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**Investigating the Teaching of Grammar in the Algerian
Secondary School: the Case of Third- Year Level**

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To,

My dear family members:

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To my classmates and friends

To my beloved husband HOCINE

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My beloved family

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List of Abbreviations

ALM: Audio-Lingual Method

CBA: Competency-Based Approach

CBALT: Competency-Based Language Approach to Language Teaching

CBLT: Competency-Based Language Teaching

CC: Communicative Competence

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: Grammar Translation Method

SS: Secondary School

P: Page

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Abstract

The present study attempts to investigate the teaching of grammar in the Algerian secondary school. It seeks to see whether the grammar activities included in New Prospects enable the learners to communicate effectively and to see whether the learners are encouraged to discover the rules by themselves in the class. To achieve this goal, two theoretical frameworks are used: Diane Larsen Freeman three dimensions of grammar (2001) and Thornbury's (1999) two approaches of grammar teaching: the Deductive approach and the Inductive approach. To collect data, we have used three research tools that are: questionnaire, checklist and classroom observation. To analyse the data, our work is based on mixed research methods, qualitative and quantitative content analysis are used as data analyses procedures. The obtained results reveal that the grammar activities included in New Prospects are meaning and form based. As for the teachers' questionnaire, the results demonstrate that the teachers use the inductive method when teaching new grammar points. Concerning the classroom observation, it reveals that the teachers encourage their learners to discover the rules by themselves.

Key Words: *Grammar, Form, Meaning, Use, Inductive approach, Deductive approach, New Prospects, Teachers and Learners.*

General Introduction

Statement of the Problem

Grammar has played an important role in the history of second and foreign language teaching and learning (Purpura, 2004), and it is one of the difficult issues that the teachers and learners have faced. In teaching any language, learners need to acquire the language skills: listening, speaking, reading, and writing. Grammar as a sub-skill is important as the other language skills and without grammar, speech is meaningless. Moreover, the learners are enabled to produce and write correct and well formed sentences because without a good knowledge of grammar, learners' language development will be severely constrained.

The appearance of the new method of instruction (CBLT), the EFL grammar has known many changes that create a debate between scholars about the best way to teach it. That is, they tried to find the best way in which the learners can transform the grammatical knowledge and use it in real life context. Communication is the goal the learners want to reach from their learning any language. Purpura (2004) claims that learning grammatical rules is insufficient and it is better to apply these rules in real life communication. That is, the learners have to know how to transform these grammatical rules and use them in communication.

There has been an educational movement that aimed at putting the learners at the centre of the learning process. This new approach is called the Competency-Based Approach. The latter has been adopted in many countries in the world among them Algeria. In Algeria, English is taught as a foreign language. Previously, traditional instruction was adopted in which the learners were passive ones and the teachers were the dominant in the classroom. Because many issues arise from this system, the Algerian Ministry of Education in 2002/2003 has introduced a new curriculum which is based on CBA.

Through searching the catalogue of previous dissertations in the department of English, UMMTO, we have found only two dissertations dealing with grammar teaching : an evaluation of the textbook of the middle school textbook "Spotlight" in terms of grammar teaching and learning. And the second one is the implementation of Grammar Consciousness-Raising in on the MOVE. Another work was done concerning grammar teaching and learning and is not about textbook evaluation but rather, Teaching EFL Grammar in the Algerian Secondary School (the case of 3 AS classes) by SNOUSSI NAJET (2011-2012). We have found this dissertation on line, and it aims to analyse grammar activities and to measure their effectiveness. Our research work is not yet done in our department about the teaching of grammar in the third year secondary school: the case of EFL classes of Tizi- Ouzou (Ain El Hammam and Draa El Mizane). Our work is about the evaluation of the textbook New Prospects and to see the teaching of grammar in a natural context in the classes of Ain El Hammam and Draa El Mizane.

Aims and Significance of the Study

Our aim in conducting this research is to investigate the teaching of the EFL grammar in the third year secondary school. Firstly, the study attempts to analyse the grammar activities in the textbook New Prospects relying on Diane Larsen Freeman's (2001) three dimensions of teaching grammar (form, meaning and use) and the way the grammar activities are presented in the selected grammar explorers in each unit relying on Thurnbury's two approaches of grammar teaching (inductive or deductive). Secondly, it aims at observing the way of teaching grammar in the classroom. Thirdly, it aims at presenting the points of view of the Secondary School teachers about teaching grammar.

In fact, the subject of grammar teaching is of a significant importance because grammar is a basic element of learning any language. This is why it has become one of the issues that raise a debate between scholars and educators. For this reason, this study aims at investigating this

issue within the Algerian secondary school in order to see if EFL grammar contributes in developing the learners' abilities to communicate.

Research Questions and Hypotheses

This study deals with the teaching of grammar in the third-year secondary school. For the sake of investigating this subject of study, two research questions are asked:

Q1. Do grammar activities suggested in N.P help pupils to communicate?

Q2. Are the learners encouraged to discover the rules by themselves?

To conduct our research, we have elaborated the following hypotheses:

1. Grammar activities suggested in N.P help pupils for communication?
2. Grammar activities suggested in N.P do not help pupils for communication?
3. The pupils are encouraged to discover grammar rules by themselves.
4. The pupils are not encouraged to discover the rules by themselves.

Research Techniques and Methodology

The present study adopts the mixed methods research that combines qualitative and quantitative research. First, it uses a questionnaire that is distributed to EFL teachers of Ain El Hammam and Draa El Mizane in which close-ended and open-ended questions are used. Second, the study adopts a checklist relying on Larsen Freeman framework to analyse the selected grammar activities of each unit in order to see whether the grammar activities suggested in New Prospects enable the learners to communicate effectively. Third, it uses a classroom observation to see the teaching and learning process in its natural context to get more data about grammar teaching and learning.

Structure of the Dissertation

Our dissertation is organized according to the traditional complex model which is composed of six parts: “General introduction”, “Review of the literature”, “Research design”, “Presentation of the Findings”, “Discussion of the Findings” and “General Conclusion”. The introduction consists in presenting the previous research works related to the topic, stating the aims and significance of the study. Then, it presents the research questions and hypotheses. Lastly, it shows the overall structure of the study. The first chapter is a review of the literature, in which some definitions and theoretical concepts are reviewed. The second chapter is research design and methodology. It aims at presenting the procedures of data collection and data analysis. The third chapter is devoted to the presentation of the results of the study sorted out from the analysis of New Prospects activities, classroom observation and the questionnaire. The last chapter is a discussion of the results. Here, the results are discussed and interpreted in relation to the theoretical framework and the review of the literature. At last, the dissertation ends with a general conclusion which restates the subject of the study, the methodology, the analytical framework and the main results obtained from the analysis, it also provides an answer to the research questions raised in the introduction and confirms or disconfirms the suggested hypotheses.

Chapter One: Review of the Literature

Introduction

This chapter gives a detailed overview of the terms and concepts which are relevant to our study. It is divided into three main parts. The first part is about the definition of grammar and some concepts that are related to it. The second is concerned with the methods of instruction in traditional grammar, communicative grammar and Competency Based Approach Language Teaching. The third one is devoted to the explanation of the theoretical framework used in this study: Diane Larsen Freeman (2001) three dimension of grammar, and the two approaches of grammar; deductive and inductive approaches suggested by Thornbury (1999).

I. Grammar and Some of its Main Concepts

I.1. Definition of Grammar

Grammar and language are interrelated because the latter describes the rules that govern language (Purpura). According to Musumeci (1996:1) *“language does not exist without grammar, because all languages are characterized by the grammar components: phonetics, phonology, morphology, syntax and semantics or meaning”*. In this context, Larsen Freeman (2001:257) claims that many people associate the term “grammar “with the way language is used. She adds *“one reason that grammar is misunderstood is that the term grammar is ambiguous”* (Ibid). This means that the term ‘grammar’ is vague; this misunderstanding leads to different interpretations. Thus, grammar is defined in a number of ways according to different authors.

Traditionally speaking, grammar is associated with the description of the rules that govern language sentences. In this sense,

Grammar is the study of syntax and morphology of the sentence, in which morphology is the study of how words are formed. Syntax in the other hand is concerned with the ways in which words can be combined together to form phrases and sentences (Radford, 1999:1).

Thus, this definition means that grammar does not only include syntax, but it is also concerned with the study of morphology. In the same view, Thornbury (1999:1) defines grammar as “*the study of what forms (or structures) are possible in a language*”. That is, grammar is concerned with the analysis at the level of the sentence. According to Harmer (1987), the grammar of the language refers to the plural of the words, negation and word order for example when we make questions or join two clauses. In other words, grammar in general is about the rules that govern language. In addition, Ur (1988:75) views grammar as “*the way words are put together to make correct sentences*”. In this light, the target of EFL grammar is to help the learners to be accurate. So, grammar is associated only with a fixed set of rules that govern language.

In recent year, another point of view is developed and claims that the target of teaching EFL grammar is not only to know its rules but also to learn how to use it to communicate in real life. In this respect, Ur (1988: 4) adds that

There has been some discussion in recent years of the question do we have to have” grammar exercises? Isn’t better for learners to absorb the rules intuitively through” communication activities than to be taught through special exercises explicitly aimed at teaching grammar?

In the same context, Thornbury (1999:4) states that: “*learners need to learn not only what forms are possible, but what particular forms will express their particular meaning*”. According to this definition, the teaching of EFL grammar needs to be focused not only on the form of the language, but also on the meaning these forms convey.

Moreover, the primary goal of language learning nowadays is to achieve communicative competence (Purpura, 2004: 2). This means the ability to use grammar knowledge in real contexts and situations. And the term “grammar” now is seen more than just rules; a static system of rules but rather is a dynamic system. Accordingly, Larsen Freeman (2001: 257) claims that “*grammar is not a static system of rules; grammar is a dynamic system. To realize it as a dynamic system, students have to experience lessons in which grammar is used in meaningful and psychologically authentic ways*”.

To conclude, the term “grammar” is defined in different ways according to different perspectives and different points of view. In the past, grammar was seen as a set of components: syntax, morphology, etc. and they associate it with rules only. But today another point of view is developed with the appearance of CLT. Many linguists and specialists in recent years view that the goal of grammar teaching is to reach communicative purposes. That is, the ability to use grammar rules in real contexts.

II. Grammar and Communication

I.2. Fluency and Accuracy

With the appearance of communicative language teaching, fluency and accuracy are seen as complementary principles that underly this approach. Richard and Rodgers (2001:157) claim that “*fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context*”. In other words, the production of accurate language is also related to the context in which the learners use this language to communicate.

I.2.1. Fluency

Fluency is considered as the ability to use language to maintain successful communication. Hedge (2000: 61) defines fluency as “*the ability to link units of speech together*”.

with facility and without strain or inappropriate slowness". Nowadays, more attention is given to fluency because it is considered the main goal of language teaching.

In dealing with fluency, much importance is given to meaning. In this context, Thornbury(1999:93) says that "*practice activities aimed at developing fluency need to direct attention away from form. One way of doing this is to design practice activities where the focus is primarily on meaning*". Thus, according to Thornbury the teaching of the form is not important as the meaning of a given language because if the learners give too much attention to form, they will fail to establish a kind of communication.

I.2.2. Accuracy

To be accurate, the learners should pay attention to form. In teaching EFL grammar, the first thing to be considered is the mastery of its rules. According to Brown (2001), accuracy is related to the ability to produce grammatically and phonologically correct sentences.

In the teaching and learning process, the learners must focus their interest on the production of correct sentences without taking into consideration its meaning. According to Thornbury (1999:92) "*learners should value accuracy. That is, they need to see that without it, they risk being intelligible*". That is, accuracy plays an important role in the acquisition of the language. And since grammar is as important aspect in the language teaching and learning as writing, reading and speaking, the learners must learn how to produce correct sentences because accuracy leads to fluency.

I.3. Grammatical Knowledge and Grammatical Ability

I.3.1. Grammatical knowledge

Grammatical knowledge is referred to as "*a set of internalized informational structure*" (Purpura, 2004:85). According to Purpura (ibid), it consists of two components which are the

“grammatical form” and the “grammatical meaning”. The former refers to linguistic forms where the latter includes the literal meaning and the intended meaning. That is, the literal meaning refers to the meaning of an utterance which is derived from its components parts, or according to the way in which these parts are ordered in syntactic structure. The intended meaning on the other hand, refers to the intention that the speaker has in mind while conveying a message (Purpura, 2004: 62). In fact, the literal and the intended meaning are two important components to be considered by the speaker to transmit meaningful messages (Ibid).

I.3.2. Grammatical Ability

Grammatical ability is defined as “*the capacity to realize grammatical knowledge accurately and meaningfully in language use situation*” (Purpura, 2004:86). According to this definition, the learners should not only know the grammatical structures but they should also be able to use it in real situations. So, grammar of the language encompasses more than the mastery of a set of informational structure. It also involves the grammatical ability or what some linguists refer to as grammatical competence. In this context, Bachman and Palmer (1996:67) claim that “*grammatical ability is a combination of grammatical knowledge and strategic competence*” (Cited in N.Snoussi, 2010:10).

I.3. Formal Grammar and Functional Grammar

Formal grammar is contrasted to function or functional grammar. Thus, formal grammar is opposite to functional grammar. The latter focuses mainly on communication whereas the former is about rules and structure of language. The formal grammar refers to the traditional grammar teaching where the main emphasis is linguistic knowledge (Halliday, 1994.cited in Purpura, 2004).

As regards functional grammar, the term is coined by the linguist M.A.K Halliday. This influential theory emphasises communication. In this respect, Halliday (1994, cited in Purpura,

2004:19) argues that: “although *language can be used to express meaning for a number of social purposes, the language system itself can be reduced to a small set of language functions that allow us to ‘do’ things with language*”.

His linguistic theory is called systemic functional linguistics (1976); systemic refer to system of language or the structure and function. The main principle of this theory is that grammar context and meaning takes precedents over linguistics form (Purpura, 2004).

In addition, Thornbury (1999:6) states that “*In the mid-seventies the relation between grammar and function became an important issue for teachers*”. That is, the relation between grammar and function is questioned in the mid-seventies since it is an important issue that teachers are faced with. He adds, “*in order to successfully match form and function it is necessary to be able to read clues from the context to understand the speaker’s meaning*” (ibid). This means that the intended meaning is very important”. In addition, he claims that “*It would be useful; it was argued, to match form with their functions*”. That is to say, for a better understanding of any language, it would be better to mach form with function.

I.4. The Place of Grammar in Language Teaching

The exposure to a new language comes in the form of instruction. To teach any language, the fundamental aspect to be considered is grammar because it is the structure of the language system. According to Ur (1988:4), “*Grammar, then, may furnish the basis for a set of classroom activities*”, that is, grammar is seen as a basis of language.

Many scholars agree that knowledge of a language means knowing its grammar. In this sense, Purpura (2004:1) points out to the central role that grammar plays in language teaching and its influence on the success of foreign language learning. The place that grammar occupies in language learning is shown clearly by different views. Thus, according to Thornbury (1999:15) “*grammar knowledge provides the learners with the means to generate a potentially*

enormous number of original sentences”. That is, the learning of grammar enables the learners to discover new sentences and this knowledge allows them to express themselves in more communicative way. The learners who are exposed to certain grammatical structures in formal instruction are more likely to notice the structure and realize the difference between grammatically correct speech and their current speech. According to Lin (2008:3), the role of grammar is to help students learn the nature of the language that makes what we say, hear, read and write comprehensible. Thus, the teaching of grammar does not only enable the learners to discover the structure of the language, but it also enables them to communicate.

I.4. Attitudes to Grammar Teaching

Grammar has been a subject to numerous debates in language teaching and learning. Thus, differences in attitudes to the role of grammar lead to differences between methods used. In this context, Thornbury (1999:14) claims:

In fact, no other issue has so preoccupied theorists and practionners as the grammar debate, and the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar.

That is, the teaching of grammar is seen from two different perspectives; there are those who see grammar as an important component to learn another language, while the counterviews argue that is not important and useless.

In the past, grammar is seen as an essential part of English language. Many specialists claim that grammar will enable the learners to express themselves. Accordingly, Ur (1988:4) claims that” *there is no doubt that a knowledge-implicit or explicit- of grammatical rules is essential for the mastery of a language*”. That is, grammar is important in teaching and learning any language. Accordingly, Rutherford (1988, cited in Purpura , 2004:1) claims that:

Grammar was used to mean the analysis of a language system and the study of grammar was not just considered an essential feature of language learning, but was thought to be sufficient for learners to actually acquire another language.

This means that, the teaching of grammar is sufficient to acquire another language since it is seen as an important component to language teaching and learning. In the same point of view, Thornbury (1999:15) claims that “*the teaching of grammar offers the learner the means for potentially limitless linguistic creativity*”. That is, in order to learn any language, the learners should focus on learning its grammar because the latter helps learners to create new sentences.

But with the introduction of communicative approach to language teaching and learning, the focus on grammar has been changed to the purpose of communication arguing that the teaching of grammar rules alone could not help the learners to communicate. In this sense, Skehan (1998:9) says that emphasis on producing grammatically correct sentences make the learners unable to learn the language. In addition, Lewis (cited in Thornbury, 1999:15) states that “*grammar is not the basis of language acquisition*”. This means that they argue against grammar as a basis of language acquisition. As it is stated by Purpura (2004:3), the main goal of grammar teaching nowadays is to achieve communicative competence. That is, the ability to use the linguistic knowledge in real life situations. In spite of all these different points of view, grammar is still an essential part in the process of language teaching and learning.

II. Methods of Instruction to Grammar Teaching

There are two trends to grammar teaching. The first is called the traditional grammar teaching, while the second is called communicative grammar. The latter came as a reaction to the inadequate principles of traditional grammar. This will be explained by different theorists and in different point of views as follows:

In traditional grammar, many scholars claim that learning of grammar relies on the analysis of the language system. It also is considered as an important component of language learning. More importantly, they claim that mastery of grammatical rules are sufficient, and enable the learners to acquire another language.

In addition, many approaches to language teaching and learning are used in traditional grammar instruction. Among them: GTM, DM, and ALM. First, the GTM is a method of teaching which dominated European education and foreign language teaching for about 100 years. It is called the classical method since it was the first used in the teaching of the classical languages, Latin and Greek. Also it is used for the purpose of helping learners read and appreciate foreign language literature (Richards:2006,6). The teaching of the language in this method is through the analysis of its grammar rules. That is, grammar is taught deductively to achieve accuracy.

Second, the DM method comes as reaction to the principles of GTM. The latter claims that grammar is taught inductively not deductively. In this sense,

A language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of foreign language in the classroom. Learners would then be able to induce rules of grammar (F.Franklin (1884) cited in Rutherford and Rodgers (2001:11).

This method focuses also on listening and speaking rather than reading and writing. The third method in traditional grammar is called the Audio-Lingual Method which is an oral based approach to language teaching. It drills learners in the use of grammatical sentence patterns rather than emphasizing vocabulary acquisition through exposure to its use in situations.

Richards (2006): claims that in these methods, “*learning was very much seen as under the control of the teacher*”. That is to say, the teaching and learning process is dominated by the teacher; it is the teacher-centred the class. He adds, Language learning was viewed as a process

of mechanical habit formation (2006: *ibid*). This means that the teachers give everything to the learners, and they passively receive and then memorize what their teachers have given to them; they learn by repetition.

Although each of these methods has its principles, and each of them came to complete the lacks of the previous ones, they all focused on grammatical competence. Accordingly, Richards (2001, ppppp) claims that “*traditional approaches to language teaching gave priority to grammatical competence as the basic of language proficiency*”.

However, in the 1970s another idea developed particularly in California (Fotos, p.4 cited in Richard 2001) adds “*many of these learners knew grammar rules but could not use the target language communicatively*”. In addition to this, Richards (2006:9) states that “*the centrality of grammar in language teaching and learning was questioned; since it was argued that language ability involved much more than grammatical competence*”. This means that traditional approaches to grammar teaching give the importance to grammatical rules only, but in reality language in general is about much more than grammar rules.

Furthermore, the method that deals with communication is called CLT. Before we explain what CLT is, we have to explain first the term communicative competence. The latter is coined by the sociolinguist Dell Hymes in 1966, as a reaction to Chomsky’s view about language learning. This means that the ability to transfer this grammatical knowledge into meaningful communication. In this respect Richards (2006:9) adds:

What was needed in order to use language communicatively was communicative competence. This was a broader concept than that of grammatical competence, included knowing what to say it appropriately based on the situation, the participants, and their roles and intentions

CLT does not neglect the importance of grammar, but rather it emphasises communication in grammar teaching and learning .In this context, Littlewood (1981:1) says that

“the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language”.

Unlike traditional approaches to grammar teaching, the role of the teacher and the learners in CLT has changed. As it is stated by Richards (2006:5) *“learners now had to participate in the classroom activities that were based on a cooperative rather than individualistic approach of learning”*. He adds *“teachers now had to assume the role of the facilitators, and monitors”* (Richards,ppppp). This means that the class is learner- centred and is based on cooperative learning between them rather than individualism as it is the case of traditional grammar teaching. And the role of the teacher is a guide and facilitator during the learning process.

III. The Competency Based Approach and Grammar Instruction

The Competency- Based Approach is an educational movement that was first introduced in the USA in the late 1960s. Then, it was developed through application to other professional educational programmes in the USA in 1970s (Richards, 2006). This new approach is based on four main aspects that are: knowledge, skill, and ability. In this sense Richards and Rodger (2001: 141) argue:

CBE 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 behaviour students should possess at the end of a course study.

Nowadays, many countries in the world have made an educational reform by adopting this approach, as it is stated by Richards (2006: 41/42) *“recently, competency based frameworks has become adopted in many countries, particularly for vocational and technical education”*. In Algeria, the Competency- Based Approach was introduced at the beginning of the 21st century

since the Algerian authorities introduced reforms to the whole educational system in the primary, middle and secondary school.

Competency Based Language Teaching (CBLT) as it is defined by Richards (2006) is an application of the principles of CBA to a language setting. Moreover, it has its roots to the behaviourist tradition in the USA during the 1950s by educators such as Benjamin Bloom and it has some features of CLT.

In addition, Richards and Rodger (2001:143) argue that CBALT is about "*the focus on outputs of learning rather than on inputs to learning is central to the competence perspectives*". This means that it focuses on the outcomes of the learners rather than what they have learned. He adds, CBLT is based on communicative competence and seeks to develop functional communicative skills of the learners (Richards and Rodger, 2001:141).

Furthermore, CBLT is based on a functional and interactional perspective and it seeks to teach language in relation to the social context in which it is used (Richards and Rodgers, 2001). This idea is similar to Larsen Freeman's three dimensions of grammar that are: form, meaning and use in which she claims that grammar teaching should be taught in relation to the social context not teaching it as a rule in isolation.

Within CBA, grammar teaching should be based not only on the grammar rules but rather on the use of these rules in real life context. The goal in doing so is to prepare the learners for the situation they commonly encounter in their life (Richards, 2006). In the same context, Larsen Freeman (2001) states that grammar teaching will be more effective during communication.

III. Theoretical Framework

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

III.1.1. Form /Structure

Form is concerned with how a particular construction is put together in a sentence or a text. Larsen- Freeman (2001:251) claims that grammar is concerned with the rules of language. Thus, in teaching grammar the importance will be given to form in the first point. The appearance of different methods did not prevent the focus on form as an important dimension in teaching grammar and it has always been valued by many researchers since it enables the learners to achieve accuracy. In this sense, Thornbury (1999:92) claims that *"to achieve accuracy the learner needs to devote some attention to form"*. Form permits the learners to discover the structure of the language. For example, in the case of the passive voice, the learners would focus on recognizing that this grammar structure is constructed with the auxiliary verb *to be* followed by the *past participle* of the main verb and the particle *by* to indicate the doer of the action (Fernando Macias, 2010:333).

III.1.2. Meaning/ Semantics

This dimension deals with what grammar construction. When dealing with grammar as a meaning resource, the learners must divert their attention away from form. Purpura (2004:13) states that *"a focus on grammatical form alone may not be enough in L2 educational context to determine if L2 learners have sufficiently acquired a structure to communicate effectively"*. That is to say, in teaching any language the grammatical meaning should be taken into consideration to know what to do with the language rather than on how the language is constructed. In addition, Thornbury (1999: 3) claims that *"grammar communicates meaning"*. This means that grammar expresses certain meaning. He adds *"learners need to learn not only what forms are possible but what particular forms will express their particular meaning"*. That

is, learning grammar rules alone is insufficient and it will be better to consider the meaning they express. Thus, meaning is an important dimension that the learners must consider when learning grammar.

III.1.3. Use/ pragmatics

The dimension of use is related to pragmatics. It means the use of language in context. The latter can be social or linguistic discourse co-text. The dimension of use is related to how and why a language is used in the context. Larsen Freeman (2001:258) claims that in teaching grammar, the learner must pay attention to the context in order to establish a real communication. Celce Murcia and Larsen Freeman (1999:5) argue that: “*Grammar does not deal simply with form; language teachers cannot 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, the three dimensions help the learners to use grammar structures accurately, meaningfully and appropriately.

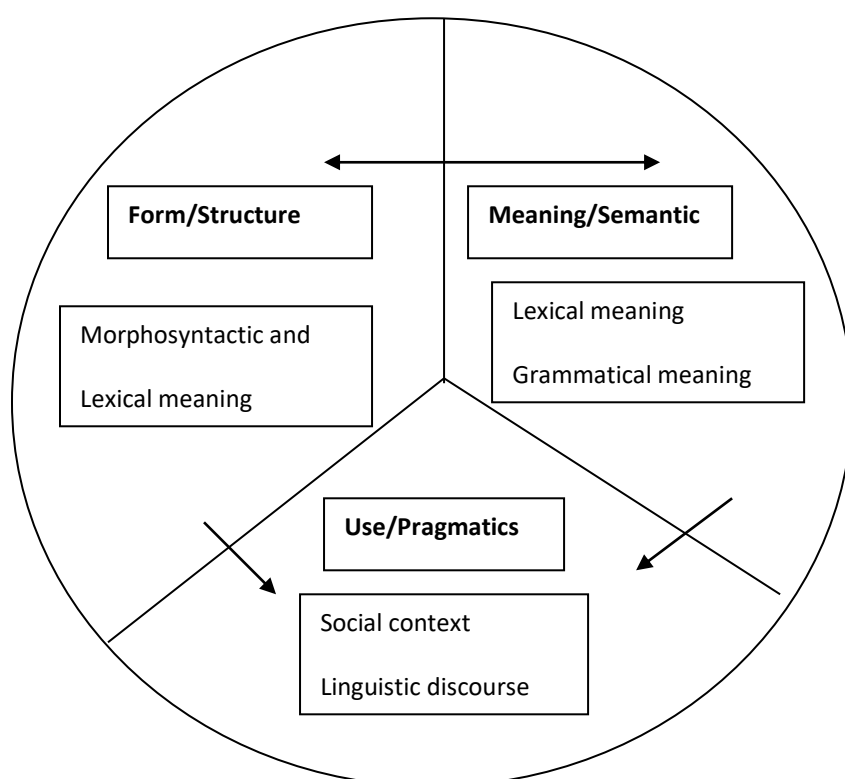


Figure1: Larsen Freeman’s Three Dimensions of Grammar (2001)

III.2. Approaches to Grammar Teaching in the Classroom

There are two main approaches to grammar teaching that are the deductive and the inductive approaches (Thornbury: 1999).

III.2.1. Deductive Approach- Rule Driven Learning

In the deductive approach, the teacher presents and explains the rule to his learners first before practice. In this respect, Thornbury (1996:29) states that: ‘*A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied*’. The deductive approach to grammar teaching refers to the traditional style of teaching in which the teacher takes the central role in the class. In addition, this approach in language teaching is traditionally associated with the Grammar Translation Method, because the teacher is at the centre during the learning process, but the learners are passive ones since the class is teacher-centred, and the learners repeat their teacher model, without giving their own point of view.

III.2.2. The Inductive Approach- the Rule - Discovery Path

Compared to the deductive approach, in the inductive approach or the so called rule-discovery the teacher and the learners are involved in the teaching/ learning process. Thornbury (1999:29) provides a definition of this approach in which he states that: “*An inductive approach starts with some examples from which the rule is inferred*”. This means that the learners are encouraged to discover the rules first from the examples given by their teachers. In the inductive approach, the learners are involved in the process of discovering rules. Furthermore, they are more motivated and are actively involved in the learning process rather than being passive learners. Moreover, the role of the teacher is just a facilitator and a guide to help his learners. Therefore, the learners take an active role during their learning process and discovery.

Conclusion

To conclude, this chapter has reviewed the different concepts related to grammar. First, we have defined the term ‘grammar’ from different perspectives and different points of view. Second, we have clarified some concepts that are related to grammar teaching and learning. Third, we have explained briefly the methods of grammar teaching in addition to CBA. The last part has presented an overview of the theoretical framework of Diane Larsen Freeman and the two approaches of grammar teaching suggested by Thornbury.

Chapter Two: Research Design and Methodology

Introduction

This chapter outlines the methodology followed in the present study to achieve the research aims and answer the questions asked in the general introduction. First, it describes the context of the study where the study takes place, and presents the participants of the study who are EFL teachers of Ain El Hammam and Draa El Mizane. Next, it provides a detailed description of the corpus of this research, which is the EFL textbook of third year secondary school learners namely New Prospects. In addition, it explains the data collection procedures that are questionnaire and classroom observation. It also describes the procedures of data analysis that are: mixed method, qualitative and quantitative methods, content analysis and the statistical analysis.

I. Context of the Study and the Participants

I.1. Setting of the Research

Our research is conducted in four secondary schools in Ain El Hammam and three secondary schools in Draa El Mizan. The research is carried out in Moustafa Ben Boulaid, Lycée de Jeunes Filles, Ait Yahia and Tassaft secondary schools in Ain El Hammam, in addition to the three secondary schools in Draa El Mizan (Alli Mellah, Hamdani Said, and Technicum de Draa El Mizan). All of these schools are mixed schools for all streams (scientific, mathematic, technical math, foreign languages and literature and philosophy).

I.2. The Participants

In order to collect reliable data about the way grammar is taught in the third year secondary school, we have distributed 25 questionnaires to EFL SS teachers in Ain El Hammam and Draa El

Mizane. The participants of this research are EFL teachers of Ain El Hammam and Draa El Mizane.

I.3. Corpus of the Study: The Textbook New Prospects

Textbook is an essential tool in EFL classrooms that the teachers and learners rely on. According to Hutchinson and Torres (1994:315) “*the textbook is an almost universal element of ELT teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in many countries*”. And evaluation is an attempt to measure the value of the textbook and make judgement about its appropriateness. As Hutchinson and Waters (1987:96) note: “*evaluating is a matter of judging the fitness of something for a particular purpose*”.

New Prospects is the textbook designed for teaching English as a foreign language in the Algerian secondary school, year three. It contains six units which are named as follows: “Exploring the past”, “ill-Gotten gains never prosper”, “schools: different and alike”, “safety first”, “it is a giant leap for mankind” and “we are a family”. Each of these units deals with a different topic. All the units of New Prospects are designed in the same way; they are made up of two parts.

Part one: Language Outcomes

This part is divided into Listen and Consider and Read and Consider. The focus of these two sequences is on the study of grammatical structure, vocabulary, pronunciation and spelling through the “around- the- text”. At the end there is a rubric which is called “think pair and share”. The purpose of this rubric is to make students into practice through a set of activities targeting both speaking and writing. It also encourages the learners to interact with each other through different types of rules: individual; pair and group works.

Part two: Skills and Strategies Outcomes

This part comprises two sequences which are: Listening and Speaking and reading and writing. In this part, much importance is given to the practice of the primary skills (listening, speaking, reading and writing) and the social skills like (collaborative work, responding to problem solving situations, etc). Listening and speaking contains four main rubrics.

Research and Report section: it is considered as a training ground for the learners.

Projects outcomes: in this part, the learners will be able to use the internet with the web sites which are presented in this stage.

Assessments: this part is an opportunity given to self-assessment and objective assessments.

At the end of each unit there is a rubric which is called “TIME FOR.....” The six units are followed by the “Listening Scripts” that contains interviews, conversations, stories..... In addition to grammar reference which includes the rules of grammar and resources portfolio that contains texts corresponding to each unit.

II. Data Collection Tools

This research adopts the mixed methods, that is, we have used qualitative and quantitative research methods. The latter is defined by Creswell (2009: 4) as “*a research approach, popular in the social, behavioural, and health sciences, in which researchers collect, analyse, and integrate both quantitative and qualitative data in a single study*”. This means that the mixed of method research is the combination of quantitative (numerical) and qualitative (non-numerical) research. The latter is a type of research which is not based on numerical or statistical measurements rather “*deals with meanings*” (Dey,1993:3).Indeed, it aims at “*exploring and understanding the meaning individuals or groups ascribe to social or human problem*”(Creswell,2009:4). While the former deals with numerical and statistical measurements.

The mixed method is adopted in this research work because qualitative method is more suitable to this research in order to collect the necessary and appropriate data from the textbook activities and to answer the research questions. In addition, quantitative method makes the qualitative results more explicit and gives the research study a kind of scientific credibility.

II.1. Questionnaire

A questionnaire is a research instrument that is used to collect data from the respondents. Brown (2001:6) says that: "*Questionnaires are any written instruments that present respondents with a series of questions or instruments to which they are to react either by writing out their answers or selecting from among existing answers*" (Cited in Zoltán Dörnei 2003:6). In other words, the questionnaire includes two types of questions, the close ended questions and the open ended questions. So, when using the close ended questions, the respondents will not be free in their answers but they should select the appropriate answer. Concerning the open ended ones, the respondents will not be controlled. And these two types of questions can be used together.

The questionnaire that is used for this study is addressed to secondary school teachers in Ain El Hammam and Draa El Mizan. It includes both close ended questions and open ended questions. It contains 15 questions and it is divided into four sections which are as follows: the goal of teaching EFL grammar, the grammar methods used by EFL teachers, the teaching of grammar within the competency-based approach and the teachers' view about grammar activities in New Prospects. (See appendix B).

II.2. Checklist

A checklist is a research technique that we have adopted in our study. Cunningsworth (1984:74) states that "*the checklist is intended as an instrument, or a useful tool, for evaluating teaching materials*". That is, checklist is used as a tool to evaluate the teachings materials. Thus, our work aimed at evaluating the grammar activities in the six units of the New Prospects. The

analysis is achieved relying on the checklist developed on the basis of Diane Larsen Freeman's three dimensions in teaching grammar (2001) that are: Form, Meaning and Use in addition to the two approaches of teaching grammar which are the deductive and the inductive approach (Thornbury, 1999).

II.3. Classroom observation

Classroom observation is third research tool that we have used in our study in order to collect more data in a natural context. In this respect, Bell (2005: 184) claims that "*Observation can be useful in discovering whether people do what they say they do, or behave the way they claim they behave*".

The setting of our observation is the secondary school in Ain El Hammam and Draa El Mizane. We have adopted an unstructured classroom observation through making a checklist of (06) items to be observed. Bell (2005:185) states that "*researchers who decide to adopt an unstructured approach to observation generally do so because though they may have a clear idea of the purpose of the observation*". This means that in order to get clear data when conducting classroom observation, it is better to make an unstructured classroom observation.

We have attended the third year classes the day we have distributed the questionnaire on 13/02/ 2017 in secondary school of Ain El Hammam, Jeunes Filles at 11:00 a.m in class of foreign languages. The second class is in Tassaft, Akbil in 14/02/2017(class of mathematics) at 14:00p.m. The third class takes place in technicum secondary school in Draa El Mizan at 10:00 a.m. Each session takes one hour and we have attended one session with the same teacher.

III. Procedures of Data Analysis

III.1. Content Analysis

Content means what is contained in something or in any given message either written or spoken. And content analysis is a systematic research method for analyzing textual information in a standardized way that allows evaluation to make inference about the information (Weber, 1990: 9-12, and Krippendorff ,1980: 21-27). It has two types that are: qualitative content analysis and quantitative content analysis.

III.1.1. Quantitative Content Analysis

It is a technique used as a way to count, manifest textual element rather than syntactical and semantic information in the text (Weber: 1990). It deals with duration and frequency of form (concept, word) in order to get numerical results in the form of numbers. In this work we have adopted content analysis to analyse the results gathered from the analysis of the textbook.

III.1.2 Qualitative Content Analysis

Is a research method used for the subjective interpretation of the content of text data (Hsieh and Shannon, 2005). It looks for the meaningful relationships between concepts (specific context). In this study qualitative content analysis is used to analyze the outcomes obtained from open-ended questions in a questionnaire and the classroom observation.

III.2. The Statistical Analysis

The results of this study are obtained by using the statistical analysis and are sorted out in the form of percentage. The close ended questions of the questionnaire are calculated with the help of a computer program named Statistical Package for Social Sciences version 20. This latter is

widely used in the social and behavioral sciences by students and researchers for analyzing and manipulating data (Landau and Everitt, 2004).

III. Restrictions and Limitations of the Study

Any research work encounters certain barriers. In our case and during the realization of this dissertation, we have faced some obstacles that are: some secondary schools of Draa El Mizan like Alli Mellah and Technicum do not allow us to attend their classes, and only one teacher allowed us to attend his class; this is why we have conducted one classroom observation in Draa El Mizan.

And we have attended only 2 classes in Ain El Hammam because the teachers told us that they have to do the test, after that they would correct it in addition to their preparation of the exams and after the holidays they directly correct the exam papers. We haven't wait because we have found ourselves too late that is why we have relied only on the three observations in our study.

Conclusion

To conclude, this chapter is devoted to the methodology that focuses on presenting the data collection tools and data analysis procedures. First, it has presented the context and the participants of the research. Then, it has clarified the data collection procedures which consist of the analysis of the textbook in addition to two research tools that are: a questionnaire for teachers and classroom observation. Finally, it has explained the data analysis procedures which include the qualitative and the quantitative content analysis.

Chapter Three: Results

Introduction

This chapter is concerned with the presentation of the findings of our study. It is divided into three parts. The first part displays the results obtained from the analysis of grammar activities presented in the six units of the textbook New Prospects. The second part deals with the results of teachers' questionnaire about teaching EFL grammar. The third and the last part is devoted to the presentation of the results of the classroom observation.

I. Presentation of the Results of the Textbook Analysis:

The analysis of these grammar activities is achieved relying on a checklist developed on the basis of Larsen Freeman's three dimensions of grammar(2001) followed by the results obtained from the analysis of the grammar activities in relation to inductive and deductive approaches (Thornbury,1999).

I.1. The Analysis of the Grammar Activities in New Prospects According to Larsen Freeman's Model (2001)

Larsen Freeman's three dimensions of grammar	Frequency	Percentage
Form	25	30,48%
Meaning	35	42,68%
Use	22	26,82%
Total	82	100%

Table 01: Larsen Freeman Three Dimensions of Grammar in New Prospects

The results of the table above show that the majority of the grammar activities in New Prospects (42, 68%) are based on meaning and (30, 48%) of them are based on form. But only (26, 82%) are based on use.

I.2. The Analysis of Grammar Activities in New Prospects in Relation to Thornbury's Two Approaches in Teaching Grammar: Inductive and the Deductive Approach

How the grammar activities are presented in the textbook <u>New Prospects</u>	Frequency	Percentage
Deductively	10	37,03%
Inductively	17	62,97%
Total	27	100%

Table 02: the presentation of grammar activities in the New Prospects

The above table shows that a large number of the grammar activities (62, 97%) are presented inductively, however ;(37, 03%) of them are presented deductively.

II. Presentation of the Results of the Questionnaire

On February 13th, 2017, twenty five (25) questionnaires were distributed to teachers of secondary school; fourteen (14) questionnaire for SS teachers of Ain El Hammam and eleven (11) questionnaires to SS teachers of Draa El Mizane. All of them are referred by the teachers but some of them lacked the answer.

Section one: The Goal of Teaching EFL Grammar

Question one: Is grammar the basis of FL acquisition?

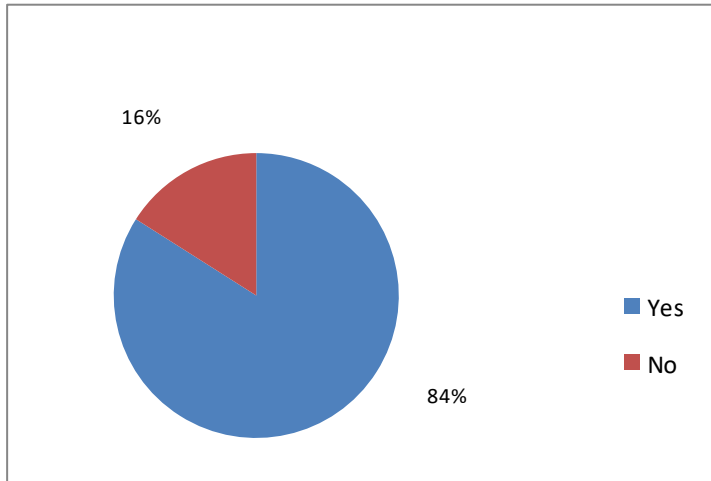


Diagram 01: Grammar in the FL Acquisition

From the above result, we notice that grammar is a basis of FL acquisition and this is what has been suggested by the majority of the respondents 84%. Other respondents (16%) have answered that grammar is not the basic of FL acquisition.

Question two: what is the main goal of grammar teaching?

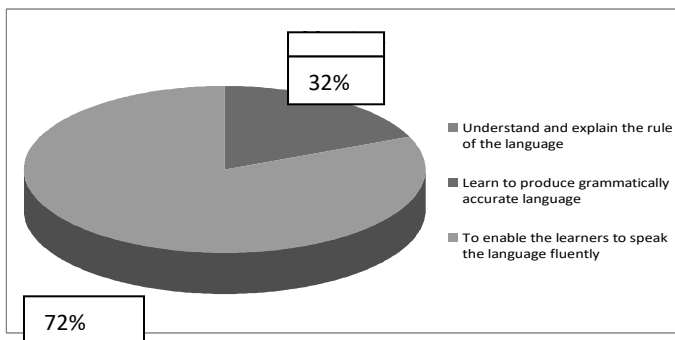


Diagram 02: The main Goal of Grammar Teaching

This diagram shows that 72% of the participants claim that the goal of language teaching is enable the learners to speak the language fluently. Only 32% of them say that it mains goal is learn to produce grammatically accurate sentences. And no one has answered that grammar’s goal is to understand and explain the rule of the language.

Question three: Are you satisfied with your Learners' Achievements in grammar?

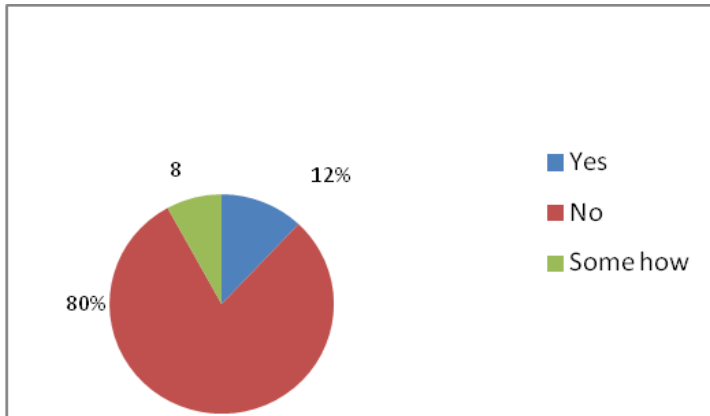


Diagram 03: the Teacher's Point of View about the Learners' Achievement

From this result, we can say that the teachers are not satisfied with their learner's achievement and this has been confirmed with the high percentage 80%, but there 12% of them say the opposite.

Section two: The Grammar Methods Used by EFL Teachers

Question four: When you teach grammar in the classroom, which teaching method do you use to introduce new grammar items?

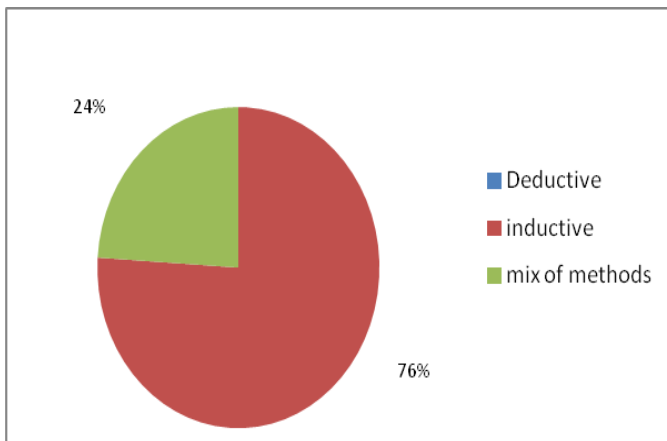


Diagram 04: Methods of Teaching Used by Teachers when Introducing New Grammar Items

The diagram indicates that (76%) of the teachers use the inductive method when teaching a new grammar issue. On the contrary, (24%) of them respond that they use mix of methods; the inductive and the deductive method.

Question five: Do you see any disadvantages when applying the deductive way of grammar since it sees as a traditional way of teaching? If ‘Yes’ say what the advantages are.

A great number of the participants claim that the deductive method has many disadvantages. They have claimed that this method kill the pupils’ intelligence; it does not make them think. Others have added that the learners may not let them to discover and sometimes mislead the learners. Some of them don’t see any disadvantages.

Question six: When you teach grammar in the classroom, how often do you use exercises?

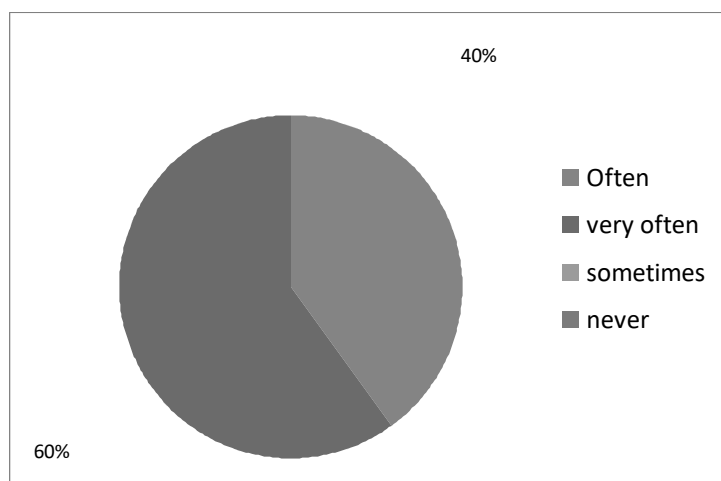


Diagram 05: The Frequency Use of the Exercises during Grammar Lessons

As regards the question sixth(60%) of the participants often use exercises when teaching grammar and only 40% of them answered that they use exercises very often.

Question seven: How do you organize your class when giving grammar practice activities?

	Individual Work	Pair work	Group work	Whole class	Total
Number	13	08	4	0	25
Percentage	52%	32%	16%	0%	100%

Table 03: The Teachers' Organization of the Class when giving grammar activities

The table above shows that 52% of the teachers use individual work, 32% use pair work, and only 16% who use group work. And no one has answered that he/she uses whole class when giving grammar practice activities.

Section Three: The Teaching of Grammar within the Competency -Based Approach

Question eight: In your opinion competency based approach is easy or complicated?

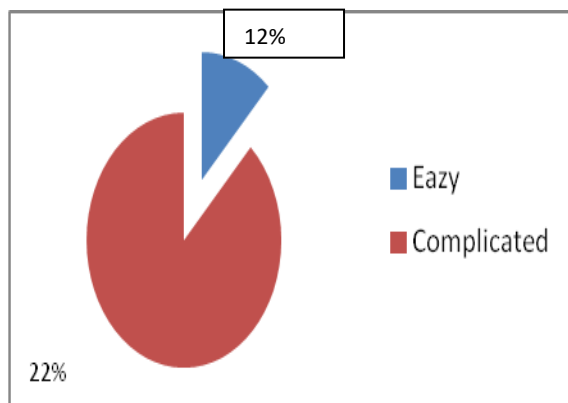


Diagram 06: Teachers opinion about CBA

The pie chart shows that 88% of the participants have answered that Competency-based approach is complicated and only 12% of them who have said that it is easy.

Question nine: To what extent do you use it while teaching grammar?

Most of the teachers claim that they don't use CBA because it is so complicated but they try to apply it in the classroom, while others say that is easy and they use it very often.

Question ten: For you, CBLT requires the connection of the language to a social context rather than being taught in isolation, ‘Yes’ or ‘No’, if any please explain How.

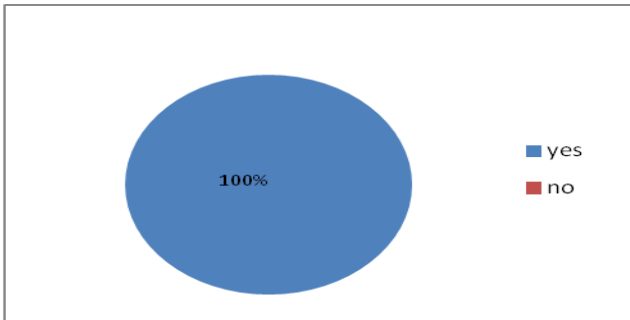


Diagram 07: The Teaching of Grammar According to the Principles of CBA

All the participants (100%) agree that CBLT requires the connection of the language to its social context rather than being taught in isolation. Most of them don’t justify their answers.

Section four: the Teachers ’View about Grammar in New Prospects

Question eleven: What are the authentic materials that you use in class in order to engage your pupils when teaching new grammar points?

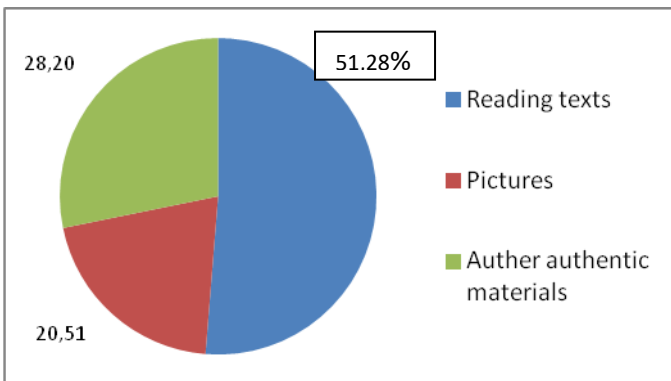


Diagram 08: The Authentic Materials that are Used in Classes in order to Engage the Learners

This diagram shows that most of the teachers use the reading texts in their classes to engage the learners when teaching new grammar points (51. 28%) and (20.51%) prefer to use pictures as an engagement, but (28. 20%) of them use other materials such as short stories , bubbles , actions ,etc.

Question twelve: Do you follow the way grammar activities are set in the textbook?

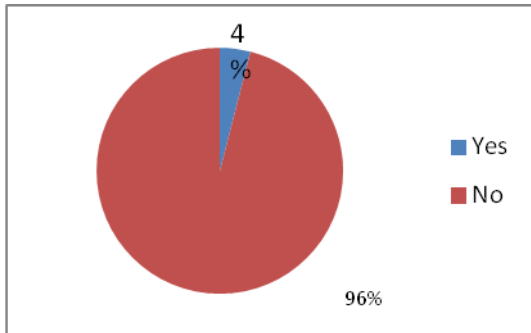


Diagram 09: Teachers' View about the Use of Grammar Activities in New Prospects

From the diagram's result, we notice that most of the teachers (96%) don't follow the textbook. In contrast, 4% of them answer that they follow the way grammar activities are set in the textbook. The majority of the respondents who don't follow the textbook claim that grammar exercises of the textbook are boring and so complicated for the learners' level so why they try to give their own activities, they do adapt.

Question thirteen: Do you think that the grammar activities suggested in New Prospects motivate learners for communication?

	Yes	No	Total
Number	6	19	25
Percentage	24%	76%	100%

Table 04: The Role of Grammar Activities Suggested in New Prospects

Regarding the results displayed in table (7), a great number of the teachers (76%) see the grammar activities set in the New Prospects do not motivate the learners for communication, while (24%) of the teachers say that the grammar activities suggested in New Prospects motivate the learners for communication.

Question fourteen: The textbook is the only source you rely on? Yes or no, if no say what are the other sources you rely on?

	Yes	No	Total
Number	0	25	25
Percentage	0.0%	100%	100%

Table 05: the Resources the Teachers Use rather than the Textbook

All the participants 100% respond with 'No'; they don't use only the textbook, they use other resources. Among the resources mention by the teachers is the use of internet, extra book, and worksheet.

Question fifteen: The grammar activities in the textbook should be presented in meaningful contexts and situations

	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Number	19	6	0	0	25
Percentage	24%	76%	0.0%	0.0%	100%

Table 06: The Way the Grammar Activities Should be Presented According to Teachers

As we can notice from the table above, 76% of the participants agreed that grammar activities in the textbook should be presented in meaningful contexts and situations. And only 24% of them c strongly agreed about that, but no answer for disagree.

III. Presentation of the Results of Classroom Observation

Classroom observation is the other data collection tool that we have used to gather qualitative data about the teaching of grammar in EFL classes in Tizi Ouzou (Ain El Hammam and Draa El Mizane) secondary schools. It aims to observe the teaching and learning of grammar in the natural context; to see whether the learners are taught grammar in meaningful contexts and

situations, and to observe the methodology the teachers use when teaching grammar lessons; are the learners motivated to use English communicatively?

We have conducted an unstructured classroom observation since we have attended the class the day we have distributed the questionnaire with the permission of the teachers. That is, our observation is unstructured because we have attended the classes the morning that we have distributed the questionnaire in the three rural secondary schools. When we have asked the teachers for our attendance, they accepted directly and they didn't give us another day. Therefore, our attendance is not expected by the teachers and the learners.

We have attended (03) third year classes in Tizi Ouzou; two (02) classes in Ain El Hammam (lycée Jeune Filles and lycée Tassaft- Akbil), and one (01) class in secondary school in Draa El mizane. Before doing so, we have prepared a checklist of (06) items to be observed relying on Diane Larsen Freeman framework (2001: 252) that claims that grammar teaching is a combination of three main elements that are: form, meaning and use. In addition, to see the methodology the teachers used in the classroom; whether they use a traditional method, deductive approach or an inductive ones (Thornbury , 1999). The items that we have observed are inspired form the theory of Larsen freeman (2001) and the two approaches of grammar teaching; deductive approach and inductive approach (Thornbury ,1999).

The Observed Items

1. Do the teachers present their grammar lesson by giving a detailed explanation of the lesson?

We have observed that the lessons that we were attended in all the streams did not started with a detailed explanation of the lesson, they are all started by giving two or three examples (see appendix C). In addition, once they started by giving examples, they gave an explanation of the lesson. In the attendance in the classes, the teachers starts their lessons by

giving examples and the explanation is done after a while until they check the learners' understanding of the examples that are given to them.

2. Are the learners encouraged to discover the rules by themselves?

In the three classes that we have attended concerning grammar teaching, the teacher always starts by giving examples, and just below they write two or three questions. The questions are asked for the learners to discover the rules from the examples before the teachers have begun the lesson in order to encourage them to speak. Thus the learners are encouraged to discover the rules by themselves before the teacher began to explain the lesson.

3. Are the grammatical items presented and practised in meaningful context to develop learners' use of the English language?

From what we have observed in the three classes, the practice of grammatical items is quite different from one class to another. For example, in class of literary and philosophy, the teacher practise the grammar in meaningful context with very few learners; those who interested to learn English because the majority of them are not involved in the learning process. Contrary to the class of mathematics, the number of the learners is twelve and they are all engaged to practise grammar in meaningful context without exception. Concerning the class of foreign languages in secondary school in Jeunes Filles, the grammatical items are practiced in meaningful context and mostly with all the pupils although their numbers in class are so many.

4. How do the teachers organize their classes when giving grammar practice activities?

Within the scientific and literary streams, the teachers give the exercises by asking them to do them individually. Unlike the mathematics stream, the learners are asked to work en pairs, as they are set in the class.

5. Is emphasis of grammar lessons put on form, meaning or use?

In our attendance in the classes of all streams, the grammar lessons are meaning and form based; the teachers always insist on what particular form means. And sometimes they engage them to speak by giving personal examples about the topic they learned. In the class of foreign languages and mathematics, the teachers always ask their learners to give personal examples contrary to the class of literary where the teacher asks for giving personal examples rarely.

Conclusion

This chapter has dealt with the presentation of the results of the textbook analysis, questionnaire administered to EFL teachers of Ain El Hammam and Draa El Mizane, and classroom observation. The goal in doing so is to get more data about the teaching of grammar within the third year secondary schools mentioned above. The results that we have obtained from this chapter will be discussed and interpreted in the next chapter.

Chapter Four: Discussion

Introduction

This chapter is concerned with the discussion and interpretation of the results of the study. The results are gathered from textbook analysis, the questionnaire administered to secondary school teachers, and classroom observation. It comprises three major parts. The first part is about the interpretation of the outcomes obtained from the analysis of the “grammar explorers” sections included in New Prospects textbook. The second part is about the discussion of the findings of the questionnaire that was distributed to EFL teachers of Ain El Hammam and Draa El Mizane. The last part is concerned with the interpretation of the findings obtained from the classroom observation.

I. Discussion the Results of the Textbook Analysis

The findings of the analysis of the grammar explorers included in the six units of the textbook New Prospects aimed at checking whether the three dimensions (form, meaning and use) of grammar which are proposed by Diane Larsen Freeman (2001) are used in teaching grammar in New Prospects and which approach is implemented in this textbook; the deductive or inductive approach (Thornbury, 1999).

I.1. Larsen Freeman’s Three Dimensions of Grammar

I.1.1 Form/Structure in New Prospects

Form is an essential point to be considered when teaching EFL grammar. According to Larsen Freeman (2001: 251) “*grammar is about form and one way to teach form is to give students rules*”. In studying the form of the language, we do not pay attention to the meaning of specific words, what is important here is to build sentences without communication. The teaching of form has always been dominant. In this respect, Larsen Freeman (2001) points to the

value of teaching and learning the forms of grammar as a means to improve learner's accuracy. Thornbury (1999) claims that to achieve accuracy, the teachers must use the practice activities, and the students should not focus on what they are saying but on how to say it, they should be familiar with the structure of the language which they are trying to get right.

The results show that (30, 48%) of New Prospects' grammar activities are based on the dimension of form. The purpose behind including the grammatical forms in the textbook is to attract the learners' attention to the structure of the language because form is associated with the way in which grammar structures are built and organized within a text and discourse. In this sense, Larsen Freeman (2003) says that there are inherent disciplines in this dimension such as phonology, morphology, graphology and syntax which play an essential role in teaching and learning language forms. So, the learners must be aware of the grammar rules in order to learn a specific language because the first thing to be considered to acquire the language is the grammatical forms. And the accurate form is the step that leads the learners to communicate effectively. This means that if you don't know the grammatical structure of any language it is impossible to communicate. For example, the sentence: Go he school to instead of saying: He goes to school, the communication will break down; no communication.

The presentation of the form dimension is more illustrated in the textbook New Prospects in the six units. Form is included in different activities. For example in Grammar Explorer II p, 17 **had to, were able to and used to** are written in bold type in order to attract students attention about what is coming after these items. The latter are followed by a question on p, 18 in which the learners are asked to give the negative and the interrogative forms of the preceded items. Another example is on p, 24. Here the learners are asked to pick out sentences which contains the comparatives and the superlatives of quantifiers from the text "Algeria at the crossroads of civilization" on p, 22 and classify them in the table on p, 24. This type of activities allows the earners to discover and to know more about the grammatical structures of the English language.

In this respect, Stern (1990) considers form as the focus on linguistic structure which is presented in isolation and given more attention in teaching and learning process.

Other examples which present the form dimension in New Prospects are on p, 47 where the learners are asked questions about the tenses that are used with the link words such as (**provided (that), providing (that), as long as, so long as ...**). On pages, 48,49,55,7 the learners are asked to say what the tense are the verbs preceding and following **unless** in the sentence “**unless** you let him make his own choice, he will reproach you for any of his study failures latter”. Or, to ask them to pick out sentences that contains link words (because of, as, since, owing to...) (see appendices). These activities are provided to help the learners to have knowledge about the basic elements of the English language. We deduce that the dimension of form is the basis element that leads the learners to communicate effectively.

I.1.2 Meaning/ Semantics in New Prospects

The second dimension in Larsen Freeman’s framework is meaning. The latter has to do with the meaning a particular grammar structure conveys. It means that grammar is never taught in isolation, but in relation to the context .According to Celce Murcia (1991:466) “*grammar should never be taught as an end in itself but always with reference to meaning, social factors, or discourse- or a combination of these factors*”. In other words, the teaching of grammar should not focus on its forms alone but with consideration of the meaning of these forms to ensure the acquisition of the grammar.

The results show that (42, 68%) of the grammar activities in New Prospects are based on the dimension of meaning. The purpose of this task is to make students aware of the meaning of using specific words and to show the importance of meaning in language teaching and learning (N.Ellis, 1998). When teaching grammar, the teachers should not deny the fact of making a balance between the teaching of form and meaning because as stated by Syryari

(2005:23) *“the purpose of any kind of grammar teaching should not focus at applying the system and neglect other system”*. It means that, teaching and learning the EFL grammar should not focus only on form alone or on meaning alone but it is the combination of the two.

Meaning is presented in the textbook New prospects through different activities in the six units. These activities allow the learners to relate grammatical forms to meaning. For example on p 18, the learners are asked to explain the meaning each of the items convey (**had to, were able to, used to..**) and on the same page there is a text in which the learners complete it with (**used to, were able, had to**) to make it meaningful because without understanding the meaning of the text, the learners could not organize these words. On p 24, the question is about fill in the blanks with quantifiers like (**many, few, much, little**). In this type of activities, the learners are given the opportunity to explain and to know the meaning of some grammatical structures. According to Nunan(1989), the purpose of the tasks is to give importance to meaning more than forms.

In addition, grammatical structures are presented meaningfully in different ways. For example, on p, 25 there is a list of conjunctions where the learner must use these conjunctions to combine sentences and this combination will not be correct if they do not understand the meaning. Other examples are included on pages 47, 48, 49, 55, 77, 116 and 117 where the focus is on the explanation of the grammatical structures (see appendix C). The main goal of these activities is to develop the learners' understanding of the meaning of the grammatical structures.

I.1.3. Use /Pragmatics in New Prospects

The dimension of use is the third dimension in Larsen Freeman's framework. It is the use of language in context. The latter can be social (context created by a speaker, their relationship to one another or the setting) or linguistic discourse (Larsen Freeman, 2001). Use is related to pragmatics; it is about when and why a speaker chooses a particular grammar construction over

another. In teaching EFL grammar, it is not sufficient to know the grammatical structures /forms and its meaning but also to use it in real life communication.

The results show that (26, 82%) of grammar activities in New Prospects are based on use dimension. The purpose in integrating these activities is to help the learners to use language by asking them to write a coherent essay or to perform some activities. According to Larsen Freeman and Celce Murcia (1999:5) *“to practice the use dimension, the activity should require students to make some choices within a context and to receive feedback on the appropriateness of their choice”*. This means that, the activities should be related to the context which makes the students understand when they should use a specific language in real life.

From our analysis of the textbook New Prospects, we come to conclusion that the dimension of use is presented in the six units. For example, on p 18 and 47 the learners are asked to produce personal sentences by using the grammatical structures. The writing skill is involved where the learners are asked to write sentences and to express their ideas. For example, in the grammar explorer II on p, 48 the learners are asked to write sentences using the model **should** in the past. On p 49 the learners are asked to write sentences using it’s (high/about) time to express their impatience with bureaucracy, on p 55 write sentences using (**so, as a results, as a consequence, or consequently**), on p77, to write sentences by using **unless**. The same examples are given on pages 116, 117,138, 139, 146 (see appendix C). The aim of these activities is to use language accurately, meaningfully and appropriately. According to Yule (2006:166), *“the goal of such activities is not that the learners will know more about the second language, but will develop communicative competence in the second language”*.

From the analysis of the results of the textbook New Prospects, we have found that all the dimensions are included but the dimension of form and meaning are the most dominant, and this confirms the answers of the SS teachers who claim that the grammar activities in New

Prospects do not provide the learners with sufficient communicative activities. In addition to this, these results provide an answer to the first question and confirm the first hypothesis which states that the three dimensions are used in the textbook, but the dimension of form and meaning is the most used.

I.2. The Way Grammar Activities are Presented in New Prospects

I.2.1 The Inductive Approach

The inductive approach or the rule-discovery path is the approach in where the learners are involved in the learning process. In this approach, the learners study examples and from these examples derive an understanding of the rules. According to Purpura (2004:2) "*in the inductive approach, the learners are presented with examples of a given language and led them to discover its rules*". In this case, both the teacher and the learners are involved in the teaching / learning process respectively. In other words, learners learn through experience and the teacher is just a guide who provides sufficient language output and appropriate learning situations.

In New Prospects, most of the grammar activities are presented in the inductive way (62, 96%). This facilitates the memorization of the rules and their use. In this context, Thornbury (1999: 49) says that "*the learning through experience is seen as an effective way of instruction because the data are best processed inductively without recourse to translation*". Thus, the use of such approach enables the learners to discover the language and use it in communication. For example on p, 17 in grammar explorer I, a task is presented then followed with the grammar reference, pp.211-212. In the grammar explorer II the rule comes after the task. The same examples are given on pages 23, 25, 47, 49, 55 where the grammar activities are presented inductively (see appendix C). This way of teaching makes the learners understand the rules.

I.2.2 The Deductive Approach

The deductive approach is known as the traditional approach of teaching. It starts with a presentation of the rules and is followed by examples in which the rule is applied. In this approach, the teacher is the leader in the class and the students are just receivers. Here, Purpura (2004:1) claims that “*in the deductive approach, the teaching of the language involved the transmission of the grammar rules from teacher to students*”.

From the analysis of the textbook New Prospects, the results show that the deductive approach occupies (37, 03%) of the textbook. Some grammar activities in it are presented in the deductive way which offers to the students a clear explanation of the grammatical structures and their use. For example on p, 24 the rule is given first (grammar reference, 216-217) then the activity part (3). The same approach is used to present the activities on p, 25 part (4); p, 48 part (2); p, 49 parts (1 and 2); p, 56 task (2)(see appendix C). This way of teaching helps the learners to arrive at the language through the rules.

From all what is said and what the results show, we conclude that the inductive approach is the most dominant one in the textbook New Prospects even if there are some rules which are presented deductively. Thus, it is a good thing because it is a proof that the learners are given then an opportunity to think and speak freely in the class.

II. Discussion of the Results of the Teachers' Questionnaire

To discuss the data obtained from the questionnaire, we divide this part into four sections. The first section is entitled the goal of EFL grammar teaching. The second section is under the name of the grammar methods used by EFL teachers. The third section is concerned with the teaching of grammar within the competency- based approach. The fourth and the last one is the teachers' views about grammar activities in New Prospects.

II.1. Section One: The Goal of EFL grammar Teaching

From the answers obtained in the first question, we notice that there are different points of view concerning the role of grammar in language teaching, but the majority of the teachers (84%) agree that the role of grammar in language can be seen as a basic system on which other aspects are built. In other words, language and grammar are interrelated in the sense that the learning of language comprises the learning of its grammatical rules. According to Ur (1988:5) *“Grammar may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective”*. And only (16%) do not see that grammar is a basic system of language arguing that the mastery of grammar rules alone does not permit the learners to communicate. (See diagram 01)

Concerning the second question about the purpose of grammar teaching, (72%) of the participants claim that main goal is to enable the learners to speak the language fluently. This can be achieved without taking into account the form of the language as it is the case with meaning. In this sense, Richards (2006:14) states that *“fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns”*. Unlike fluency, accuracy is seen as *“the focus on creating correct examples of language use”* (ibid). In the same point of view, Brown (1994) claims that *“accuracy should center on a particular grammatical, phonological or discourse elements that are being practised”*. According to these definitions, accuracy is related to the correct production of the language. As the results show, (32%) of the participants see that the goal of grammar teaching is to learn grammatically accurate sentences, and no one answers that the goal of grammar is to get the learners to understand and explain the rule of the of the language. Thus, the two elements (fluency and accuracy) are given importance by the respondents who claim that grammar is not only a set of rules but rather it is a means to achieve communication. (See diagram 02).

The results of question three which is related to student's achievements demonstrate that the majority of the teachers (80%) are not satisfied with their learner's achievements in learning EFL grammar and this is resulted from the lack of motivation. this means that the level of the learners is not good in learning EFL grammar .(See diagram 03)

II.2. Section Two: The Grammar Methods Used by EFL Teachers

Regarding the fourth and the fifth question which are about the methods of instruction, the results indicate that (76%) of the teachers claim to introduce new grammar points in the inductive way. That is, teaching the learners examples before rules and only (24%) of the respondents claim that they use the deductive method. In order to justify their answers, they say that the inductive approach gives the opportunity for the learners to discover the rules by themselves and this way facilitate their understanding of the grammar lessons and remember them better. But when applying the deductive approach, the learners will become passive and they do not rely on themselves, and sometimes giving them detailed explanations will mislead them. (See diagram 04).

The results which are obtained from question six that deals with the frequency of using exercises when teaching grammar in the classroom show that most of the teachers have answered with often 60% and 40% have answered with very often. These answers indicate that the teaching of grammar is all the time related to the practice activities. (See diagram 05)

The answers of question seven that deals with the way of organizing the class when giving grammar practice activities show that the teachers prefer to provide their students with individual and pair work. So, in the individual work the learners will be able to show their own abilities and pair work permits them to communicate and they will develop their knowledge. According to Brown (2001), small groups provide opportunities for students to negotiate and

expand their conversation by exchanging their ideas and this cannot be realized in other ways.
(See table 01)

II.3. Section Three: The Teaching of Grammar within the Competency Based Approach

As it is shown in diagram six, (88%) of the participants have answered that CBA is complicated, this means that many of the secondary school teachers find difficulties to apply this new method in teaching because of how many factors interfere: learners' levels are varied, the number of pupils (the classes are so crowded), and the lack of the teaching materials. Others say that they try to use it, and most of them say that they use different methods like GTM; according to the level of the learners. Those who see that CBA is easy claim that they use this method rarely, others say that often according to the learning objectives. And some of the respondents don't provide an answer. Therefore, the reason that makes teachers say that CBA is complicated is that it lacks many conditions like, for example, the numbers of the learners in the class; instead at least 20 learners, some classes have more than twenty pupils.

Concerning question eight, all the participants agree that CBA requires the connection of the language to a social context rather than being taught in isolation. Some of them have said that CBA means social learning theory and it is the best way to put the learners in real life situations. In this respect, Richards (2006:41) argues that CBA " *seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life*".

Section Four: Teachers' View about Grammar Activities in New Prospects

The results of this section of our questionnaire provide an overall view about the teacher's view towards the authentic materials that they use to teach grammar points in order to engage their learners. The results show that the respondents have provided different answers. Some of them (51, 28%) answered by using reading texts, (20, 51%) answered by using pictures,

and the others (28, 20%) have suggested other materials like short stories, actions, songs, etc. Thus, authentic materials play an important role in engaging the learners in understanding the grammar points.

From the results obtained, we have seen that most of the teachers (96%) do not follow the textbook. They justify that some questions are badly asked, so boring and some of them are time consuming, this is why they do adopt. They added that in general the textbook is just a guide for a teacher to follow the syllabus. In this context, Richards and Schmidt (2010:585) claim that *“a textbook is a book on a specific subject used as a teaching, learning guide, especially in a school or college”*. That is, the textbook deals with a given school subject as a teaching learning guide. Concerning those who follow the textbook, they don't provide any justification.

And when we have asked the teachers about their opinion if they see that grammar activities suggested in New Prospects motivate learners for communication (76%) of them responds 'No'. They argue that they lack real life communication, most of them are form and meaning-based. That is, the textbook focuses more on grammar form and meaning. The latter is concerned with learning not form alone or only meaning but rather what particular form expresses (Thornbury, 1999:4). i.e., the meaning is very important.

From the results of question fourteen, all the participants do not rely only on the textbook. Indeed they use others resources like internet, extra-books, etc. The reason that they don't rely on the textbook only, they have justified that the activities suggested in the textbook are not sufficient, and do not fits the level of the learners, so why they add additional examples to simplify the lesson.

In the last question about whether the grammar activities should be presented in meaningful contexts and situations, most of the teachers strongly agree and others they respond

that they agree. Therefore, it seems that the teachers are aware that grammar is not only a set of rules but rather it is used to communicate meaning. According to Nunan (1993) the learners should be given the opportunity to explore grammar in context in order to know how and why the forms exist to express different communicative meaning.

III. Discussion the Results of the Classroom Observation

The aim of this section is to discuss the results of the classroom observation. That is, to see whether the three dimensions of grammar proposed by Diane Larsen Freeman (2001) are implemented in the classroom by EFL teachers of Ain El Hammam and Draa El Mizane. This study also sheds light on the methodology teachers' use, that is, to see whether the teachers use a traditional method which is the deductive method, or they let their learners to discover the rules by themselves (Thornbury, 1999). Moreover, to check some important answers which are given by the teachers since we have observed the setting of the study to get more data.

From our observation, the teachers give a detailed explanation of the lesson; this is related to the traditional way of teaching where the learners receive the information from their teachers. In the attendance in all the three classes, we have observed that once the teachers have begun their lesson by giving examples then they give a detailed explanation. This means that they give an explanation of the lesson after giving examples, and no one of the classes that we have attended starts with a detailed explanation of the lesson.

Also, is seen that all the grammar lessons that we have attended start with giving examples and below the task is given two or three questions. This mean that the teachers are all started their lesson in inductive way in order to encourage the learners to discover the rules by themselves. In this context, Larsen Freeman (2001: 264) claims that " *an inductive activity is one in which students infer the rule or generalization from a set of examples*". Thus, an inductive approach is the method the most use today in which the learners are involved in the process of

leaning, discovery and the development of their own language for communication.

The following examples given below have justified the way teachers start their lessons by giving examples.

Example (1) is taken from lesson 1:

Consider sentence 1 and 2 below and answer the questions that follows:

- A counterfeit is something that is forged, imitated.
- Products all sorts are being copied everyday by counterfeiters. Example is **taken from the textbook (pp, 56).**

Q. what is the main clause and what is the subordinate clause?

Example 2 is taken from lesson three:

1-Samir is clever

2-Imed is stupid

Q: join the two sentences.

1. Are the grammatical items presented and practiced in meaningful context to develop learners' use of the English language?

Practising grammar teaching in a meaningful context is the main step that enables the learners to use the English language. Through our attendance of the class we have noticed that the teaching of grammar in all the classes that we have observed is focused more on form and meaning. Accordingly, Long (1991) cited in Purpura (2004: 27) argues that “*form-and-meaning focused instruction, where grammar instruction occurs in a meaning-based environment and where learners strive to communicate meaning while paying attention to form*”. This means that when the learners pay attention to form they try to communicate meaning.

The example given below is taken from the lesson three class of mathematics (see appendix B)

Ex.1

-Samir is clever

-Imed is stupid

Q: join two sentences (unlike), and what does it express?

As it is shown above, the first example is taken from the textbook and just below the task is asked to indicate what the main clause is and what the subordinate clause is. It seems that the learners are encouraged to discover the rules by themselves, this means that they are encouraged to speak. As it is shown in example two, the example is not taken from the textbook rather; it is given by the teacher. Thus, the teachers' answers in the questionnaire are true, that is, they don't rely on the textbook only, but they use other sources, as the results of the questionnaire shows (see table). Through our observation, although some teachers rarely used the textbook, they use it just as a guide; they use sample examples that are not found in the textbook. As they responded in the questionnaire, most of grammar activities in the textbook are insufficient, and some of them claim that the grammar activities do not fit the learners' level this is why they adopt from other sources; they use internet and extra-book in which they take sample examples that fit their learners' level. This example is given first before the teacher give them the detail explanation of the lesson and this is done in purposes; in order to make the learners think first and let them to participate.

The organization of the class during grammar practice activities is a very important item to be observed during our attendance in class. The organization of class during grammar practise activities differs from one class to another. In the class of mathematics for example, the teacher has given his learners a time to work in pairs. The latter is defined by Harmer (1991) as the best types

of classroom organization in which the learners discuss in pair about something and give a chance to talk without the interference of the teacher. Unlike the classes of scientific and literary streams, the teachers ask for individual work. the latter as it is claimed by Harmer” *it allows students to work at their own speed, allows them thinking time, allows them, in short, to be individual*’ (1991: ibid). That is, the learners are given a chance to think freely and individually by giving them some time. The reason that they have asked for solowork is because they are so talkative learners.

The results of our observations depicts that the first dimension, the dimension of form which is related to linguistic knowledge is the main focus in the lesson, this means that the learners are encouraged to learn grammar in an accurate way. Thus, the teachers give importance to grammar structure when teaching grammar in order to improve learners’ accuracy. Accordingly, Larsen Freeman (2001) has claimed that the importance of form-focused leaning is to improve learners’ accuracy.

Regarding the second dimension, the dimension of meaning which is an important component in Diane’ Framework which means that grammar should never be taught in isolation but in relation to the context that would convey a specific meaning. In this context, Larsen freeman (2001:251) claims that: “*Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules*”. That is to say, grammar must be taught how to use these grammar rules in real context.

From our observations’ results, the teachers always focus on meaning when explaining grammar. Through our attendance in class, we have observed that each time the teacher gives example, he/she directly asks questions about, for example, what they mean. This means that the learners are encouraged to discover the meaning by themselves. More importantly, the teacher

asks his/her learners to give personal examples. That is, the learners are encouraged to use their linguistics knowledge in order to communicate

Therefore, the teachers use the three dimensions, where the main focus is not only on grammar rule, meaning alone, or use, but the integration of the three by using grammatical items in meaningful context for communication. Accordingly, Larsen Freeman claims that (2001:252) *“grammatical structures not only have (morph syntactic) form, they are also used to express meaning (semantic) in context appropriate use (pragmatics)*. From the classroom observation’s result we deduce that the teachers integrate the two dimensions that are form and meaning when giving grammar lessons. And very often, they give chance to their learners to communicate.

General Conclusion

This research is concerned with the investigation of teaching grammar in the Algerian Secondary School, year three. The aim of this study is to know the importance and the role of grammar in language teaching and learning and to know also if teaching grammar enables the learners to communicate effectively. In this study, we have focused on Diane Larsen Freeman's three dimensions of teaching grammar (2001) which are *Form/structure, use/ pragmatics*. In addition to Thornbury's (1999) two approaches of teaching grammar (Inductive approach and Deductive approach).

Our dissertation is devoted to answer two main questions. The first one refers to the idea of whether the textbook New prospects help the learners to develop their communicative abilities. As for the second one, it seeks to find whether the learners are encouraged to discover the rules by themselves or not.

To conduct this research, the mixed method approach is adopted with the use of both qualitative and quantitative methods. And the data are collected through the use of three research tools: questionnaire is administered to EFL teachers of Ain El Hammam and Draa El Mizane, a checklist in which we have selected three grammar explorers in each unit, and the classroom observation that is conducted in two rural secondary schools Ain El Hammam and one class in Draa El Mizane in tizi ouzou.

As regards the textbook analysis, it is shown that the grammar activities suggested in N.P help the learners to develop their communicative ability since it provides various activities. That is, the activities that are related to grammar structures, meaning and use. The three dimensions that are proposed by Diane Larsen Freeman are found in it. The three grammar explorers that we have selected in each units in the textbook include activities which focus on form, meaning and use, and sometimes one grammar explorer includes the three dimensions and most of the time it

is based on form and meaning. Thus, the dominant dimension in the New Prospects is form and meaning. This confirms the result of the teachers' answer in the questionnaire in which they state that the grammar activities in the textbook are form and meaning based. This result confirms the first hypothesis but the most dominant are the dimension of meaning and form.

The discussion of the findings of the teachers' questionnaire, textbook analysis and classroom observation provided an answer to the research questions suggested in the general introduction. The data obtained from the questionnaire show that the SS teachers differ in their answers concerning the goal of grammar teaching. The majority of the respondents agree that the main goal of grammar teaching is to enable the learners to use the language in real life contexts even though there are some others who said that its goal is to produce accurate sentences which are the basic point to be considered. Moreover, the outcomes show that all the SS teachers use an inductive approach in order to engage the learners. Furthermore, the results show that many EFL teachers do not follow the textbook. They argue that they don't use it since it does not fit the learners' level. Concerning the activities suggested in New Prospects, they claim that they are all based on form and meaning, and they lack activities that focus on communication.

The results of classroom observation show that the teachers begin their lesson by giving examples in order to encourage the learners to discover the rules by themselves. This means that the third hypothesis is confirmed; the learners are encouraged to discover the rules by themselves. Concerning the practice of grammar activities, it is shown that the teachers always try to make the whole class participate. In addition, it is shown that the teachers prefer to give individual work and pair work. Moreover, it is revealed that the teachers are still the most dominant in the class not all the time because they often they give their learners the opportunity to speak.

In the end, we hope that the findings of the research which are related to the teaching of grammar in the third year secondary school in Ain El Hamman and Draa El Mizan will open the way to other researchers. For further research, the investigation on grammar teaching issue could be enriched by evaluating the grammar activities of the textbook New Prospects to see whether the grammar activities help the learners to develop their communicative skills.

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Appendices

Appendix A

The Teacher's Questionnaire

This survey questionnaire is designed to the EFL secondary school teachers in Ain El Hammam. Its aim is to gather information about the Teaching of Grammar in SE3. You are kindly requested to answer the following questions. Your answers are strictly anonymous and confidential.

Please tick the right box (es) to indicate your answer, and provide your own answer where it is needed.

I am extremely grateful for your cooperation.

Thanks in advance

Section one: The Goal of Teaching EFL Grammar

1. Grammar is a basis of FL acquisition

Yes

No

Please justify your answer.....

.....
.....

2. The main goal of grammar teaching is to get the learners:

A. Understand and explain the rule of the language

B. Learn to produce grammatically accurate sentences

C. Mention if any other

.....
.....

3. Are you satisfied with your learners' achievement?

Yes

No

Section Two: The Grammar Methods Used by EFL Teachers

4. When you teach grammar in the classroom, which teaching method do you use to introduce new grammar issues?

- A. Deductively (telling the rules to the students first)
- B. Inductively (teach your students with examples before rules)
- C. Mix of methods

5. Do you see any disadvantages when applying the deductive way of grammar teaching since it sees as a traditional way of teaching? If 'Yes' say what the disadvantages are.

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

6. When you teach grammar in the classroom, how often do you use exercises?

- A. Very often
- B. Often
- C. Sometimes
- D. Never

7. How do you organize your class when giving grammar practice activities?

- A. Individual work
- B. pair work
- C. Group work
- D. Whole class

Section Three: The Teaching of Grammar within the Competency-Based Approach

8. In your opinion competency-based approach is

- A. Easy
- B. Complicated

9. To what extent do you use it while teaching grammar?

.....
.....

10. For you, CBLT emphasis the teaching of grammar in relation to the social context rather than being taught in isolation, i.e. during grammar lesson do you teach the rules in isolation or 'Yes' or 'No', if any please explain How.

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

Appendix B

Classroom Observation

3.1. Classroom Observation Checklist

1. When the teachers present their grammar lesson, do they give a detailed explanation of the lesson?
2. Are the learners encouraged to discover the rules by themselves?
3. Are the grammatical items presented and practiced in meaningful context to develop learners' use of the English language?
4. How do the teachers organize their classes when giving grammar practice activities?
5. What is the main focus of the grammar lessons: form, meaning or use?

3.2. Grammar Activities of the Attended Lessons

Lesson 1

-The topic of the lesson: the active voice and passive voice

-The date: Monday, February 13th, 2017

Consider sentence 1 and 2 below and answer the questions that follows:

- 1- A counterfeit is something that is forged, imitated.
- 2- Products all sorts are being copied everyday by counterfeiters. (**examples taken from the textbook pp. 56**)
- 3- **Examples:**
 1. They make shoes in the factory.

2. They are repairing the streets this month.
3. Discovered penicillin in 1928.
4. They were painting the house when I arrived.
5. I will finish the work tomorrow.
6. They have produced over 20 models in the past two years.
7. They had finished the preparation by the time the guest arrived.

Lesson 2

The topic of the lesson: conditional if

The date: Monday, February 13th, 2017-03-02

Unit three: Education first

Sequence: correction of home work

Consider sentences 1-5 below and answer the questions A-D that follow.

1. I wish he weren't so set on it.
2. I wish there were an art school in my neighbourhood.
3. I wish I had taken your advice six months ago.
4. I wish I could help you with the maths lesson.
5. I wish William would change his mind soon. (**grammar explorer III pp.78**)

Task: fill in the chart below with sentences expressing a wish. Use the verb **wish+were, had, could or would.**

WISH CHART	
Physical appearances	You: I wish I were taller. Then
Character/ personality	
Abilities	
Possessions	

Grammar Explorer IV

- Consider sentences A-D below and answer the questions 1-2 that follow.

- A. **If I were you**, I'd let him decide for himself.
- B. I think he **ought to** take up something more secure.
- C. I don't think you **should** stand in his way.
- D. I **must** admit my wife and I would have felt much happier if he'd chosen something else.

1. What do the words and phrases in bold type in the sentences express?
2. Which modal is synonymous with **have to**? Are the two models similar or different in meaning when they are in the negative? Explain (pp. 78).

Task: Fill in the blanks in the text bellow with **must, have to, should, ought to, or their negatives**. There are many possibilities.

In the United States most students who win a scholarship to the university....(1) maintain a certain grade level so as not to lose it. High school students....(2) (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They(3)(not)

break the codes of honour and conduct of heir school. They ... (4) be very good at sports because this my earn them a place in a prestigious university.

Lesson 3

The topic of the lesson: Similarities and Differences.

The date of the observation: Thursday, February 14th, 2017.

Example:01

-Samir is clever

-Imed is stupid

Q: join two sentences (unlike), and what does it express?

Example:02 about differences

1-Astronomy is a science

2-Astronomy is a pseudoscience

Example:03 about similarities

1- Amateur astronomer observe the space

2- Professional astronomer observe the space

Task: join each pair of the following sentences

1- The moon orbits the planets. Earth orbits the sun. (As)

2- The sun is made up of compressed gases. The other stars are made up of compressed gazes (both).

3- Mercury has no moon, Venus has no moon. (like)

4- Astronomy is the study of heavenly bodies. Cosmology is the study of the origin and the structure of universe (unlike).