Which Approach for Teaching Grammar
The Case of Fourth Year Middle School at
Amir ABD Elkader School/Youb

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Dedicacions

To my mother as a supporter of my life and studies

To my family and all my friends

BOUZIANE IBRAHIM

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Above all, I thank Allah, the Almighty for having giving me the necessary courage and patience to undertake and complete this work.

I would like to express my hearty gratitude to my supervisor Dr.Grazib Mohamed who guided this research and gave me his time.

I would like to thank all the students and teachers who help me.

Abstract

*T*he field of English language teaching as well as English as a foreign language learning has witnessed a variety of implemented teaching approaches, and method. Algeria, being an English as foreign language country has also adopted a various teaching approaches, and methods to its school namely the Grammar Translation Method, the Audio Lingual Method, the Communicative Approach, and the current Competency Based Approach, one of the educational reforms launched by the Algerian ministry of education in 2002, and the basic concern of this research study.

Broadly speaking, and as far as English as foreign language learning in Algeria is concerned, a gap is often detected between learners knowledge of the rules of grammar, and their ability to implement this grammatical knowledge in practise and communication. The present research tackles the case of pupils in Amir abd Elkader middle school (youb-saida) who have been exposed to English starting from the first year of the middle school (a total of four years), yet being unable to conduct a communication using grammar they have learnt. Despite the fact that they get good and sometimes excellent marks in tests and exam during the whole academic year, yet when it comes to expressing themselves orally, they are unable to use accurate grammar, and this is one of the results of the challenges they encounter when they learn grammar under the Competency Based Approach. Such a problematic has divided this work into a three chapter.

The current thesis seeks to shed light on the major hindrances, and challenges that encounter both English as foreign language teachers and pupils in Amir Abd Elkader middle school in youb, while teaching and learning grammar under the Competency Based Approach and which therefore prevent pupils from putting into practice, or into real-life what they have learnt in school. Furthermore, it attempts to suggest solutions to such a failure in using correct grammar. For the sake of collecting data, a case study has been conducting using a mixed approach entailing both quantitative and qualitative methods. Moreover, teacher's questionnaire, and pupil's one.

List of Pie-charts and Tables

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List of Abbreviations and Acronyms

EFL: English as Foreign Language

ELT: English Language Teaching

CBA: Competency Based Approach

CLT: communicative Language Teaching

GTM: Grammar Translation Method

L2: Second Language

%: Percentage

N: Number

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Chapter One: General definitions

English language has become a useful tool for international communication, and contact. It is world wide spoken language across various nationalities, and cultures due to the phenomenon of globalization. Thus, every one nowadays recognize how worthy it is to learn such a language, and to be able to use it in different situation, and for different purposes.

English acts as a mother tongue in English native speaking countries whereas as a second or a foreign language in others, and it is the case of Algeria. The later has also recognized the significance of introducing English to the educational curriculum. Thus, it has been set a second foreign language after French, taught as a compulsory subject starting from the first year of the middle school.

Learning any language necessitates learning its grammatical structures at the first place. Grammar comes to play an important role in teaching, and learning English being the backbone of the language. Yet, it is the most said difficult aspect to be taught, and learned particularly in the EFL classroom.

The Algerian educational system has been marked by the coming up of a various teaching approaches, and methods which emerged continuously as a reaction to one another. Each method approach emerged as a response to the shortcomings of a former one.

The Grammar Translation Method was the first to be experienced by the Algerian educational system moving to the Audio-Lingual Method in which grammar was taught under a stimulus-response relationship. The learner was treated as a machine. and it was required to respond automatically to the teacher's stimulus. Thus, under such a method, learners were unable to use English effectively. This urged the emergence of the Communicative Approach, or Communicative Language Teaching (CLT) to solve problems of communication. Once again, such an approach ended up in a failure.It focused mainly on developing the communicative competence among the learners marginalizing the role of grammar which has been considered as a barrier against effective communication.

Thus, a new educational reform has been launched by the Algerian ministry of education which involved the introduction of the Competency- Based Approach seeks, as

its name suggests to develop a set of competencies among the learners, and to assist them to transfer to real life what they have acquired at school. as far as grammar is concerned, the aims of the recent reform is to help the learners apply the rules of grammar learned in the classroom to its outside context, and to make them effective users of English language. This is because learning grammar only as a set of rules with inability to re-use them accurately in communication is of no significance.

As far as EFL learners are concerned, a gap is founded between learners' knowledge of the grammar rules, and their capability to apply this knowledge in particular use. This is the main reason behind conducting such a research case study. Despite the fact that Algerian middle school pupils have been studied English for four years, they seem unable to apply what they have learned in schools to real-life communication, Although they are seen to score well in tests, and exam which take place during whole year, yet when it comes to communication, they are paralyzed, and unable to use correct grammar.

The current research study is carried out basically to explore, and identify the major methods, and approaches that already applied in the Algerian curriculum. Furthermore, this study seeks to arrive at practical solutions to the problematic based on the findings of the study, and on teachers, pupils' views

Thus, this research has been motivated by a desire to answer the following questions:

1- What are the major methods and approaches applied in Algerian Educational Curriculum?
2- Which one is the suitable for teaching grammar at the middle school level?

The present dissertation is divided up into an abstract, general introduction, general conclusion, and three chapters. The first chapter introduce a brief definitions and description for essential aspects in this dissertation, while the second chapter is reserved to the description, interpretation, and analysis of the results gathered from the research tool (questionnaire), whereas the third chapter contain some suggestions and recommendations as solutions for the main problematic.

Data will be collected from the respondents using a questionnaire, and for more dependability of data, a mixed approach combining both quantitative, and qualitative research methods will be adopted. One questionnaire will be handed to teachers in AMIR

ABD ELKADER middle school (Youb-Saida). Another will be handed to pupils at the same school.

1.1.Introduction

This chapter is devoted to the review of relevant related literature to our subject of investigation. The research will start by defining the basic term, or key concepts related to this research study: Approach, Method, Technique, and procedure moving to the reviewing of the major ELT teaching approaches and methods with a detailed description of the CBA, being the core subject of our research, its types, approaches, and the role it plays in EFL teaching and learning. This chapter will also shed light on the major educational reforms that took place in Algeria following the area of independence, the principles of teaching grammar in the Algerian secondary school, the process of a grammar lesson under the CBA in the secondary school, the way grammar was taught under earlier approaches, and is actually taught under CBA in addition to a brief description of 2AS Getting through textbook.

1.2. Definition of Approach

An approach refers to a set of assumptions and principles underlying the process of language teaching and language learning .It encompasses theories of language learning and how languages are taught and learnt.

An approach is axiomatic, it describes the nature of the subject matter to be taught .Richards and Rodgers (2001:20)state that "An approach refers to theories about the nature of language and language learning that serves as the source of practice and principles in language teaching''. It describes how people acquire their knowledge of the language and make a statement about the conditions which will improve language learning and make it successful.

An approach to language learning involves techniques, and activities course designers think that they are useful to learn a language on the basis of their beliefs about language, and how it is learnt, learning styles and learning preferences .Also it can give birth to more than one method depending on the nature of pupils, their age, and their experiences in English and so on .it consist mainly on ideas, believes, thought about language learning. Unlike method; approach take place outside the classroom and prepares the grounds for the method to be applied later. Instances of approach are the structural approach, the communicative approach, and the competency based approach.

1.3.Definition of grammar

One of the major functions of language is communication. when people communicate a message, they aim to be effectively interpreted by the receiver. To this end, the message people send to others consists of signals which guide the receiver to a proper interpretation of the message, and with an attempt to avoid misunderstanding and confusion, such signals are sent through grammar.

Although grammar has dominated and play pivotal role in the field of language teaching and learning for many decades, specialist have failed to provide the field of language teaching with a comprehensible definition of grammar. This is because of several grammarians hold different views on what grammar exactly is.

Grammar is a tool for conveying meaning and aid to English learners in formulating their ideas .it refers to the study of language ,spoken or written, the element which constitute this language known as <<Morphology>> in addition to the function and how this element are linked, and related to one another in syntax. Grammar studies what forms and what combination of words are possible or not.

According to Thornbury(1999:01)grammar is a "A description of the rules that govern how a languages sentences are formed. For Larsen-Freeman (2000:10) "probably the most common association that language teachers and their pupils make with the word<<grammar>> is the word <<rule>>". Thus, grammar refers to a set of rules which allow us to combine words in our language into larger units.

Grammar represents the core component of the language system. It is impossible to use language without grammar. Learning a language requires learning its grammar.

1.4.The Major Types of Grammar

Grammar can be divided up into four main types namely "Formal Grammar" "Functional Grammar", "Prescriptive Grammar", and "Descriptive Grammar".

1.4.1Formal Grammar

Formal grammar refers to a group of rules which specify all the possible grammatical structures of the language. It is concerned with forms of grammatical structures, and their relationship to one another regardless of their meaning. Formal grammar is used to describe the structures of individual sentences. This type sets language as a set of rules which allow or disallow certain sentence structure. It primary concern is how the sentence should be structured. Thus, it is concerned with syntax.

1.4.2.Functional Grammar

Functional grammar is used to describe language in actual use, and so focuses on texts and their context. This type of grammar sets language as resource for making meaning. Functional grammar put s an emphasis on communicative purposes. it consider language as a system of communication .it analyzes whole texts, and look for how meaning of a given text is realized. Thus, it is concern with semantics.

1.4.3.Prescriptive Grammar

Prescriptive grammar prescribes rules governing what people should, or should not say. Prescriptive rules tell people how to speak and write for instance, <<Don't use double negatives>>, use <<much>> for count nouns and <<many>> for non count nouns, <<capitalize the first letter of a sentence>>...etc.

1.4.4.Descriptive Grammar

Descriptive grammar describes what speakers know about a language. it is concerned with what speakers say and when ,why, and how they say it and not whether should or should not say .it is concerned with language as it is used .An example of descriptive rule is <<To form plural of a noun ,add-s for example: book, books>>.

1.5.The Major Teaching Approaches

The history of ELT witnessed a variety of language approaches, the most prominent ones were the Structural Approach, the Communicative Approach and the Competency Based Approach.

1.5.1.The 1970s Structural Approach

The structural approach is a theory which views language learning as a set of habits (Brown 2000).it stresses the importance of speech and forming language habits of arranging words in sentence patterns. Richard and Rodgers (2001:20) identify a structural view of language which posits that <<Language is a system of structurally related elements for the coding of meaning>>.

The structural approach is based on the assumption that language can be perfectly learnt through structures or pattern of sentence/Since language is primarily spoken, learning a particular language means to be able to speak that language .that is why, the main emphasis is put on the structures to be mastered orally through drilling before they can be read or written by student.

The principles of the structural approach are applied by using the Audio Lingual Method .That later is typical structural method which has been originated in behaviourism around the late 18th century. it is also known as <<The Aural Oral Approach >>.Since language learning is considered as a process of habit formation, classroom learning activities within the ALM involve memorization of structures of language patterns, repetition, drilling, and dialogues. The more a given structure is repeated, the better learning it will be.

The ALM focuses mainly on teaching listening and speaking before reading and writing. Unlike the GTM, the ALM discourages the use of mother tongue in classroom. It forces stumulis-responce relationship. When pupils perform correctly, they are given positive reinforcement such praising <<good>>.Thus, accuracy is the desired goal.

In the ALM, pupils learn the structures and the rules in a mechanical way paying little or no attention to the meaning or the content and this was the main criticism to the structural approach. Moreover Chomsky had strongly attacked the notion of language learning as a set of habits, and because of its weakness in performance, it has been substituted by another teaching approach called "The Communicative Approach".

1.5.2.The 1980s Communicative Approach

  The communicative approach also known as communicative language came into being around the 1980s. It is the product of educators and linguists who grew dissatisfied with the principles of the structural approach. Pupils were felt not to learn in an appropriate way, pupils were simply machines to unable to communicative effectively in the target language.

  The communicative approach is based on the theory which considers language as a system of expression of meaning. Its primarily function therefore is interaction and communication Nunan(2014). Communicative language teaching stresses the need to teach communicative competence rather than linguistic competence. For that, functions are given priority over forms. Richards and Rodgers(2001). Offer instances of functional communicative activities including given and following directions, conversation, debate, dialogue and the like .such activities are said to help pupils to act communicatively and use the TL spontaneously than through memorization.

  CLT makes use of real life situation that necessitate communication where the teacher brings situations pupils are likely to come across in real life. CLT makes use of authentic materials such as pictures, charts, newspapers, magazines, graphs and so on.

  Teachers in communicative classes talk less, listen more, and undertake different roles as facilitators, guiders, participants and counsellors. Pupils are given a task and are asked to perform it and interact with each others as opposed to traditional classes where pupils were asked to sit passively, listen attentively waiting to be fed by their teacher. Unlike the ALM, CLT discourages over-correction of language mistakes to help pupils feel at ease and communicate more freely. The CA has been criticized too in terms of focusing only communication.

1.5.3.The Competency Based Approach

The Competency Based Approach is a recent approach to the ELT. The following is a brief history of its appearance, its definition, and its main principles.

1.5.3.1.Historical Background of the Competency Based Approach

The competency has not emerged as a new idea, but rather as an evolving idea. Considering the CBA as a theory, it has its origins in the models of human psychology from the 1950s as argued by many researchers in the field of language teaching. The CBA emerged in the late 1960s in the United States of America. During this time, there has been an extensive demand for curriculum reform and a concurrent dissatisfaction with teacher training and the educational system. Besides, learners were attaining only an artificial knowledge, skills and values. They awarded a certificate which proves they have reached certain mastery, yet in fact they have not. This raised many concerns that learners were introduced to the skills they need in real life situations. Therefore, adopting a new approach has become a necessity in order to form learners able to transfer to real life what they have already learnt in schools.

By the early1970s, CBA started to grew in several various institutions, and colleges in the USA such as the college of Human Services in New York City. Indeed, the leaders of the CBE sought to broaden the traditional descriptions of ten educational success looking for professional competency. The CBE was used also in the field of professional training which was marked by successfulness. The CBA thus came with a new goal which is to install competencies and to correlate school-life to real-life

1.5.3.2.Definition of the Competency Based Approach

The CBA involves competency as a central element. Competencies refer to explicit, measurable, and transferable learning objectives. They encompass knowledge, skills, and capacity learners acquire in a particular situation. A competency refers to a know –how process, and to a mastery of a set of skills and a considerable amount of knowledge which assist the learner to face the problems and adjust with real life situation in an effective way.

The CBA stresses skills, knowledge, attitudes, and behaviours required for effective performance of teal life tasks or activity. It addresses what the learners are supposed to do with learning in real life. Thus, it is concerned mainly with the outcomes of learning i.e. what results or outcomes can be obtained after a given period of learning. It looks for relevant useable knowledge. Learning outcomes are described in terms of competencies. Three types of competencies can be distinguished. Interactive competency which refer to the ability to take part of given spoken interaction. Interpretive competency which refer to the ability of understand and decode what has been read, or heard and productive competency which refers to the ability to produce and apply knowledge through speaking and writing.

The selection of curriculum or a program under the CBA takes into account the basic competencies learners require later in real life situations. Learners for the sake of learning is no longer the main objective. Rather, the CBA looks for what learners are able to achieve with the l doing job, or in their real life in general.

The CBA requires learners to study English in context, and within various situations. English practiced by the learners in situations similar to those which could take place in real life. Indeed, it is a problem solving approach which implies for learners to obtain language, and develop problem solving skills, and to assess their abilities in overcoming obstacles and problems.

Under the CBA teachers role is no longer limited to the communication of knowledge, but to assist learners to take charge of their own learning. Therefore, learners are required to act autonomously, and to become participants in the learning process.

1.5.3.3.Participles of the Competence Based Approach

1- The CBA focuses on the outcome of learning. Thus CBA looks at the skills pupils need to use English in the real world.

2-Competency is the desired goal. As opposed to traditional approaches, the CBA does not give much prominence to the content, rather to the competencies to be installed and improved. Competencies in general can be seen from the task performance. Competencies acquired are those needed to function in society.

3- The main concern of the CBA is not on what learners know about to language, but on what can do or achieve with it.

4- The CBA consists of know –how –to – act process which enable the learners to apply what they have been exposed to in schools to real life.

5- Under the CBA, learners work at levels that are challenging, and are evaluated on performance. Moreover, pupils carry on learning outside the classroom attempting to take charge of their own learning.

6- The CBA put an emphasis on project works which are useful for teachers in that they give a clear idea to what extent learners are capable to use the skills they acquired to realize projects.

7- Since the CBA focuses on the competencies or the outcomes of learning, evaluation is a very crucial tool to achieve that. Therefore, formative evaluation takes place in CBE, part of day to day teaching. Such an evaluation indicates what learners lack as skills, competencies and the like. At the same time, learners can receive feedback which helps them to re-practice necessary skills till mastery.

8- The focus is on pupils' learning rather than their grades. Teachers under the CBA assess learners' skills in different situations and contexts, and assist learners to develop such competencies and make sure they are capable to apply the language and the skills to face life challenges.

1.6.The Role of Grammar in EFL Teaching/Learning

Grammar represents the backbone of the language system. It has been studied for centuries by linguists. Many do acknowledge the crucial role that grammar has never stopped to play in ELT, and foreign language teaching, and learning in a particular. It is an essential component of the language has never been absent from teaching / learning curriculum throughout the world including Algeria where English is taught, and learnt as a foreign language.

Purpura (2004:50) sees that "Grammar plays a central role in language teaching, as it influences the success of foreign language learning". As far as EFL learning is concerned, grammar provides a framework for learners to structure their learning of foreign language. In the same vein, Ellis (1993:03) claims that "Grammar teaching helps the development of accuracy in L2, and promotes learners progress in the process of language acquisition".

Grammar provides learners with the structure they need in order to organise, and put their message, and ideas across, it acts as an enabling skill i.e.it enables competence to develop in the area of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in one of these areas, communication may be disrupted. Official communication cannot take place without correct grammar.

Grammar instruction assists EFL learners in becoming aware of the structure, and then continuing to notice it in subsequent encounters. Once the pupils have internalised the structure through repeated exposure, they can use this knowledge to monitor their own language use.

1.7.Conclusion

This chapter reviewed the main EFL teaching approach and methods implemented by the Algerian ministry of education, and focus mainly on the CBA, and the way grammar is taught, and learnt under such recent reform in addition the description of pupils,2AS Getting Through textbook. The next chapter will be devoted to the analysis of data obtained from the research tools, and therefore it will either confirm or reject the research hypotheses formulated, and offer some suggestions, and recommendations to the problematic.

2.1. Introduction

In the first chapter, it was argued that grammar is one of the major aspects of learning a foreign language which is a subpart of communication skills that students usually need in their interaction with the outside world. Therefore, as this work targets the appropriate grammar teaching approach, it seeks to investigate the hypothesis which states that CBA is the most appropriate grammar teaching approach. To do so, questionnaire is addressed to both fourth year middle school students and English language teachers and two teachers at Amir Abd Elkader middle school Youb. The chapter analyses and interprets the results to determine if CBA is the most appropriate grammar teaching approach or not

2.2. The Sample of the Study

The research tool of this study was primarily handed to both teachers and students. Concerning the teachers' profile, the interview was handed to ten teachers of English Language at the Middle school of Amir Abd el kader, Youb. They are females and males. They hold a Master and Licence degrees with different teaching experience. On the other hand, the sample of this work consists of twenty students of fourth year at the Middle school of Amir Abd el kader, Youb. They are asked to answer the questionnaire to investigate their opinions and attitudes towards which approach is appropriate for teaching grammar.

2.3. Analysis of Questionnaire:

Questionnaire is one of the research tools that are used in this research project to collect the quantitative and qualitative data. It may help to provide the researcher with a good and expanded picture of the selected grammar teaching approach in the EFL classrooms. There are two questionnaires are used in this research project, one for teachers and the other is for students of first year Middle school.

2.3.1. Teachers' Questionnaire

Teachers' questionnaire was addressed to teachers of English language at the Middle school of Amir Abd-el-Kader, Youb ; it was designed to look into the teachers' attitudes and opinions towards the appropriate approach is used for teaching grammar. The questionnaire includes three sections; the first one is an introduction, in which it looks into

background information about teachers. The second section deals with teachers' attitudes towards grammar; whereas, the third one is about grammar teaching.

Section One: *Background Information*

As the first section is about general information, the first question tries to look into teaching experience of the participants; teachers were asked to mention the years they spend in this job.

Pie-chart 2.1. Teaching Experience
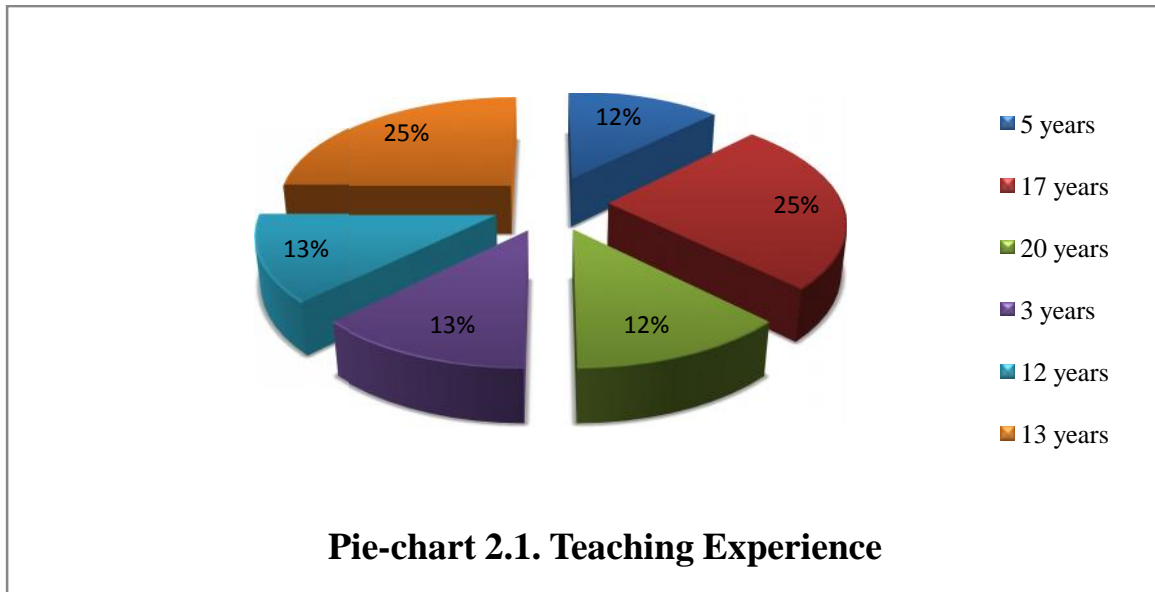
According to the Pie-chart, Most of teachers have experience in teaching English language 25% from 13 years to 17 years, and 13 % of them have 5 and 12 years, and only 12% declare that they have 5 and 12 years of teaching experience. This may reveal that the teachers are well experienced in teaching English language.

The purpose of this question is to know whether teachers prefer grammar teaching or not, they are asked to select either yes or no.

Pie-chart 2.2. Teachers' Attitudes toward Grammar Teaching
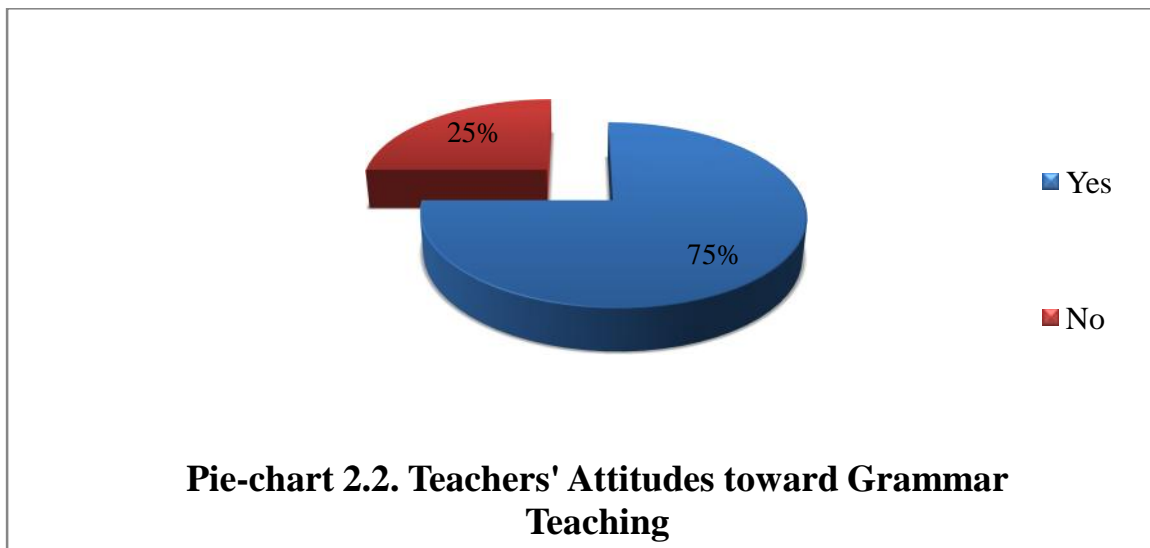
The majority of them 75% answered by "Yes", and only 25 % respond by "no" . Considering this, teachers' attitudes towards teaching grammar may depend on their experiences in the way they look into English language learning.

Justify your answer:

To be familiar with teachers' justifications of the previous question answers, this question is put. For those who answer by yes, they justifications are summarised in the following points:

- Students must learn grammar to be good at language.
- Good command of grammar makes learner able to communicate effectively.
- Grammar clarifies the language (tenses, forms...).
- It is the basic of English language teaching.
- Language cannot be learnt without grammar.
- It is very useful and important to learn the language.

Whereas, for those who answer by "No", their explanations are the following:

- Teaching grammar to beginners maybe frustrating for them, they may found some rules difficult to apply.
- It is not learners' need in their daily life.

Section Two: Teachers' Attitudes towards Grammar

As far as section two is concerned to investigate teachers' attitudes towards grammar, the aim of the first question is to investigate the frequency teachers focus on grammatical rules and mistakes, they were asked to select one of the following four suggestions: frequently, sometimes, rarely, and never.

Pie-chart2.3. The Frequency of Grammar Teaching
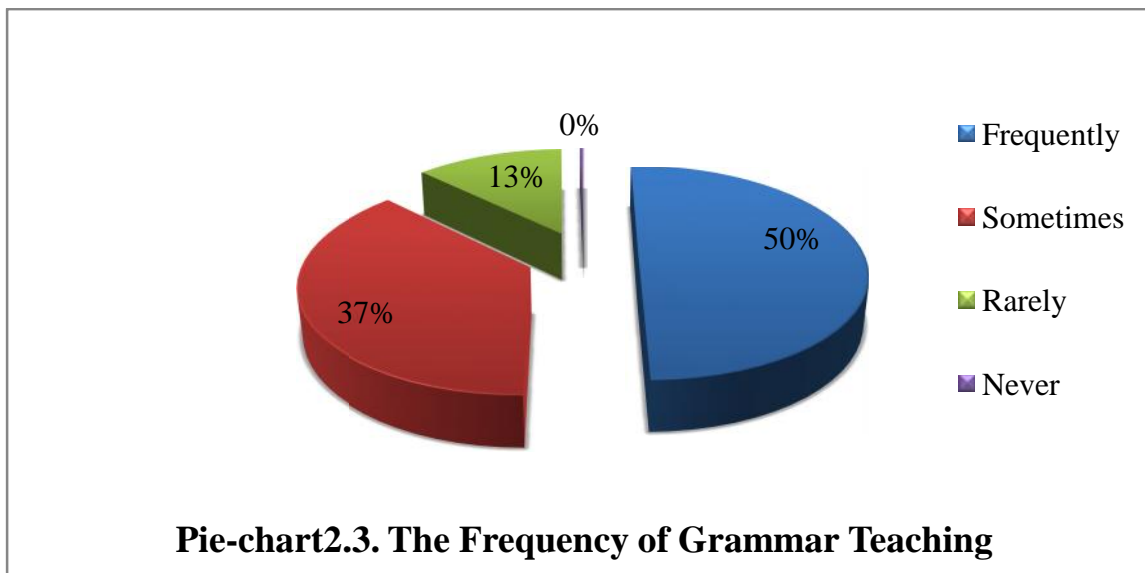
The results demonstrate that 50% of the participants frequently focus on grammatical rules and mistakes during their course teaching, 37% reported that they sometimes focus on that. Whereas only 13% declare they rarely do that, and none of them say s/he never give importance to that. However, it can be said that the focus on grammar by teachers is one of their main concerns and aims in the EFL classrooms.

The second question seeks to get an idea if teachers feel that their students have a good grammatical background or not. They were asked to choose either yes or no.

**Pie-chart2.4. Teachers' Opinions about Student'
Grammar Level**
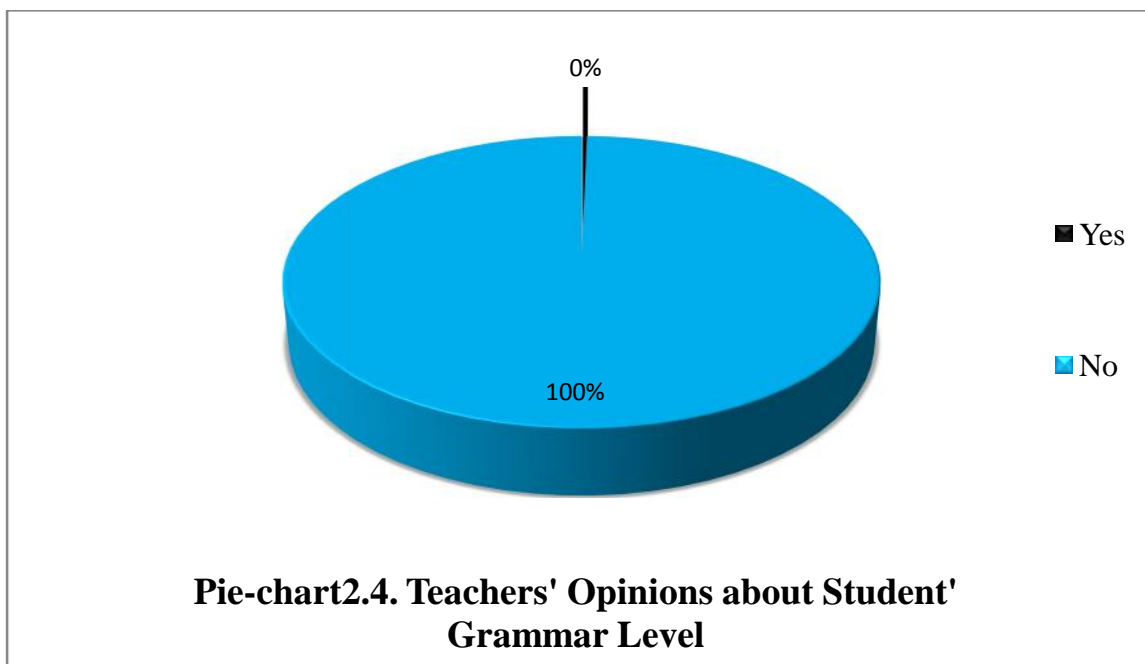
The results show that all teachers 100% assert their students' level of grammar is not good. It can assume that their answers reveal that their experiences guide them to declare that, and the teaching grammar is required.

The last question of the second section explore whether the participants agree with the statement of "in order to learn the language, students have to learn grammatical rules" or not. The participants are asked to select strongly agree, agree, or not agree.

**Pie-chart2.5. Teachers' Attitudes towards the need of
learning grammar**
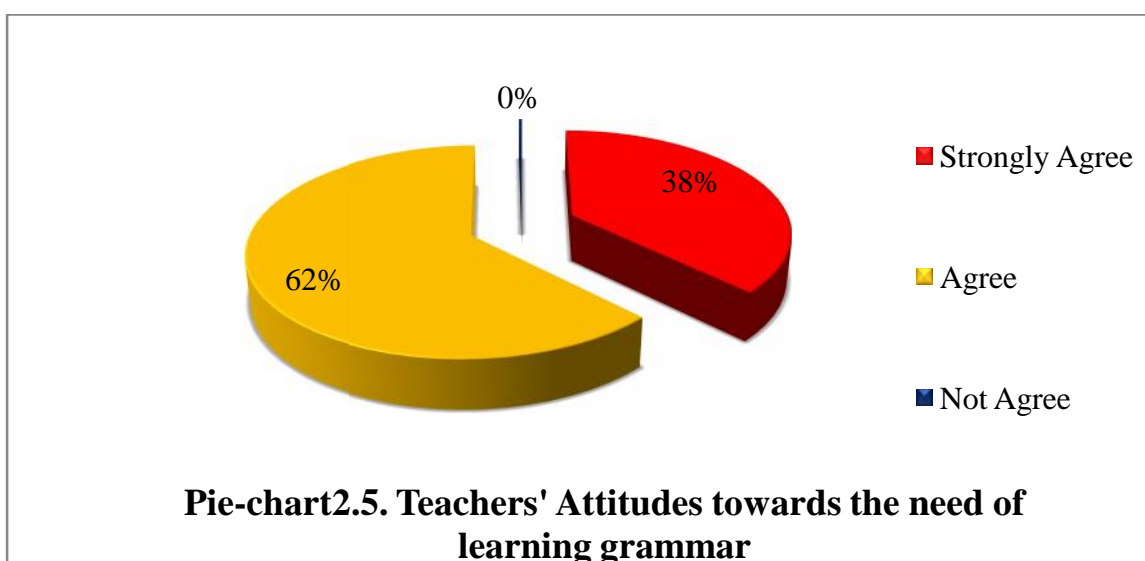
As it is illustrated in pie-chart, the majority of teachers 62% agree with the statement of " in order learner a language, students have to learn grammatical rules". Others 38%

declare that they strongly agree with the idea, whereas none of them say that s/he does not agree with it. It is noticed that teachers are familiar with the impact of grammatical rules on English language learning.

Section Three: Grammar Teaching

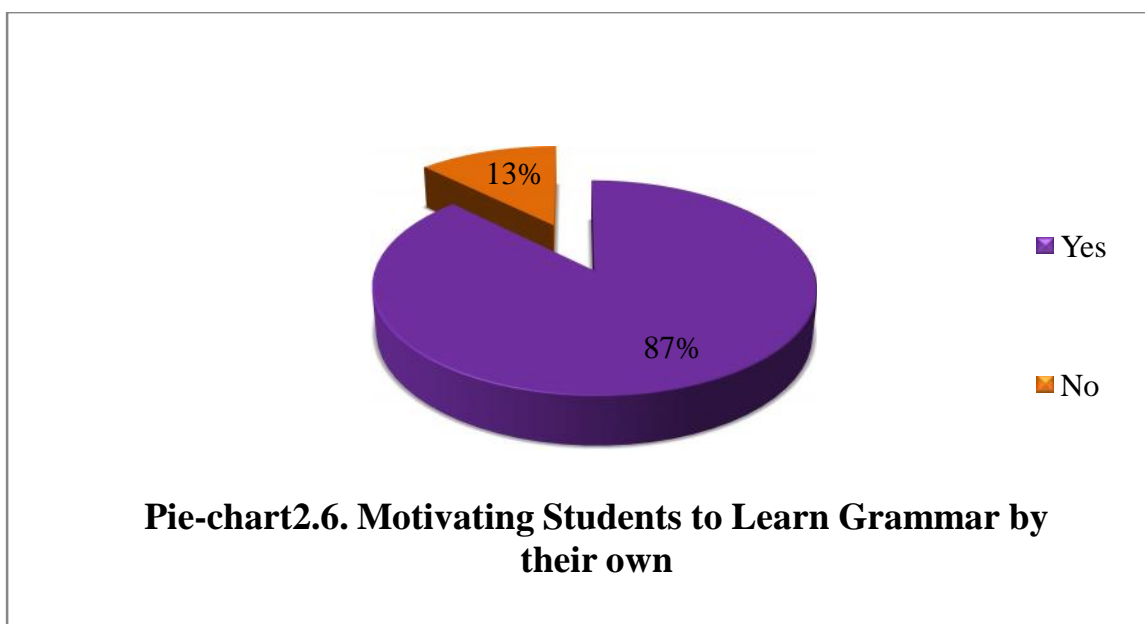The last section aims to explore grammar teaching in the EFL classrooms. However, the first question looks into knowing whether teachers motivate their students to learn grammatical rules by their own or not, teachers are asked to answer either by yes or not.

Pie-chart2.6. Motivating Students to Learn Grammar by their own

The results demonstrate that the majority of teachers 87% motivate their students to learn grammatical rules by their own, whereas only 13% of them do not have that. The answers of this question support the idea that teachers are familiar with need to improve learning of grammatical rules through concentrating on modern and fruitful methods.

The question is continuum to the previous one in which it looks into teachers' explanations to their answer choices of the first question. For those who answer by "yes", their motivation is based on practicing the rules more, isolating the learner to make grammatical rules on their own, asking students to work on their grammar at home, helping them to understand the examples and then they pick out the rules on their own, asking them to set or look into the rules by themselves, giving some grammatical rules every time as homework, so they can do that on their own. On the other hand, concerning those who respond by no, their explanations is based on the idea that they prefer to teach learners correct grammatical rules.

In order to be familiar with the approach teachers find it suitable for teaching grammar, the second question provide the following choices to the respondents to choose only one: GTM, DM, CAPP,PIAS, CBA, PPP, others.

Pie-chart2.7. Teachers' Opinions about the Stuitable Approach for Teaching Grammar
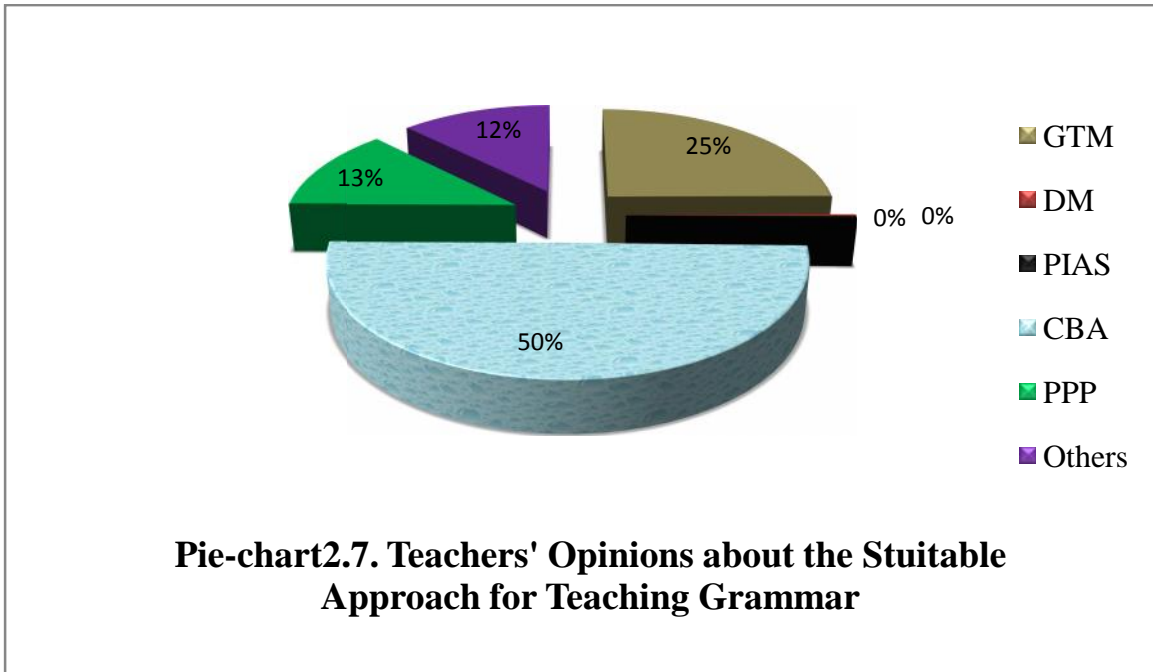
The answers reveal that half of the participants 50% find CBA a suitable approach for teaching grammar, others 25% declare that the suitable approach is GTM, and 13% see that it is PPP. Whereas, 12% of the participants select the box of "others", and none of them choose DM or PIAS. However, As it was argued in the previous questions, teachers are always familiar and sensitive about what they students need and prefer in classroom.

This question is put in order to be familiar with the reasons behind teachers' selection of such approach of grammar teaching. The following table best describe and summarise their justifications

Approach	Reasons
CBA	-The learner is the guider of the procedure of teaching. -Student can interact, interpret, and then apply.
GTM	-Giving students examples and then analyse and derive rules. -Learners need to use their mother tongue to help them in their learning process on grammar.
PPP	-It is the most suitable method, through my short experience, it is -fruitful.
Others	-Grammar can be taught through examples and pupils can work within groups.

Table 2.1. Teachers' Reasons Behind the selection of Grammar teaching Approach.

The last question tries to take an idea about the characteristics of good grammar teaching approach. Teachers are asked to state their opinions about that. The following points summarise them:

- Teaching grammar notions in context.
- GTM should be taught with CBA to provide more useful tools that help students understand grammar.
- Teaching grammar in context related to the unit they learn.
- Using examples which are related to our real life.
- Allowing students to draw and deduce the rules.
- Making easy tasks via giving simple examples (sentences), and giving students chances to work together.
- A good grammar teaching approach should be based on a support that include the structures.
- The teacher should do as much practice as possible.
- Revision is required for grammar learning.

2.3.2. Students' Questionnaire

The questionnaire is designed to gather information about students' opinions and attitudes towards the grammar teaching approach used in the EFL classroom. The questions types vary between close-ended, multi-choice questions, and open-ended ones. The participants were asked to answer the questionnaire by making a tick in the appropriate box and giving full-statements where necessary. The questionnaire is composed of two sections: The first section (Questions: one and two) deals with students' profile. Section two (Questions: one, two, three, four, five, and six,) is about investigating students' preferences and perceptions.

SECTION One: Student's Profile

As far as the first section deals with student's profile, learners are asked firstly to state if the subject of "Grammar" is interesting. Among the three options were provided, students have to select only one of them: interesting, very interesting, and less interesting.

Pie-chart 2.8. Students' Attitudes towards Grammar Subject
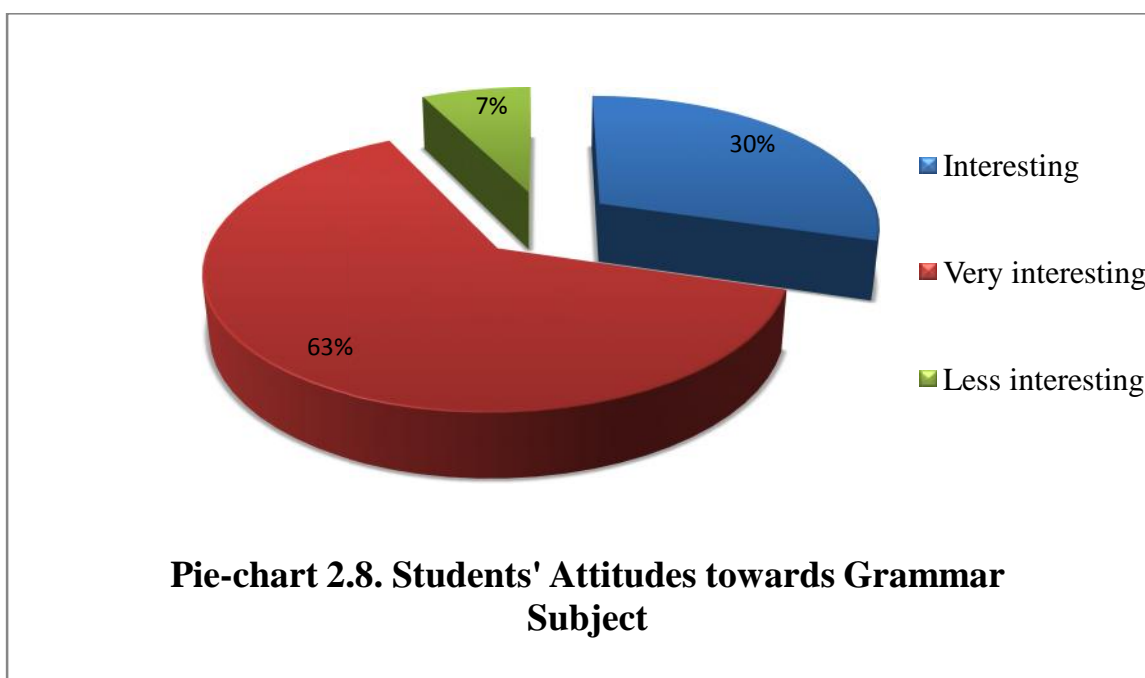
Among the twenty seven students, 63% of them find the subject of grammar very interesting, and 30% consider it as interesting subject, whereas 7 % of the participants see it as less interesting course. This may reveal the state of awareness learners have towards the importance of grammar in learning English language.

The purpose of second question is see students' level of attention. They were asked to select bad, good, very good, or excellent.

Pie-chart2.9. Students' Level of Attention
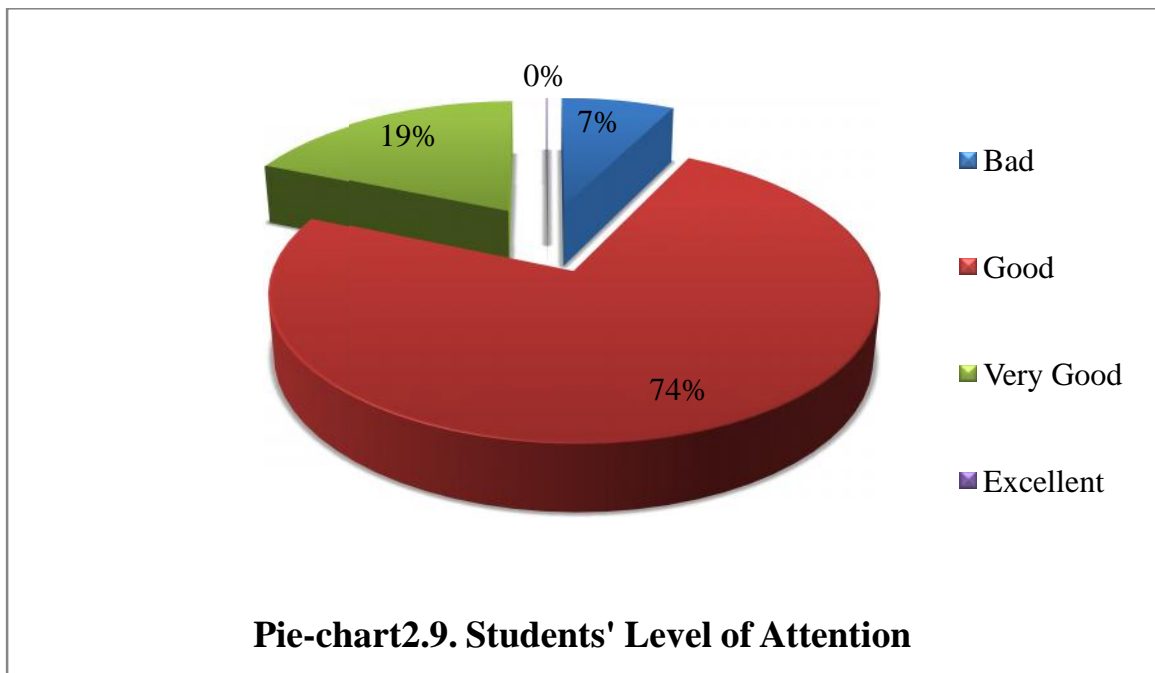
The vast majority of learners74% see that their levels of attention are good and 19% find their levels of attention are very good, whereas only 7% claim that they have bad level. It can assume that their answers reveal that their attentions are affected by various reasons such the impact of teaching method that is adopted by teachers.

SECTION Two: Student's Preferences and Perceptions

Apropos the second section of students' questionnaire, the first question students' were asked is to declare if they always, sometimes, or not at all motivated to learn grammar

Pie-chart.2.10. Students' Motivation
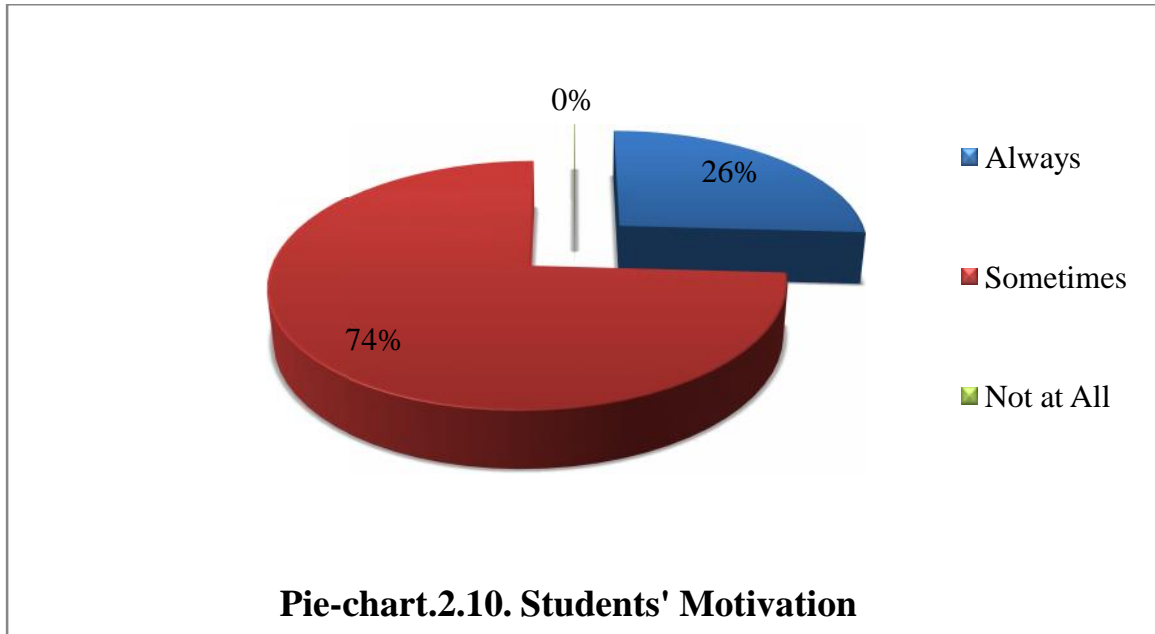
The results show that the majority of participants 74% are sometimes motivated to learn grammar, whereas, 26% of them are always motivated, and none of them declare that s/he is not motivated. Students' motivation to learn grammar is a sign for the willingness to better involvement in the learning context.

In order to be familiar with students' attitudes towards whether the way of teaching grammar help them to understand the target language or not, the question includes three suggestive responses: yes, a little, and not at all.

Pie-chart2.11. Students' Opinions about the Role of Grammar in Comprehending a Language
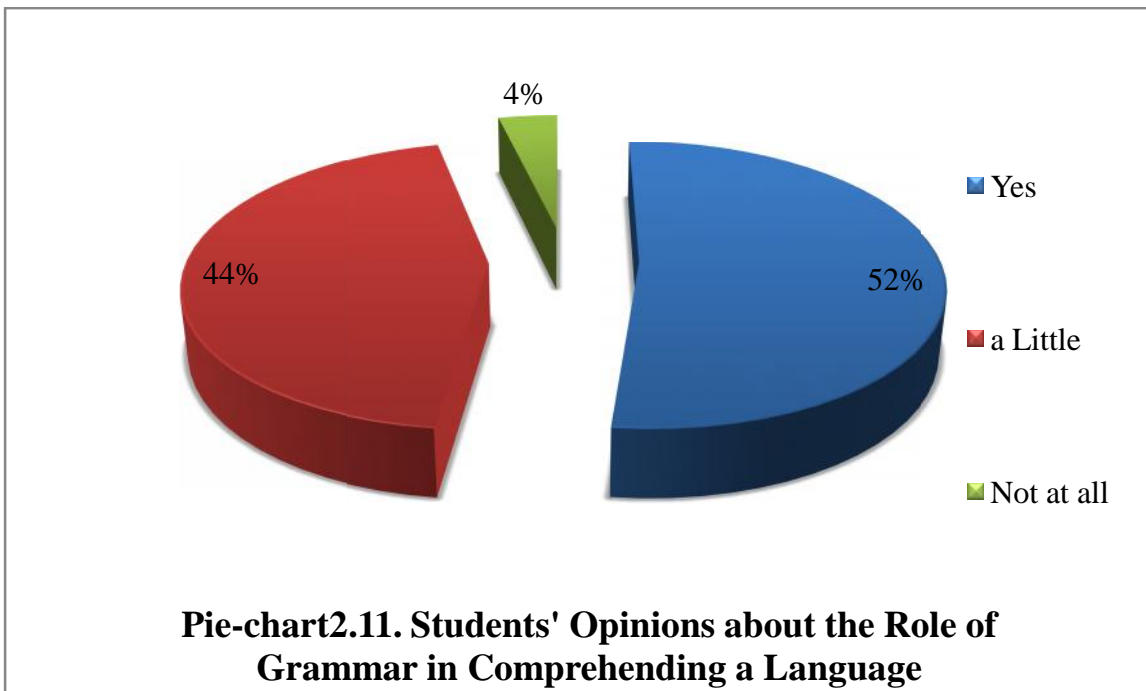
Students' views on this question are quite alike. 52% of them respond by "Yes", and 45 % answer by a little . While, 4% of them disagree with this opinion. If students' comprehension of the target language is related to grammar, this may boost them to do the best to lean grammatical rules.

The third question aims to know if learners feel that the way of teaching grammar helps them to be aware of their weaknesses and needs or not. S, there are three choices: yes, a little, and not at all.

Pie-chart.2.12.Students' Atittudes towards the Role of Grammar Teaching in Raising the Awareness of weaknesses and Needs
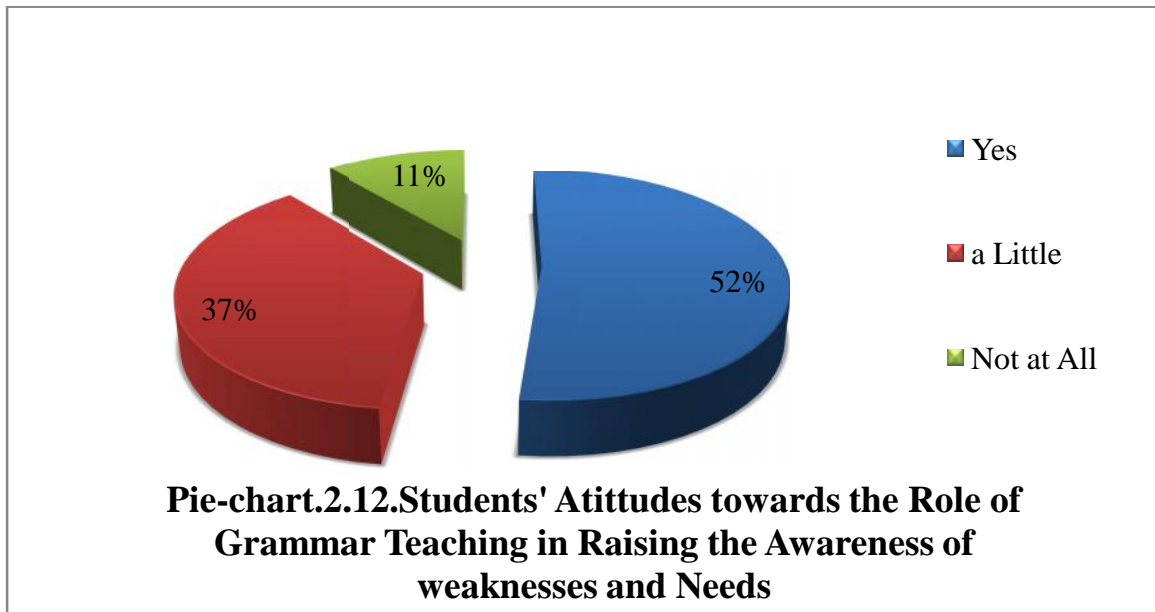
As it is illustrated in pie-chart, 52% of the participants answer by "Yes" stating that the way of teaching grammar helps them to be aware of their weaknesses and needs, and 37% of them respond by a little, whereas, only 11% do not agree with the idea. This may confirm the idea that teaching methods tutors adopt may alert students to realize their strength and weakness, and thus re-count their needs and requirements

The purpose of the fourth question is to explore students' opinions about the idea that teaching methods used by their teachers of grammar help them to enhance their grammatical backgrounds. They are asked to choose only one appropriate answer among the following; yes, a little, and not at all

Pie-chart2.13. Students' Opinions about the Role of Teachong Methods in Enhancing Grammatical Backgrounds
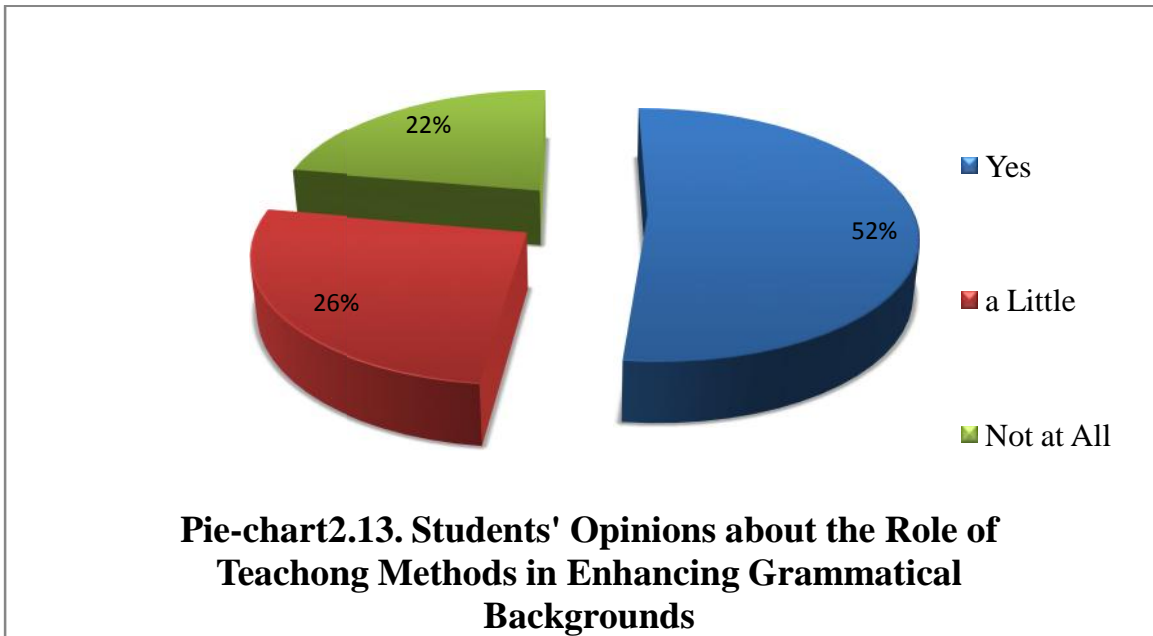
The above pie-chart demonstrates that 52% of students see that the teaching methods used by their tutors of grammar help them to enhance their grammatical background, whereas 26% of them respond by a little. And only 22% answer by not at all. This may indicate that the teaching methods teachers adopt have great effect to student's grammatical knowledge.

The question aims to identify students' opinions about kind of approach their teachers use a lot. They were asked to select one of the following: inductive approach, deductive approach, grammar in isolation, and grammar in context.

Pie-chart.2.14.Teachers' Use of teaching Approaches
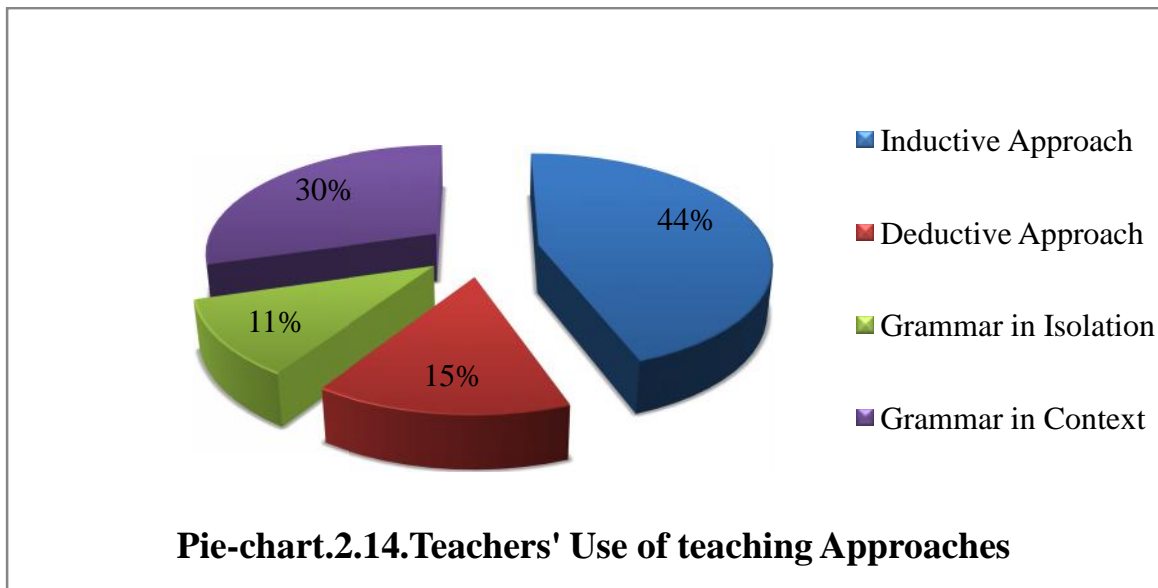
As it is illustrated in pie-chart, the majority of students 44% confirm that their teacher use inductive approach. Others 30% declare that they use grammar in context, whereas, 15% announce that their teachers make use of deductive approach, and only 11% state that tutors teach grammar in isolation. Teachers' use of these approaches is related to many underlying factors that make learners say that their teachers use them such as their understanding and perceptions of difficulties and hindrances learners have in the classroom.

This question is similar as the previous one; however, the purpose of this question is to know the favourable kind of approach for students to be implemented in the classroom. They are asked to select one of these types: inductive approach, deductive approach, grammar in isolation, and grammar in context.

Pie-chart.2.15.Students' Preferences of Grammar Teaching Approaches
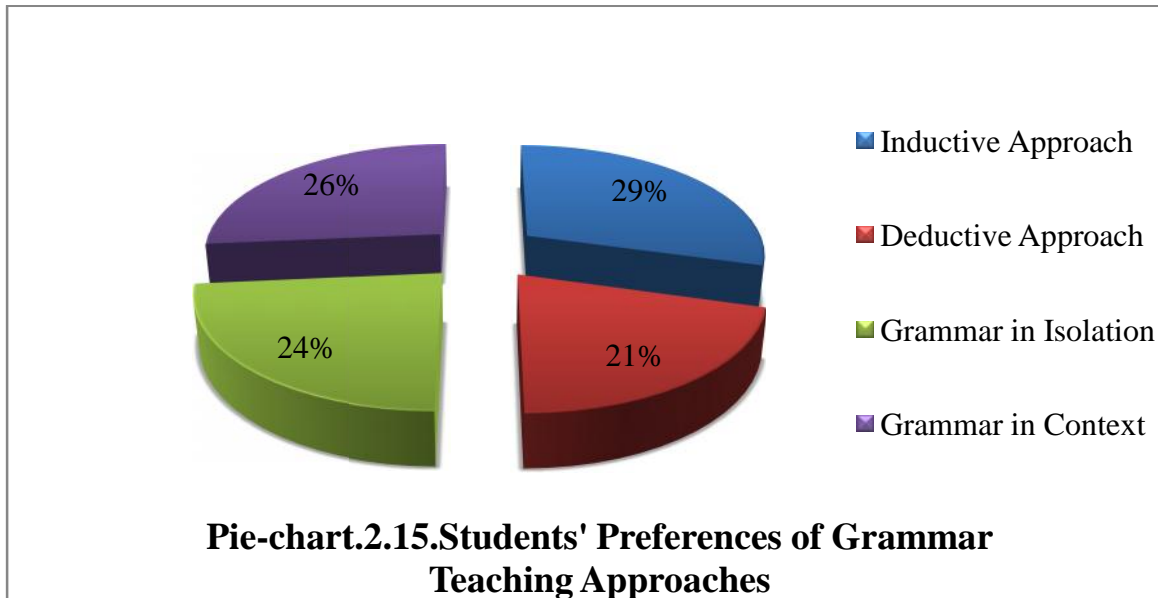
The results show that 29% of students favour inductive approach, 26% prefer grammar in context, whereas, 24% enjoy grammar in isolation, and only 21% choose deductive approach. These answers are in line with the results of the previous question, and thus, demonstrates teachers' knowledge and experience in meeting what their students needs.

2.4. The Interpretation of results

The major purpose of this research project is to show the approach which teachers and students find it appropriate and fruitful for teaching grammar. It was hypothesised that CBA is the most appropriate grammar teaching approach. The results of the teachers' and students' questionnaires would provide a help to construct a comprehensible opinion toward the research hypothesis. The results obtained reveal that teachers are aware about the importance and role of grammar in learning a foreign language, claiming that good command of grammar makes learner able to communicate effectively and be good at language. This does not need discussion since students cannot construct a correct sentence if they are not familiar with the grammatical rules; so again this can be proved through their opinions and knowledge about the role of grammar in understanding a language and their motivation in learning grammar. Teachers claim that in order to motivate learners to learn grammar on their own, it can be appropriate to ask them to work on their grammar at home and help them to understand the examples, then they pick out the rules on their own,

Because of the major interest teachers give to teaching grammar, students assert that the teaching approach that tutors use in the classroom have its benefits in which it help them to realise their weaknesses and strength and thus improve their grammatical knowledge even they have a good level. Hence, the majority of teachers find that CBA is the most suitable teaching approach can be adopted for teaching grammar to middle school students since they see that learner is the guider of the procedure of teaching and can interact, interpret, then apply on their own. This can be assured when students declare that the inductive approach is the appropriate teaching approach and the teaching approach tutors adopted has great effect on their grammatical background. Since fourth year middle school students are not familiar with CBA, we provide them with some teaching approaches with explanations to select. Their selection of inductive approach can be considered as evidence for their knowledge of the kind and steps that their teachers follow in teaching grammar since it allow starting with some examples from which a rule is inferred. Therefore, they suggest some point for that appropriate teaching approach can be successful like: Allowing students to draw and deduce the rules, making easy tasks via giving simple examples (sentences), and giving students chances to work together, and providing more practice as possible. So, CBA can be seen as a sort of providing suitable environment in which learners can learn better the grammar of English language

2.5.Conclusion

The present research aimed at investigating the appropriate grammar teaching approach for fourth year middle school students, and during this exploratory study, valuable insights are gained in accordance with research questions and the objectives. Furthermore, the results obtained from the participants' answers questionnaires allows us to confirm the research hypotheses which claim that CBA is the most appropriate grammar teaching approach teaching approach. This research has focused on the teachers' adoption and justifications of the use of CBA and their opinions about their students' grammar knowledge as well as the students' viewpoints about the role of grammar in EFL learning and the most suitable grammar teaching approach. Therefore, it is essential to go through the available literature and resources on how to make CBA valuable approach so as to promote students' grammatical background.

3.1. Introduction

Teaching grammar is not an easy task regarding the different characteristics of learners and their individual abilities. What is important is not only what to teach and how to present it (for teachers), and what to learn and acquire it (for learners), but also how to motivate students to learn the English grammatical rules without difficulties. In this chapter, we try to give some suggestions that have been proposed about teaching and learning grammar which may help overcome the problems identified in previous chapter.

3.2. Principles of Teaching Grammar:

Without knowledge of grammar, learners' communication will be surely constrained. Therefore, particular principles do guide the teaching of EFL grammar under the CBA in the Algerian secondary school. Some of which are the following:

1- Teaching grammar should help learners to internalize the structures, or rules of language to be used later in both speaking, and written communication.

2- Teaching grammar should develop both learners' accuracy, and fluency. Accuracy focuses on correct use of the language (rules of the language). On the other hand, fluency is on the application of these rules in spoken, and written discourse.

3- In teaching grammar, the teacher should presents a high amount of grammatical items, and to explain how the grammatical structures can be used communicatively, and in context both in spoken, and written form.

4- Teaching grammar should provide information either inductively or deductively following the traditional ways of presenting, and explaining grammar

5- Teaching grammar should pay special attention to the learners' correct use of grammatical structures not only their understanding to its form, and meaning. Teaching grammar should also prepare the grounds for mastering language skills: listening, speaking, reading, and writing.

3.3. Teaching Grammar under the Competency Based Approach:

The CBA as a recent reform paved its way to the secondary school level with clearly defined goals. The paramount goal is to push pupils to reinvest the grammatical structures acquired at schools in practical real contexts i.e. pupils are supposed to learn grammar by doing.

Grammar instruction aims at enabling pupils to carry out their communication purposes. Therefore, Pupils do not need to master every single aspect of a given grammar point, only those that are relevant, and necessary to the communication task. Under the CBA, learners are actively involved in ail aspects of the grammar lesson. They act as rule-discoverers, and they plan for and use learning strategies which assist them to communicate effectively. On the other hand, the teacher acts as a facilitator, and guider.

In order to express their thoughts and feelings fluently in correct grammatical utterances, pupils learn grammar within different situations and contexts. That is, grammar is introduced and practiced in various situations similar to those which might occur in real-life.

Under the CBA, pupils learn grammar that will enable them to perform skills in an integrated rather than in separate ways because it is the way they are used in real - life. Similarly to the communicative approach, the focus is on communication which is given priority over grammatical accuracy. Thus, the supreme goal of teaching grammar under the CBA is to enable learners to become efficient users of English.

Yet, most pupils receive only grammatical knowledge which is defined by Purpura (2004:85) as "a set of internalized informational structures", but a few of them possess a grammatical ability, or language proficiency which is referred to by Purpura (2004: 38) as "Learner' capacity to realize grammatical knowledge in an accurate and meaningful way to convey different language uses".

Therefore, teaching grammar under the CBA has become the hardest task for teachers who have a daily struggle with applying the objectives of CBA in teaching grammatical aspects. Moreover, giving communication a prominence and a priority over grammar led

pupils to have a poor command of grammar, and have consequently failed in communication.

The CBA requires learners to study English in context, and within various situations.

English is practiced by the learners in situations similar to those which could take place in real life. Indeed, it is a problem solving approach which implies for learners to obtain language, and develop problem solving skills, and to assess their abilities in overcoming obstacles and problems.

Under the CBA, the teacher's role is no longer limited to the communication of knowledge, but to assist learners to take charge of their own learning. Therefore, learners are required to act autonomously, and to become participants in the learning process.

3.3.1. Principles of the Competency Based Approach:

1- The CBA focuses on the outcome of learning. Thus CBE looks at the skills pupils need to use English for in the real world.

2- Competency is the desired goal. As opposed to traditional approaches, the CBA does not give much prominence to the content, rather to the competencies to be installed and improved. Competencies in general can be seen from the task performance. Competencies acquired by learners are those needed to function in society.

3- The main concern of the CBA is not on what learners known about the language, but on what they can do or achieve with it.

4- The CBA consists of a know- how - to -act process which enable the learners to apply what they have been exposed to in schools to real life.

5- Under the CBA, learners work at levels that are challenging, and are evaluated on performance. Moreover, pupils carry on learning outside the classroom attempting to take charge of their own learning.

6- The CBA puts an emphasis on project works which are useful for teachers in that they give a clear idea to what extent learners are capable to use the skills they acquired to realize projects.

7- Since the CBA focuses on the competencies or the outcomes of learning, evaluation is a very crucial tool to achieve that. Therefore, formative evaluation takes place in CBE, part of day to day teaching. Such an evaluation indicates what learners lack as skills, competencies and the like. At the same time, learners can receive feedback which helps them to re-practice necessary skills till mastery.

8- The focus is on pupils' learning rather than their grades. Teachers under the CBA assess learners' skills in different situations and contexts.

3.4.The Process of a Grammar Lesson under the Competency-Based Approach:

A grammar lesson goes through three main stages, or phases: presentation, Guided practice, and Communicative practice.

3.4.1. Presentation:

In the presentation phase, the teacher introduces grammar in a Meaningful context, explains the form, meaning, and use, and provides activities to check that pupils have understood what has been presented. According to Larsen Freeman's Three Dimension Grammar Model (2001), grammatical structures have three dimensions: form, meaning, and user.

3.4.1.1. Presenting Grammar as Form:

Form refers to the mechanics of the language. In this sub-phase, pupils must understand the sentence structure of a specific grammar rule. For example:

Must+ base form of verb (without to)

Thus, this is the rule pupils follow when they want to express an obligation, or a necessity.

Form refers to the grammar rule, or pattern. It has been defined as the actual words written or spoken used to express something in the language as opposed to meaning, or use. It is synonymous with « structure ».

Many researchers pointed to the value of form- focused instructions to improve learners' accuracy. Yet, according to Purpura (2004:13) " A focus on grammatical form alone may not be enough in L2 educational contexts to determine If L2 learners have sufficiently acquired a structure to communicate effectively".

Therefore, the teacher has to consider the teaching of grammatical meaning in order to help learners lay the focus on what to do with language rather than how language is organized, or structured.

3.4.1.2. Presenting Grammar as a Meaning Resource:

Meaning is the mental image, comprehension that is generated by grammar. Pupils connect the grammar structure with the meaning. For example, the past perfect signals earlier actions, or events.

As opposed to presenting grammar as a form which is targeted towards accuracy, presenting grammar as a meaning resource is targeted towards favouring fluency. The latter can be achieved only if the teacher succeeds at diverting learners' attention away from form. This can be done through providing learners with a set of activities to this end. An example of presenting grammar as a meaning resource is:

> « Must » is used to express obligation or necessity

3.4.1.3. Presenting Grammar – Use:

In this sub-stage, the teacher shows learners how grammar gets used; For example:

> « Must » is used in formal writing, in speaking we use « Have to»

In the presentation stage, the new grammar rule, or structure is introduced usually through a text, dialogue, or a story that includes the structure. The pupils listen to a text, or read it aloud.

The presentation of grammar can provide input for noticing language forms of English. The presentation stage aims at achieving the following points:

1- To present the new form in a natural spoken or written text so that pupils can see its use in discourse.

2- To check comprehension.

3- To elicit the form from pupils where possible, and exploiting their existing knowledge.

   In the presentation stage, the teachers act as an instructor, a rule provider.

3.4.2. Guided Practice:

Once the teacher has presented a grammar rule, and checked that learners have understood the structure's form, meaning and use, the next steps guided practice where the learners practice the structure they have been exposed to.

In this stage, pupils are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. Pupils responses are meaningful, yet not really communicative .The guided practice stage usually starts with controlled practices that focus on learners' attention on specific structures, and then move to less controlled practices with more open-ended activities.

The aim of this stage is:

It is important for learners to have plenty of contextualized of the structure and to understand them, visual materials can also contribute to understanding.

Concerning vocabulary, on the whole older or more analytically minded learners will benefit more from the use of vocabulary.

Teacher explanation should cover the great majority of instances learners are likely to encounter; obvious exceptions should be noted, but too much. Detail may be confusing, as a rule, a simple generalization, even if not entirely accurate, is more helpful to learners.

3.5.Recommendations:

3.5.1.The Organisation of the Grammar Course:

In organising the grammar course, the teacher should ensure that there is a balance between grammar and content, a selection in the grammatical aspects and the terminology, focused feedback and regular testing. Grammar teaching is principally meaning-based, but when it is necessary, it can become form-based. The teacher can make the learners move from a mechanical stage to a communicative one and vice versa. This balance will ensure that the students will not get bored and will help the teacher sustain a reasonable degree of motivation in the learners.

Most teachers are selective in the choice of the grammatical aspects they focus on in their classroom. This means that not every problematic issue in students' needs necessarily to be addressed in the course. For instance, issues of spelling, even if it is problematic, are less important than verb tense and word order. In addition, selection aims at using the time in the classroom in the most efficient way and developing practical and useful skills that are relevant to producing.

The teacher and the learners can agree on a list of grammatical terms to be used in the classroom to facilitate their work. However, vocabulary will depend on students' background and the kind of expressions they are used to. The teacher should not use grammatical terms that are unfamiliar to the students, but build on what they already know from their first year.

3.5.2. Grammar practice activities:

Most students emphasise that they need more grammar practice activities beyond the sentence-level and show a desire to rely less on the teacher. Grammar activities will help them to reach their goals and will likely have a positive impact on their motivation. The students are motivated to learn grammar and they also show a degree of it in taking risks. They show a desire to move towards more self-government, and to adopt other ways of language learning. This kind of motivation is important and therefore, it is essential to maintain it.

In such a case teachers have to help students make the "leap" from accuracy work to fluency, a variety of practice activities that familiarize them with the structures in context, giving practice both in form and communicative meaning.

3.5.3. Error Correction:

Error correction is considered to be crucial parts of language improvement in order to correct students' error for future, majority of the teachers believed that is necessary action, surely teacher's thoroughly correct grammatical errors in student's written work according to what they believe. They confirmed that their errors are a part of their lack of cramming grammatical rules. These errors are corrected for the sake of paper work and for understanding and practicing that English language learning in fact of developing communicative skills.

So Teachers should give stress on the need for grammatical error correction and make practical efforts either in written or spoken form, this surely will help learners focus on what they say or write by knowing how to use tenses or preposition in their appropriate positions because it is very important to know how to govern the Systems of a language correctly and use it fluently, at this stage learners will feel highly motivated to learn Grammar out of anxiety.

3.5.4. The collaboration of Teachers:

All teachers of WE, OE and Grammar have a positive attitude towards collaborative teaching. They agree that, in order to help the students improve their writing and speaking skills, there must be collaboration between the teacher of grammar and both skills. They suggest that grammar should be taught in collaboration and as a response to students' needs. Therefore, help between the WE, OE teachers and the Grammar teacher is necessary to the success of grammar teaching. However, they must not perceive it as an obligation. Grammar teaching is highly influenced by teachers' attitudes and beliefs. The teacher should adopt positive attitudes towards the learners particularly in making their needs a priority. Concerning the teacher himself, self-criticism is important because it is the path to improvement, and is reflected in self-evaluation. In general, effective teaching requires from the teachers the capacity to select what is in accordance with the students' needs and may require from the teachers to "constantly revise, vary , and modify teaching-

learning procedures on the basis of the performance of the learners and their reactions to instructional practice" Richards and Rodgers (1986).

3.5.5. Materials used in teaching Grammar Course:

The most useful material in the classroom is students' own texts as they represent authentic language and offer the teacher an opportunity to target areas of conflict and difficulty. The WE teachers can give to the grammar teacher the texts that students produce in the classroom as a response to coursework. The grammar teacher analyses the texts, taking into account only the grammatical aspects. From this analysis, he can make a corpus of the most important errors that emerge from students' texts. This corpus of errors will constitute the basic source from which the courses will be developed. Of course, the grammatical items/structures that will be addressed in the courses should be relevant to the students' needs and to the genres they are required to produce.

Moreover the teacher of OE can also provide teaching with materials in order to motivate students such as videos, authentic films and pictures related to a given topic, also, he may give the rules for class discussion e.g., hand raising. Furthermore, he has to give points for oral communication and prepares the student individually, moreover, he should teach the student to ask questions in class specifically teaching body language and expression, and waits students to respond in fact that they can form correct sentences at the level of grammar and give to the student an opportunity to speak in smaller groups and then in larger groups, at this level discussion may help learners to express themselves and share their opinions about a given topic, this will create a good atmosphere and raise students motivation especially if they use FL in the appropriate way . The OE teacher will spotlight on students speaking skill at the level of grammar, vocabulary, etc, and focus were exactly they made too much errors then he will ask the teacher of Grammar to explain for his students such rules that they can use during discussion (tenses, preposition, and conjunctions) because the Grammar teacher is specialist in this filed more than the OE teacher.

3.6. Conclusion:

We have tried in the last chapter to propose some suggestions which aimed at improving the quality both of motivation and grammar in the teaching-learning process, and we have also attempted to present some guidelines, solutions and recommendations. Besides, we have provided strategies that help learners avoid mistakes and errors. Since teachers and learners were considered as the important elements of whole learning process, we have noted some functions to both of them related to Grammar courses. Finally we have presented some techniques that motivate students to learn English Grammar rules effectively.

General conclusion

In this research, which approach is the suitable one for teaching grammar skill have been the major topic, we have analyzed previous findings of the are and been investigating what middle school's pupils think about the way of teaching grammar lessons is introduced by their teachers, Our work has attempted to identify the teaching-learning situation by focusing on the analysis of the teaching method and students needs. The learners in the English section have to learn grammar with an appropriate manner because it is mainly the principal organization of any language, and consider it as the basis of the four skills (speaking, writing, reading, and listening).

Teachers of grammar often admit to the fact that students of English find grammar classes uninteresting; however, the method that was used by the teacher was criticized for a number of reasons. At the effective level, students get bored, and lose motivation for learning. Furthermore, their academic achievements may not be high, or at least they are not motivated to learn these lessons, whatever the real reason behind such feelings, the aim of recent research is to find solutions in order to solve these problems by making teacher create effective and various teaching techniques to increase student's motivation. The appropriateness of making or using such teaching methods can peruse the achievement of education purposes. The variety of teaching techniques or methods will help learners feel pleased while learning. Furthermore, students do probably practise the language inside and outside classroom.

An important factor when it comes to teach grammar and to make it interesting is variety that student can learn grammar in many different ways. It seems like it is important for learner's motivation that they know why they do something. The biggest source of motivation towards learning English grammar according to our consequences is to get a good result at the end of the year, and to communicate orally with their friend by using correct language at the level of using correct grammatical rules in order to give a sense to language use and make the learning process more enjoyable and more effective.

We can conclude from this research the confirmation of the result through the response of students questionnaire which show us the difficulties that was faced by learners towards grammar lesson, and help us to provide some reliable

General conclusion

recommendations that surely effect the learning environment. In addition, the teaching-learning operation depends both on teacher and learner in fact that they are the important element in the whole process, and the responsible to increase motivation in class in order to create a goods atmosphere depends to their interaction.