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Which Appraoch to Teach Grammar

Case study: 2nd Year Foreign Languages Med Belkheir
Secondary School-ELBayadh

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Dedications

I dedicate this work to my parents,

to my dear sister Yamina,

to my fiance Abderrahmane,

and to my friends especially Om Elkheir.

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Before all, I thank Allah for helping me accomplish this work.

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List of Acronyms

ALM: Audi-Lingual Method

CBA: Competency Based Approach

CBI: Content Based Instruction

CLT: Communicative Language Teaching

DM: Direct Method

GTM: Grammar Translation Method

NA: Natural Approach

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

TBI: Task Based Instruction

TPR: Total Physical Response

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Abstract

Grammar plays a great role and position in the learning process, specifically in learning foreign languages. Thus, the language cannot be learnt if its grammar is not mastered. For this reason, there are several approaches and methods which help teachers teach grammar and pupils learn it. This study is intended to show the different approaches and methods to teach grammar in the Secondary school. It also aims to see its effectiveness on the students' learning and attitudes. To achieve these aims of study, two main research tools were used. The interview was used to collect data from teachers and the questionnaire was administered to the second year pupils in Med Belkheir Secondary school in El Bayadh. The results display that teachers use the indirect method based on competency based approach; sometimes they use both methods, deductive and inductive. Pupils seem to be motivated to learn grammar. They rather prefer the teacher's explanation of the grammar lesson and the cooperative learning to practise it.

General Introduction

Learning a new language, especially foreign language is not something easy, it needs to know and learn its components. One of these components is grammar.

Grammar is considered as an essential and basic part of any language. It is generally defined as a set of rules that govern the language. It became an important point of study by many researchers. Thus, it is included in the teaching and learning processes.

Learning grammar helps learners communicate easily with the language. In addition to that, it helps them develop the four skills, writing, speaking, listening, and reading. So, it enables learners to produce correct sentences, transmit meaningful messages, and comprehend the others' utterance. In other words, when learners become competent in grammar, they will be able to communicate with others even with those who they do not know.

Since grammar is considered as a difficult issue in learning, teachers try to facilitate it by looking for the suitable method to teach it. There are several approaches and methods of teaching grammar which can be classified into deductive and inductive methods of teaching. The former focuses on presenting grammar in isolation while the latter focuses on presenting the grammatical rules in context, in order to be used in real situation for communication. So, the problematic of this research is which approach to teach grammar in the secondary school.

This work attempts to answer the following questions:

- 1-Which approach teachers implement in teaching grammar in the secondary school?
- 2- What are the teachers' and learner' roles when they apply this method?

The hypotheses underlying these questions may be:

- 1-teachers implement the inductive method of teaching based on the competency based approach; or they use both methods of teaching, deductive and inductive.
- 2-teachers play the role as facilitator and monitor while the learners play the dominant role since they are autonomous learners.

General introduction

This research paper aims to show the different approaches and methods that are used in to teach grammar in secondary school. It also attempts to show its effectiveness on students' achievements and attitudes.

The data is collected through teachers' interview and pupils' questionnaire. The interview was made with English teachers in Med Belkheir Secondary school in El Bayadh. It aims to show the method that they implement in teaching grammar and how they deal with their learners using this method. The questionnaire was proposed for the second year pupils in the same mentioned school. Its goal was to see whether the applied method to teach grammar is suitable for them. Furthermore, it attempts to show its effect on the learners' level in grammar and to show their feelings towards it, also what they prefer as a method of learning grammar.

The present dissertation is divided into three chapters. The first chapter includes the theoretical part of this research. It tries to define grammar, gives an overview about it and how it became a part of learning. It defines also the approach, method, and technique and the distinction between them. Finally, it introduces briefly the main approaches to teach grammar. The second chapter explains the main approaches and methods to teach grammar. The third chapter contains the practical part of this research. The purpose of this part is to show the approaches and methods that the teacher implements to teach grammar in the secondary school in order to make a conclusion or further suggestion to teach it.

We faced some difficulties in preparing this dissertation. These difficulties are the lack of resources available locally. In addition to that, some students and teachers refused to answer some questions.

1.1 Introduction

Grammar plays a great role in the teaching and learning processes. Thus, it is very important to know its definition and history in teaching.

This chapter deals with theoretical part. It aims to simplify and clarify the meaning of grammar, its development over time, and its importance in the teaching and learning processes. In addition to that, it introduces the definitions of approach, method, technique, as well as the main approaches and methods in teaching grammar.

1.2 Definition of Grammar

In general, when we define the term grammar we define it as a set of rules in the language that help us make correct and meaningful sentences. Thus, grammar plays an important role in any language. This why, it became as a point of study by many researchers and linguists; each one has defined this term from his point of view. In this sense, we may ask the question what is grammar?

Scott Thornbury (2002) said that grammar is a form of rules that govern how languages sentences are formed. He also said that grammar is partly the study of what forms (or structures) are possible in a language. Grammar is also defined by Ur (1988) as the combination of words (or bits of words) in order to form longer units of meaning.

According to most researchers such as Swan, grammar studies the form and the combination of the words. In other words, it studies the structure or how words are combined together to make correct and meaningful sentences.

As illustration to this definition, Thornbury (2002) says that the study of grammar consists, in part of looking at the way ...forms are arranged and patterned. Swan (2011) says that grammar isn't an easy term which can be defined by any person. According to him it does not mean only the form like what the previous mentioned researchers said, it has also a function.

The term grammar has been defined clearly and simply including all the possible aspects in the oxford advanced learners dictionary of current English with Taiwanese translation as follow: "The study or science of, rules for, the words into sentences (syntax), and the forms of words (morphology)". While in the oxford dictionary it is

defined as: “the whole system of structure of language or languages in general, usually taken as consisting of syntax and morphology”. (Oxford dictionary, 2008, p. 187)

In addition to that, Larsen-freeman said that grammatical structures morph syntactic form; they are also used to express meaning (semantics) in context appropriate use (pragmatics).

From these previous definitions, we may say that grammar studies morphology, syntax, and semantics. It means that grammar studies the formation of words, their order in the sentence, and their meanings.

1.3 History of Grammar Teaching

Grammar saw a big change over history. Before the 16th century, Latin was considered as the dominant language in all fields such as commerce, religion and even education. Through time, its status is decreased. “as status of Latin diminished from that of a living language to that of an “occasional” subject in the school curriculum, the study of Latin took on different function”.(Richards and Rodgers, 2012, p. 3).

Concerning grammar teaching of this language, Kelly (1969) and Howatt (1984) mentioned in book of approaches and methods in language teaching that children entering “grammar school” in the sixteenth, seventeenth, and eighteenth centuries in England were initially given a strict introduction to Latin grammar, which was taught through rote learning of grammatical rules, study of conjugation, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue”. (ibid, p.4).

From this, we notice that grammar became an important point of study by many researchers. Teaching of grammar, as traditionally practised, does not promote such an alliance. On the contrary, it is the formal properties of the device which are commonly given prominence. (Widdowson, 2012, p. 95).

French, Italian, and English languages gained in importance as a result political changes in Europe. There is a need and importance of teaching these languages and their grammar. In addition to that, the assembly for teaching English grammar was born in the late 1980s with Edward Vavra who interested in the teaching of grammar and concerned about its neglect.

The assembly for teaching English grammar was developed and became an assembly of the National Council of Teachers of English. Its main focus is to include grammar in teaching and to encourage its effectiveness in teaching and learning processes, also to provide a forum for discussion about grammar.

In the book of teaching and learning in the language classroom Krashen argued that grammar can be acquired naturally from meaningful input and opportunities to interact in the classroom. Grammatical competence can develop in a fluency-oriented environment without conscious focus on language forms. (Hedge, 2011, p. 145).

1.4 The Role of Grammar in Language Teaching

Any person cannot learn and communicate with language without knowing its grammatical rules and structures. So, it is important to include grammar in the teaching and learning processes because it has a great impact on the development of the personality.

According to Ellis (2006) grammar teaching provides learners attention with some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.

Grammar teaching helps the learners acquire grammatical knowledge and know its suitable use. When the learners become more competent in grammar, they can perform better in real situations and they can engage in real communication even within foreigners.

According to Nunan (1991), Grammar helps learners to perform better in the target language, and those who lack the grammatical level, they can't communicate well. (Nunan, 1991, p. 297).

In addition to this, grammatical rules also help also the students develop various skills such as writing, speaking...It enables students to communicate, transmit meaningful messages and understand the others' messages using these skills which are developed by grammar teaching. For example, the learner can use written or oral form to convey his message to the other.

Thornbury(2002) mentioned in his book “how to teach grammar” different attitudes of different researchers toward role of grammar teaching. For example Stephen krashen said that the effect of grammar teaching...appears to be peripheral and fragile”(Thornbury, 2002, p.14) While Tom, Hutchinson say that a sound knowledge of grammar is essential if pupils are going to use English creatively.

According to Thornbury (2002), there are arguments of putting grammar in front in second language teaching:

- Grammar is a kind of sentence-making. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity”.
- The teaching of grammar, it is argued serves as corrective against the kind of ambiguity.
- Research suggests that learners who receive no instruction seen to be at risk of fossilizing sooner than those who do receive instruction.
- By tidying language up and organizing it into neat categories (sometimes called discrete items), grammarians make language digestible.
- Grammar offers the teacher structured system that can be taught and test in methodological steps.
- Regardless of the theoretical and ideological arguments for or against grammar teaching, many learners come to language classes with fairly fixed expectations as to what they will do there. (Thornbury, 2002, p.15).

Furthermore, the book of “grammar alive” provides us with some important goals of teaching grammar which aims to provide direction and context for grammar instruction up through the completion of high school .These goals are:

- Every learner from every background will complete school with the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when use of Standard English is appropriate.
- Every learner will complete school ability to analyze the grammatical structure of sentences, using grammatical terminology correctly and demonstrating knowledge of

how sentence level grammatical structure contributes to the coherence of paragraphs and texts.

This means that understanding the elements of the sentences and their combination with each other helps pupils to form meaningful paragraphs and texts. As well as, it develops their writing skills to transmit correct and meaningful messages.

-Every learner will complete school with an understanding of and appreciation for, the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering Standard English, students will also demonstrate an understanding of the equality in the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard, as well as an understanding of language-based prejudice.(Hussamen, Benjamin, 2003, p. 4)

This means that grammar helps pupils know the language varieties and understand its appropriate use. For example which kind of language they use to communicate with their friends, teachers.....

The writers in this book mentioned that teachers can ask themselves about their lesson plans to see whether learners are achieved these goals or not:

-Are students applying grammar in real communication context or not?

-Does the lesson take audience and purpose into consideration?

-Will the lesson broaden the students' understanding of and respect for different languages?

-Are students using grammatical terminology correctly?

1.5 Definition of Approach, Method, Technique

Before moving to the main approaches of teaching grammar, firstly we distinguish between three essential terms which are linked to the teaching and learning processes: approach, method, and technique.

Approach is a wide concept that contains the other two terms. Technique is the smallest element while method contains many techniques; it is between approach and method.

The book of Approaches and Methods in Language Teaching states that Anthony proposed a scheme in 1963 about approach, method, and technique:

“The arrangement is hierarchical. The organizational key is that techniques and carry out a method which is consistent with an approach...”

He defines and describes the three concepts as follow:

...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught....

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

...A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent within a method, and therefore in harmony with an approach as well. (Richards and Rodgers, 2012, p. 2012).

Methods in teaching depend generally on the teachers’ role in the classroom. There are some issues about the teacher roles in methods which are:

“(a) The types of functions teachers are expected to fulfil, whether that of practice director, counselor, or model, for example; (b) the degree of control the teacher has over how learning takes place; (c) the degree to which the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners”. (ibid, p. 28).

The next title will present the main approaches and methods in teaching grammar and how it can be presented by the teacher.

1.6 Main Approaches to Teach Grammar

Generally there are two approaches in teaching grammar, one is deductive and the other is inductive.

1.6.1 Deductive Approach

Deductive approach means direct, it can also be called rule driven learning in teaching grammar. This approach presents first the rule or in other words the target language then its application. According to this approach, the teacher presents the grammatical rules to the students with examples at the same time the learners are required to listen and understand the rules and later they can do practice.

About the application of the deductive approach, Thornbury(2002) provides some guidelines for when the rule is presented. Among them are:

- 1-the rule should be true.
- 2-the rules should show clearly what limits are on the use of a given form.
- 3-the rules needed to be clear.
- 4-the rules ought to be simple.
- 5-the rules need to make use of concepts already familiar to the learners.
- 6-the rules ought to be relevant. (Thornbury, 2002, P. 32).

In the deductive approach, the teacher should illustrate the presentation of the rule with examples in order to facilitate the comprehension to the students. So, the deductive approach is a way of teaching and it has positive and negative points.

1.6.1.1 Advantages of the deductive approach to teaching grammar

- 1-the deductive approach goes directly to the target language without wasting time
- 2-the rule can be more simply and clearly explained
- 3- It focuses on accuracy
- 4-the students can give a number of direct examples easily according to the rule given to them.

1.6.1.2 Disadvantages of the deductive approach of teaching grammar

- 1-Younger learners or those who have a low level may not be able to understand the rule and the concepts which are given by the teacher.

2-Beginning the lesson with grammar presentation may be off-putting for some learners since were given the target. So they became less motivated to do further research.

3-This approach may not allow students to involve and interact in the classroom while it encourages only the teacher to do efforts in order to transmit the message.

4-It focuses just on knowing the rules and it ignores interaction.

1.6.2 Inductive Approach

The inductive approach is an indirect approach that moves from specific such as data, observation into general (rule, theory).

In the domain of grammar and according to most of researchers, the inductive approach can also be called rule-discovery learning. So the teacher begins his grammar teaching by introducing some examples of sentences then he lets the students understand and check the grammatical rules by themselves. So, this way of teaching makes the learners active and at the same time it encourages them to develop their thinking in order to grasp the implicit rule.

Like the deductive approach, the inductive approach also has advantages and disadvantages which can be summarized as follows:

1.6.2.1 Advantages of the inductive approach

1-The inductive approach enhances the autonomous learning since it opens the door to the learners to discover the rule.

2-It makes learners active and motivated to know knowledge.

3-It creates an environment of interaction and communication either between the teacher and learners or between the learners themselves.

1.6.2.2 Disadvantages of the inductive approach

1-It wastes time in discovering the implicit rule.

2-It may lead the learners to have wrong concepts of the rule taught and it may fossilize errors.

3-It focuses on fluency and neglects accuracy

1.7 Conclusion

This chapter defined and discussed the meaning of grammar, its history and its importance in teaching. It introduced briefly and in general the main approaches to teach grammar which are inductive and deductive approaches. The next chapter will present these approaches and methods of teaching grammar in details.

2.1 Introduction

It is very important for teachers to transmit the target language in an effective way which allows students to understand it.

Teachers try to use the suitable method or approach to explain the lesson and to make the students motivated to learn. Thus, we may say that the teaching method has a great influence on the students' achievement.

This chapter tries to explain the different approaches and methods of teaching grammar in details which can be classified into deductive and inductive methods as we mentioned in the first chapter; taking into consideration the background and the principles of each method in order to make conclusion about the effective one.

2.2 Grammar Translation Method

Traditionally language was studied subjectively. Researchers in language were studying how the language should be taught rather than describing what really existed. One of those studies was the grammar translation method. What is the origin of this method, its definition and its main principles?

Grammar translation method is considered as the first and the oldest method of foreign language teaching. It has a great influence on teaching approaches from ancient time till now. It was called also the classical method because it was used in teaching the classical languages such as Latin and Greek. It emerged when people of the western world wanted to learn foreign languages.

Its origin goes back to the attempt of teaching languages by grammar and translation. So, the learners had to learn and know the grammatical rules of the target language in order to translate and interpret the text or the knowledge on their own language.

According to Freeman (2010), students would become more familiar with the grammar of their native language through the study of grammar of target language. And this familiarity would help them speak and write their native language better. (Freeman, 2010, p. 11).

Grammar translation method is characterized by learning and applying the grammatical rules in translating passages from one language to another. It focuses on

accuracy, errors are not acceptable. Concerning the four skills, it focuses on writing and reading rather than speaking and listening. Grammar translation method helps learners develop the reading and writing skills and it to communicate in accurate and meaningful way.

According to Richards and Rodgers (2012) there are seven characteristics of this method which may be summarized as follows:

- 1) Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
- 2) Reading and writing are major factors than speaking and listening.
- 3) Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. The grammar rules are presented and illustrated, a list of vocabulary items is presented and illustrated equivalent, and translation exercises are prescribed.
- 4) The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out to the target language.
- 5) Accuracy is emphasized.
- 6) Grammar taught deductively
- 7) The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language. (Richards and Rodgers, 2012, pp. 5-6).

As far as, grammar translation method plays an important role in the teaching domain exactly in the classroom. It follows a deductive model. In the classroom, the teacher presents the grammatical rules directly by illustrating it with examples while the students listen and understand at the same time, after they will be asked to apply the rules to various examples. In this case, the teacher has the authority in the classroom since he is the transmitter of the knowledge while the students are passive recipients.

In this method of teaching errors are not acceptable. As illustration to this point, Freeman (2010) argued that the correct answer in this method is considered as a very important point that the students should realize. When students make errors or do not know the answer, the teacher can provide them with the correct answer. (Freeman, 2010, p. 19).

There is another method of teaching which rejects totally grammar translation method. This method is called the direct method.

2.3 The Direct Method

The direct method is also another old method of teaching language. It came as a reaction of the grammar translation method. Sometimes it is called the natural method as Richards and Rodgers (2012) mention that the principles of the natural method provide the foundation of the direct method.

“A language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar”. (Richards and Rodgers, 2012, p. 11).

The direct method rejects and refuses translation. Its basic rule is no translation. In addition to this, in the book of techniques and principles in language teaching, Diller (1978), sees that the direct method comes from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no resources to the students' native language.

According to those researchers, the direct method bases on communicating meaning by teaching it through the use of demonstration, drawing and showing things without referring to the students' native language and translation. So, the goal of this method is to communicate and think in the target without translating. As illustration to this point, Frank, Westers say : “the direct method is of teaching foreign language through conversation, discussion and reading in the language itself, without using of pupils language”.(Frank, Westers, 1984, p.76).

Concerning grammar, the grammatical rules are learned inductively and unconsciously through speaking and reading. For some researchers, grammar cannot be

learned; it is acquired unconsciously in the same way that children acquire the grammar of their mother tongue.

These are some principles and procedures in the practical side of the direct method:

- 1-Classroom instruction was conducted exclusively in the target language.
- 2-Only everyday vocabulary and sentences were taught.
- 3-Oral communication skills were built up in a carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
- 4-Grammar was taught inductively.
- 5-New teaching points were introduced orally.
- 6-Concrete vocabulary was taught through demonstration, objects, and pictures, abstract vocabulary was taught by association of ideas.
- 7-Both speech and listening comprehension were taught.
- 8-Correct pronunciation and grammar were emphasized. (Richards and Rodgers, 2012, p. 12).

In the direct method, grammar is taught inductively. In this case the teacher presents the grammatical rule using illustration without using translation while the students are required to discover the rule from the examples. The teacher tries to make the rule implicit to make the students motivated to discover it.

As a result, this method gives the opportunity for pupils to interact with their teacher and to discover knowledge relying on their own. Furthermore, this will help them develop their oral and written skills since they are communicating through the target language. No explicit grammar rule would be applied. The students understand the grammar rule from example and practice.

2.4 The Audio-lingual Method

The audio-lingual method emerged and developed as a result of entry of United States into World War 2. At that time was an increase attention to foreign language

teaching. As a result of this, the government prepared American universities to develop foreign languages programs for military personal.

In addition to that, many foreign students entered in the United States in order to study in universities, so they need training in English before beginning their studies. This caused the emergence of audiolingualism in the mid – 1950s.

The audio-lingual approach bases on imitating sentences because there were no textbooks for some languages. According to Freeman (2010), it is an oral-based approach and it is like the direct method. He also mentioned that Fries led the way in applying principles from structural linguistics in developing the method, and this why sometimes called “Michigan Method”. (Freeman, 2010, P. 35)

According to Richards and Rodgers (2012), a number of learning principles emerged and it led to psychological foundation of audiolingualism. (Richards and Rodgers, 2012, p. 57). This means that learners acquire the patterns of the target language through conditioning. They respond correctly to stimuli through shaping and reinforcement.

In the classroom, the teacher presents the language orally and repeats it several times while the students respond on the teacher by listening and memorizing what the teacher is saying. In this case, teachers try to help the students to use the language communicatively and automatically without stopping to think. This means that the teacher plays the role of leader while the students are required to repeat and imitate him.

Grammar teaching followed an inductive model. “The rules of grammar should be taught should be taught only after the students have practiced the grammar points in context” (Richard and Rodgers, 2012, p.51).

2.5 Total Physical Response

The total physical response is another method for teaching language. It was developed by James Asher. The book of “approaches and methods in language teaching” stated that Asher sees that children respond to physically before they begin to produce verbal responses while adults should recapulate the processes by which children acquire their native language. (Richards and Rodgers, 2012, p.73).He draws three influential learning hypotheses:

- The existence of a specific innate bio-program for language learning
- Brain lateralization defines different learning functions in the left-and right-brain hemisphere”.
- Stress intervenes between the act of learning and what is to be learned; the lower the stress, the grater the learning.

The goal of the total response method is to teach the oral proficiency at a beginning level. In the total physical response, “the analysis of the exercise types reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items” (ibid, p. 75).

Grammar is taught in an inductive way. This means that total physical response focuses on meaning rather than the forms of items and the imperative drills are the major classroom activity. In addition to that, Freeman talks about this method and about how it studies with grammar. He says: “vocabulary and grammatical structures are emphasized over other language areas”. “The meaning is made clear through body language” (Freeman, 2010, p. 114).

In the physical response theory the teacher gives chance to students to respond either verbally by speaking or nonverbally through gestures. He should be tolerant on the learners’ mistakes and correct just the major and important errors.

The total physical response aims to develop oral fluency rather focusing on correcting errors. But what about the natural approach?

2.6 The Natural Approach

The natural approach was developed by Tracy Terrell in 1977. Then he worked with Stephen Krashen. They published their book “The Natural Approach” in 1983 which contains principles and practice of this approach.

The natural approach sometimes called the direct method. It focuses on teaching communicative abilities “is similar to other communicative approaches being developed today” (Krashen and Terrell, 1983, p. 17).

Krashen and Terrell refuse and reject the previous teaching methods such as the audiolingual method which sees grammar as central part of language. This means that

they focus on meaning. For them language is a way of communication and transmitting meanings.

Concerning grammar, Thornbury (2002) views that there is a natural order of acquiring the grammatical items, irrespective of the order in which they are taught. It means that learners acquire the grammatical rules naturally without instruction through communication. (Thornbury, 2002, p. 19).

Richard and Rodgers (2012) support this idea by saying that grammar of the target language is taught inductively in the natural approach and focus is on communication rather than structure. They mentioned two distinct ways of developing competence in second or foreign language according to the acquisition/learning hypothesis. These ways are:

The “natural” way which refers to “an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication” while the second one is “learning” this refers to “a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for “learning” to occur and correction of errors helps with the development of learned rules” (Richards and Rodgers, 2002, p. 181).

There are three stages in this method which are proposed by Krashen and Terrell (1983). In the pre-production stage, students participate in the language activity without having to respond in the target language. They develop their listening comprehension.

In the early-production stage, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns. In this stage they can make errors since the teacher focuses on meaning rather than structure or form. He tries to let the students communicate meanings fluently. In the speech emergent stage, students can make further practice using games or complex activities in order to solve problems.

2.7 Communicative Language Teaching

The origin of communicative language teaching goes back to the changes in the British language teaching tradition from the late 1960s.

This method became as a reaction to the traditional methods. It shifted from studying the grammatical competence into studying the communicative competence. What these two terms mean? Communicative language teaching sets as its goal the teaching of communicative competence. (Richards, 2006, P. 22). We notice that communicative language teaching has relation with communicative competence. Thornbury says: “communicative competence consists of more than simply the knowledge of rules of grammar”. (Thornbury, 2002, p. 22).

In this sense he makes a distinction between grammatical competence and communicative competence. According to him, the first term refers to the linguistic knowledge that helps us to produce sentences in language. It focuses on sentence as unit of analysis and practice since it provides us with rules of grammar and exercises to practice it.

Grammatical competence is an important element in learning but sometimes students have the grammatical knowledge and know its suitable use, but they lack the communicative competence.

From this, we may say that communicative competence is the realization of this grammatical knowledge in real situation for communication. Richards (2006) provides us with some aspects of language knowledge that communicative competence includes:

- knowing how to use language for range of different purposes and functions.
- knowing how to vary our use of language according to the setting and participants for example when we use formal and informal speech.
- knowing how to produce and understand different types of texts.
- knowing how to maintain communication despite having limitations in one’s language knowledge. He pointed that many researchers argued that “grammatical (linguistic competence) is merely one component of what they call communicative competence.(Richards,2006,p.3).Communicative competence is defined as “knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and how to do this in a socially appropriate way”. (Thornbury 2002, p. 18-19).

To illustrate this idea more, the book of approaches and methods in language teaching mentioned that communicative approach in language teaching begins from the

theory of considering the language as communication. It develops the idea of Hymes (1972) “communicative competence”. He uses this term in order to compare the Chomsky’s theory of competence.

“Linguistic theory is concerned primary with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance” (Chomsky, 1965, p. 3).

From the previous information, we may say that Chomsky focuses on the linguistic competence which helps speakers to produce an infinite number of correct grammatical sentences. While the ethnographer Hymes sees that communicative competence is more important than grammatical competence. It means that the ability to use the language in real situation for communication is important than producing an infinite number of correct grammatical sentences.

“Communicative language teaching can be understood as a set of principles about goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the role of the teachers and learners in the classroom”(Richards, 2006, p. 2).

Communicative language teaching aims to use the language in real situation. Teachers are required to involve their learners in the lesson. They try to engage them in activities which give them the opportunity to interact with each other and learn depending on their own. Their role is to provide the students with texts which are authentic to the needs of learners, ones which they can interact.

“ the range of exercises types and activities is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction”(Richards and Rodgers, 2012, p. 165).

In this case teachers try to work with students rather than making control on them. This helps students to interact, exchange ideas with each other and even with their teachers.

Teachers try just to guide students and facilitate things to them rather than taking the authority in presenting the lesson while the students try to be autonomous in their learning.

As a summary of what has been said Richards and Rodgers (1986, pp.166-167) states that Breen and Candlin describes teacher roles in the following items:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts. The second role is to act as an independent particular within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as resource himself, second as a guide within the classroom procedures and activities...A third role for the teacher is that of researcher is and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities". (1980, p. 110).

They describe also the learner role as “negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”. (1980, p.110).

It is argued that communicative language teaching is learner centred approach. It bases on communication and it gives importance to fluency rather than accuracy.

“Vocabulary and grammar are then chosen according to the functions being taught. A sequence activity is similar to P.P.P lesson cycle is used to present and practice the function”. (Richards, 2006, p. 11).

This means that the teacher presents the grammatical rule to the students using indirect way. He can introduce a situation which contains the target language that students should be learned using different ways such as: story, dialogue, grammar explanation....This way helps in motivating the students and their thinking to find the grammatical rule.

In this case the teacher can let the students work in groups or interact in the classroom. They show their predictions and discuss their opinions with the teacher and with each other. The teacher can also ask students to apply the grammatical rules in examples through communication.

2.8 Content Based Instruction

Content based instruction is another approach of teaching which aims to create an interactive classroom.

Content based instruction is “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching that language itself separately from the content being taught”(Krahnke, 1987, 65).

From this definition we may say that content based instruction is an indirect way of teaching. It is based on content and it aims on transmitting meaningful content to students.

Richards (2006) argued that Content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. In addition to that he provides us with some principles and basic points about language learning using the content based instruction:

- People learn a language more successfully when they use the language as means of acquiring information, rather than as an end in itself.
- Content based instruction better reflects learners’ needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all the language skills.

In addition to that, Richards and Rodgers (2012) suggested that content based instruction based on two principles. According to them, people learn more when they use the language as a way of acquiring information. As well as content based instruction reflects the learners needs to learn a second language.

Concerning grammar, the content based instruction helps the teacher to present the target language or the rule in content in order to motivate the students. This helps the students to become autonomous in their learning. They try to interact with each

other, with the teacher in order to discover the target language. In other words, the content based instruction helps the learners to play an active role in classroom. In this sense Freeman (2010) says: “when English is used as the bases for teaching school subjects, learners often bypass grammatical accuracy since their primary concern is mastery of content rather than development of language accurate language use”. Errors are accepted in learning and the focus is more in content.

To sum up, content based instruction is in the “learning by doing” school of pedagogy. But what about the task based instruction?

2.9 Task Based Instruction

Task based instruction or the task based language teaching is an approach of teaching which based on the use of tasks. It proposes the notion or the term “task” as a central unit of planning and teaching”. So what is a task?

A task has different definitions as Richards (2006) mentioned in his book communicative language teaching. According to him it is defined as something that learners do or carry out using their existing language resources. It is also characterised by its focus on meaning.

According to him tasks can be classified into two types in the task based instruction. The first one is pedagogical tasks which are classroom tasks. These kinds of tasks are intended to require the use of specific interactional strategies and may also require the use of specific types of language (grammar...). The second type is real-world tasks which reflect real-world uses of language.

In contrast to the traditional approaches, task based approach focuses on communication and engaging the learners in interactive tasks. Grammar is taught through interactive tasks and the learners are required to discover the grammatical rules from these tasks. In this sense, Richards (2006) says that advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as by product of engaging learners in interactive tasks.

Traditionally grammar was presented by applying the PPP model through presentation, practice, and production. In presentation: the teacher presents the new grammatical structure and checks the students understanding. In practice, the students practice the new rule in controlled context through exercises or drills. Then in

production, students do practice using the new structure in different context, often using their own content or information.

Thus, the task based instruction rejects this model because it focuses on accuracy rather than rather than fluency and developing grammar in use. It aims to facilitate the students understanding and give them the opportunity to interact and express the meaning on their own.

2.10 Cooperative Language Learning

Cooperative language learning is called also collaborative learning. It is a kind or methodology of learning that aims to make students learn or work with each other either in groups or in pairs. It considered as a good way of learning since it helps the learners to build a positive relationships with each other. It motivates them to learn and give them the chance to achieve better through involving them in cooperative tasks.

According to Richards and Rodgers (2012), cooperative language learning is seen as an extension of the principles of communicative language teaching. It promotes communication and interaction in the classroom. “Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning” (Johnson et al.,1994, p. 4).

Cooperative language learning is an indirect way of teaching and learner centred approach. According to this method grammar is taught inductively. The learners develop their communicative competence, share their opinions, and practice the grammatical rules in cooperative learning groups. They try to be active in the cooperative tasks to evaluate their learning.

Teachers also play an important role in this method. They try to organize and the classroom environments and the cooperative groups in order to make the students comfortable to learn. They provide the students with tasks to provoke their thinking in order to create, evaluate, analyze, apply, understand, and remember (or what is called: Bloom’s taxonomy). Another teacher’s role is to facilitate the learning for students and help them to understand what is difficult.

The cooperative learning groups are classified into three types. According to Johnson et al (1994) there are formal cooperative learning groups which are established for a specific task and it aims to involve students to work together in order to achieve

shared learning goals. The second type is informal cooperative learning groups which aim to facilitate learning during direct teaching. The third one is cooperative base groups which can be lasted for year and it gives chance for students to give each other the support, encouragement and help.

2.11 The competency Based Language Teaching

The competency based approach is one of the new methods of teaching grammar. It emerged in the United States in the 1970s. It is related to the competency based approach which was emerged in the same year.

According to Richards and Rodgers (2012) the competency based language teaching approach is an application of the competency based education. It is built on the notion of communicative competence ad it aims to develop functional communication skills of learners.

The competency based approach teaches grammar in context to be used for interaction and communication. Thus, it aims to develop the speaking skill not only writing. It is a good method for motivating students to learn grammar. It allows them to show their abilities and performance in the classroom through exchanging ideas, asking questions and forming decisions.

To sum up, the competency based approach gives students the chance to learn grammar depending on their own. Learners do not fear from making mistakes because mistakes are part of learning, they have the opportunity to grasp the rule. The teacher who uses this method tries to help and monitor the learners to be effective in the classroom.

2.12 Conclusion

This chapter tried to show the different approaches and methods of teaching grammar in details. From the previous mentioned information we may say that these methods of teaching can be classified into direct and indirect methods. Nowadays, the competency based approach is the last method which is applied in Algerian schools to teach grammar.

3.1 Introduction

Nowadays, the question is not about grammar itself but it is about the way of teaching it. Thus, this chapter aims to show the approaches and methods that teachers use in teaching grammar in the secondary school. It also aims to show the attitudes of the pupils and their levels in grammar according to these methods of teaching.

3.2 Teachers' Interview

3.2.1 Sample study: The sample of this study is three English teachers in Med Belkheir Secondary school in El Bayadh. These teachers responded to the interview which contains eight questions about teaching grammar.

3.2.2 Description of the interview: the interview was selected as a tool of collecting data from teachers. It consists of eight questions. The first one is general question that aims to gather personal information about the teachers' experience in teaching English language.

The other questions are about the methods and approaches they implement in teaching grammar, how they motivate their students to learn grammar and other issues that are related to grammar teaching.

3.2.3 Results' Analysis

Teacher one: The first teacher has been teaching English for five years. Sometimes she uses the direct method to teach grammar and sometimes the indirect method according to the learners' level. She sees that this method fits her learners. This teacher does not rely only on the textbook; she uses other materials for grammar to make variation in the lesson. She presents the grammar lesson using examples, pictures, and telling stories in order to motivate the learners more.

When the learner answers and makes grammatical mistakes, the teacher lets him/her finish. Then, she corrects the mistakes by herself or she asks the other classmates to correct it. So, for this teacher it is very difficult to assess the learners in grammar.

Teacher two: As the first teacher, the second one has been teaching English for five years too. She presents the grammar lesson through examples. Then, the learners will deduce the rule. In this sense, she uses the indirect way of teaching grammar. The reason behind implementing this method is to make a collective work and to make

every one participate in the classroom. According to her it is a suitable way of teaching and it fits her learners.

In presenting the grammar lesson, she uses the text book and the other materials according to the learners' needs. She also sees that the use of funny techniques such as games is a good idea because it makes the learning process very useful and full of energy.

This teacher always tries to motivate the pupils to learn grammar by telling them about its importance in developing their writing and pronunciation abilities. In addition to that, applying the indirect approach allows the learners to be active in the classroom and to discover the grammatical rules depending on their own.

The teacher takes into account the grammatical mistakes. She corrects grammar errors when learners answer because she wants to hear a full correct answer and if she lets them communicate using mistakes, this will become a habit for them and this will decrease their level in grammar and even in English language.

For her, it is difficult to assess learners because their level is different. Another suggestion is that there are pupils who are good at speaking, they participate and discover the rule but they make mistakes in writing. So, it is difficult to assess them.

Teacher three: This teacher has been teaching for three years. She uses the indirect method of teaching that bases on the competency based approach. This method helps the learners to draw the rule by themselves. She says that she states an example and she helps the pupils analyze it. Then, they draw the rule together; after that, the learners are going to give examples. This method fits the learners in some points.

The teacher uses the textbook but most of the time she gives extra practice for particular grammar lessons. She thinks that teaching grammar lesson using funny techniques help learners and motivate them more. But it is better to practise it through activities to test the learners' understanding. In order to motivate her pupils to learn grammar, she shows them its importance in the language since it is considered as the essential part to learn the whole language. So, it is better to learn the correct grammatical rules in order to produce and perform correctly in real situation.

The grammatical mistakes are not accepted when the learners answer because grammar is rules that are structured and well organized. Pupils should follow these

rules. For this teacher, it is easy to assess her learners because the purpose is to check their understanding.

3.3 The Pupils' Questionnaire

3.3.1 The sample: There were a large number of pupils in the Secondary school of El Bayadh. For this reason, it was suitable to get information from a sample population. This sample of study is the second year learners of literature and foreign languages classroom in Mohamed Belkheir high school in El Bayadh. The classroom contains 31 learners, 22 females and 9 males.

3.3.2 Description of the questionnaire

The questionnaire is a set of questions which are written or printed in order to gather information about a particular topic. There are two types of questionnaire, close-ended which is a form of limited questions such yes/ no questions that requires short and restricted answers. The other type is open-ended questions which allow learners to give suggestions and to write freely their answers. So, the use of questionnaire saves time. In addition to that, it is a good way for all the informants to receive the same question in the same manner.

In this research, the questionnaire was used as a tool of collecting data in order to know the approaches and methods that are used in teaching and learning grammar in the secondary school of El Bayadh. It is divided into two parts. Section one consists of pupils' age and gender. Section two contains seven questions about learning grammar and the attitudes of the learners towards it.

In this research, the informants were 31 students, 22 of them females and 9 males, aged between 16 and 18. In the first question, we asked the pupils about their opinions on learning grammar.

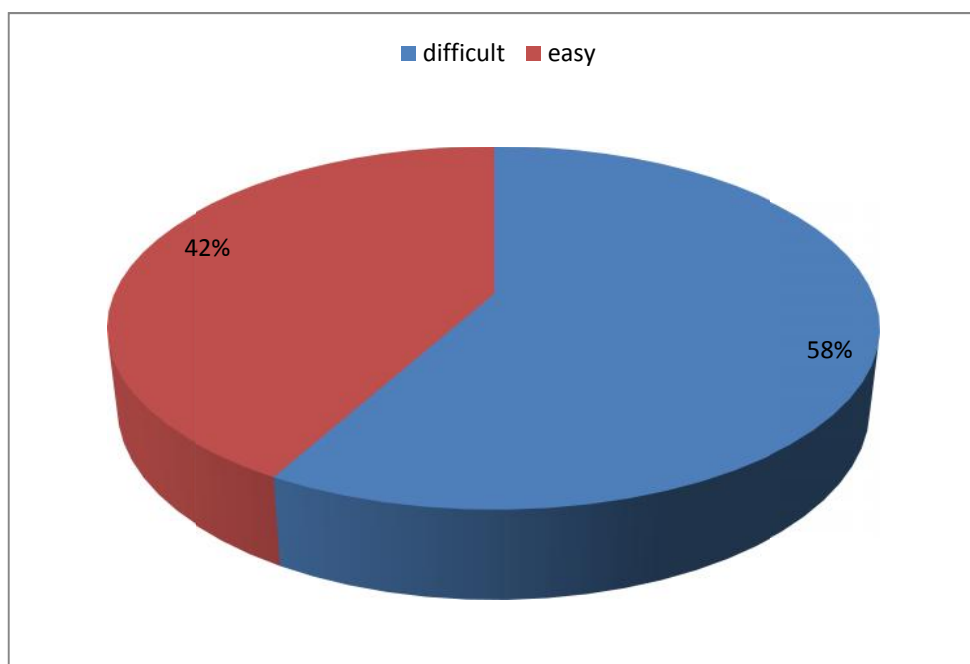
Learning grammar is:

a) easy

b) difficult

	Number	Rate
Difficult	18	58%
Easy	13	42%

Table 01: The evaluation of English grammar



Graph 01: Evaluation of English grammar

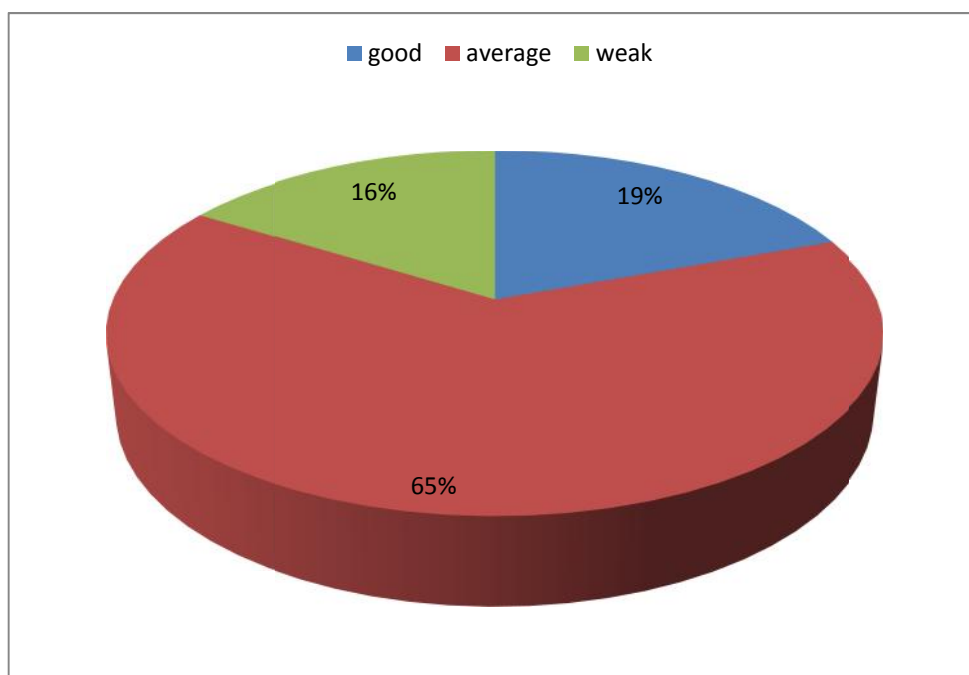
Both table and graph display that more than half learners (58%) see that learning grammar is difficult for them, while 42% see it easy.

In the second question the pupils were asked about their level in grammar.

Your grammar level is: a) good b) average c) weak

	Number	Rate
Good	6	19%
Average	20	65%
Weak	5	16%

Table 02: learners' level in grammar



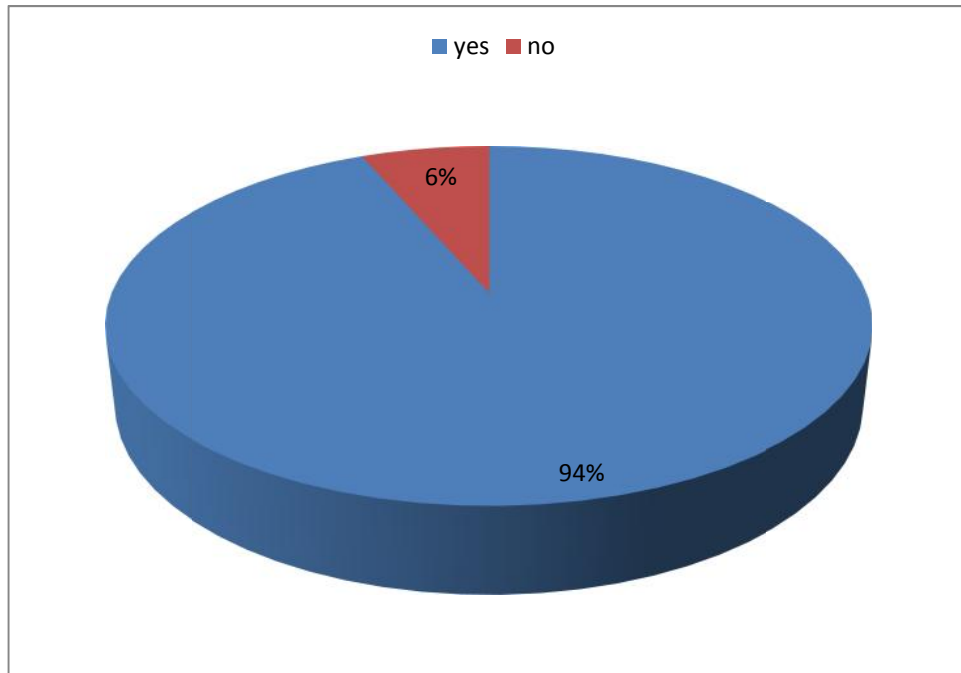
Graph 02: Learners' level in grammar

As seen in the table and graph, the majority of the pupils which represents 65% evaluate their level as average in grammar, 19% good and only five students (16%) are weak. However, the majority of the learners in the previous question see that grammar is difficult for them but they face this difficulty.

In order to see whether the methods of teaching motivate the students or not, we asked them if their teacher encourages them or not.

	Number	Rate
Yes	29	94%
No	2	6%

Table 03: Encouragement of the teacher



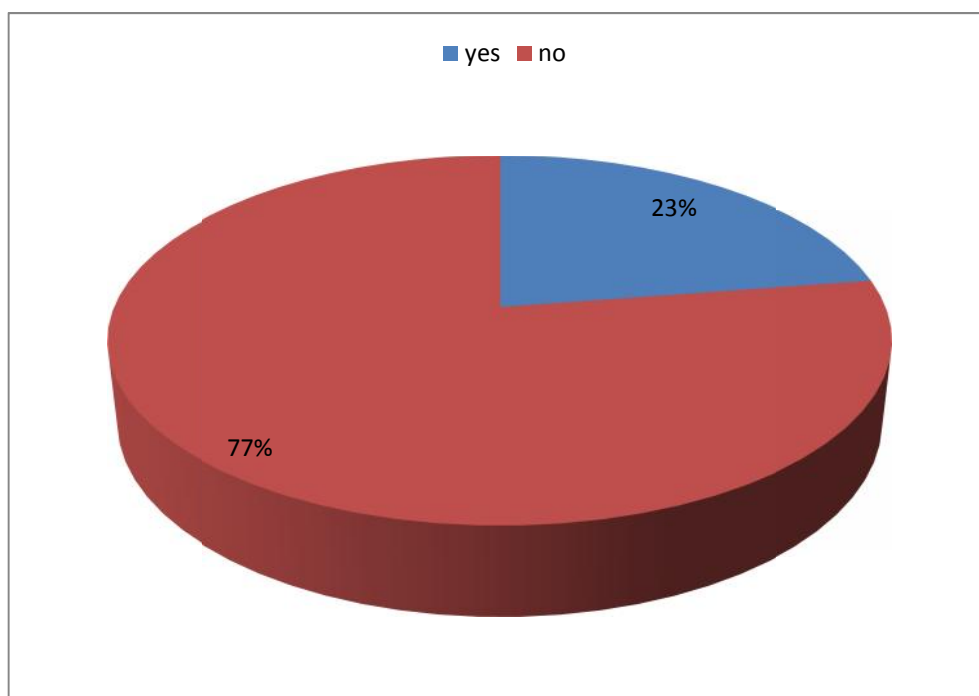
Graph 03: Encouragement of the teacher

Nearly all the students say that their teacher motivates them (94%) only two pupils (6%) say that she does not motivate them.

When learners become active in the classroom they are going to interact and change ideas either with their teacher or with their classmates. For this purpose, I asked them if they feel shy when they answer or not.

	Number	Percentage
Yes	7	23%
No	24	77%

Table 04: Feeling of the learners during their answer



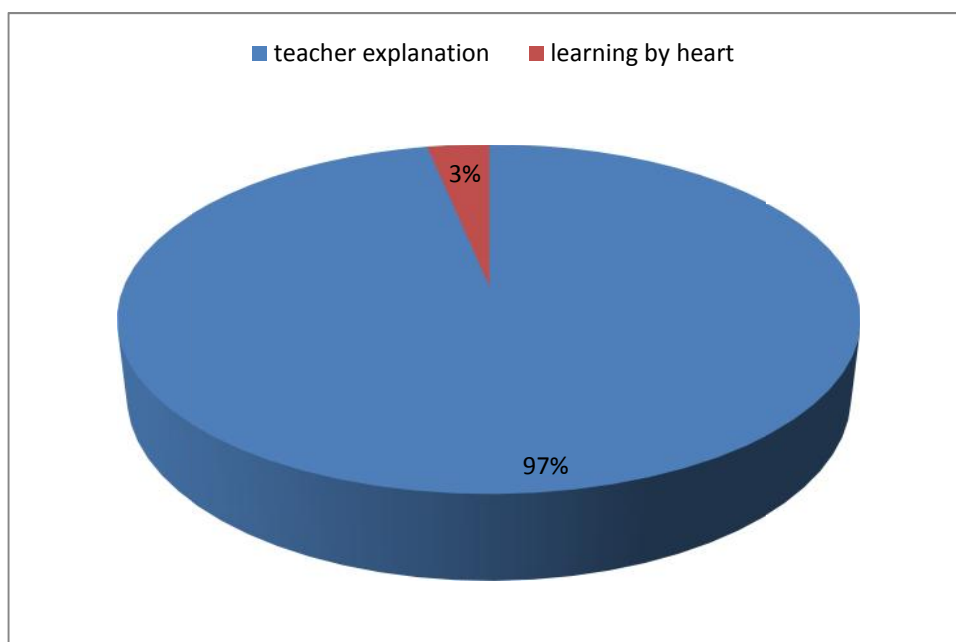
Graph 04: Feeling of learners during the answer

The table and the graph display that most of the pupils (77%) do not feel shy when they answer; just 23% feel shy when they answer. I asked them about the reason but they did not answer me, only few of them say that they are friends, they feel confident on themselves.

In order to see that students are satisfied about their teacher and her method of teaching, we asked them what they prefer, the teacher explanation or learning by heart.

Answers	Number	Rate
Teacher explanation	30	97%
learning by heart	1	3%

Table 05: Way of understanding grammar



Graph 05: Way of understanding grammar

The majority of the pupils or in other words the whole of them which they represent (97%) argue that they prefer the teacher explanation not learning by heart. Only one learner (3%) prefers to learn by heart.

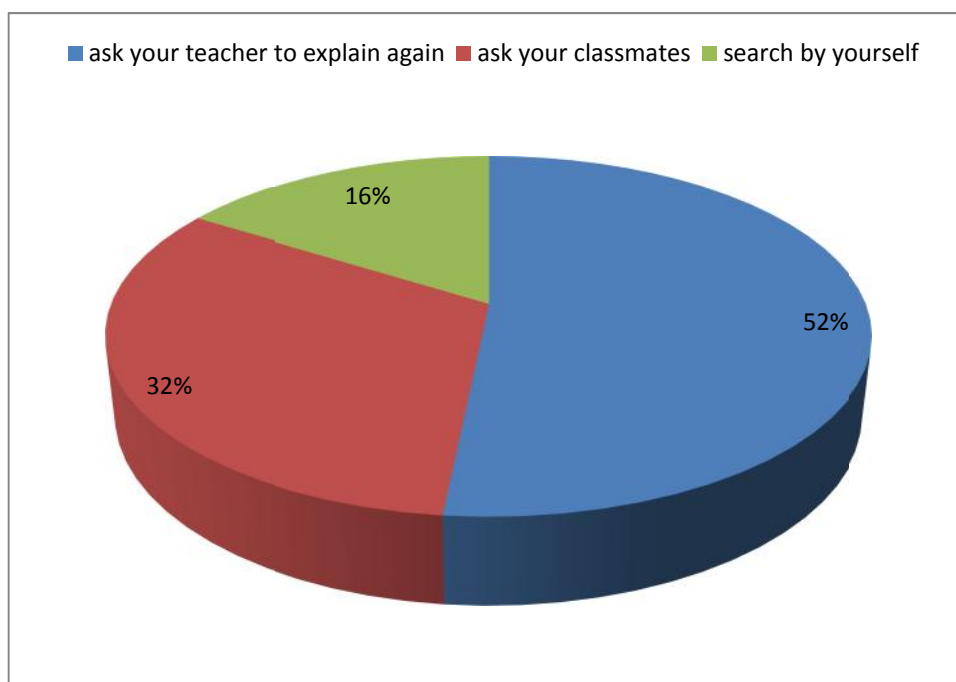
I asked the pupils what they prefer to do when they do not understand a grammar lesson.

When you do not understand a grammar lesson:

a) ask your teacher to explain again b) ask your classmates c) search by yourself

	Number	Rate
Ask your teacher to explain again	16	52%
Ask your classmates	10	32%
Search by yourself	5	16%

Table 06: Solution when pupils do not understand a grammar lesson



Graph 06: Solution when learners do not understand a grammar lesson

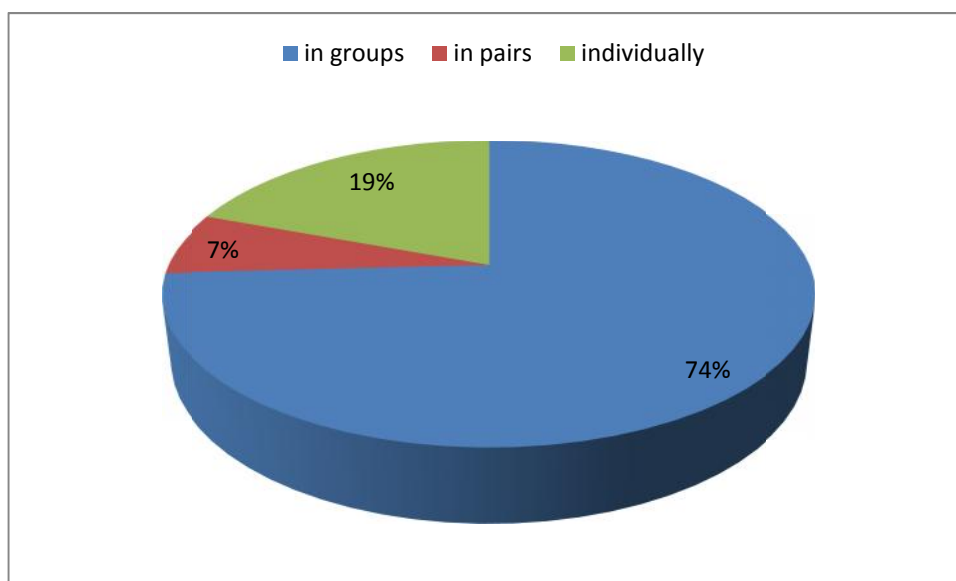
The table and graph display that 52% of the pupils prefer to ask the teacher to explain again. 32% of them ask their classmates, and only 16% say that they prefer to search for it by themselves.

Concerning the final question, it is about the practice of the grammar lesson.

You prefer to practice grammar: a) in groups b) in pairs c) individually

	Number	Percentage
In groups	23	74%
in pairs	2	7%
individually	6	19%

Table 07: Way of practicing grammar



Graph 07: Way of practicing grammar

The majority of the learners which presents 74% prefer to practise grammar in groups, 19% prefer the individual work, and there is no one prefers to work in pairs.

3.4 Results' analysis

From the previous mentioned data we notice that learning English grammar is difficult for most learners. May be the cause is that English is a second foreign language for them. Thus, it is difficult for them to learn its grammar. Another is that those pupils are not motivated to learn foreign languages especially English. May be the previous methods of teaching in the middle school were not suitable for them. As a result, they were not motivated to learn grammar and they see it as a difficult subject for them.

Concerning the second question, the majority of the pupils evaluate their levels as good in grammar. This may be due to the approach or the method that teachers use. Relying on the teachers' interview, we notice that teachers use the indirect method to teach grammar which is based on the competency based approach (CBA); and sometimes they use both methods according the learners' needs. This is why, they evaluate their level as good in grammar.

In the third question, nearly all the students say that their teacher motivates them to learn grammar. It was noticed that the teachers' method of teaching motivates them because all the three teachers use the indirect method of teaching grammar as we have mentioned in the teachers' interview. They present the grammatical rules in context using examples, and then they allow the learners to discover the knowledge by

themselves. In this case, the teacher plays just the role of facilitator and helper while the pupils play an active role in the classroom. This method of teaching motivates the learners and makes them interact in the classroom. In addition to that, presenting grammar using funny techniques such as games and other materials increases the pupils' motivation.

The learners were also asked about their feelings during the answer. Most of them said that they do not feel shy. Relying on the previous question, it was noticed that their teacher motivates them and this is a good way to make them interact and speak freely in the classroom. Thus, teaching grammar in isolation using the traditional approaches makes difficulties in speaking and interaction since it develops only the writing skill. But teaching grammar using the modern approaches develops speaking skill not only writing. Furthermore, it allows them speak freely without fearing from making mistakes because mistakes are part from learning.

The following question was about the way of understanding grammar. Nearly all pupils prefer the teacher explanation not learning by heart. In this sense, we may say that those learners do not like the traditional methods of teaching grammar which focus on learning the rule by heart. They prefer the modern that allow them to participate and interact with their teacher and classmates.

In the next question, half of the learners prefer to ask the teacher to explain again when they do not understand a grammar lesson. It seems that the teacher's method is suitable for them. It helps them to memorize the rule easily. 32% of the learners ask their classmates to explain to them. They may prefer cooperative learning and they see that the teacher's method is somehow difficult. Thus, they need the help of their classmates using translation into their native language or the first language to understand better. Only 16 % of the learners said that they prefer to search for the rule by themselves. Those learners are autonomous in their learning.

Concerning the final question, the majority of the pupils like to practise grammar in groups. They prefer cooperative learning in practising grammar because this method is useful for them to exchange their ideas in order to correct their errors and memorize the rule.

3.5 Conclusion

This chapter dealt with the practical part of this research. We used the teachers' interview and the students' questionnaire as tools of collecting data.

From the previous analyzed data, we noticed that the majority of the teachers use the indirect approach to teach grammar based on competency based approach (CBA). They present the grammar rules using examples then, they allow the students to discover knowledge by themselves. It is a suitable way for learners since it motivates them to interact in the classroom and to be autonomous.

The learners prefer this method to learn grammar and prefer the cooperative learning to practise it. So, teaching grammar in context helps the students develop their communicative skills rather than focusing just on the writing skill.

General conclusion

General Conclusion

The present work tried to investigate a worthy and important subject in learning and teaching which is the approaches and methods of teaching grammar.

The first chapter attempted to simplify and clarify the main concepts that are related to the topic. It defined the term grammar from different perspectives and views. As we know that grammar is considered as important part of any language and it is generally defined as a set of rules that govern the language. This chapter tried also to show the significance of grammar and its history in teaching. It shed light on the main approaches of teaching grammar which are deductive and inductive.

The second chapter dealt with the approaches and methods of teaching grammar in details. There are several methods which can be classified into traditional and modern methods. As a conclusion of this chapter, the choice of the method of teaching grammar depends on the students' level and needs.

The third chapter was practical one. It aimed to show the methods that teachers implement in teaching grammar at secondary school. The teachers' interview and the learners' questionnaire were used as tools of collecting data. The samples of the study were three English teachers and the second year learners in Med Belkheir secondary school.

From this study, we synthesize that teachers use the indirect method of teaching based on competency based approach to teach grammar. Sometimes they use both methods. They try always to select the method according to the learners' level and needs in grammar.

As a conclusion, we may say that the method of teaching grammar has an important impact on the students' achievement. It influences their feelings towards learning grammar.

Recommendations and Further Reading

Recommendations and Further Reading

Grammar takes a great position in learning process. It is considered as the heart and the central of learning any language especially foreign languages.

Teaching English grammar is not something easy that any person can do it. Thus, teachers try always to look for suitable method to teach grammar to learners. They are confused between using the deductive method or the inductive one.

The deductive method contains the traditional methods such as grammar translation method. It presents the grammatical rules directly using explicit way. The teacher plays a dominant role in the classroom while the learners are passive recipients. It aims to develop the writing skills and it ignores the speaking skill which is needed for real communication.

The inductive method of teaching grammar contains the modern approaches such as the communicative language teaching, the competency based approach. It presents grammar indirectly. The teacher gives the grammar rules in context using examples, then he/ she allows the learners to discover the rules. This method motivates the learners and makes them interact and ask question in order to understand what was not clear for them.

In my opinion, I think that it is better to involve learners in grammar lesson and to make them part of learning because when participate and exchange ideas in the classroom, they will achieve better. So, the inductive is suitable for teaching grammar in the secondary school because the learners have a knowledge which can help them to grasp the rule while the pupils in the middle schools are beginners and they have not any idea about English and its grammar. Thus, the deductive method of teaching grammar is suitable for them.

There is another new method of teaching which is the PIASP method. It is considered as more suitable method to teach grammar. It is based on the competency based approach and Bloom's taxonomy. It can be explained as follow:

P: presentation of the context (the first level of blooms taxonomy which is knowledge.

I: isolation: the focus is on grammatical items to get the learner perceive and recognize the target items (the second level of blooms taxonomy which is comprehension)

Recommendations and Further Reading

A: analysis: to make the learner analyze the isolated items (the fourth level of blooms taxonomy which is analysis)

S: stating the rule: after the analysis, they will be helped to formulate the grammar rule where the learners are able to build a structure or pattern from diverse elements (synthesis).

P: practice.

To sum up, it is advisable for teachers, mainly novice ones to select the suitable method to teach grammar taking into consideration the learners' level and needs.

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Appendix A

The Teachers' Interview

This research is conducted on which approach to teach grammar. I would be grateful if you answered the following questions. Thank you for your cooperation.

- 1-How long have you been teaching English?
- 2- Which method do you implement in teaching grammar? Why?
- 3- Does this method fit your learners?
- 4- Do you rely only on the textbook or you use other materials for grammar?
- 5- What do you think about teaching grammar using funny techniques? Explain
- 6- How do motivate your pupils to learn grammar?
- 7- Is it easy to assess your learners?
Yes. Why?
No. Why?
- 8- Do you correct grammar errors when learners answer? Why?

Appendix B

Students' Questionnaire:

You are kindly asked to answer the following questions. Tick in the right box ()

Section one:

Age:

Gender: male female

Section two:

1) Learning English grammar is:

Difficult/ hard Easy

2) Your level in grammar is:

Good Average Weak

3) Does your teacher encourage you?

Yes No

Explain.....
.....

4) Do you feel shy when you answer?

Yes No

Why.....
.....

5) You understand better grammar by:

Teacher explanation Learning by heard

6) When you do not understand a grammar lesson you:

a- Ask your teacher to explain again

b- Ask your classmates

c- Search by your self

7) You like to practice grammar:

a- In groups b- In pairs c- Individually