

وزارة التعليم العالي و البحث العلمي

MouloudMammeri University of Tizi-Ouzou

Faculty of Letters and Languages

Department of English



Dissertation Submitted In Partial Fulfilment of the Requirements

For the Degree of Master in English

Domain: Letters and Foreign Languages

Subject: English Language

Option: Didactics of Foreign Languages

Title:

**Analysing Grammar Activities Within EFL Teachers' Lesson Plan:
Case Study Of AichFatma and AdnaneMohand Said Middle Schools of
Azazga, TiziOuzou**

Presented By:

FERHATI Yasmine

HADJ ALI Yasmine

Supervised by:

Dr. KASDI Radia

Board of examiners:

Chair.Ms ADEM KarimaMCA, MouloudMammeri university of Tizi-Ouzou

Supervisor:Dr. KASDI Radia MCB, MouloudMammeri university of Tizi-Ouzou

Examiner: Dr.KESSAR Sarah MCB, MouloudMammeri university of Tizi-Ouzou

Academic Year: 2023/2024

Dedication

We dedicate this work:

To my cherished mother

To my beloved father

To my dear brothers, Idir and Mohamed

To my lovely sister Serine

To my dear binomial Yasmine for her patience and efforts

To all my loved ones,

Yasmine

Dedication

To my dearest mother

To my cherished father

To my lovely sisters, Celine and Leticia

To my lovely binomial Yasmine for her efforts

To all my beloved ones

Yasmine

Acknowledgements

We would like to express our sincere gratitude to all those individuals who contributed in the realization of this research

First of all, we are deeply grateful to our supervisor DrRadiaKasdi for her patience, advice, guidance and expertise that helped us in the completion of our study. We particularly appreciate her constructivefeedback that enriched our work.

We would also express our profound gratitude to the board of examiners who accepted to evaluate our work. We thank you a lot for your time and advice.

Special thanks to MrAkliAouine for his generosity in helping and supporting us. Moreover, We sincerely thank the two middle schools where we have conducted our research. We acknowledge the efforts of the EFL teachers, the pupils and the administration staff who welcomed us and agreed to participate in this work.

Finally, we would like to thank everyone who contributed in a way or another in making this research possible.

Abstract

Grammar is a fundamental aspect of language learning, it enables learners to establish correct, accurate and effective communication. The understanding of rules alone is not sufficient, that is to say, learners need practical application of grammar usage in real-world contexts to master a language and achieve proficiency. The current research investigated the grammar activities within EFL teachers' lesson plan: a case study of AicheFatma and AdnaneMouhand Said middle school in Azazga. This study focuses on two main objectives relying on two analytical frameworks, first, it explores the grammar activities and their alignment with Blooms' Taxonomy six cognitive levels (1956) (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation). Second, it seeks to reveal whether the EFL teachers integrate deductive and inductive approaches proposed by Scott Thornbury (1999). To achieve these objectives a mixed-method research was adopted including both qualitative and quantitative methods. In order to collect data we selected two research tools which were classroom observations and interview. We conducted eight classroom observations with a checklist of twelve items, in addition to a structured interview with four EFL teachers. The collected data were analyzed using the qualitative content analysis for qualitative data in addition to the rule of three for quantitative data. The results of the classroom observation indicated that the planned activities align with the cognitive levels of knowledge, comprehension, application, analysis as well as the synthesis. Whereas the cognitive level evaluation was not observed. Furthermore, it revealed that EFL teachers include both deductive and inductive methods when planning their activities. Additionally, the results of the teachers' interview confirm the implementation of Blooms' Taxonomy Levels and Thornbury's approaches.

Key words

Bloom's Taxonomy ,Deductive Approach, EFL Teachers , EFL Learners, Grammar, Inductive Approach, Lesson planning

List of abbreviations:

BAC: Baccalauréat.

BEM: Brevet D'enseignementMoyen.

CLT: Communicative Language Teaching.

EFL: English Foreign Language.

MSQ: Multiple Choice Questions

PIASP:Presentation, Isolation, Analysis, Stating the rule, Practice.

PPU: Presentation, Practice, Use.

SFL: Social Emotional Learning

UMMTO: MouloudMammeri University of Tizi-ouzou.

List of Tables:

Table 01: Teachers' Techniques of Grammar Review Content and Student.....	30
Table 02:Learners' Grasping Grammatical Points.....	31
Table 03:Learners' Application of Grammar Concepts.....	32
Table 04: Learners' Analysis of Language and Grammatical Variations.....	33
Table 05: Learners Synthesize Grammar Items.....	34
Table 06: Teachers' Evaluation of Learners Grammar Acquirements.....	34
Table 07: Teachers' activities in grammar lesson planning.....	35
Table 08: Blooms TaxonomySix Cognitive Levels.....	40
Table 09:Thornbury Deductive and Inductive Approaches.....	41

List of Contents

Dedication

Acknowledgment

General Introduction

Statement of the Problem	1
Aims and Significance of the Study	3
Research Questions and Hypotheses	4
Research Techniques and Methodology.....	4
Structure of the Dissertation	5

Chapter one: Literature Review

Introduction	7
1. Grammar	7
1.1 Definition of Grammar	7
1.2. The Importance of Grammar	9
1.3. Approaches to Teaching Grammar	9
1.3.1. Traditional Grammar	9
1.3.2 Communicative Grammar	11
2. Planning in EFL Learning and Teaching	11
2.1. Definition of lesson planning	11
2.2. Approaches to Lesson planning	13
2.2.1. The Behaviourist Approach to Lesson Planning	13
2.2.2. The Constructivist Approach to Lesson Planning	13
2.2.3. The Aesthetic Approach to Lesson Planning	13
2.2.4. The Ecological Approach to Lesson Planning	14
2.2.5. The Integrated Social-Emotional Learning Approach to Lesson Planning	14
2.3. Components of a Lesson Plan	14
2.3.1. Indicators	15
2.3.2. Objectives.....	15
2.3.2.1 Knowledge Skills	15

2.3.2.2. Intellectual Skills	15
2.3.2.3. Motor Skills	16
2.3.2.4. Attitude Skills	16
2.3.3. Activities	16
2.3.4. Materials	16
2.3.5. Instructional Media	16
2.3.6. Assessment	17
3. Theoretical Frameworks.....	17
3.1. Bloom’s Taxonomy (1956)	17
3.1.1. Knowledge.....	18
3.1.2. Comprehension.....	18
3.1.3. Application	18
3.1.4. Analysis	19
3.1.5. Synthesize.....	19
3.1.6. Evaluation	19
3.2. The Deductive and Inductive Approaches (1999).....	20
3.2.1.The Deductive Approach	20
3.2.2. The Inductive Approach	20
Conclusion	21

Chapter two: Research Techniques and

Methodology

Introduction	23
1.The Procedures of Data collection	23
1.1. Context and sample	24
1.2. Data collection instruments	24
1.2.1. Interview	24
1.2.2. Classroom Observation	25
2. Procedures of Data Analysis	26
2.1. Quantitative Data Analysis.....	26

2.2. Qualitative Content Analysis.....	26
Conclusion	27

Chapter three: Presentation of the findings

1. Presentations of the findings of the classroom observation	29
2. Presentation of the findings of the interview.....	35
3. Presentation of the findings of the analysis of the grammar activities	40
Conclusion.....	41

Chapter four: Discussion of the Findings

Introduction	43
1. Grammar Activities in relation to Blooms’ Taxonomy Cognitive Levels	43
2. The integration of the Deductive and the Inductive approaches in designing grammar activities	51
Conclusion.....	53

General Conclusion

References.....	58
Appendices.....	62

General Introduction

General Introduction

Statement of the Problem

Grammar is believed to be the foundation of any language, which provides a framework for constructing meaningful and coherent sentences. As Greenbaum and Nelson (1999,p.16) define grammar “the set of rules that allow us to combine words in English into larger units”.

Grammar is a system of language that involves a set of rules enabling us to structure a sentences, such as partsof speech (Noun, Verb, Adjective, Preposition, Conjunction, Modifiers ...). This system consists of two primary components which are; the system of meaning and the system of sound.

In fact, acquiring grammar knowledge is a crucial aspect to best learn and teach any given language and without grammar, these processes could be a lot more ambiguous. Indeed, when teaching grammar content, teachers often face many difficulties in making it engaging and relevant in a real-life language use. Moreover,the most challenging problem is believed to be the lesson planning phase, that is to say, in order to facilitateeffective teaching of grammar, a well-designed lesson plan is considered an optimal aspect for achieving successful instruction. As a matter of fact, creating an effective lesson plan is a crucial aspect of instructional design.It serves as a roadmap that guides teachers in imparting knowledge and facilitates the learning process for students. It allows teachers to generate learning goals, prepare materials and methodologies, as well as, transmitting the content of the lesson and to prepare the learning activities, in the sense that, it makes both teachers and learners cognizant about what they are going and how they are going to get there. . Jack C, Richards & Willy A. Renandya (2002, p. 27) explain that "Planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on the understanding of learners' needs, problems, and interests, and the content of the lesson itself ". Designing an effective

lesson plan requires not only organizing content, but also including various activities employed by the teachers in the EFL context.

It plays an important role in providing learners with the necessary knowledge and skills for comprehensible and accurate expression in different language skills, ensuring an environment that encourages learners to active participation. Grammar is regarded as a discipline that necessitates practical application and active engagement, and, in order to fully comprehend grammatical concept, the learners must engage in regular activities and practical implementation. Hence, the integration of practices and exercises within the grammar lesson planning is deemed essential to reinforce students' understanding and enhance their proficiency in the subject matter.

During the exploration of preceding studies and the examination of different dissertations related to our research work various relevant works were identified ,yet, they were solely dealing with either the teaching of grammar or lesson planning .Such as, *Investigating the Teaching of Grammar in the Algerian Secondary School: the Case of the Third Year Level*.It is a work conducted at the department of English at UMMTO by MadaouiKarima and NaitMessaoudSaida(2017) their research study investigated the teaching of grammar in Algerian secondary schools, and to see whether the grammar activities included in New Prospect enable the learners to communicate effectively and whether they are encouraged to discover the rules by themselves in the class relying on Diane Larsen-Freeman (2001) three dimensions of teaching grammar, form/Structure , Use/Pragmatic, in addition to Thornbury (1999) two approaches of teaching grammar (Inductive and Deductive approaches). The results of this study revealed that the grammar activities included in new prospect are meaning and form based and the teachers use inductive approach when teaching grammar content, they also encourage learners to discover the rules by themselves. Another work about ,*Enhancing EFL learners Autonomy through Lesson Planning: the Case of First-*

year Literary Classes in Hammadi Mohamed and HamkiIdir secondary school of Tizi-Ouzou, a research study done by BentouatiKenza and HarounKahina at UMMTO(2019) , Their research aimed at investigating the role of teacher's lesson plan to develop EFL learners autonomy relying on Leni Dam's (2011) theory to develop learners autonomy and Hunter's (1982) The WIPPEA model of lesson planning.(Warm-up, Introduction, Presentation, Practice, Evaluation, Application , and whether the first-year literary learners of both middle school are able to learn autonomously . The findings of their study show that EFL teachers investigated in both middle schools take into account students' autonomy while designing their lesson plan, but the results have also revealed that the first-year literary pupils are not ready to take charge of their own learning. This current research aims to analyze whether the grammar activities outlined in EFL teachers' lesson plans effectively address the intended learning objectives. To the best of our knowledge, no research has investigated how EFL teachers plan grammar activities for second and third year students of middle school.

Aims and significance of the Study

In accordance with the above mentioned issue, the primary aim of this research is to explore the integration of grammar activities within EFL teachers lesson plan relying on two analytical frameworks. Firstly, it aims to analyze the grammar activities employed by the teachers within lesson plan and to categorize them by following Bloom's Taxonomy cognitive levels (Knowledge, Application, Comprehension, Analysis, Synthesis, Evaluation).Secondly, this work attempts to know whether the teachers include Scott Thornbury deductive and inductive approaches in their grammar activities. Grammar plays an essential role in English Language Teaching, it is believed to be the core of the whole language. AsFeez and Joyce (as cited in Emilia 2014) argue If we use language, we use grammar. Grammar is the powerhouse of a language. When we use grammar we combine

words in patterns which creates a particular meaning. Hence it requires strengthening instructional activities for progressing net worthy students' success outcomes.

The present study holds significance for English Language teaching, it contributes to offer valuable insights in addition to comprehensive understanding of how grammar activities are integrated into lesson plans relying on Blooms' Taxonomy theoretical framework and Scott Thornbury.

Research Questions and Hypotheses

The current study deals with grammar activities outlined in EFL teachers' lesson plans, it looks to answer the following two questions that are related to the aforementioned objectives:

Q1: To what extent do EFL teachers follow Blooms' Taxonomy cognitive levels in their activities?

Q2: Do teachers integrate effectively deductive and inductive approaches in their grammar activities?

In the goal of conducting our research, we have elucidated these following hypotheses:

H1: EFL teachers follow Bloom's Taxonomy cognitive levels in their grammar activities

H2: EFL teachers integrate both deductive and inductive approaches in their grammar activities.

Research Techniques and Methodology

The current study adopts mixed methods research that combines qualitative and quantitative research methods. It adopts two research tools, initially, it conducts a structured interview designed for four EFL teachers of Aiche Fatma middle school relying

on the theoretical frameworks . Subsequently, it employs eight classroom observation to analyze the included grammar activities on the basis of Blooms' Taxonomy six cognitive levels and Thornbury approaches to see to what extent these activities align with the proposed levels and approaches.

Structure of the Dissertation

In essence, the ongoing study is organized in accordance with the simple traditional model which contains the main chapters. First of all, the 'General introduction' in which some background information, the overall aim, the individual objectives of the current study and its significance are presented. The first chapter, 'Review of the literature', reviews background information, presents definitions and theoretical concepts adopted in this study. Next, in the second chapter 'Research design and methodology' introduce the sample of the study that is followed by both data collection and data analysis procedures .Moreover, the third chapter, 'presentation of the findings, deals with the presentation of the results collected. Additionally, the fourth chapter, discussion of the findings', provides an interpretation and analysis of the results presented in the previous chapter aiming to answer the two research questions.Finally, the dissertation ends with the General Conclusion which provides answers to the research questions being asked at the onset of the study and either to confirm or to refute the suggested hypotheses.

Chapter One

Literature Review

Introduction

This chapter is theoretical and designed to review major concepts related to the topic of our study .The chapter is classified into three main sections. The first section provides some definitions and explanations of grammar, its approaches and role in promoting effective communication and enabling the learners to express their ideas in an accurate and clear way. The second one sheds light on aspects related to lesson planning, its definitions and approaches as well as its components.The last section is devoted to present the two frameworks adopted to guide this study which are Bloom’s taxonomy six cognitive levels by Benjamin Bloom (1956) and the second one is the deductive and the inductive approaches proposed by Scott Thornbury(1999) .

1.Grammar

1.1. Definition of Grammar

Grammar has been defined in diverse ways by different scholars from the field and each scholar defines grammar in a way that differs from the others.

one of the main controversies surrounding the teaching of grammar is whether or not grammar can be taught.At the heart of this controversy is the question of what it means to teach grammar. For some teachers, a grammar class consists primarily of the formal explanation of grammatical rules with all the grammatical terminology necessary for this task. For other teachers, the teaching of grammar is synonymous with the practice of common grammatical patterns like simple statements with the verb to be or wh questions .For still others ,the teaching of grammar means providing students with opportunities to use English in variety of realistic situations in order to learn to communicate effectively .

Sandra McKay (1985,p.16)

This means that there’s a debate about teaching grammar about whether or not grammar can really be taught at all. That is some teachers focus on explaining the rules, other on practicing sentences pattern, on the other hand there are some teachers who prioritize the use of English in real-life world.

“Language does not exist without grammar, because all languages are characterized by the grammar components : phonetics ,phonology ,morphology ,syntax and semantics or meaning”(Musumeci, 1996, as cited in Medaoui&NaitMessaoud, 2017, p. 16).

Thornbury (1999, p.1) explains “Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language’s (sic) sentences are formed” from this perspective, grammar refers to the set of structural rules and principles that govern the composition of words, phrases, and sentences in a language .Grammar is viewed as a set of rules that dictate this view. In addition to this, Freeman define grammar as: “Grammar is a system of lexicogrammatical patterns that are used to make meaning in appropriate ways”(Freeman p:258 .2014).

Freeman (1999) adds that grammar has to do with the form of the language, but it is also used to make meaning. In this context, she states that grammar is not only used to express ideas accurately and meaningfully, Our grammatical knowledge is also used to present us in the way we want to be seen by others.“The primary purpose of instruction in grammar is to help our students use English correctly and appropriately ” claimed by Sandra L.McKay(1985,p.16) . That is to say that being able to use grammatical structures appropriately in different contexts helps to make an effective communication. This is why grammar knowledge is seen as a fundamental component of communicative competences.

Thornbury (1999) believes that grammar is the study of forms and structures possible in a language; in other words, it studies and examines the various forms possible in a language, including the rules that govern how words and sentences are organized and combined to create a meaning, as well as to convey ideas and thoughts in a cohesive, coherent and understandable way. In the same context,Cobett(1820,p. 21) in his passage extracted from his book *the grammar of the English maintained that* “Grammar as I observed to you

before, teaches us how to make use of words, that is to say; it teaches us how to make use of them in a proper manner” (1820,p.21). In his work he ensures that grammar enables us to employ words effectively and construct meaningful utterances. Otherwise, words would remain isolated units and utterances would become meaningless.

1.2. The Importance of Grammar

The role of grammar in language teaching is a topic of significant importance, as it is considered to be the foundation of language proficiency and is seen as an essential part of

language teaching. Grammar is the foundation for effective communication that helps the learners understand the structures and rules of a language. In addition, it enables them to express their ideas in a clear and accurate way. Moreover, it allows them to interact effectively in different situations.

Grammar is an essential aspect of any language because it provides rules that allow us to combine words and sentences to produce meaningful and correct language. Hence, grammar in language learning serves as the key for effective communication. In addition, it is a primary and essential component to learn when learning the English language. That is to say that the knowledge of grammar is crucial to communicate correctly and properly so that the receiver will be able to interpret the message as it is intended by the sender/speaker.

Furthermore, correct grammar is important to ensure clarity and precision in every communication. This means that without respecting the grammatical rules, our language would be ambiguous and confusing, as well as our words and sentences would become incohesive and meaningless. Therefore, clear and well-structured sentences help convey ideas accurately and meaningfully.

1.3. Approaches to Teaching Grammar

1.3.1. Traditional Grammar

Traditional grammar is the study of the structure and the formation of words and sentences. It focuses on the importance of following specific rules to ensure effective communication. This approach views language as being prescriptive. This means that scholars who advocate the traditional grammar believe in the existence of specific rules and standards that language should follow to be correct. Such an approach focuses on prescribing specific rules of correct usage of language rather than describing what people actually say. Traditional grammar teaches people how to use a language in a correct and appropriate way by respecting and following particular rules.

“Grammar does not enact laws for the conduct of speech. Its business is to ascertain and set forth those customs of language which have the sanction of good usage ” J.A.Friend (1976,p.14).

The scholar (1976) also states: “The traditional grammarian distinguishes between oral and written forms of language but concentrates on the more stable written forms (J.A. 1976,p.16). That is to say, traditional grammar places a heavy emphasis on written language rather than oral communication. As it focuses on prescribing rules of spelling ,punctuation ,structures and vocabulary, which are more applicable to written language than the oral one. So, grammar traditionally has been more concerned with rules governing writing. In contrast, modern approaches to grammar criticized this perspective and recognizes the importance of both written and oral communication at the same time.

Traditional grammar has been criticized for several reasons, some of which may be mentioned. First, grammar places heavy emphasis on written forms and ignores the spoken form of a language despite its importance. Second, it neglects language variation and focuses only on formal languages . Traditional grammarians are seen to believe in the idea that there

is only one correct form of language that should be adopted by all the speakers. This approach treats the language as a unified single correct form and neglects the natural variation that exists between many languages.

Traditional grammar also has been criticized for privileging certain dialects over others, especially those associated with prestige and power. Despite the fact that it has been criticized for several factors, traditional grammar still plays a vital role in language education and its prescriptive nature has led to the creation and the development of more descriptive and modern approaches to grammar.

1.3.2. The Communicative Grammar

The communicative grammar emerged in the late 20th century and focuses on the use of grammar in meaningful and authentic communication for real-world purposes. Communicative grammar helps the learners to know how they should use language in real-life situations, not only about memorizing the rules. That is, communicative grammar has a variety of advantages. In this respect, Wang (2010) outlines: (a) motivating students learning with fun, enjoyment and excitement, (b) providing practice on language use and language meaning, (c) creating a supportive learning environment, (d) promoting interpersonal relations.

Communicative grammar is an approach to teaching and learning grammar. Unlike traditional grammar, communicative grammar focuses on the use of grammar in meaningful communication rather than working on the memorization of isolated rules and structures of grammar of a given language.

2. Planning in EFL Teaching and Learning

2.1 Definition of lesson planning

A lesson plan serves as a roadmap that guides language teachers in organizing and delivering instruction. However, teachers confront some difficulties when planning

considering several aspects like outlining the learning objectives teachers want to reach, assessing and evaluating learners' understanding, planning activities that fit learners level, materials preparation in addition to timing.

A lesson plan guides the teachers to know where they are going and how they are going to get there. In this context, Harmer (2007, p. 346) argues that, “It makes no sense to go into any situation without having thought about what we are going to do”. He adds, “Evidence of teacher planning helps to ensure their confidence in the person who is teaching them” (Harmer,2007, p. 365) In addition, (Linda, 2014, p. 387) states that: “A lesson plan is an extremely useful tool that serves as a combination guide, resources, and historical document reflecting our teaching philosophy, students’ population, textbooks, and most importantly, our goals for our students”. This demonstrates how planning lessons is important to reach the learners’ objectives.

In fact, lesson planning undergoes some modifications year after year, in the sense that it changes, for different reasons including time and space. That is to say Lesson planning is a dynamic process that evolves adapting to shifts in educational policies, curriculum updates, teacher experience, and student needs over time. These changes are driven by some factors like time constraint, classroom setting...etc (Jonathan, 2015, p. 09) affirms that: “lesson planning is the process of thinking through writing down a plan for the teaching of, and learning within, a lesson that I will be teaching to a specific group of students in a specific place at a specific time”. Bailey (1996, p.18) points out that a lesson plan is like a road map “which describes where the teachers hope to go in a lesson, presumably taking the students along”.

To conclude, lesson planning is a complex task that requires effort from the teacher to articulate clearly learning objectives, and their alignment with the curriculum standards, in this context, even the activities selected for should be considered since they are the key that

demonstrate learners grasping each concept being taught during the learning process. As such, lesson plans guide the teachers through the instructional process, and inform them what they want their learners to achieve, as well as create a smooth and structured class.

2. 2. Approaches of Lesson Planning

2.2.1. The Behaviorist Approach to Lesson Planning

“This approach is considered ‘teacher-driven’ and generally seen to be successful based on observable changes in student behavior aligned with the specified objectives” (Hunter, 1983; Tyler, 1949. 26). “Unlike other approaches to lesson planning a behaviorist approach promotes the notion that meaning-making is separate from one’s personal experience”. (Weegar&Pacis,2012. 26), which means that the behaviorist approach is focusing on the importance of personal experience in the learning process.

2.2.2.The Constructivist Approach to Lesson Planning

“A constructivist approach to learning focuses on the notion that the learners individually discover and build their own knowledge” (Anderson, Greeno, Reder& Simon, 2000; Brooks &Brooks, 1999; Gabler& Schroeder, 2003; Waxman, Pardén& Arnold, 2001. 37), in the same sense,(Grennon Brooks, 2004), asserts that “ Learners construct meaning by coalescing knowledge they already possess with new information received via experience or reflection”. (Grennon Brooks, 2004). This means that learners construct understanding by linking new knowledge with what they have learned through experience and reflection.

2.2.3. The Aesthetic Approach to Lesson Planning

Aesthetic lesson planning enhances creativity by honoring and fostering ‘lateral thinking’ (De Bono,1970. 50). Through making connections among various subject areas and ideas. This demonstrates that individuals are engaged in creative thinking, in the sense that they

generate new insight and being able to make connections between unrelated or different concepts, and being able to solve problems.

2.2.4. The Ecological Approach to Lesson Planning

Jacqueline (2020,p. 90) argues that “Ecological lesson planning refers to any type of lesson not just on environmental topic that includes connection to people, the planet, or local, and global communication” She adds, “The ecological approach to lesson planning focuses on experience and exploration with attention to the sociocultural context, offering teacher and students with a number of potential benefits” (Jacqueline,2020. p. 91). That is to say, the ecological approach to lesson planning prioritizes experiences since it fosters understanding of real-world context.

2.2.5.The Integrated Social-Emotional Learning Approach to Lesson Planning

“An integrated social-emotional approach to learning teaches both academic and social-emotional skills within a single lesson plan”. (Jacqueline, 2020.p. 113). This underscores the importance that this approach to learning is, for both academic and social-emotional skills, since it enhances students' access inside and outside the classroom. In general, “SEL (Socialemotional learning) has also been shown to lead to students feeling happier and more fulfilled in the school environment”. (Durlak et al., 2011.90) .

2.3. Components of a Lesson Plan:

Harmer (2007, p. 156) says that, “a plan gives a lesson a framework, an overall shape”, that is to say, a lesson plan helps and guides teachers to successfully convey the teaching learning process. Woodward (2009, p. 181) proposed several reasons why teachers should plan their courses and lessons. First, it can reduce uncertainty and panic in delivering material. By planning the lesson, teachers may feel confidence and clarity during the activity in the classroom. Second, it can inspire confidence in students who pick up a feeling of purpose,

progression, and coherence. Third, it can make it easier in organizing the time and flowing the activities in the classroom. Fourth, teachers get a balanced mixture of different kinds of material, content and interaction types throughout the course. Fifth, it can develop teachers' personal style in teaching.

2.3.1. Indicators

Raiser and Dick (1996, p. 24) said that, "it must include an action verb, a verb that describes an observable action in which learners will engage". That is to say teachers should ask learners to demonstrate their understanding like explain, define, describe, these are action verbs that directly require from the learners to actively engage in the learning process. Moreover, indicator should exclude any verbs which are not directly observable, in this context Raiser and Dick m (1996, p. 24) maintain that "non-observable verbs are: know, understand , really know, really understand, be familiar with, become acquainted with, have a good grasp of appreciate, be interested in". That is, they are against using any kinds of verbs that cannot be directly observed.

2.3.2. Objectives

Raiser and Dick (1996, p. 27) "Proposed Taxonomy to classify objectives into four types or domains of learning outcomes". The skills are as follow

2.3.2.1. Knowledge Skills

These objectives are interested in student recalling and understanding of various concepts and specific facts and information. In the sense that, the learners should demonstrate their ability to remember and recall what they learned, thus they need to memorize information. The suggested verbs here are: Define, describe, state, and list...

2.3.2.2. Intellectual skills

Intellectual skills go beyond memorization, It means, the learners must use their own critical thinking, and use their knowledge, and what they know to solve problems, and apply

what they have learned in real-world context. The suggested verbs here are: Classify, apply, and solve...etc

2.3.2.3. Motor Skills

The motor skills objectives, states that learners are expected to perform and engage in physical activities. The suggested verbs here are: Perform, execute ...etc

2.3.2.4. Attitude Skills

Attitude skills objectives aim at shaping students' belief, attitude, in which learners are expected to demonstrate perception. That is to say, the learners are expected to demonstrate how do they perceive the learning environment, that is to say, in order to reach the desired educational objectives, positive attitude and belief must emerge in the learning environment.

2.3.3. Activities

Richard (2001,p.38) argues that, "Activities is what kinds of things the students will do during the lesson, such as dialogue, free writing or brainstorming". Here Richard emphasizes on the fact that activities or tasks are actions that the students engage in during the learning process. These kinds of activities vary according to the subject matter and the learning objectives.

2.3.4. Materials

In fact, the selection of the materials for a lesson must meet two important aspects:

First ,there must be a clear connection to establish educational objectives. That is to say, the selected material should align with the learning goals to achieve effective results.

Second, Suit the individual needs and interest for whom they are intended. This means that the chosen material must fit learners' needs, taking into consideration factors such as: age, level and cultural background.

2.3.5. Instructional Media

According to Reiser and Dick (1996, p.69) there are three principles of using media: effectiveness, practicality, and appropriateness. In the sense that , media are believed to be an important element that must align with the learning objectives and help the learners to achieve them. Moreover, media should be practical. In the sense that they must be easy to use, accessible for teachers and students. Furthermore, media should be appropriate and resonate with the students' backdrop since students have different interests, needs, and preferences.

2.3.6. Assessment:

Reiser and Dick (1996,p. 86) claim that, “the criteria of assessment tool in lesson planning; measures the objectives, match with materials, match with students’ grades, and reliable”. This means, designing an assessment is important since it demonstrates the extent it is relevant for learners' achievement, because they show that the student is grasping the material and keeping them in progress.

3.Theoretical framework:

3.1. Bloom's Taxonomy (1956):

Bloom's Taxonomy was primarily conceptualized and presented by Dr. Benjamin Bloom at the start of 1956 (Orey, 2010). The idea of this composition was to aid the writing of learning objectives and course outcomes that were progressively moving into the complexity of learning. (Rupani:2011). In other words, Bloom's Taxonomy serves as an effective framework to develop learning goals that help teachers to guarantee that their learners keep in progress. According to Bloom (1956,p.13) “The major purpose in constructing a Taxonomy of educational objectives is to facilitate communication”.

In the same context, Riazi (2010), “The intent was to ensure that learning outcomes were designed in such a manner that enabled the teacher to gradually bring learners from acquiring subject information to its practical information in the real context and ultimately

create meaning of their own from the same”. This focuses on the importance of ensuring that the learning outcomes are built in a particular way to help teachers guide the learner to apply what they have learned in a real-world context, and be able to generate new insights independently.

3.1.1. Knowledge

Bloom (1956,p. 39) argues that, Knowledge includes, “Those behaviors and situation which emphasize the remembering, either by recognition or recall of ideas, materials, or phenomena”. This means that the knowledge taxonomy is the ability to recall and remember information. It assesses learners’ retention of the idea and the learned concept. He adds, “In the learning situation, the student is expected to store in his mind certain information and the behavior expected later is the remembering of this information”. (Blooms, 1956, p. 25)

3.1.2.Comprehension:

Blooms (1965,p. 52) maintains that, “Probably the largest general class of intellectual abilities and skills emphasized in school and colleges are those which involve comprehension”. Consequently, comprehension level is believed to be the most crucial element that allows individuals to grasp, interpret, and understand a variety of information, ideas, and facts. In addition, Bloom (1956, p. 52) states that, “When students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it”.

3.1.3Application:

Benjamin, Blooms (1956, p. 68) points out that, “The application category follows this rule in that to apply something requires ‘comprehension’ of the method, theory, principle, or abstraction applied”. For him teachers frequently say, “If a student really comprehends something, then he can apply it”. In the same meaning, “At the higher level the learners do not learn from the fellow learners, rather they want to learn by apprenticing themselves”.

(Hyder, 2013; Kolb & Kolb, 2012). This means that the learners do not learn from their peers, instead they are looking out for knowledge on their own.

3.1.4. Analysis

Blooms (1956,p. 80) articulates that, “Analysis emphasizes the breakdown of the material into its constituent parts and detection of the relationship of these parts and of the way they are organized”. This entails that the analysis level is about breaking down components or information into several pieces, in order to gain better understanding of various phenomena and information.

3.1.5.Synthesis:

Bloom (1956,p. 89) states that synthesis is defined as, “The putting together of element and parts so as to form a whole”. Moreover he said, “This is a process of working with elements, parts, etc. and combining them in such a way as to constitute a pattern or structure not clearly there before”. This shows that synthesis is about having different parts and then trying to combine them in the process of generating new knowledge and building new meaning.

3.1.6.Evaluation:

Bloom (1956, p. 100) defines evaluation as “The making of judgments about the value, for some purpose, of ideas, works, solutions, methods, materials, etc. It involves the use of criteria, as well as standards for appraising the extent to which particulars are accurate, economical or satisfying”. It is about the process of saying something is good or not, based on particular standards.

The teaching of grammar plays a crucial role in every English language classroom. Through teaching it, teachers aim to enable learners to make progress in their linguistic competence.

Deductive and Inductive are two main methods of teaching grammar. Both the approaches are important to teaching grammar, each of them offers a variety of advantages and adapts to different learning preferences.

3.2. The Deductive and the Inductive Approaches (1999):

3.2.1. The Deductive Approach:

The deductive approach to teaching grammar involves presenting the grammar rules explicitly at the beginning of the lesson, then teachers come with detailed explanations of the rules, forms, usage and situation where these rules can be applied.

Hussey and Hussey (1997) define deductive research as a study in which a conceptual and theoretical structure is developed which is then tested by empirical observation ; thus particular instances are deduced from general influences.

According to Thornbury(1999), the deductive approach can be classified into three basic principles. First, it starts with a presentation of the rules by the teacher. Second he gives examples through which he highlights the grammar structure. Then, the students practice those rules using their own production. « A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied (Thornbury,1999).

Scott Thornbury (1999) in his book “*How to teach grammar*” claims this approach gets straight to the point and it can be time-saving because many rules can be simply and quickly explained and allow more time for practice. However, in the other hand, he contends that this approach encourages a teacher centered classroom, since the teacher explanation is often at a higher position than students' involvement and interaction.

3.2.2. The inductive approach:

“The inductive approach starts with some examples from which a rule is inferred”.(Thornbury,1999)

The inductive approach begins with contextualized examples that allow the learners to discover the grammar rules themselves through exploration and discovery. It is learner-centered since it promotes active engagement and critical thinking of the learners.

The deductive approach is a process where learners discover the grammar point themselves by examining the examples. A context is crucial in this method, because the pupils or students explore and deduce the rules from these contexts rather than isolated sentences. Thornbury (1999) explains this approach in three steps. First learners are presented with examples that serve as context, and these examples contain the target grammar rule they are expected to learn. Second, the students work on the examples and try to discover the rules themselves. After that, when they obtain the rule, the learners practice it by creating their own productions.

According to Thornbury (1999), one of the advantages of this approach is that since the learners discover the rules themselves, this makes the rules more meaningful, memorable and acquired. In addition, this method allows the learners to participate in the learning process more actively. Therefore, they are more motivated and attentive. On the other hand, he advocates that while using such method, much time and energy are spent to work out a rule. Deductive and inductive approaches are two main methods of teaching grammar proposed by the scholar Scott Thornbury (1999). Both of them have their advantages and disadvantages. The selection of which one to use can depend on a number of factors

including teachers' preferences, curriculum and learners' level, etc. However, a combination and a balanced integration of the two methods is generally accepted in EFL classrooms.

Conclusion

To conclude, the review of the literature chapter has focused on the clarification of different concepts of grammar from different perspectives. Then, it has reviewed some concepts related to lesson planning. Finally, it has presented the two theoretical frameworks of Bloom's (1956) Taxonomy of six cognitive levels, in addition to Scott Thornbury (1999) the deductive and the inductive approaches.

Chapter Two

Research techniques

and methodology

Introduction

This chapter focuses on the research design and methodology adopted in this work. It presents the research method and design, and the procedure employed for the data collection and analysis to answer the research questions being asked at the onset of the study. In addition, it offers a comprehensive justification for the chosen research approaches. Following the organizational pattern of this chapter, it comprises two main sections. The first section describes the procedure of data collection including the context of the study, the setting, the sample as well as, the data collection tools that include eight classroom observations conducted in two middle schools, in addition to interviews with four English teachers.

The second section is about the procedure of data analysis which seeks to describe how the collected data from the two research tools (classroom observations and interview) have been processed and analyzed.

1. Research Method

This present study adopts the mixed-methods research. It combines both the qualitative and the quantitative research methods. The mixed-methods research may be defined as “research in which the investigator collects and analyzes data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’ in fact, ‘Findings from the mixed-method research offer a holistic view of a phenomenon and provide additional insights into different component of a phenomenon which help for generate substantive theories” (Ventakesh et al., 2013). Additionally, “mixing two methods helps to produce a more complete picture and provides opportunities for greater assortment of divergent and complementary views ; which are valuable as they do not only lead to extra reflection and enrich our understanding of a phenomenon, but also open new avenues for future inquiries” (Teddle&Tashakkori, 2009) .

This method allows us to achieve richer and more detailed explanations about our research topic that cannot be reached by relying on one single paradigm only, besides, it assists us to answer the research questions being asked in the general introduction.

2.Context and Sample

The research setting for the current study was at Aïch Fatma and Adnane Mouhand Said middle schools in Azazga during the academic year 2023/2024, it began on April, 24th until, May, 2nd. The target population under this investigation is pupils of second and third year levels, and their EFL teachers of both middle schools. With such a large number of learners, the sample has been selected randomly which is about (120) learners and (04) EFL Teachers for the sake of gathering a significant insights concerning our research topic. Indeed, it is worth noticing that first and fourth levels have been excluded in this work. The first year level pupils syllabus focuses more on vocabulary, and communication over grammar. For the fourth level, the reason behind the exclusion was due to their preparation for their final exam (BEM), thus the remaining sessions were only devoted to general revision.

3.Data collection procedures

The integration of various tools plays a crucial role in clearly understand the subject being investigated. In the current study two research instruments have been adopted. In order to collect enough data about grammar activities integrated in EFL teachers' lesson plans, an interview for four teachers and eight classroom observation for 2nd and 3rd year middle school levels.

1. Interview

An interview is believed to be the most common research tool used in various fields of research. It is the process whereby individuals share, explain, and interpret the world

around them. Overall, an interview can be defined as a formal conversation in which the interviewer asks a series of questions to get valuable data and information about the interviewee's perceptions and experiences. Interviews can take several forms including, structured, unstructured and semi-structured. In this work a structured interview is prepared for teachers.

The structured interview is designed for EFL teachers in both middle schools of Adnane Mohand Said and Aïch Fatma. The interview of this research consists of eight questions, addressing the issues of grammar activities in EFL teachers' lesson plan, aiming to obtain qualitative data for the present investigation.

1.2.2. Classroom observation

Bell (2005, p.184), explained that "Observation can be useful in discovering whether people do what they say they do, or behave the way they claim they behave". Classroom observation then, is said to be an instrument that allows researchers to observe and watch teachers' and learners' actions and performances during the teaching and the learning processes, aiming to gain quantitative data about the addressed research topic. Within this study, classroom observation is conducted in both middle schools namely Aïch Fatma and Adnane Mohand Said, Our classroom observation has been guided by a checklist, which includes a section with eight items based on Bloom's Taxonomy (1956) six cognitive levels, and Scott Thornbury (1999), deductive and the inductive approaches. Its purpose is to know the way EFL teachers plan for their grammar instruction see appendix number,,,,,, and find out whether the grammar activities align with Bloom's Taxonomy (1956), and Thornbury's (1999) two approaches. Thus, it takes place with two classes at the second- and third-year levels, each taught by a different EFL teacher starts on 24 April until May 2nd in the academic year 2023/2024 .

2. Data Analysis Procedures

After gathering the necessary data, the information collected has been analyzed using two different data analysis procedures qualitative and quantitative. Concerning the quantitative data, a descriptive statistical method is employed. On the other hand, the Qualitative Data have been interpreted relying on the Qualitative Content Analysis.

2.1. Quantitative data analysis:

This current research adopts quantitative data analysis. It is a method used to get numerical data to analyze the results obtained from the classroom observation checklist, and the results of the grammar activities in EFL teachers' lesson plans. Besides in order to get precise data the rule of three has been used in this research which is applied as follows:

$$X = \frac{Z * 100}{Y}$$

X is the calculated percentage, Z is the value of the answer, and Y is the total number of the participants.

2.2. Qualitative Content Analysis

This present study focuses on qualitative content analysis. This latter , has been defined by, (Hsieh & Shannon, 2005) “a research method for the subjective interpretation of the content of text data” In simple words, qualitative content analysis is a process of analyzing the textual data obtained from the teachers through the interview.

Conclusion

To conclude, this chapter is devoted to the description of the research methodology and design. It emphasizes the use of multiple data collection tools and procedures. First of all, it provides an explanation of the context and sample. Moreover, it employs two research instruments, the interview for the teachers, in addition to the classroom observation. To end with, it clarifies the data analysis procedures used including quantitative data and qualitative content analysis.

Chapter Three

Presentation of the Findings

Introduction

The current chapter is empirical. It displays the results of our study. It contains three sections. The initial section shows the results gathered from the classroom observation. The second one is devoted to present the findings of the interview carried out with EFL teachers in both middle schools ‘AïchFatma and AdnaneMohand Said , Azazga , TiziOuzou’’. The last section demonstrates the findings obtained from the analysis of grammar activities in EFL teachers lesson plan.

1. Presentation of the Findings of the Classroom Observation

This section demonstrates the finding of the results obtained from the classroom observation which is divided into six sections relying on Bloom’s Taxonomy of six cognitive levels (1956) and, Thornbury (1999) Deductive and Inductive approaches.

The observed Items

ItemOne:Teachers’Techniques of Grammar Review Content and Student Involvement in the Learning Process:

This section aims to demonstrate the method used by EFL teachers in helping their students to review grammar content ,in addition, it highlights the learners active engagement

Table 01: Teachers Techniques of Grammar Review Content and Student Involvement in the Learning Process:

N°	ITEMS	Always	Sometimes	Never	Total
1	Teacher asks the learners to recall grammar rules and definitions.	8	0	0	8
2	The learners identify parts of speech of grammatical structures	7	1	0	8

As the table above shows, the observation of the eight classes was conducted in both schools from Wednesday, April 24th, 2024, to May 2nd, 2024, we have noticed that all the teachers interrogate their learners to recall grammar rules and definitions in the eight sessions. That is to say, teachers ask the pupils to revisit what they have seen in previous sessions. Accordingly, teachers move from general to specific; they start their lessons by introducing a given topic and later ask their pupils to draw definitions from what they have previously mentioned. As we have noticed that some teachers encourage their learners to identify parts of speech, except one, who directly introduce the rule by himself.

Item Two: Learner's Grasping Grammatical Points

This section is designed to demonstrate the extent to which the pupils comprehend some grammatical points during their learning process.

Table 02: Learners' Grasping of Grammatical Points

N°	Items	Always	Sometimes	Never	Total
1	Teachers ask the learners to re-explain the rule they have learned in their own words	7	1	0	8
2	The learners paraphrase the grammatical rules.	7	1	0	8

As it is illustrated in table one, we have noticed in seven sessions that teachers ask and encourage their pupils to re-explain and restate the rules using their own words, relying on texts that contain key points relevant to the grammar rules previously provided by the teachers. Hence, they ask them to write the key terms and to explain then, what they are about, what do they denote, However in one session given by another teacher, we have noticed that the learners are passive and the teacher is the authority. In fact, the teacher does not require them to re-explain or restate the rule instead he directly provides them with rules followed by examples. Second, it is illustrated in the other seven sessions that the learners are motivated to paraphrase the grammatical rule, they explain the rule differently through schemes. In the last session, the teacher presented the rule by writing it on the board.

Item 3: Learners' Application of Grammar Concepts

This section shows whether the teachers motivate and encourage the learners to apply what they have learned in real life context or not.

Table 03: Learners' Application of Grammar Concepts

N°	Items	Always	Sometimes	Never	Total
1	Teachers ask the learners to apply the grammatical rule through controlled activities	8	0	0	8
2	The learners are asked to apply what they have learned in contextualized situations.	8	0	0	8

As it is shown in the table above, we have observed in the eight sessions, all the teachers of the selected classes in both middle school asking their learners to apply the

grammar rule they have studied through exercises and concrete examples, as they have succeeded in engaging them in many activities such as fill in the gap, reordering tasks as well as oral tasks including dialogues and conversations between the learners , such types of activities established a real connection and interaction between them. Besides, the pupils have been involved in formulating concrete examples by themselves.

Item 4: Learners’ Analysis of Language and Grammatical Variations.

This section aims to show learners’ ability to analyze and examine the language as well as the emphasis of the use of some grammatical structures. Moreover, it articulates the extent to which the pupils are motivated to understand the language differences and similarities.

Table 04: Learners’ Analysis of Language and Grammatical Variations.

N°	Items	Always	Sometimes	Never	total
1	The learners analyze language samples and explain the use of specific grammatical structures	3	0	5	8
2	The learners are required to compare and contrast between different grammatical structures to reveal similarities and differences.	2	6	0	8

As a table above shows, from the whole of eight observation sessions, it is observed that the pupils are actively engaged in analyzing language samples and explaining the use of specific grammatical structures. Learners are asked to examine short texts and explain

the use of the grammatical structures. Nevertheless across the five observed sessions this practice is observed only to a limited extent, since teachers mainly ask learners to analyze examples in a brief manner, in which teachers' ask their learners to analyze some examples in a brief way. Moreover, we have observed in two sessions that teachers ask the learners to compare and contrast between certain grammatical concepts which facilitate the function and the use of each concepts in a real- life context, as, for the five remaining sessions, a lack of such procedure is noticed for some teachers who then explain that due to time constraints and the learners behavior which made it hard to be controlled.

Item 5: Learner's Synthesize Grammar Items

This section aims to reveal whether the learners are involved in the learning process by creating original texts or dialogues based on the rule acquired; also, whether they are asked to apply their skills in the writing and speaking processes.

Table 05: Learners Synthesize Grammar Items

N°	Items	Always	Sometimes	Never	total
1	The learners are asked to create original texts, essays, dialogues, in which they apply the grammar rule they have studied	1	7	0	8
2	The learners apply the grammar rule in writing assignments , presentations	0	8	0	8

The table shows that in all the observed sessions, all the teachers do not require the pupils to create original texts, or dialogues except in one session. One teacher asks their

learners to create original dialogues. Furthermore, the learners do not ask to apply the grammar rules in writing assignments and presentations.

Section 6: Teachers' Evaluation of Learners Grammar Acquirements

The following section seeks to demonstrate the evaluation process for learners' achievement.

Table 06: Grammar Acquisition.

N°	Items	Always	Sometimes	Never	total
1	The learners are asked to evaluate the appropriateness and accuracy of different grammar usage	0	8	0	8

This table articulates that in the eight sessions, a lack of evaluation level was observed. This was attributed to time constraints. In addition, this step according to the teachers is a bit hard for a learner at this level since he/she still beginner.

Item7: Teachers' Activities in Grammar Lesson Planning

This section shows the grammar activities integrated in EFL lessons plan.

Table (07): Teachers' activities in grammar lesson planning

N°	Items	Always	Sometimes	Never	total
1	The learners are asked to do activities related to deductive and inductive approaches	8	0	0	8

As the table shows, in eight sessions the integration of deductive and inductive activities is observed.

2. Presentation of the Findings of the Interview:

1: Do you plan your grammar lessons before delivering them to your learners?

This question aims to know whether the teachers take into account the planning of grammar content before introducing it to their learners seeking to fulfill their diverse needs during the learning process or not . All the interviewee confirmed that they do plan their grammar lessons.

2: Do you think that lesson plan is important? Why?

Relying on the answers gathered from educators, it is found that all of them do acknowledge the importance of lesson planning. Teacher A says for example: “lesson planning plays a crucial role to keep the learning environment in progress, and that grammar content aids the learners to express themselves and improve their capacities in writing and speaking” . The teacher adds that “planning the lesson is helpful for him to think about the materials, sequencing, timing and activities”. Teacher B maintains that “lesson planning is important for many reasons, as it is easier and effective, especially in guiding them during the lesson; it is an important element to achieve the intended outcomes”. Teacher C argues in their part that “lesson plan is very necessary since it helps teachers to align with the instructions according to the learners’ needs and abilities”. He adds that a “lesson plan makes the lesson steps and strategies clearer for both the educators and learners”. Finally, teacher D articulates that “lesson planning is crucial” and she added that “It is important, not only in grammar lessons, I always prepare my lessons because a well prepared lesson plan permits me to create a structured, an engaging and an effective learning experience for my pupils in

addition, It is a very important step in the teaching-learning process that helps us to present an effective lesson that suits the needs of the learners’.

3: How do you typically introduce new grammatical concepts to ensure that learners retain knowledge rapidly?

From the data we have gathered in the interview, we have noticed that all teachers share different opinions. Teacher A maintained “I introduce a new grammatical concept in real life context”. In the same context teacher B said: “I introduce a new grammatical concept to ensure that the learners retain rapidly, by making them use it in a real context”. Moreover, teacher C says “I personally adopt the inductive method in introducing grammar concepts using different steps of Bloom’s Taxonomy and real life situations so that the learners will be able to understand better the new grammatical ruler”. Concerning teacher D, she stressed that: “to present grammar lesson, I follow the steps of bloom’s taxonomy which are implemented in a PIASP and PPU frameworks”.

4: According to you, is it crucial for your learners to recall and understand the usage of multiple grammar rules or just memorizing them? If yes, can you please explain what strategies you implement for this?

Based on the educators' responses, all teachers argues that recalling and understanding the usage of multiple grammar rules are important. Teacher A agree that it is crucial for the learners to both recall and understand the usage of grammar rules rather than just memorizing them, furthermore, he/she maintain “understanding grammar rules helps the learners apply them correctly in various contexts”. Memorization without understanding often leads to errors. Moreover, teacher B said : “grammar rule is worth mentioning by the end as a reminder otherwise, Grammar is taught in context”. Teacher C articulates “for me it is important that learners memorize the grammatical rules and understand their usage when using

the language to communicate. For that, it is better to ask the learners to apply these new grammar concepts in real life situations set by the teachers''. For teacher D, she/he asserts''Yes it is, for this we use many strategies , first as completing dialogues and presenting it in peers , second the use of MCQ (multiple choice questions) to check learners' understanding and enhance their critical thinking for the use of different materials such as slates , pictures, videos , songs and games''.

5: To what extent do you think applying grammar rules in real world context is essential for your pupils?

According to teachers' answers, applying grammar rules in real life context is essential for many reasons. Teacher A says''It helps the learner to apply what they have learned inside and outside the classroom, establishes an effective communication, fluency and accuracy while speaking. Moreover, teacher B claims that: 'It enhances their learning process as it keeps them in progress''. Teacher C articulates that (she already explained this in her previous question) which her answer is as follow: ''For me , it is important that learners memorize the grammar rule and understand their usage when using the language to communicate for that it is better to ask them to apply these new concepts in real life situations set by the teacher''. Concerning the teacher D, she says that : ''It is crucial that the use of grammar in real context is important as it helps them to express well and in detail what they see and compare it to real life situations in which the grammatical structure is implemented. For example, learners are going to use the grammatical structure when they face a situation in their real life that is like they have seen and studied in the class''.

6: Some teachers tend to encourage their learners to analyze and compare different grammatical rules and points, what's your vision concerning that?

On the basis of teachers' answers, we have noticed that some of these participants do not put much importance on comparing different grammatical rules, as they have said. Teacher A says that "It is useful to compare different grammatical rules and points". In the same context, teacher B adds "It is useless to compare grammatical rules and points". However, according to teacher C, she says that "the comparison and analysis encourage and help learners to have analytical thinking and deduce the language concepts, so it will be easier for them to understand the use of these language concepts". In addition, teacher D stated that, "generally, the learners' analyze structure alone and it's up to the learners to use them in one situation because this is the aim of studying grammar".

7: How do you engage your learners to generate insights about grammar concepts?

Why?

We have noticed that all of the teachers' have the same vision, where they have explained that generating insights involves creating an interactive student centered learning environment.

8: What types of activities do you include to supervise learners' mastery of grammar rules (deductive or inductive)? Why do you select such ones?

According to the data, there are some activities in common between the four EFL teachers. In this respect, teacher A says that "I include a variety of activities designed to assess and reinforce their understanding such as reordering , filling in the gaps , spotting mistakes and correcting them, putting the verbs in the correct tense , cross out the odd word". The teacher claims that these activities are selected to ensure that the learners have the opportunity to practice and master grammar rules in various contexts. Teacher B adds that: "I

include many activities like grammar drills , finding the mistakes and their correction, filling in the blanks , and correcting tenses, words formation...such activities are selected because they suit students level , as they enhance their critical thinking’. Teacher C states that: ‘There are many activities that help the learners understand better the grammar concepts such as fill in the gaps , choose the right word , sentence transformation, word formation and these tasks are selected according to the lesson objectives and learners abilities and needs’. Concerning the teacher D, she/he explain s‘‘we provide learners with three types of tasks : a) structure-based task that aims to help the learners to form correct sentences using the targeted structure. b) meaning-based task to help the learners to understand more the cases of the use of the target structure. c) Communicative based task: the use of the target structure in real – life situations’’, as include some tasks such as fill in the gap; put the verbs in the correct tense...etc. They maintain that the activities based on the deductive approach are time saving since learners were already given the rules, and that the activities based on the inductive approach enhance learner’s critical thinking.

3. Presentation of the Findings of the Analysis of Grammar Activities:

Grammar activities in EFL teachers’ lesson plan:

The analysis of these grammar activities in EFL teachers lesson plan are in accordance with Bloom’s Taxonomy (1956) and Scott Thornbury (1999) (deductive and inductive approach).

1. The analysis of grammar activities in EFL teachers’ lesson plan in accordance to Bloom’s Taxonomy of six cognitive level:

Bloom's Taxonomy six cognitive level	Activities	Percentages
Knowledge	2	10%
Comprehension	6	29%
Application	9	43%
Analysis	3	14%
Synthesis	1	5%
Evaluation	0	0%

Table 08: Blooms Taxonomy Six Cognitive Levels:

The results in the table above shows that grammar activities in EFL teachers' lesson plan rely on Bloom's Taxonomy levels. Specifically, 10% of activities about the knowledge level, and 29% of them are based on the comprehension level, In addition, 41% relate to the application level, 14% to the analysis level, and 5% to the synthesis level. Finally, 0% are centered on the evaluation level, which demonstrates a lack of emphasis on higher-order thinking skills.

2. The analysis of grammar activities in EFL teacher's lesson plan in accordance to Thornbury(1999) , deductive and inductive approach(1956)

Thornbury approaches	Activities	Percentages
Deductive	14	67%
Inductive	7	33%

Table 09:Thornbury Deductive and Inductive Approaches:

The findings in the table above display that 67% of activities within EFL teachers lesson plan are under the deductive approach, whereas, 33% of them are based on the inductive approach.

Conclusion:

This chapter has presented the findings obtained from the three data instruments used in this study; classroom observation, the teachers interview and the analysis of grammar activities. This was for the sake of getting reliable data about the questions asked in the general introduction. The next chapter will discuss and interpret the results of each data instruments in relation to the two analytical framework used in this study.

Chapter four:

Discussion of the

Findings

Introduction

The current chapter is devoted to the discussion and the interpretation of the findings of our current research entitled ‘Grammar activities in EFL teachers lesson plan’. It comprises two parts to answer the research questions. The first one examines grammar activities in relation to Bloom’s Taxonomy cognitive levels. The second part is about the integration of the deductive and inductive approaches in designing grammar activities. To better interpret the findings of the present study, the results are discussed in relation to previous research on grammar teaching and lesson planning in EFL context.

1. Grammar Activities in relation to Bloom’s Taxonomy of Cognitive Levels

First of all, in our analysis of eight (8) sessions, we have observed the way the cognitive level “**Knowledge**” is manifested in grammar activities designed by the teachers. During these different sessions, teachers encourage pupils to recall basic elements, rules and definitions to help them build a strong knowledge of the lesson. Teachers, additionally, engage learners to identify parts of speech and grammatical structures to reinforce their understanding, except for one teacher who deductively introduces these elements to their learners. Accordingly, the results show that 10% of grammar activities in the observed EFL teachers lessons are based on the knowledge level. **Example:**

Lesson: “Should and shouldn’t”, In this part, The teacher began the lesson by asking students to review and recall what they have seen in the previous sessions. For example, the teacher says “what was our last lesson”? Please, someone to tell us what have we studied last session.
Learners: we have seen pollution and its different types.

This level aids educators to test learners understanding of multiple concepts of grammar rules and this ensures that the learning outcome is achieved. For instance, in task 5, the learners are asked to identify the types of each sentences (**Affirmative, Negative and Interrogative**), and the pupils need to recognize as well as to identify each type.

Another activity is, “Match each word with its corresponding definition”, the learners should demonstrate that they are able to recall and recognize the meaning of each word individually. In this sense they need to define concepts based on previous knowledge to know that, ‘**Ozone layer is a layer of gases that protects the earth from the harmful radiation of the sun**’. In general, knowledge is an intriguing aspect in the grammar of English. Bloom4S Taxonomy (1965, p. 79) states that, “The major behavior tested in knowledge is whether or not the student can remember and either cite or recognize accurate statements in response to particular questions”. That is to say, knowledge is the ability for the learners to recall what has been taught, and their recognition of many concepts. In this context, grammar knowledge is needed to be remembered. Blooms Taxonomy (1956, p. 47) states that, “Probably the art of testing has been developed to the greatest extent in the measurement of knowledge”. That is, testing is an essential point to be able to assess students’ knowledge. The teachers confirm this in the interview, in which they agree that asking learners to recall basic knowledge enhance their skills to retain what has been taught. In addition, one of the teachers argue that she relies on Blooms Taxonomy cognitive domains implemented in PIASP (Presentation, Isolation, Analysis, Stating the rule, Practice) and PPU (Presentation, Practice, Use) models. These are two frameworks that were recently suggested by the ministry of education to be used. Both frameworks are similarly implemented in teaching grammar, especially their alignment with Blooms ’Taxonomy. They encourage learners to retain knowledge, understand it, apply it, analyze, synthesis and then evaluate it. This guarantees learners are not only memorizing as they will struggle to use them in real-world context.

Secondly, we have observed in seven sessions how teachers motivate and ask the pupils to re-explain and reformulate the grammar rules and points in their own manner. By doing that, the Learners show their understanding of the grammar material. Teachers encourage the learners articulate the grammar rules using their own words. Through this process, the teachers aim to improve their students' understanding of the topic. As an exception, it was observed in one session that the teacher do not incorporate such strategies. Instead, he directly provide the learners with an explanation and recalling the rule by himself in addition to examples to make it simpler. The results demonstrate that 29% of the planned activities are based on comprehension level, For example, in the lesson causes and effects of pollution the teacher ask pupils to complete a given table with information from the text about pollution, they are asked to read it carefully and then extract the different types of pollutions which are: air pollution, soil pollution and water pollution. Then, the learners were required to articulate the causes of these pollutions according to what they have read.

Moreover task 16 on page 136 in school books requires the learners to write the appropriate heading for each column 'since' or 'for'. Learners were able to answer the question, and that they put (since) for the following words: **last month/ January 23rd / yesterday**, then they put (for) for: **A month, a long time, five minutes**. Another activity was about reading the text and then choosing the correct answer. In this task, it is up to the learners to read the text and then understand all the included information, they should then choose the right answer. Moreover, the teacher provided them with the same text to be read orally and then to answer open and close ended question such as, **when will he visit Djurdjura? Will you come with him?**

Another activity that focused on the comprehension level, a handout was distributed to the learners containing a text on pollution, then, again the learners were asked to read it carefully then label the four given pictures. The learners here were asked to name each picture on the

basis of what it represented. These kind of activities aim to demonstrate the students grasping and understanding of multiple concepts that has been taught. It is worth noting that understanding what is being communicated is a best way of effective learning. Accordingly, Bloom (1956, p. 89) argues that “Translation means that an individual can put communication into other languages, into other terms, or into another form of communication”. The individual translation from one form to another denotes the full grasp of what is being communicated. In addition , Blooms’ theory (1956, p. 93) articulates that, ‘The essential behavior in interpretation is that when given a communication the students can identify and comprehend the major ideas which are included in it as well as understand their interrelationship’. This shows that the comprehension level plays a crucial role in showing the extent to which students understand grammatical concepts.

Moreover, the teachers’ responses, it is emphasized that recalling and understanding the usage of multiple grammar rules is more important than only memorizing them. According to them, it is important to understand grammar concept to be able to use language in a real-life communication. One of the teachers advocate for using MCQ (Multiple choice question) to check learners’ understanding and enhance their own critical thinking. MCQ enhance students’ creativity since it encourages higher-order thinking by asking them to analyze, and apply the learning process in real context. This leads to life-long understanding of various concepts. Moreover, the integration of several effective materials such as, slates, pictures, videos, songs and games are believed to be an effective method to achieve the desired outcomes.

In addition, during the eight sessions, we have noticed the implementation of the Application level through activities provided by the teachers. Teachers engage the learners to apply in multiple times what they have seen and acquired in a contextualized situation through exercises such as fill in the gap activities, reordering, dialogues and conversations as

well as examples. That is to say, the learners are motivated and required to practice the grammar content in real life situations and interactions. The application level centered 43% all grammar activities included in the observed teachers' lesson. For example, task 2 required learners to turn the following sentences to the future: I go to Tunisia, do you make your passport on Monday? Moreover, the following tasks required learners to fill in the gap with **'Since or For'** and then write the correct form of verbs in Italic between brackets, here are some examples of the activity: (Activity 17 on page 136)

1. The IUCN (list) some Australian tree Kangaroos as threatened species...for years
2. Native to Africa (Kenya, Tanzania, Namibia) the black rhino (be) on the IUCN...red list of critically endangered species...Almost thirty- two years.

Another activity on the same page focused also on the application level and required the pupils to use 'How long' in a question about a provided sentence, as in the following example: Algeria has been a member of UNESCO since 1962. **'How long has Algeria been a member of UNESCO?'** One of the teachers' distributed a handout that contains the following activity: Put the verbs between brackets in the right form. Example: Hello, I'm Mona, tomorrow **(to be)**...a beautiful day, I **(to go)**...to Ain Taya beach with my family ...etc. Another task, in which the learners are asked to complete a dialogue using **(be going to)**. Furthermore, the pupils are asked to read the text in the handout then complete the table with the Information from the text, the table has two columns , the first one is types of pollution. And the second one was about its causes. One more activity, complete with **So / Because**, here two sentences are provided then it is up to the learners to apply 'so and because' in the right place. In addition, the teacher asked the learners to complete a conversation with **'Must or Mustn't'** , and another activity where they are asked to complete with **'Should and Shouldn't'**.

To sum up, it is deduced that the application level allows the learners to put and to use what they know in real-context. In fact, Application can be defined as the ability to apply what has been learned in a concrete situation. Relying on the analysis of the data obtained from the interviews, it is clear that all teachers emphasized the fact that applying grammar rules in real-world context is essential for the learners. For them it's the best way to let their pupils use language inside and outside the classroom. Moreover, it is a more suitable way to achieve accuracy and fluency when speaking, in this context, fluency may be defined as 'the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication' (Crystal, 1977; Bryne, 1986; Nation, 1991). On the other hand, 'Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language.' (Bryne, 1988).

Moreover. During the eight sessions, it was noticed that learners were actively engaged in the analysis of the language samples. In addition to the explanation of the use of specific grammatical patterns. Moreover, in six sessions, we noticed that teachers required learners to compare and contrast grammar to reinforce their understanding of the lessons. Concerning the two remaining sessions, this step was not observed; the teachers skipped such technique because of time constraints and learners' behavior, which made it complicated for them to control the class. Analysis level centered 14% of the planned activities. An Example of this, an activity that required learners to reorder the following words to get correct sentences, such as:

1. El Hama/ Visit/ Will/ She.

2. Will/ Travel/ She/ France/ To.

3. Not/ London / Alex / Going / TO / in / . / Visit/ In summer.

In fact, teachers who include analysis activities all focused on the same question,*^\$ the learners must analyze the individual words separately and their grammatical function (S/V/C) to grasp how they would complete each other and will create well coherent sentences. This type of activities helps the learners to think critically. Analysis is an important element as it encourages students' critical thinking. It helps them to break down element or component into parts, analyze language samples, in addition learners become able to compare and contrast different grammatical components. In this context, Blooms Taxonomy (1956, p. 145) argues that,

‘Analysis as an objective maybe divided into three types or levels. At one level the students is expected to break down the material into its constituent part, to identify or classify the elements of the communication. At the second level, he is required to make explicit the relationships among the elements, to determine their connection and interaction. A third level involves recognition of the organizational principles, the arrangement and structure, which hold together the communication as a whole’.

In fact, we noticed divergence in the educators' opinions when they were asked about their visions concerning analyzing and comparing different grammatical points. One teacher claime that ‘It is useless to compare grammatical rules and points’, on the other hand, other teachers insisted on the importance of letting their learners analyze and compare grammar points. For them, it is the most appropriate way to motivate students to develop analytical thinking, as an instance during the lesson one teacher ask learners about the difference between the past simple and the present perfect, another one asked them about the difference between must and mustn't , should and shouldn't. Hence, it is clear that comparing and analyzing grammar concepts is an important aspect in using a language correctly in a communicative situation.

Furthermore, in our observation, we have noticed that in seven sessions, teachers did not implement a technique in which they interrogate the learners and ask them to create original texts, or essays in which they apply the grammar rule. This is justified by time constraints. In addition to that, teachers' argued that such tasks are implemented generally in homework and

exams rather than within one single session. However, in one session we observed that one teacher integrated similar technique. We have seen that the teacher required and encouraged the learners to create dialogues relevant to the topic they have studied, by doing so, the educator fostered the learners understanding of the rule and their critical thinking. This allowed them to apply what they have studied in real context and conversations. In such a way, the learners apply their knowledge, promote and develop their vocabulary and communication skills and enhance their abilities to use the language correctly and in real life situations. Additionally, we observed in the eight sessions that the learners did not apply the grammar rule in writing assignments, presentations. Synthesis in this study occupies 5% of the observed grammar activities, for instance, one activity required from the learners to look at the picture and ask their partner about them as in the following example:

You: Will you take a photo?

Your partner: Yes, I will/ No, I will not.

In this task, the teacher performs a pictures on the data show, based on them, the learners need to establish a dialogue, in which they apply grammatical concepts they have learned. Synthesis aims to encourage the learners to produce a speech or dialogue which helps them to develop their communicative competence.

In reality, Synthesis is considered to be an important aspect in grammar lesson and activities as well. In the sense that learners are asked to be creative, and think critically, Bloom (1956, p. 163) claims that, ‘Synthesis is a category in the cognitive domains which most clearly provides for creative behavior on the part of the learners’. Moreover, Bloom (1956, p. 163) Bloom added, “In synthesis, the students must draw upon or element from many sources and put these together into a structure or pattern not clearly there before”. From the teachers’ answers, it is confirmed that this step is very important as they agreed on the fact that

generating insights about grammar concepts involve, creating an interactive students centered learning environment. This steps deepens learners grasping of some concepts, that is to say, they will move beyond the process of just memorizing to the process of understanding, allowing them to improve their overall language skills proficiency by promoting their own critical thinking. This way of learning encourages the implementation of collaborative activities such as, peer and group work that fosters discussion and exchange ideas and knowledge about grammar.

Additionally, during the eight sessions, it is observed that teachers do not engage their learners to evaluate the appropriateness and accuracy of different grammar rules and usage. Teachers justify this by time constraints and added that, according to them, such implementation and level is a bit hard for a learner of a middle school who is considered as an English beginner. From the results of the analysis of the grammar activities in EFL teachers' lesson plan, we notice the exclusion of such cognitive domain, in which 0% was centered on this level. Although this last one was neglected, Blooms' Taxonomy, (1956, p. 148) claims that, "Evaluation represents not only an end process in dealing with the cognitive behavior, but also a major link with the affective behaviors where values, linking, and enjoying (and their absence or contraries) are the central processes involved" . This confirmed the extent to which evaluation plays an important role in motivating learners in their learning process.

The current study found that EFL teachers design grammar activities mainly aligned with the lower-and mid-level cognitive skills of Bloom's Taxonomy(1956), a little emphasis is given to evaluation level .This aligns with Medaoui and Nait Messaoud (2017) who reported that the Algerian secondary school teachers focus on meaning and form based grammar activities .

2. The Integration of the Deductive and Inductive Approaches in Designing Grammar Activities

In eight sessions, the integration of deductive and inductive activities has been observed. On the basis of the current research, 33% of grammar activities are presented in an inductive way. Some EFL teachers adopt this strategy for teaching grammar aiming to guide the learners to deduce the grammatical points through examples and discovery. For instance, teacher A asks his learners to grasp the basic structure of a simple future tense sentence in English as well as classifying the subject, verb and object using the future simple. That is, the pupils are actively engaged with the language by arranging and reordering the words; such type of task promotes deep understanding and profound memorability of grammar and syntax through active participation and interaction. The same teacher in activity N3, adopts the same strategy, this time the learners are required to look at pictures selected by the teacher and ask their partners. The pictures chosen are relevant to the topic of the lesson and the pupils construct sentences based on their observation of the pictures and infer the grammatical rule. The same thing is carried out with teacher B in his task N3 about the use of 'how long'. Thornbury adds (1999, p. 49): "In an inductive approach, on the other hand without having met the rule, the learner studies examples and from these examples derives an understanding of the rule". In simple terms, this approach leads learners to discover new insights based on examples and tasks, and by implementing such a strategy, this promotes interaction and critical thinking and fosters an interactive and enjoyable classroom environment.

Moreover, 67% of activities are presented using the deductive method of teaching. The educators provide their pupils with a clear explanation of the grammatical structures followed by examples, so that the learners can build a meaningful understanding of the topic, which they can then practice in their writing and speaking skills. For example, the teacher C, in his task about "Should and Shouldn't", gave sentences that the learners have to complete with whether should or should not, knowing that the rule was already given and explained, which they must apply to show what they have understood. The same teacher followed the same strategy in the task 2 in another session that was about "Must and Must not". On the other hand, teacher B in his lesson about 'Since and For, provided the learners with an activity in

which they are asked to put whether ‘since or for’ in the appropriate heading and apply their previous understanding of the explanations provided by the teacher. Scott Thornburry (1999, p. 29) defines this method as: “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied” , teachers confirm that they include inductive activities , for them the inclusion of inductive activities enhance students’ critical thinking , that is, learners will be able to observe and to analyze examples and then draw conclusion, in the same context, critical thinking is defined as ‘The capacity for investigating and assessing one’s thoughts to improve them.’(Paul and Elater, 2009) moreover, critical thinking helps the learners to evaluate the information presented in any given context. Accordingly, ‘Critical thinking enables students to explore and evaluate topics and decide their own academic choices in language learning’ (Nold, 2017). On the other hand, they claimed that giving deductive activities is a time-saving since the learners are already given the rule, in the sense that, they just need to apply them in real-life context.

On the other side, the present study observed that teachers implement both deductive and inductive approaches suggesting a more balanced strategy in middle school classroom. Regarding learners engagement and autonomy, the result of the current research align with Bentouati and Haroun(2019) who highlighted while teachers plan for learners autonomy,learners may not yet be fully ready to manage their own learning .for 2nd and 3rd year middle school learners this study shows that a well-designed grammar activities can promote active participation and engagement , despite higher-order cognitive tasks are rarely addressed.

Conclusion

This chapter displays the results obtained from the two data instruments; the classroom observation checklist in addition to the interview administered to four EFL teachers, as well as the results of the two analytical frameworks used in the review of the literature (Blooms Taxonomy and Scott Thornbury). In the sense that, both hypothesis of this current research are confirmed.

General Conclusion

General Conclusion

The current dissertation dealt with grammar activities in EFL Teacher's lesson plan in both middle schools: AdnaneMohand Said and Aïch Fatma in Azazga, Tizi-Ouzou. The overall aim of this research was to explore the integration of grammar activities within EFL teachers' lesson plans, relying on two analytical frameworks. This research attempted to achieve two main objectives. The first objective was to show the different types of activities that EFL teachers implement in their lesson plans, and whether these activities align with the six cognitive levels proposed by Benjamin Bloom in his work *Bloom's Taxonomy*. In simple words, the aim was to know whether these six cognitive levels are present and how the teachers integrate them in their grammar tasks. The second objective was to reveal which teaching strategy the educators adopt when planning the activities, specifically whether the tasks are presented and introduced following the deductive or the inductive approach suggested by Scott Thornbury (1999).

To carry out this study, and answer the research questions asked in the general introduction, as well as confirm or to refute the hypotheses, a mixed-method research was used, combining both qualitative and the quantitative research methods.

The data were collected using two main instruments. First, we conducted different classroom observations in both middle schools, focusing on the second and third level to examine how the teachers introduce the grammar activities in the classroom and what techniques they use. As for the second instrument, we conducted structured interviews with four EFL teachers, aiming to get more insights and information about their teaching methods and objectives.

Concerning the analysis of the data, for the quantitative data, we relied on the rule of three. The qualitative data on the other hand, were analyzed using the qualitative content analysis to interpret and discuss the findings obtained from the interviews. In addition to that

we have analyzed the grammar activities provided by the EFL teachers in relation to the two analytical frameworks guiding our research. Blooms' Taxonomy six cognitive level (1956) and, Scott Thornbury (1999).

The analysis of the classroom observation indicated that the majority of the teachers encouraged their learners to be active participants in their learning process. Furthermore, the results demonstrated the presence of the three lower cognitive levels Knowledge, Comprehension and Application, suggested by Benjamin Bloom. On the other hand, the cognitive level analysis was indicated in some activities, but some other teachers did not integrate this level. Whereas the level of synthesis appeared in one activity. Moreover, the evaluation level was excluded from all the sessions, which means that; the learners were not encouraged to evaluate the appropriateness of different grammatical elements. These results then confirm the first hypothesis stated in the general introduction. Despite the absence of the evaluation level, all the other levels were indicated. Concerning the inductive and the deductive approaches, all the teachers except one adopted the inductive method when introducing lessons, guiding learners to deduce rules on their own. However, in the activities, teachers combined both inductive and deductive approaches. In such a way, the second hypothesis is confirmed, since the two approaches were noticed.

The results of the interviews administered to four teachers, showed that all of the EFL teachers in the middle school do plan their activities before delivering them to their pupils. According to them, the integration of such learning activities fosters students' achievement of objectives. This indicates the fact that tasks in lesson planning is an essential step in language teaching since they structures the lessons, cater to the needs of the learners and facilitate the learning environment. By doing so, the teachers aimed to help the learners build a deep and memorable understanding of the lesson.

Similar to other research works, this current study faced a variety of challenges during the accomplishment process. One of the limitations of the current study is that we initially planned to observe fourth-year classes in addition to the third-year ones, however we were only able to work with the second and third year levels, as the fourth year classes were not available due to their preparation for the final exam and their sessions were devoted to revisions. Another limitation was the number of the classroom observation sessions that we have conducted which were unfortunately fewer than what was desired and expected due to the end of the year. In addition, we didn't succeed in collecting all the desired data earlier like the interview and this was due to their supervision of the BAC exam, and then correcting the papers. That is, they were under pressure, hence, we were obliged to wait for them until they finished. In fact, this delayed our study progress, so we couldn't collect the needed data in time. Despite these obstacles, the collected data remain relevant and reliable for the objectives of our work. We made significant efforts to make our work relevant and the data gathered accurately reflect the teaching methods adopted by the EFL teachers.

To conclude, we hope that the results of this work about Grammar activities in EFL teachers' lesson plans will open other interesting research works to be explored in the future. For further research, we recommend that researchers delve deeper into the topic to gather more data, particularly regarding the cognitive level of evaluation, which was excluded in this study, knowing that it is one of the most important skills that must be included in every session.

List of References:

- Aliyu, A. A., Abdu, A. A., Kasim, R., & Martin, D. (2015). Research Framework development on the Effect of intangible location attributes on the values of residential properties in Jos, Nigeria. *Developing Country Studies*, 5(16), 8–30. <https://www.iiste.org/Journals/index.php/DCS/article/view/25014>
- Bentouati, K., & Haroun, K. (2019). Enhancing EFL Learners' Autonomy through Lesson Planning: The Case of First-Year Literary Classes in Hammadi Mohamed and HamkiIdir Secondary Schools of Tizi-Ouzou. <https://dspace.ummo.dz/handle/ummo/16483>
- Bloom, B. S. (1961). *Taxonomy of educational objectives: The Classification of Educational Goals*
- Bloom, B. S. (1961). *Taxonomy of educational objectives: The Classification of Educational Goals*
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Heinle&Heinle Pub
- Cobbett, W. (1986). *A Grammar of the English Language (1832)*. Academic Resources Corp
- Damayanti, S. (2020). RELEVANCY THE COMPONENTS OF THE ENGLISH LESSON PLAN. *ENGLISH JOURNAL*, 12(2), 68. <https://doi.org/10.32832/english.v12i2.3772>
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36 DOI: <https://doi.org/10.46809/jpse.v2i2.20>

- Doyle, L., Brady, A., & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing*, 14(2), 175–185. <https://doi.org/10.1177/1744987108093962>
- Haggag, H. M. (2019). Using Google Classroom in enhancing communicative grammar use and attitudes of Non-English specialized post graduates. *European Scientific Journal ESJ*, 15(1). <https://doi.org/10.19044/esj.2019.v15n1p261>
- Harmer, J. (1983). *The practice of English language teaching*. Longman Publishing Group.
- Hastuti, D. P., Kristina, D., & Setyaningsih, E. (2022). Developing Thinking Reading Classrooms: Insight from Pre-Service EFL Teachers' Lesson Plans and Classroom Instructions. *Register Journal*, 15(2), 201–221. <https://doi.org/10.18326/rgt.v15i2.201-221>
- Hyder, I., & Bhamani, S. (2016). Bloom's Taxonomy (Cognitive Domain) in Higher Education Settings: Reflection brief. *Journal of Education and Educational Development*, 3(2), 288. <https://doi.org/10.22555/joeed.v3i2.1039>
- Lan, L. S. (1994). Fluency and Accuracy in Spoken English---Implications for Classroom Practice in a Bilingual Context. *The English Teacher*, 23(2).
- Madaoui, K., & Saida, N. M. (2017, July 1). Investigating the Teaching of Grammar in the Algerian Secondary School: the Case of Third- Year Level. <https://dspace.ummtto.dz/handle/ummtto/5645>
- Madaoui, K., & Saida, N. M. (2017b, July 1). Investigating the Teaching of Grammar in the Algerian Secondary School: the Case of Third- Year Level. <https://dspace.ummtto.dz/handle/ummtto/5645>
- McConnell, C., Conrad, B., & Uhrmacher, P. B. (2020). *Lesson Planning with Purpose: Five Approaches to Curriculum Design*.

- McKay, S. (1987). *Teaching grammar: Form, Function and Technique*.
- Nelson, G., &Greenbaum, S. (2013). *An introduction to English Grammar*. Routledge.
- Richards, J. C., &Renandya, W. A. (2002). *Methodology in language teaching: An Anthology of Current Practice*. Cambridge University Press.
- Savage, J. (2014). *Lesson planning: Key concepts and skills for teachers*. Routledge
- Thornbury, S. (2008). *How to teach grammar*.

Appendices

Appendices

Appendix one :

THE INTERVIEW :

Dear EFL teachers, we are master' students and we are conducting a researchon grammar activities within teacher's lesson planning strategies for middleschool. First of all we would like to thank you for taking time to meet withus today and your presence is greatly appreciated .As a part of our study and inorder to meet the diverse goal of this research, we politely seek your answers tothe following inquiries , and we promise that all your responses will be strictlykept confidential and used for academic purposes only.

THE QUESTIONS :

Q1. Do you plan your grammar lessons before delivering them to your learners ?

Q2. Do you think that lesson plan is important ?Why ?.

Q3.How do you typically introduce new grammatical concepts to ensure that learners retain knowledge rapidly ?.

Q4.According to you, is it crucial for your learners to recall and understand the usage of multiple grammar rules or just memorizing them only ?.If yes, may you please explain what strategies you implement for this ?.

Q5.Could you please elaborate on the way you ensure that grammar activities in efl lesson plan cater studentsneeds ? In addition to this, to what extent do you think applying grammar rules in real-world context is essential for your pupils ?.

Q6.Some teachers tend to encourage their learners to analyze and compare different grammatical rules and points, what's your vision concerning that ?.

Q7.How do you engage your learners to generate insights about grammar concepts ?Why ?.

Q8. What type of activities you include to supervise learners mastery of grammar rules, (deductive or inductive) ? Why do you select such ones ?.

Thank you for your participation.

By FerhatiYasmine and HadjaliYasmine. Master two students in Didactics of foreign language.

Appendix two


THE SIX COGNITIVE LEVELS	TECHNIQUES OF GRAMMAR ACTIVITIES LESSON PLAN	OBSERVED	NOT OBSERVED	TO SOME EXTENT
KNOWLEDGE	<p>.Teachers ask the learners recall grammar rules and definitions.</p> <p>2.Students identify parts of speech or grammatical structures</p>			
COMPREHENSION	<p>.Teachers ask the students to re-explain the rules they have learned using their own words</p> <p>2.The students paraphrase and summarize the grammatical rules</p>			
APPLICATION	<p>1.Teachers ask the learners to apply the grammatical concepts and rules through controlled exercises.</p> <p>2.The learners are asked to apply what they learned in contextualized situations</p>			
ANALYSIS	<p>1.The learners analyse language samples and explain the use of specific grammatical structure.</p> <p>2.The learners are required to compare and contrast different grammatical structures to reveal the similarities and differences</p>			
SYNTHESIS	<p>1.The learners are asked to create original texts,essays,dialogues(etc) in which they apply the grammatical concepts they have learned.</p> <p>2.The learners apply the grammar rules in writing assignments, presentation(etc)</p>			

EVALUATION	1.The learners are asked to evaluate the appropriateness and accuracy of different grammar usage.			
DEDUCTIVE AND INDUCTIVE APPROACHES	The learners are asked to do activities related to deductive and inductive approaches			

Appendix Three :

Text:

Pollution



There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of air, water and land by waste, chemicals, smoke and other harmful substances.





The emission of smokes from factories and cars are big causes of air pollution which produce acid rain, smog and a hole in the ozone layer.

Water is also suffering from pollution because of the millions of tons of litter being thrown into the seas every year.

Pollution is also caused by the fertilizers and pesticides used by farmers for the soil.

It is up to us to stop damaging the environment. We all should act green and fight the pollution by using the 3 R's!

1. Read the text carefully then label the following pictures:

air pollution 3 R'S soil pollution water pollution

2. Complete the table below with information from the text:

Types of pollution	Causes
air pollution	emission of smokes from factories and cars...
soil pollution	
Water pollution	the millions of tons of litter being thrown --- year

3. Match each word to its corresponding definition:

Words	Definitions
Acid rain	fog and smoke.
Ozone layer	rubbish and garbage.
Smog	rain that contains dangerous chemicals from factory gases.
Waste	a layer of gases that protects the earth from the harmful radiation of the sun.

4. Complete with So / because

- The nature is losing its purity because of the pollution.
- Pollution becomes a serious problem so we must act rapidly against it.

Task 02: (oral) Read again and answer the questions:

- 1- Will Redha visit Yema Gouraya?
- 2- When will he visit Djurdjura?
- 3- what are the outdoor activities that he will practise?
- 4- Will you come with him?

Task 16. I write the appropriate heading for each column: "since" or "for".

- last month / January 23rd
- my childhood / my last birthday
- yesterday / 14:00 pm

- a month / many years
- a long time / five minutes
- two centuries / twelve hours

Task 17. I fill in each gap with "since" or "for" and write the correct form of the verbs in italics between brackets.

1. The IUCN (*list*) some Australian tree kangaroos as threatened species four years.
2. Many wildlife organizations, such as the World Wildlife Fund (WWF), (*consider*) the Australian Koala as a vulnerable species 2014.
3. Native to Africa (Kenya, Tanzania, Namibia), the black rhino (*be*) on the IUCN red list of critically endangered species almost thirty-two years.
4. Wild dogs and ferrets (*endanger*) the life of New Zealand's kiwi a number of years.
5. Reindeer are vulnerable species that (*live*) in Siberia, Mongolia, Finland, Norway, Greenland, Canada and Alaska the beginning of time.

Task 18. I ask questions on the underlined words in task (17) using the question words "How long" as in the example:

Sentence: Algeria has been a member of UNESCO since 1962.

Question: **How long** has Algeria *been* a member of UNESCO?

Task 02: I put the verbs between brackets in the correct form

Hello, I am Mouna. Tomorrow (to be)a beautiful day. I (to go)to Ain Taya beach with my family. I (to play)with sand but I (not/ to swim) because I have flu.

Complete a dialogue using “ Be going to”:

Ahlam: Where are you going to spend your next summer holidays?

Me:.....

Ahlam: Are you going to travel by bus or car?

Me:.....

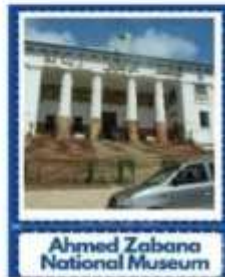
Ahlam: Where are you going to stay?

Me:.....

I order the words to get correct sentences:

- 1) El Hama/ Visit/ Will/ . / She
- 2) ?/ You/ The great mosque/ Will/ Pray/ In.
- 3) Not/ Stay/ Mona/ Will/ In/. / El Djazaire

Task 03: Look at the pictures and ask your partner about them as in the following example (pair/oral)(application)
you: Will you take photos ?
Your partner: (Yes,I will/ No, I will not)



Task 01 :According to the text you read about pollution , i complete the sentences with **should** or **shouldn't**:

1. We burn trees.
2. We walk or ride a bike to school.
3. We leave the tap running.
4. We turn off the light when we leave the room.
5. We recycle waste paper , bottles and cans.
6. We drop litter in the street.

Task 02: I complete the following conversation with **must** or **mustn't**:

A: what we do to have clean air ?.

B: We drive cars less , we equipment.

A: we burn our household garbage ?.

B: No , we

Identify the type of each sentence:

- 1) I Will visit Djurdjura National Park.
- 2) Redha will not hunt animals.
- 3) Will you come with me?

Turn the following sentences to the future:

- 1) I go to Tunisia.
- 2) Do you make your passport on Monday?
- 3) They don't come on Monday.