. David arranged to have (a lesson of eight hours)

extra lesson (3) beginning at dawn on his birthday. At first he was very (acting with care)

careful (4) and (acting with hesitation) confused (5), but he had a wonderful

teacher. By four in the afternoon, he took his test with success.

VI. Replace 'very' with a 'colourful' adverb in the sentences below. (0.50 x 6 = 3 pts)

1. Peter has a very (sweetly) sweet face.

2. She was very (extremely) angry.

3. His chances for recovery seem very  
(remote) remote.

4. The Scots are very (extremely) thrifty people.

5. His answer was very (closely) abrupt.

6. Sue has very ( ) blue eyes.

Full Name: .....

Group No. ....

## I. Supply the correct form of the verbs between brackets. (0.50 x 10 = 5 pts)

This is the legend of William Tell, the national hero of Switzerland. There was

a very cruel ruler, Herman Gessler. One day, his soldiers arrested William

Tell and his son. Gessler (know) (1) knew 0.5 that Tell was an expertwith a crossbow. He took Tell's son and (put) (2) put 0.5 an

apple on his head. He ordered Tell to shoot the apple. Tell took two

arrows and (put) (3) put 0.5 one in his crossbow. He aimed carefully and (hit)(4) hit 0.5 the apple without touching the boy. While the people (cheer)(5) were cheering 0.5, Gessler asked Tell about the second arrow. Tell said, "It's for you." Gesslerwas angry and decided to take Tell to his castle. While they (cross) (6) were crossing 0.5 the

ocean, a storm started, and Tell was able to escape. Later, when Gessler and his soldiers arrived at the castle,

Tell (wait) (7) was waiting 0.5 for them there. As they (walk) (8) walked 0.5 tothe castle, Tell (jump) (9) jumped 0.5 out. With his crossbow and the arrow he (spare)(10) spared 0.5, Tell killed Gessler. His example encouraged his people to fight for their freedom.

## II. Read the magazine excerpt about a child genius. Complete with the correct form of the verbs in parentheses. (0.25 x 10 = 2.5 pts)

Thirteen-year-old Ronnie Segal (love) (1) has been loving 0.25 math since he (be) (2) was 0.25 a littleboy. He said, "I (be) (3) had been 0.25 in numbers for nine years, five months, three weeks, and twodays." Last year, Ronnie (attend) (4) attended 0.25 graduate-level classes at the university. He (not do)(5) had not done 0.25 badly. Since January, he (take) (6) has been taking 0.25 five exams and(not get) (7) had not get 0.25 a grade of less than 100 on any of them. Since Ronnie (begin)(8) begin 0.25 classes, he (meet) (9) met 0.25 an average of 1,324 people a month.What about his future? Young Ronnie (not think) (10) has not thinking 0.25 about it for years.III. UNDERLINE the 5 mistakes (one word in each sentence) and CORRECT them. (0.50 x 5 = 2.5 pts)

- (1) The critierions are the same. critierion (2) Gooses can be dangerous animals? Geese
- (3) The Swisses are used to mountains. The Swiss (4) I'd like an information, please. some informati
- (5) Our teacher has given us a homework. homework (without 'a')



Year One - BMD

**READY RECKONER**

**I. Put in the correct form, active or passive, of the verbs in brackets (0.50 x 10 = 5 pts)**

1. died 2. was given 3. was attended 4. be held 5. lined 6. was drawn  
7. were following 8. was given 9. were watching 10. could be heard

**II. Put in causative forms for the items in brackets. (0.50 x 5 = 2.5 pts)**

1. *get it repaired* - 2. *have a new washing machine installed* - 3. *have it serviced*  
4. *have films developed and printed* - 5. *get/have our eyes tested*

**III. Use each of the following pairs to write one sentence keeping the same meaning. (0.50 x 5 = 2.5 pts)**

1. *I am used to doing all my own shopping.*  
2. *There is no point in trying to persuade him.*  
3. *She objects to being kept waiting.*

4. *There is nothing worse than owing a lot of money.*  
5. *I look forward to seeing you soon.*

**IV. Punctuate the following dialogue: (1pt x 5 = 5pts)**

- (1) "It's all lies!" Boyle cried.  
(2) "You think so Inspector?" Wiley asked mildly.  
(3) "Think so? I know it!" Boyle answered sharply.  
(4) "And no doubt," the inspector continued, "you can prove it. Where were you the night of the robbery?"  
(5) "I was at the cinema with my friend," Boyle replied.

**V. Turn each of the direct speech statements into reported speech with tense changes. (0.50 x 5 = 2.5 pts)**

1. Dr Grey said that she had conducted a number of tests.  
2. She told me that she had to put me on a very strict diet  
3. She said that I was putting on a lot of weight.  
4. She asked me how much weight I had gained in six months.  
5. She ordered me to stop eating junk food.

**VI. Supply the correct form of the verbs in brackets. (0.25 x 10 = 2.5 pts)**

1. had been 2. would have killed 3. had been driving 4. wouldn't have been  
5. had known 6. would have kept 7. had known 8. wouldn't have been driving  
9. hadn't been 10. would be

## *Appendix One : The Whole Results*

## *Appendix two: Grammar Exams*

## *Appendix One : The Whole Results*

Grammar examinations	Grammar activities	Description of each activity	The appropriate dimension in Freeman's approach
<b>February 2015 (First-Semester EMD)</b>	Activity 1	Supply the correct form of the verbs	Form dimension
	Activity 2	Underlying the 10 mistakes in the paragraph and correcting them	Form and meaning dimensions (grammar in context)
	Activity 3	Putting words in the right order	Meaning dimension
	Activity 4	Refer to the words in brackets and put in the right adjective or noun phrase	Form dimension
	Activity 5	Write five simple sentences of your own in which the <u>ADJECTIVE</u> is used	Form and meaning dimensions (grammar in context)
	Activity 6	Write five simple sentences in which the <u>ADVERB</u> is used	Form and meaning dimensions (grammar in context)
<b>2016(First-Semester EMD)</b>	Activity 1	Supply the correct form of the verbs	Form dimension
	Activity 2	Reading the magazine excerpt about a child genius, then, completing with the correct form of the verbs	Form and meaning dimensions (grammar in context)
	Activity 3	Underlying the 5 mistakes (one word in each sentence) and correcting them	Meaning dimension
	Activity 4	Underlying the correct form in the items in bold type	Form dimension
	Activity 5	Writing five sentences in which the adjective is used: predicatively, attributively, as a noun, postposed and preposed	Form and meaning dimensions
	Activity 6	Writing five sentences in which	Form and meaning dimensions

		the adverb is used as: a modifier, an adverbial, an adjunct, a conjunct and a disjunct	
<b>June 2016 (Second-Semester EMD)</b>	Activity 1	Put in the correct form, active or passive, of the verbs	Form and meaning dimensions
	Activity 2	Put in causative forms for the items in brackets	Form and meaning dimensions (grammar in context)
	Activity 3	Using each of the pairs to write one sentence keeping the same meaning	Form and meaning dimensions
	Activity 4	Punctuation of the dialogue	Form and meaning dimensions
	Activity 5	Turning each of the direct speech statements into reported speech with tense changes	Form dimension
	Activity 6	Supply the correct form of the verbs	Form and meaning dimensions
<b>September 2015 (First-Semester Reset in Grammar)</b>	Activity 1	What tense do the sentences refer to. Write 'present', 'past' or 'either'	Form dimension
	Activity 2	Supply the correct form of the verbs	Form and meaning dimensions
	Activity 3	Completing the sentence for each exchange	Form and meaning dimensions
	Activity 4	Underlying the (8) mistakes and correcting them	Form and meaning dimensions
	Activity 5	Referring to the words in brackets and put in the right adjective or noun phrase	Form and meaning dimensions
	Activity 6	Replacing 'very' with a 'colourful' adverb in the sentences	Form dimension
<b>September 2015 (Second-Semester Reset in Grammar)</b>	Activity 1	Supply the correct form of the verbs	Form and meaning dimensions
	Activity 2	Supply the correct forms (to-infinitive or	Form and meaning dimensions

		-ing) of the verbs	
	Activity 3	Rewording the sentences using 'have' or 'get' with a past participle	Form and meaning dimensions
	Activity 4	Put in the correct form, active or passive, of the verbs	Form and meaning dimensions
	Activity 5	Transforming the sentences into reported speech	Form dimension
	Activity 6	Rewriting the sentences to supply them with punctuation and capital letters	Form and meaning dimensions

*Appendix Three : The  
Writing Request*

ACID Djedjiga

Tizi Ouzou, le 07 /06/2017

Tizi Gheniff

TAIB Naima

Ouadhia

TEL

A Monsieur le Chef de Département de Langue Anglaise de

L'Université Mouloud MAMMERI Tizi-Ouzou

**Objet :** Demande de sujets de grammaire première année universitaire de 2014 vers 2016.

Monsieur,

Nous avons l'honneur de venir par la présente solliciter votre haute bienveillance de bien vouloir accorder notre présente demande citée en objet.

Nous vous informons Monsieur le Chef de Département que nous sommes étudiantes en fin de cycle (master II), et, nous désirons faire une analyse grammaticale des sujets de « module grammaire » de première année universitaire pour les années d'étude universitaire de 2014 jusqu'à 2016 EMD et rattrapage et cela en guise de notre travail de recherche.

Dans l'attente d'une suite favorable, veuillez agréer Monsieur le Chef de Département nos salutations distinguées.

Les intéressées :

ACID Djedjiga

TAIB Naima