



People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



**Students' Attitudes towards Learning Grammar
through the Competency Based Approach:
The Case Study of Third Year Middle School
Pupils in Saida**

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master in Didactics*.

Submitted by:

Miss. S. MOKHTARI

Supervised by:

Dr. N. BENACHOUR

Board of Examiners

Dr. C. MOURI (MC-B)	Chair Person	University of Saida
Dr. N. BENACHOUR (MC-B)	Supervisor	University of Saida
Dr. M. SEKKAL-BABOU(MC-B)	Examiner	University of Saida

Academic Year: 2017/2018



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DECLARATION OF ORIGINALITY

I, Miss. S. MOKHTAR, do hereby solemnly declare that the work presented in this dissertation is entirely the result of my own investigation and has not been submitted before to any other institution or university for a degree. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

This work is carried out and completed at Dr. Moulay Tahar University of Saida, ALGERIA.

Certified:

Miss. S. MOKHTARI

Master (2) LMD Student, English Department

DEDICATIONS

This modest work is dedicated to my dear parents, without whom I could never be here, without whom I would not have the energy to pursue this research until the end. My deepest love and eternal gratitude for both of them

To my three sweet sisters, Meriem, Fatima, and Amina, thank you for being the light in the darkness.

To my two brothers, Merzoug and Mehdi, thank you for being the strong pillars that you are.

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Most thanks to « Allah » for blessing and helping us in realizing and achieving this work.

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We wish to offer thanks to the questioned teachers and learners.

I also acknowledge, with great respect, the members of Jury for their valuable opinions in improving this research.

Abstract

In order to improve grammar learning and teaching process, Algerian Ministry of Education has adopted a new instructive change which may be described toward the use of the Competency Based Approach. This research work attempted to examine the effect of the Competency-based Approach on the learning of grammar at third year middle school level. In this vein, the rationale of the current research paper is to provide an inkle eye on the new arrangement of the Algerian instructive framework, the execution of the Competency Based Approach, how do learners behave while learning grammar using this approach, and how to improve their positive attitude. In addition to that, this study aims to offer effective solutions that help the Algerian teachers presenting effective grammar lessons using Competency Based Approach. In order to achieve these aims, the researcher relied on two means of research: two questionnaires and a classroom observation. The first questionnaire was handed to teachers in order to investigate whether they use this approach or not, and how do their pupils respond if grammar teachers use it. The second questionnaire was handed to third year middle school pupils to get more information about the importance given to learning grammar through CBA, in addition to their attitudes to relating grammar instruction to its authentic context. Moreover, the classroom observation was set in order to obtain more direct, real and accurate data on how the teaching grammar under the Competency-Based Approach is processed. The results obtained from this investigation confirmed the research hypotheses and revealed that pupils of the third year middle school have difficulties in understanding grammar rules and the Competency-based Approach helps them to overcome those difficulties. This approach also makes pupils more active in classroom.

Keywords: Algerian middle school, Competency Based Approach, English learning grammar, students' attitude.

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List of Abbreviations

ALM: Audio-Lingual Method.

CBA: Competence Based Approach.

CBLE: Competency-Based Language Education.

CLT: Communicative Language Teaching.

DM: Direct Method.

EFL: English as Foreign Language.

ESL: English as Second Language.

FL: Foreign Language.

TL: Target Language.

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General Introduction

General Introduction

Over the course of the past few decades, the field of teaching and learning had been dominated by teaching methods that rely on the control of teachers in terms of explaining lessons and information to students. These methods also relied on memorization and constant repetition causing students to lack in the domains of communication and creativity. Furthermore, students were constantly waiting for the instructions and full guidance of the teacher, failing to take the initiative to conduct meaningful researchers.

This reality has never been clearer when teaching learners the important rules of grammar, they seem to have issues on so many levels, the simplest of which is understanding complicated grammatical rules, or simply attempting to apply those rules in speaking and most importantly in writing.

However, with the introduction of new teaching theories and methods, things have shifted toward allowing students to be more of a contributing factor in collecting information and presenting them, this fact has motivated us to explore the use of Communicative Based Approach and its successful implementation in modern classrooms, specifically to solve the traditional problems of explaining grammar rules, to boost up the student's motivation and shift their attitudes from negative to positive.

the main aims of this study are to attract attention to the advantages of Communicative Based Approach and to suggest applicable solutions for its implementation in the field of grammar. In addition to that, this study tries to link the correct use of grammar in order to change attitudes and raise motivation.

Taking into account the aims of the research and problems encountered in the course of written expression course in the middle school, this dissertation tries to answer the following questions:

- a. In which context does the Competency Based Approach suit each student's learning style?

General Introduction

- b. How does each individual behave after implementing CBA in teaching grammar?
- c. Does the CBA help the students to develop the learners positive attitude towards learning grammar?

In order to answer the research questions, the researcher will focus on the following two research hypotheses that shall be checked and tested by the end of this research and thus to be confirmed or rejected:

- a. It is hypothesized that using the CBA, while teaching grammar, does not fit all students' learning styles.
- b. It is advanced that middle school pupils do not behave the same way during a grammar course presented in CBA.

Two data informed the present research: the primary data comprised teachers and pupils' questionnaires and the secondary data comprised classroom observation. Teachers' questionnaire is proposed to English teachers, aims at determining the role and the place of grammar instruction relating to the use of Competency-Based Approach. Students' questionnaire, proposed for third year middle school students who will provide their preferences in learning grammar and the importance they give it in their learning of a foreign language in order to see whether they learn it more when used in authentic contexts. The analysis of the collected data aims at determining the elements that will provide the basis for the improvement of student's positive attitudes as well as the development of the Competency-Based Approach to grammar teaching.

This study is divided into three chapters. Following the general introduction, chapter one deals with introducing the notion of grammar and the most common approaches to teaching it. In addition to that, chapter one will shed light on the notion of attitudes and its types, learning strategies and styles with relation to grammar, and finally attempting to explore on the Competency Based Approach and its use in Algeria.

Chapter two is provided for data collection that can refute or support our hypotheses, a question for both middle school teachers and middle school students was used to fully understand the use of the Competency Based Approach and its relation to

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grammar; the researcher also used observation to collect data during several middle school English sessions. The chapter is also employed to describe the means of collecting data and the sample chosen for answering questionnaires and conducting observation.

Chapter three is devoted for the purpose of interpreting the results and data obtained from the two questionnaires and the observations, in order to identify the most common issues and suggest suitable solution for implementing the Communicative Based Approach to improve grammar lesson and the overall motivation of students. This chapter is also devoted to discuss the limitations of the study.

Moreover, over the course of this study there have been many issues that slowed down the process of research and prevented it from reaching its full potential. First, the accessibility to middle school classes was not easy, we were not allowed by some headmasters to get in touch with pupils directly despite our multiple requests. Second, during the stage of collecting data, there was difficult choice concerning the use of many data collection methods that can lead to the expansion of this research range or the use of the questionnaire and classroom observation alone at the risk of not collecting sufficient data. In addition to that, the sample of teachers questioned were not that motivated to provide helpful answers which made it even harder for us to analyse the results.

CHAPTER ONE:

**A Theoretical Background on
Teaching/Learning Grammar and
pupils' Attitudes**

1.1. Introduction

1.2. Defining Grammar

1.2.1. The History of Grammar Teaching

1.3. Approaches to Teaching Grammar

1.3.1. Deductive Approach.

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1.4.1. Defining the Term Attitude

1.4.2. Types of Student's Attitudes

1.5. Learning Strategies

1.5.1. Definition of Learning Strategies

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1.6. Learning Styles

1.6.1. Defining Learning Styles

1.6.2. Types of Learning Styles

1.7. The Competency-Based Approach

1.7.1 The Definition of the Competency-Based Approach

1.7.2. Defining the Concept Competence

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1.8.1. Reasons behind Choosing the Competency Based Approach

1.8.2. Teaching English according to the Competency Based Approach

1.8.3. Teacher's Competencies and roles in the Competency Based Approach

1.8.4. Student's Role in the Competency Based Approach

1.9. Comparing CBA to Previous Approaches

1.10. Conclusion

1.1. Introduction

The present chapter deals with the theoretical framework and consists of three main parts. The first part provides a brief overview about grammar in general and its history teaching in addition to the approaches used to teach it. It also addresses the concept of attitude, its types and critically discusses the learner's attitude towards learning English. The second part briefly highlights grammar learning strategies besides learning styles and types of the student's learning styles. The third part analytically presents the Competency Based Approach in general and more specifically the two terms competence and competency in addition to the characteristics of the CBA. It briefly addresses the implementation of the CBA in the Algerian middle schools, how English is taught through the implementation of this approach, and reasons behind choosing it, in addition to the role of both teachers and pupils in student-centered approach. It ends with discussing teaching grammar in Algerian middle schools through the CBA.

1.2. Defining Grammar

Over time and across context, the linguistic notions of grammar have changed which mislead language specialists to provide a clear and comprehensible definition of what really grammar means. Thus, grammar is not the kind of the concept that can be given a correct definition, even professional grammarians cannot agree and have no prospect of even finding some kind of objective facts which would push us to an agreed definition. In fact, "This does not mean that grammar itself is vague and subjective [...] but simply that it has no natural boundaries waiting to be discovered" (Purpura, 2004, p. 42).

Hence, there is no one and only way to define grammar because it might mean very different things to different people. On the same point of view, Purpura (2004) claimed that the previous and the current grammar definitions and grammatical knowledge changeability will be no different in the future.

Moreover, the term grammar is defined as: “the whole system of structure of language oroflanguages in general, usually taken as consisting of syntax and morphology” (*Oxford University Press*, 2008, p. 187).Radford (1997) argued on the same definition, believing that:

Grammar is seen as the study of the syntax and morphology of sentences.Syntax is the system of rules that cover the order of words in a sentence. Itdescribes how rules are arranged in terms of their position and distribution. Morphology on the other hand is the system of rules that cover the formation of words.(p. 1)

Grammar might be seen as the vehicle by which language learners arrive to express their thoughts appropriately since the target of English grammar teaching is to enable learners to express their thoughts correctly, either in spoken or written form. In this respect, grammar is described as “That science which treats the principles and rules of spoken and written language” (Woods, 1965, p. 1). Similarly, Thornbury (1999) described grammar as “a description of the rules for forming sentences, including an account of the meanings that these forms convey”. This means that rules and grammar are synonymous. Additionally,grammar describes the rules that govern how a language sentence is formed since it has been solely associated with “the analysis at the levelof the sentence” (p. 13). Thus, it is suggested suggest that grammar can mean a system of rules which allows the users of the English language to create meaning, by building both meaningful words and larger constructions of sentences.

Moreover, grammar is defined as: “Grammar is the business of taking a language to pieces, to see how it works” (Crystal, 2004, p. 6). That is, in order to understand a language, we need to break it into small pieces and that what is called grammar according to him. In contrast, Larsen-Freeman (2003) observed that grammar is more than a set of rules. In this vein, he claimed the following:

I have also tended to favor *a dynamic view* of grammar [...]. Grammar is much more about our humanness than some static list of rules and exceptions suggests. Grammar allows us to choose how we present ourselves to the world[...] all the while establishing our individual identities. (p. 142)

That is, grammar cannot be described as rules, if we use the word "rules", we suggest that the rules were created firstly and then the language was spoken. But in fact, it is not like that. Languages started by people making sounds which evolved into words, phrases and sentences. Thus, what is called "grammar" is simply a reflection of a language at a particular time.

1.2.1. The History of Grammar Teaching

Overtime, grammar was taught in a traditional way focusing more on the written form of language, it was argued that grammar is a system of rules and if knowing these rules, we would master the language as a matter of fact. That was known as the grammar translation method (GTM). It has also been called the classical method because it was first used in Latin and Greek lessons, both of them are regarded as classical languages (Larsen-Freeman, 2000, p. 11). This method is still widespread among teachers who believe that translation is one of the most affective techniques of learning any language.

Hall (2011, p. 81) explained that GTM requires language learners to concentrate on grammatical items in isolation. Thus, its main focus is on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Dendrinos 1992, p.106). Instructions in this case are presented explicitly, which means that a teacher provides verbal explanations of the grammar rules concentrating mainly on the language form. Nevertheless, many scholars criticized this method claiming that it focuses too much on the written form rather than developing the learner's communicative abilities in addition to limiting one's creative abilities. The four skills are not covered all, much attention was paid to writing and reading but less focus was on reading and speaking.

Another important feature of this method was accuracy. Since students were expected to achieve high standards in translating sentences, which was tested in written exams (Richards & Rodgers 2007, p. 6).

According to Prator & Celce (1979), there are other key features as they present in The Grammar Translation Method: "Much vocabulary is taught in the form of lists of isolated words [...] little attention is paid to the content of texts" (p. 9).

As a move to overcome the shortcomings of Grammar Translation Method, many teachers felt the need to adopt a more effective and successful method, the next popular one was called the Direct Method which was based mainly on psychology and linguistics. The main difference between this method and the (GTM) is the use of learners' L1 because in the direct method, no translation is allowed at all. "In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language" (Larsen-Freeman 2000, p. 23). That is, the use of L1 is not allowed neither for the teacher nor for the learner and translation is completely banished from any classroom activity. Even when giving the answer, teacher illustrates by drawing it on the table or just clarifying it to make them understand since his/her aim is to make them think and communicate in the target language. (Larsen-Freeman 2007, p. 23) joined this point of view, she believed that one of the main characteristics of the Direct Method is the prohibition of the use of translation that is why meaning should be taught directly using the target language without referring to the learner's native language. Moreover, many theorists believed that language is a system of communicating meaning. Thus, the best way to learn and teach is the natural one which is based on imitation (Davies & Pearse, 2000, p. 189).

In the twentieth century, the focus started to shift from writing to speaking because of the greater demand of oral proficiency in foreign languages during the World War II. The Audiolingual Method (ALM) or what was initially called the Army Method or the Oral-based Approach seemed to meet the target needs. The main focus of this method is drilling which means that in order to reach high levels of

language fluency, one needs to spend much time repeating oral drills. In addition to that, and according to the behaviourists, learning a language is a matter of habit formation since the major goal is automaticity where students learn patterns by heart through memorizing and imitating them many times. In this regard, Ur (2011) believed that implicit knowledge of grammar is “[...]demonstrated through students’ actual production of speech or writing in communication and does not imply the ability to explain underlying rules” (p. 510). That is, learners are exposed with grammatical forms without being told about the rules; it is their role to deduce them by themselves based on the presented examples. However, Hall (2011, p. 89) pointed out that drilling individual grammar items may only suit younger learners rather than developing older learners’ skills. Besides, the Audio-lingual Approach seems to be demotivating for learners rather than motivating them. “According to the audiolingual method the learner is conceived of as a passive recipient of the program whose intervention would seriously interfere with the desirable automatic reaction” (PavičićTakač, 2008, p. 1).

In the early 1960s, the Audiolingual Method started to decline, the American philosopher and linguist Noam Chomsky challenged the habit formation, he argued that learning a language requires one’s own thinking since the human brains have a Language Acquisition Device (LAD) which is an innate process that enables learners to develop their language skills. This led to another approach that encouraged students to rely on themselves in learning thus teaching shifted from a teacher-centered approach to a more student-centered approach.

The new approach is called the Silent Way and it requires more effort from students: “The teacher speaks but only when necessary. Otherwise, the teacher gets out of the way so that it is the students who receive the practice in using the language” (Larsen-Freeman 2000, p. 61). This approach was created by Caleb Gattengo, it is one of the humanistic approaches in language teaching that emerged as a response to the scientific characteristics of the previous methods. The silent method focuses on student autonomy and active learner participation. Hence, the teacher uses gestures

and silence to present effective lessons and gain the learners' attention. Humanistic language teaching considers teachers as "enablers or facilitators who assist learners in their self-discovery rather than instructors who 'transmit' knowledge to learners" (Hall, 2011, p. 90).

Another method of the humanistic language teaching is the Total Physical Response (TPR), it is based on connecting language learning with physical movements where the teachers give instructions in the target language and then the students have to give whole-body responses. This method was developed as a result of noticing how children learn their first language by interpreting their parents' speech into physical actions. The aim of this method is building comprehension skills and is based on the idea that any language can be learned through commands and physical actions. Thus, TPR works mainly with younger students (Johnson, 2013, p. 180). All these methods mentioned thus far are actually not that different from each other. Although they do have differing opinions about the best ways that language can be learned, they are all grammar-based approaches where the focus is on learning the structure of the target language (Nassaji & Fotos, 2011, p. 2).

The increasing interest of a meaningful language learning and the difficulties faced in using the language to build meaningful conversations outside the classroom was raised as a big deal since the already existing approaches and methods did not seem as best choices to meet those needs. Therefore, applied linguists emphasized on teaching the language based on the communicative proficiency rather than just mastering the structures. This led to the rise of the Communication Based Approaches. Thus, the new approach was called approach was called Communicative Language Teaching (CLT). The central focus of this approach is to enable students to learn and practise the target language through interactions with their classmates and teachers in the classroom in terms of tasks such as service encounters, politely declining invitations and asking the way... etc, and also the use of the target language with people outside it. According to Larsen-Freeman (2000), the task material in CLT lessons is authentic whenever possible and he justified this by stating that students

should use the same strategies s/he uses in reality in order to develop strategies used to understand the target language.

Accordingly, constructivism and dialogic language teaching are two methods that focus highly on meaning and communication where dialogic language teaching or the so-called Dialogism emphasizes verbal interaction and learner engagement in the learning process and supports communication which promotes higher cognitive functions in learners (Sedova, Salamounova & Svaricek, 2014).

To sum it all up, there has been a swing far from the Grammar-Based Approaches towards the more communicative ways of teaching and on to the current view of combining the two. Grammar lessons today are all about how to use the language in real-life situations and since the nature of language is dynamic, it is expected to keep on changing.

1.3. Methods to Teaching Grammar

Grammar has always been a source of debates in the teaching of foreign languages and its teaching has been traditionally determined by dominating methodologies and teaching approaches, namely the deductive and inductive approach.

1.3.1. The Deductive Method

One of the traditional approaches; it is a more teacher-centered approach which means that the teacher introduces the new concepts, explains them and then makes the learners practise them in different ways. In this sense, "A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied" (Thorenbury, 1999, p. 29). This means that grammar rules are presented through examples and the learners' role is to manipulate the examples. In this respect, Purpura (2004) observed that "In this approach (deductive approach), the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical

system and to recite its rules” (p. 1). In other words, in the deductive method, the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules. Besides, adopting the deductive approach requires the teachers to provide explanations of the instructions and the rules at the very beginning of the course before getting their students into the practice (Rabbah & AbuSeileek, 2007, p. 5).

In the deductive approach, grammatical structures and rules are presented explicitly and the student's role is to apply these rules through different tasks. Hedge (2000) indicated that focusing on grammar and teaching grammatical forms explicitly accelerate the acquisition of grammar. Similarly, Ellis (2006) believed that teaching grammar explicitly helps to develop the implicit knowledge and supports language development. This approach works from the more general to the more specific like what is presented in the following figure.

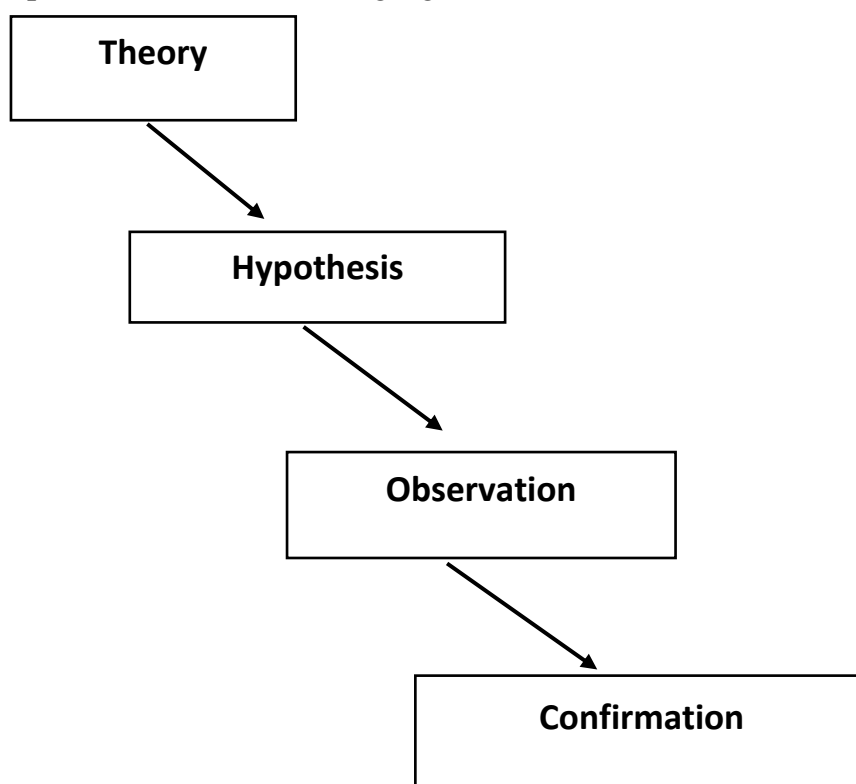


Figure 1.1, Deductive research approach (Adopted from Burney, 2008, p. 4)

1.3.2. The Inductive Method

In contrast with the deductive method, inductive instruction is a bottom-up approach that requires students own learning, instead of explaining the new concepts, the teacher presents them through examples and situations and shows how the concept is used and then it is the student's task to notice how the concept works. This approach thus can be defined as "An induction approach starts with some examples in which a rule is inferred" (Thornbury, 2001, p. 29). In the same line with this token, the inductive approach is described as an experimental approach in which "[...] students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions" (Purpura, 2004, p. 2). Hence, teaching the target language, through the inductive approach, means presenting its structures in context and teaching its grammar implicitly "[...] where the new grammatical structures or rules are presented to the students in a real language context" (Goner et al., 1995, p. 135). Moreover, Ellis (1992) argued that the inductive learning "facilitates the acquisition of the grammatical knowledge needed for communication" (pp. 234-238). As a matter of fact, the inductive approach works from observations to broader theories and generalization, the following figure illustrates that:

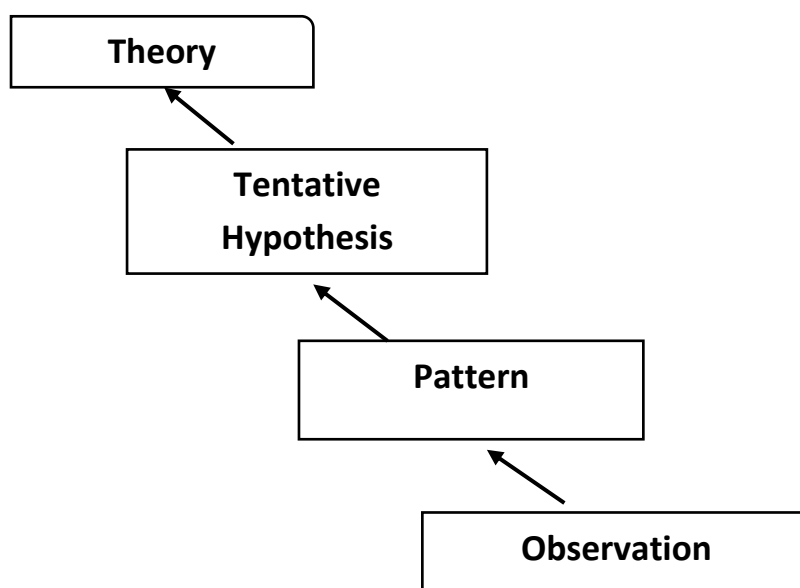


Figure.1.2. Inductive research approach (Adopted from Burney, 2008, p. 5)

1.4. Learner's Attitude

A second or foreign language teaching process is influenced by a number of factors, Learner's attitude is considered as one of these factors.

1.4.1. Defining the Term Attitude

Attitude, according to (Oxford Dictionary, 1990, p.149), is a settled way of thinking or feeling about something or a position of the body indicating a particular mental state and is a predisposition or tendency to respond positively or negatively towards a certain idea, object, person, or situation, which means that each individual has particular choices and responses towards certain stimuli which can be negative or positive.

Baker (1988) described attitudes as they are cognitive since they are capable of being thought about, affective as they have feelings and emotions attached to them and dimensional rather than bipolar because they vary in degree of favorability/unfavorability, predispose a person to act in a certain way, but the relationship between attitudes and actions is not a strong one, they are learnt, not inherited or genetically endowed, and they tend to persist but they can be modified by experience (Ellis, 1994, p. 199). Moreover, and according to Baker (1988), attitudes are developed in early childhood and are the results of parent's and peer's attitudes, of contact with people who are different in any number of ways, and of interacting different factors in the human experience" (p.193). Brown (2007) supported Baker's ideas (1988). He ratified that the attitudes which "develop in early childhood and are the result of parent's and peers' attitudes, of contact with people who are different in any number of ways, and of interacting different factors in the human experience" (p.193). However, according to Gardner (1985), "motivation [...] refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (p. 207). That is, attitude is one of the main components of motivation in any language learning.

On the other hand, Wenden (1985) claimed that the term attitude encompasses three components: cognitive, affective, and behavioural. "The cognitive component is related to the beliefs and ideas or opinions about the object of the attitude. The affective factor is about the feeling and emotions that one has towards an object, likes or dislikes, with or against" (p. 33). Finally, the behavioral component which is made up of one's consisting actions or behavioral intentions towards the object (cited in Al-Tamimi & Shuib, 2009). Moreover, others believed that the evaluative factor can be added as the fourth component which is described as positive or negative response to stimuli.

Many studies have been carried out to examine the relationship between attitude and language learning success in addition to the effect of attitudes on language learning process. Truitt (1995), in one of his studies, mentioned that students' beliefs and attitudes towards language learning may vary based on previous experience and cultural background. That is, positive and negative attitudes have some reasons for their emergence and development. In this vein, Eagly & Chaiken (1993, 1998) provided a simple and intuitive definition that wins on ease and broad endorsement. According to them, an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (1993, p. 1), where others claimed that "attitudes have been defined in a variety of ways, but at the core is the notion of evaluation" (Petty, Wegener, & Fabrigar, 1997, p. 611).

1.4.2. Types of Learner's Attitudes

According to psychologists, there are mainly three types of attitudes: positive, negative and neutral attitudes.

1.4.2.1. Positive Attitude

Students with positive attitude pay attention to almost all the good sides rather than the bad ones in language learning. They believe that language learning has a great

value. Learners with positive attitudes learn from their mistakes, they do not see them as a failure, but a step they have to go through it in order to improve themselves. They are optimistic, confident, and have a strong sense of responsibility about creating their own learning.

1.4.2.2. NegativeAttitude

Negative attitude is represented in ignoring the positive aspects of language learning and paying attention only to the bad ones, students with negative attitudes see no relevance of language learning; they also complain about changes rather than adapting to changing environment they may even blame their failure on others. They usually share anger, pessimism, doubt, jealousy, inferiority, and hatred.

1.4.2.3. NeutralAttitude

Complacence and indifference are traits that represent neutral attitude. A student with a neutral attitude does not give enough importance to the whole learning process not only learning a foreign language. They ignore the difficulties, leaving them to someone else to solve them. They get the habit of relying on others and that may be because of their laziness since they do not have any purpose to change. Their traits include: unemotional, feeling of being disconnected, and detachment.

1.5. Learning Strategies

It is important to know how learners possess new information and what kinds of strategies they employ to understand, learn or remember the information for that reason it can be helpful for the teachers to get information about the learners and their characteristics. Learning strategies can also enable students to become more independent, autonomous lifelong learners (Allwright, 2009; Little, 1991).

1.5.1. Definition of Learning Strategies

The word strategy comes from the ancient Greek word strategía, which means steps or actions taken for the purpose of winning a war. Learning strategies are

defined as “specific actions, behaviors, steps, or techniques --such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford, 1992, p.63). That is, any pupil’s personal push or effort used during different language tasks depends on his/her actions, behaviour, and or the steps and the techniques he/she undertakes in order to perform affectively during those tasks, are called learning strategies.

[...] All students have learning strategies; some are successful and some are not[...] Teachers have two equally important obligations in class. One is to teach students how to learn, that is, learning strategies that will enhance learning in the subject. Teachers are much more attentive to the product of learning than process of learning. (Chastain, 1988, p. 164)

In the same line of thought, Wenden & Rubin (1987) also defined learning strategies as “[...] any set of operations, steps, plans routines used by the learner to facilitate the obtaining, storage, retrieval, and usage of information” (p. 19).

More specifically and based on a more general definition of language learning strategies offered by Cohen (1998), learning strategies are “[...]the conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of the target language”(p. 68). In sum, learning strategies are the major steps taken by the learners to facilitate the acquisition of the foreign language in general and grammar in particular.

1.5.1.1. Grammar Learning Strategies

Lee & Park (2007) described grammar learning strategies as “[...] actions and thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable” (p.117). That is grammar learning strategies are those students’ conscious thoughts that facilitate or hinder the language learning process.

Moreover,(Doughty 2003,DeKeyser 2003; Ellis 2006) made a distinction between three categories of grammar learning strategies (GLS) which can be associated with three main instructional approaches to teaching grammatical structures:

a.GLS reflective of implicit L2 learning that includes a focus on form in a course of meaning and message conveyance, the main focus is on the form such as identifying the causes of meaning and communicative problems through noticing the grammatical structures, paying attention and imitating proficient people's speeches, and noticing correction of erroneous utterances...etc.

b.GLS facilitating explicit inductive L2 learning or discovering patterns and rules on the basis of the input data which facilitates the learners' engagement in classroom discussions and makes them participate in discovering and deducing the rule.

c.GLS applicable to explicit deductive learning, using the previous presented rules and employing them in various tasks and activities.

1.6. Learning Styles

The learning-styles view has acquired great impact within the education field and is as often as possible experienced at levels extending from kindergarten to graduate school. However, it is known that some pupils learn the English language better or faster, yet others do not, even within the same environment. There is no way or method of effective teaching for all pupils. However, this variation in the way of acquiring a language or learning certain subjects varies according to each pupil's learning styles which are determined by changes in learner's brain influencing language structure acquisition. Language learning styles tend to allocate how – and how well – our pupils learn a second or foreign language.

1.6.1. Defining Learning Styles

Learning styles are the general approaches that pupils use in learning or acquiring any new languages. These styles are “the overall patterns that give general direction to learning behaviour” (Cornett, 1983, p. 9). This means that any pupil’s learning behaviour is guided by a set of patterns. Thus, learning styles are a set of factors, attitudes, and behaviours that facilitate or hinder his/her learning process in a given situation. Additionally, “Learning style is the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others” (Dunn & Griggs, 1988, p. 3). In this respect, each individual has his own characteristics that make his learning and acquisition process different from his peers. Henceforth, learning styles consist of “characteristic cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Curry, 1981, p. 124).

Moreover, the simplest way of describing learning styles is to say that they are a set of varied methods used to learn or understand new information or simply the way a person takes in, understands, expresses and remembers information.

1.7. The Competency-Based Approach

Throughout time, educational systems have witnessed several approaches that sought to improve teaching and learning, among these approaches is the Traditional Grammar Method and the Audio-lingual Method. However, the ever-changing needs of learners called for a new practical approach. Competency Based Approach is the sum total of skills. It is the means to achieve the ends and the ability to perform and acquire a new knowledge. This approach was initially used in Algeria in 2002 as a result of the educational reform in primary, middle and high school; this approach was adopted in order to enable learners become more proficient in their real-life situations.

1.7.1 The Definition of the Competency Based Approach

The competency Based Approach organises the content of a curriculum in terms of the development of competencies using specific pedagogical practices, it focuses on “what learners are expected to do with the language” (Richards & Rodgers, 2001, p. 141), which means that its main goal is not only directed towards the language input but also towards its output or results since it focuses on learning outcomes.

In CBA, learners are supposed to learn English in relevant situations and contexts. This means that the language is taught and practised in relevant and varied situations that seem to be the same as the ones the students face in real-life. This approach aims at developing the learners' skills and improving their abilities in solving problems they can face in school and the outside world. Learners thus will see learning the English language as being worthwhile both for their studies and real-life situations. Chelli & Khouni (2013) defined it as “CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities” (p. 1). It means that CBA stands upon two specific factors: the first factor is the sort of knowledge or the language input, the way it is taught, and for which purpose. The second factor is the skills. Therefore, in order to develop the learners' competencies, it is very important to focus on all their four skills (productive or receptive). Thus, the CBA focuses on developing learner's language capacities as listening, speaking, reading and writing. In this way, learners become more competent and confident while doing their tasks and are able to express themselves and engage successfully in conversations using the English language. Furthermore, the heart of the Competency-Based Approach is based on the principle that education must prepare students fully for their lives as individuals and as members of society with the capacity to achieve their goals and continue learning throughout their lives. In addition, a learner competency is an arrangement of scholarly, individual, and social aptitudes that all understudies need to create with specific final goals to participate in more advanced learning. That is, this approach encourages students to look at things from alternate points of view, to see the connections between their

learning in various subjects, and to make associations with their past learning and to their own particular encounters as well as to apply this new knowledge in their real-life situations. Therefore, the CBA focuses on establishing three competences in learning:

1. To interact orally in English.
2. To interpret authentic, oral or written documents
3. To produce simple, oral or written, messages.

Another comprehensible definition provided by the Ministry of National Education in the national programme of English as a Second Foreign Language in the First-Year Middle school teachers' guide (2003) is that the Competency-Based Approach is: "[...] a know how to act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before" (p. 4).

The CBA, thus aims at helping learners become more proficient and competent to relate what they study at school with their everyday life and that is by improving their critical thinking and work to achieve the intended model future citizens who rely on themselves in solving their problems.

Moreover, CBA, with its ongoing popularity and involvement, is built on few basic principles. First, the learner must be aware of the course's aims and objectives to facilitate the process of delivering the message. Second, in CBA the focus is on acquiring life coping skills using the target language as a medium to teach, meaning that the language is taught in context. Third, language skills such as grammar and vocabulary are sequenced according to the learners' needs. Fourth, translation is used only when necessary, for communication context is used as much as possible. Finally, the focus is on what the student can do with the language, not what he knows about the language. As a matter of fact, two main terms have to be highlighted when

speaking about the CBA: competency and competence. However, these two terms remain difficult to define in a most comprehensible way.

1.7.2. Defining the Concept Competence

Competence means the ability to do something well measured against a standard, especially the ability acquired through experience or training, or the quality of being well qualified physically and intellectually. It indicates the state of being good enough or the proficiency and the mastery of knowledge and skills which enable one to act in a variety of situations since each level of each person's personality has its own requirements. In this sense, Shunin (2008) defined competence as "system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context" (p.47).

Moreover, Armstrong (1995) believed that "competence as a fully human attribute has been reduced to competencies – a series of discrete activities that people possess, the necessary skills, knowledge and understanding to engage ineffectively" (p. 4).

1.7.3. Defining the Concept Competency

Hedge (1996) believed that competency is defined in term of "superior performance. It is a skill or a characteristic of a person which enables him/her to carry out specific or superior actions at a superior level of performance" (p.4). In other words, competency is not the same as performance, but it is the main factor that enables performance to occur. In the light of this, Mrowicki (1986, p. 6) claimed that:

competencies consist of description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment. (as quoted in Weddle, 2006, p.6)

In this respect and since the target of competencies is to perform effectively in real-life situations, they are described as those necessary skills, knowledge, attitudes, and behaviours needed for such executions. On the light of this description, Richards & Rodgers (2001, p. 143) who believed that competency is:

an element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting. This includes specific knowledge, thinking processes, attitudes, and perceptual or physical skills. (as quoted in Docking, 1994, p. 145)

Another suggested definition in the field of education was in QEP (Quebec Education Programme, n.d., p.4) in which a competency is defined as:

a set of behaviours based on the effective mobilization of a range of resources. The set of behaviours refer to the capacity to use appropriately a variety of resources both internal and external, in particular learning acquired in school or in everyday life. The concept of resources refers not only to everything that students have learned at school, but also to their experiences, skills, interests, etc[...]Students may rely on many resources, such as their classmates, their teacher, documentation. (p. 4)

Henceforth, a competency is the ability to use certain skills in order to act appropriately in situations that can be different from those they were learned.

1.7.4. Competence and Performance

Chomsky (1965) mentioned that “Language performance data are believed to be an imperfect reflection of competence, partly because of the processing complications which are involved in speaking or other forms of language production, and which lead to errors and slips.” (Cited in Candlin & Mercer, 2001, P.15). In other words, there is a strong relationship between competence and performance where the

former affects the latter. For example, if a learner is less competent in some subjects or concepts his/her performance towards that particular subjects and concepts will be not good.

1.7.5. Characteristics of the Competency-Based Approach

Wedded (2006) suggested that the CBA is characterised by the following:

1. The competencies are stated in specific and measurable behavioral terms.
2. The contents are based on the learners' goals, outcomes or competencies.
3. The learners continue learning until mastery is demonstrated.
4. The approach makes use of an unlimited variety of instructional techniques and group work.
5. It centres on what the learner needs to learn, such as listening, speaking, reading or writing.
6. The approach makes extensive use of texts, media, and real-life materials adapted to targeted competencies.
7. It provides learners with immediate feedback on assessment performance.
8. The instruction or teaching is placed to the needs of the learners.
9. It gets learners to demonstrate mastery of the specific competency statements or objectives.

1.8. The Competency-Based Approach in Algeria

There have been considerable efforts in the educational system from top to bottom, from policy makers to learners in order to enhance education in Algeria and pursue the mission to remedy the problems found in the previous system. The Algerian educational system passed through many reforms, it has witnessed many changes since the independence (1962). Among these approaches are the Traditional Grammar Method and the Audio-lingual Method. However, the ever-changing needs of learners called for a new practical approach. The CBA was one of the famous, it

has been implemented by the Algerian Ministry of Education since 2002; it was a highly effective approach to be used in all levels, primary, middle and high schools.

1.8.1. Reasons behind Choosing the Competency-Based Approach

The Algerian Ministry of Education has established this approach in the Algerian primary, middle, and high schools for a number of reasons. The first one is making the school acquisition more applicable and sustainable so that schools will serve learners with the needed knowledge and make them use it in their real life since they will gain the ability to reinvest their learning outside the school. The second factor behind choosing the CBA in Algerian schools which is considered as an objective is the requirement of developing the learners' thinking process through creating a link between acquiring the new knowledge and developing one's thinking process and help using it in different contexts. The third reason is the determination of learner's needs in order to present the new contexts in a way that suit them. Due to the Competency-Based Approach, learners will engage in successful and meaningful communications using English and then be able to integrate with the society easily. The fourth factor is putting an end to disciplinary barriers where pupils will master the presented knowledge during their lessons; they will play a great role in establishing transversal competencies in several aspects, intellectual, personal, methodological and social. The last factor is selecting a personalized pedagogy by taking the individual differences into consideration and thus enabling learners to develop their competencies (*ELT articles: Introducing the CBA*, 2009, p.1).

1.8.2 Teaching English according to the Competency-Based Approach

English teachers, who tend to use the approach in their classes, have to carry out a kind of need analysis in order to know exactly when and where they need to use the English language and select the appropriate tasks to make them practise what they have learned focusing on their four skills and that is by making a link between

learning and the context of use, and thus CBA contributes in making learners build learning the English language meaningful.

1.8.3. Teacher's Competencies and Roles in the Competency-Based Approach

The CBA does not require the teacher's subjugation since it is a student-centered approach; the teachers' role is to facilitate the language acquisition process through guiding their learners and monitoring the learning activities and tasks providing more opportunities for students to feel free and responsible for creating their own learning. Moreover, the teacher is also a researcher in the classroom as s/he discovers more about how his/her learners possess knowledge through watching, listening, and asking them question (Chelli, 2010, p. 25). On this light, she (2010) also added that:

At the same time that we teach children they also teach us because they show us how they learn. We just have to carefully watch them and listen to them. This kind of watching and listening may contribute to teacher's ability to use what the classroom experience provides him or her to create contextualized and meaningful lessons. (P. 25)

Therefore, in the CBA, the teacher is a monitor, a guider, and a facilitator of the new language and concepts. S/he should create effective ways to monitor his/her class and guide his/her learners to ameliorate their skills. Moreover, the teacher in Competency-Based Approach has to take into account his learners' competencies, strengths, weaknesses, and then work on them using particular ways through several learning activities. S/he must be clear as much as possible in giving instructions and orders so that the learners will not be confused. In addition, while explaining the lesson, the teacher pays less attention to time making his/her learners feel free. The selection of learning tasks, activities, and materials is the teacher's responsibility (Richards & Rodgers, 2001, p. 146).

1.8.4. The Learner's Role in the Competency-Based Approach

In this approach, the learner's role is a result of his competencies, s/he is supposed to perform the skills and be active, thus s/he shows the teacher in which ways are the target competencies successful (Richards & Rodgers, 2001, p. 146).

If implementing this approach in some classes, the learner acquires consciously the target language and is aware of what s/he exactly needs to be learned and for which purpose s/he used each competency. Hence, the learner knows which competency s/he is dealing with and can certainly predict the next one. In other words, the learner's main aim is to be able to interpret and transform what he learned in class in varied, similar, and even different contexts and situations outside the classroom (Richards & Rodgers, 2001, p. 147).

1.9. Comparing CBA to Previous Approaches

The CBA does not share the same characteristics of the previous implemented approaches. The main differences may be noticed in both student's and teacher's roles, the materials used and types of assessment ...etc. The table below illustrates more those differences:

Table 1.1. Comparing CBA to previous approaches (Teacher training school of Saida, Algerian Ministry of Education, 2014,p. 22)

Previous Approaches	CBA
<ul style="list-style-type: none"> ✓ The teacher is the source of knowledge who spoon feeds the learners. ✓ The teacher decides what learners will do and how they will do it. ✓ Use of English is restricted to classroom interaction between teacher and learner. ✓ Most interaction is teacher to learner and vice-versa. ✓ Learners learn about language, they acquire knowledge about language, but not skills to use it. ✓ The teacher is the one who assesses and that assessment focuses on the product, what learners produce. 	<ul style="list-style-type: none"> ✓ Learners are active partners in the learning process; they are responsible and productive. ✓ Learners have greater responsibility in deciding what they will do and how they will do it. ✓ Learners research information for project outside of classroom. ✓ Most interaction is learner to learner through pair and small group work. ✓ Learners acquire skills to use and apply knowledge about language, not only language skills but also social skills, research skills, critical thinking, and decision-making skills. ✓ Assessment is shared between teacher and learners. That is, there is more self- and peer-assessment. And that assessment is for the product/ the result and for the process, how that result was obtained.

1.10. Conclusion:

Chapter One covers various concepts and definitions that are related to both teaching grammar through the Competency Based Approach and student's attitudes all for the purpose of improving the learners' proficiency. Of course, there are other concepts that were not mentioned in this chapter for two reasons. First, to limit the scope of the study which will improve the effectiveness of the results. Second, the irrelevance of these concepts to the study.

We have attempted to provide a clear insight concerning the definition of grammar, the history of grammar teaching and the different approaches used to teach it, as well as the definition of the concept attitude and the identification of the different types of learner's attitude besides learning strategies. Then the researcher defined the Competency Based Approach and with some concepts which are related to the current study and share some characteristics of CBA. In addition to that we chose to the way is the Competency Based Approach implemented in Algerian middle school besides the role of both the teacher and the learner in CBA. Moreover, we tried to provide a clear distinction between CBA and other approaches.

These elements were not only chosen because they are relevant to the current study as mentioned before, but because they are related to each other's and they work together for the listener.

Chapter Two:
**Research
Methodology**

2.1. Introduction

2.2. Teachers' Questionnaire

2.2.1. Sampling and Population

2.2.2. Description of the Questionnaire

2.2.2.1. Section One: General Information

2.2.2.2. Section Two: Teaching Grammar

2.3. Pupil' Questionnaire

2.2.1. The Sample

2.2.2. Description of the Questionnaire

2.2.2.1. Section One: General Information

2.2.2.2. Section Two: Attitude Toward Grammar

2.4.1. Classroom Observation

2.4.2. Description of Classroom Observation

2.5. Conclusion

2.1. Introduction

This chapter aims at checking out the hypothesis formulated in this research work. The researcher will analyse the descriptive study that has been carried out with third year middle school pupils through the observation of what teachers and pupils do in classrooms. In order to see the extent to which we can adapt learning and teaching grammar through Competency-Based Approach to improve pupils' attitudes, two questionnaires were administered to third year middle school pupils in Aneur Moussa Middle School in Saida and to English teachers in six different middle schools in the same city. The questionnaires used as an instrument to collect data and then to give explanation to the final findings to see what methods and strategies to use to encourage positive attitudes towards learning grammar using CBA.

2.1. Teachers' Questionnaire

2.2.1. Sampling and Population

The chosen sample for this research is middle school English teachers from different middle schools in Saida, they are 20 teachers. Some teachers refused to answer because of the limited time or because they are busy. Thus, 30 questionnaires were handed by the researcher and her colleagues but only 20 questionnaires were returned.

2.2.2. Description of the Questionnaire

Teacher's questionnaires were handed to 20 teachers who teach English in Aneur Moussa, Seddik Brother, Tahrat Ghazoui, Chaouch Abdel Karim, Mouloud Feraoun, and Bouaaza Belkacem middle schools. The researcher chose these schools because they started applying CBA since 2017. Teachers' questionnaires aim at gathering information about grammar teaching and learning process through the use of the CBA. They consist of 20 questions (see appendix 01). The majority of questions are close-ended questions since teachers are busy and have a lot of duties. Hence, we have used three types of questions:

1/ Factual Questions: they are questions used to gather background information of the participants such as the teachers' age and work experience.

2/ Open -ended Questions: are questions that allow respondents to answer in their own words. The aim of using this type of questions is to determine the responders' opinions towards the subject under study.

3/ Close -ended Questions: they are questions in which respondents are asked to choose from pre-determined answers.

4/ Follow-up Questions: this type of questions is used in the form of clarification such as "justify your answer". It helps obtaining clear and complete responses to open questions so that, the number of ambiguous responses is reduced.

The questions are divided into two sections: section one about personal information and section two about teaching grammar and the use of the CBA.

2.2.2.1. Section One: General Information

The aim of this section is to gather general information from middle school teachers such as their experience and background information.

Table 2.1. Teachers' age

Age	Participants	Percentage
Under 25	11	55%
25-30	03	15%
30-39	02	10%
39-45	04	20%

As table 2.1 demonstrates, we can notice that more than half of the participants (55%) are young teachers their age is under 25 years old, 15% of the teachers are aged between 25 to 30 years old, while, 20% others' ages are between 39 to 45 years old and only 10% whose ages are between 30 to 39 years old. This result may be considered as an effective factor that influences our final results.

Question 01: Sex of teachers

The objective of this question is to know the dominant gender in the sample so that we can end by making a hypothetical relationship between teachers' age and their way of teaching in addition to their implementation of CBA.

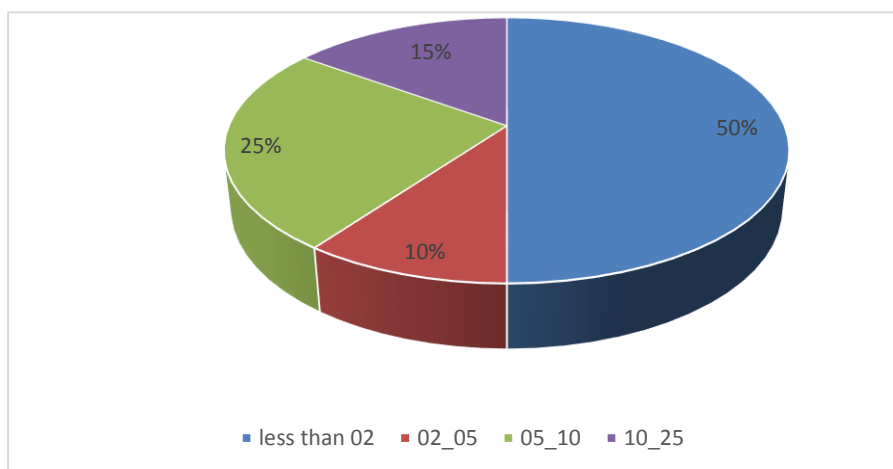
Table 2.2. Teachers' gender

Gender	Participants	Percentage
Male	05	25%
Female	15	75%

About (25%) of the sample are males and (75%) are females. This shows that females are the dominant category in the sample; of course, that fact might mean that this factor influences the finale results but that is improbable.

Question 02: what is the total number of years of your experience in teaching the English language?

This question is about teacher's carrier, the objective behind it is to know the number of years each participant has spent in teaching the English language. In other words, this question aims at knowing teachers' years of experience.

**Figure 2.1.** The Total number of years of experience in teaching the English language

The data collected show that half of the participants 50% of participants have been teaching English for less than 02 years while only 10% say that they have been teaching English between 02 to 05 years. 25% of participants say that they spent nearly 05 years in teaching English whereas only 15% of them answer that they have around 15 years of experience in teaching the same language.

Question03: Are you:

a- A full time teacher

b- a part time teacher

This question’s objective is to identify teachers’ position in their place work and to see whether they work as a temporary or as full-time teachers.

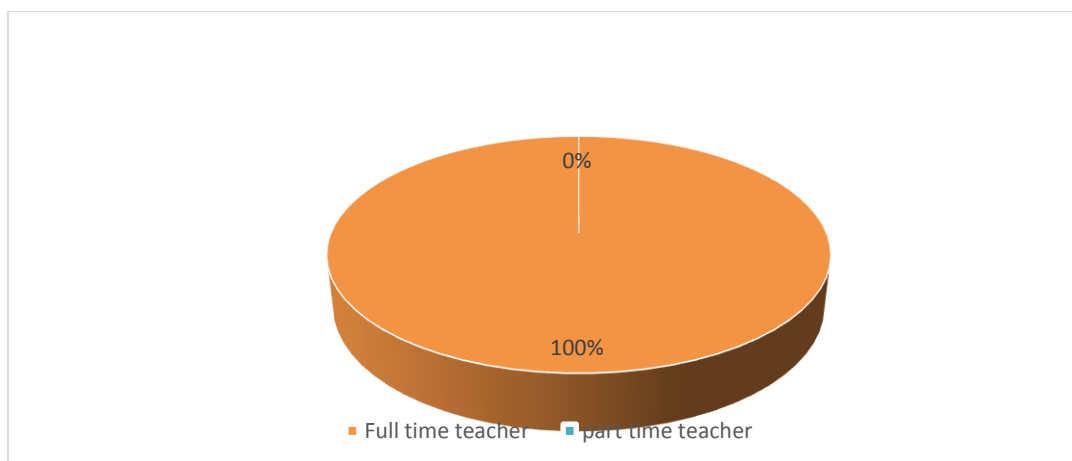


Figure 2.2. Teachers’ answer about their teaching time

All the responded teachers (100%) indicate that they are full time middle school teachers.

Question04: How many classes are you teaching this year?

The objective behind this question is to know the number of classes teachers are assigned to teach.

Table 2.3. Number of classes taught by each teacher

	Participants	Percentage
05_06	15	75%
06_07	05	25%

About 75% of the questioned teachers answer that they are teaching 05 to 06 classes, while 25% of them say that they are assigned to teach 06 to 07 classes with different levels.

Question 05: What is the average number of students in your class?

This question is a qualitative one, it aims at knowing the minimum, average, and maximum number of students in one class in each of the chosen middle schools.

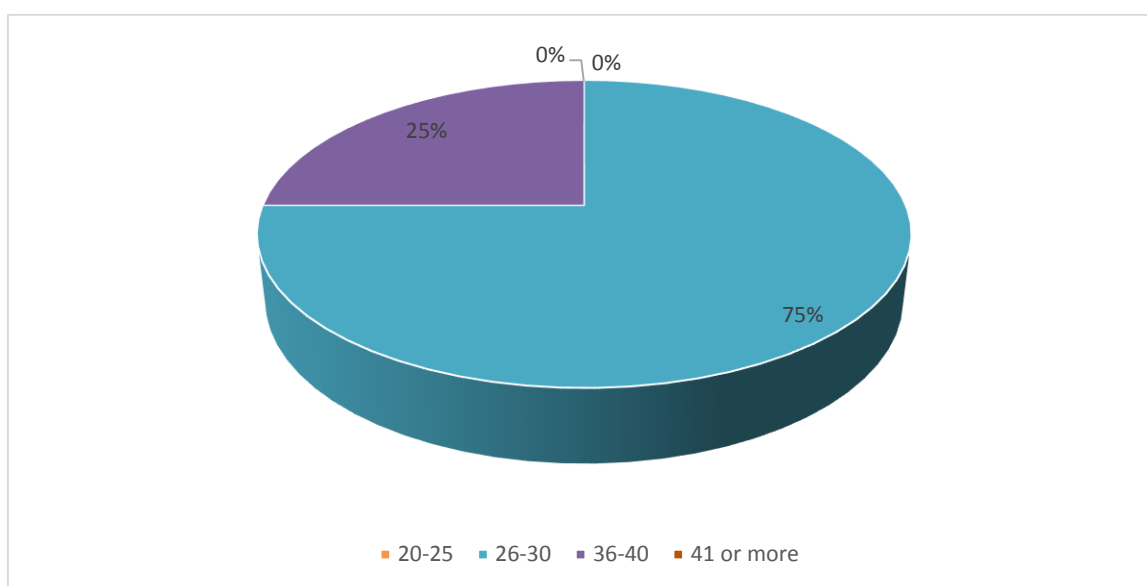


Figure 2.3. The average number of pupils in each class

As figure 2.3 reveals, we can see that the majority of questioned teachers (75%) have from 26 to 30 pupils in their classes, while the remaining 25% of them say that the average number of students in their classes is from 36 to 40. This means that the large classes in Algerian middle schools or at least in the chosen middle schools in saida are not very spread.

Question06: Have you taught or do you teach English as a foreign language (EFL) to third year classes?

The objective of this question is to see whether the participants have experience in teaching English to the target sample which (third year middle school pupils) is or not.

Table 2.4. Teachers' answers concerning whether they taught/ teach EFL to third year classes

Option	Participants	Percentage
Yes	15	75%
No	05	25%

The majority of questioned teachers (75%) said that they have a past experience in teaching third year middle school level or are teaching it this year, while 25% of the same participants say that they have no experience in teaching this level.

Question07: If so, for how many years?

This question aims at checking the number of years of experience spent in teaching third year level since the teacher's experience is considered as one of the effective factors that influence both learning and teaching process.

Table 2.5. The estimated period for teaching third year level

	participants	Percentage
Less than one year	10	50%
1-5 years	05	25%
6-10 years	02	10%
10-20 years	03	15%
more than 20 years	00	00%

About 50% of the teachers said that they have not enough experience in teaching third year middle school pupils since they have started teaching them just this year, 25% of them say that they have been teaching the same level for nearly 05 years, while 10% maintained that they have dealt with this level for approximately a period of 04 years, the remaining 15% answered that they have an experience of nearly 10 years dealing with the same level.

Question08: Is it your preferable level?

The objective behind this question is to see whether teachers prefer teaching third year middle school level or not.

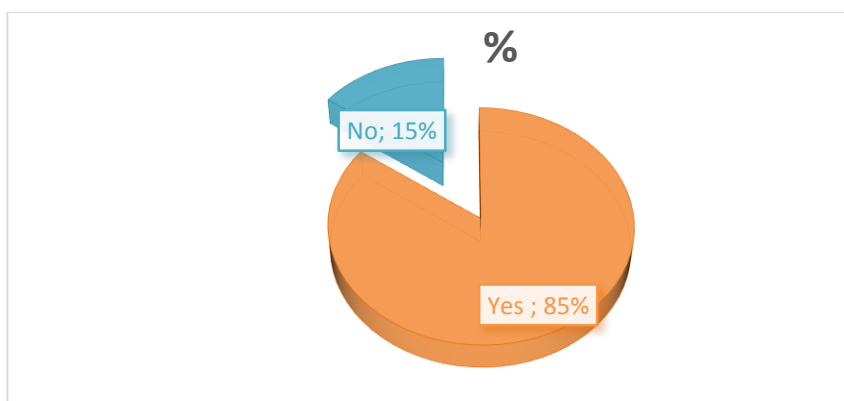


Figure 2.4. The preferable level for teaching English as a foreign language

About 85% of the teachers prefer teaching English to third year middle school pupils while 15% answered no to this question.

2.2.2.2. Section Two: Teaching Grammar

This section aims at collecting information about teachers' opinion of grammar teaching, the methods they implement in teaching grammar, their opinions

about the CBA and how do their pupils behave while implementing this approach in their classes.

Question09: According to you, why do we teach English in middle school?

- To improve pupils' proficiency in English
- To make them ready for official exams

In order to know the significance of teaching grammar according to the questioned teachers, this question is formulated and the result is represented in the table and figure below:

Table 2.6. Reasons behind teaching English in middle schools

Option	Participants	Percentage
To improve pupils' proficiency in English	15	75%
To make them ready for official exams	05	25%

More than 75% of the questioned teachers believed that teaching English in middle school is for the purpose of making pupils ready for official exams, while only 25% said that they teach English to improve their pupils' proficiency in English.

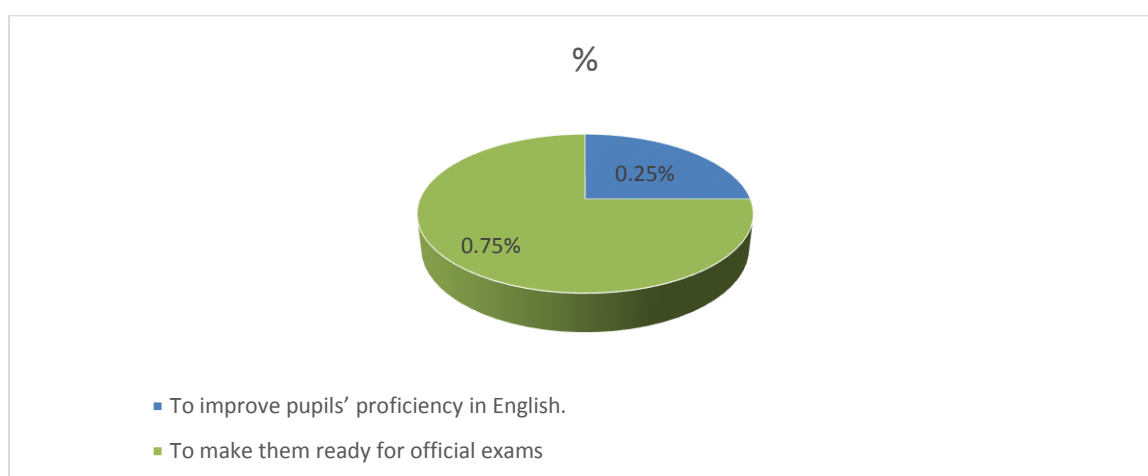


Figure 2.5. Reasons behind teaching English in middle schools

Question10: What kinds of grammar teaching methods do you usually use in your - classroom?

-Always

-Often

-sometimes

-Rarely

Table2.7. *The most dominant methods used by teachers in their classes*

	Always	Often	Sometimes	Rarely
GTM	00%	15%	40%	45%
DM	15%	20%	30%	35%
ALM	10%	15%	10%	65%
CLT	20%	25%	40%	15%
CBA	80%	10%	10%	00%

By asking this question, our objective is to identify the different methods implemented by the participants while teaching grammar and to know which method is commonly used by the majority of teachers.

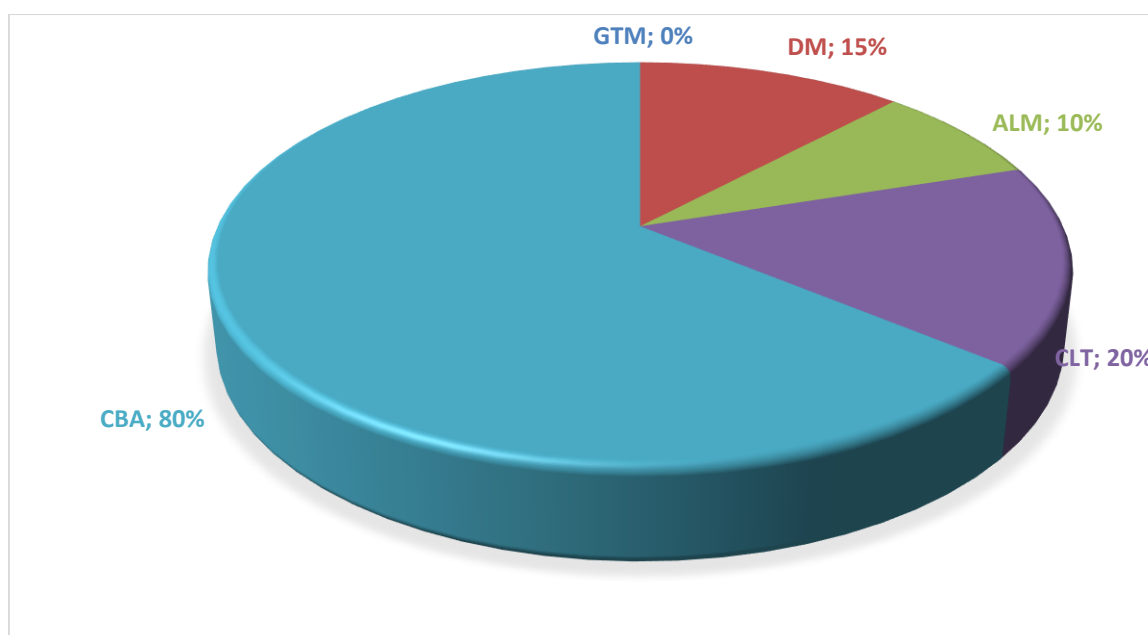


Figure2.6. Teachers' most used methods

The percentages shown in the figure above present the most dominant methods used in the classrooms in the Algerian middle school. First, the use of GTM where it is clearly obvious that is not applied nowadays, 45 % of the teachers stated that they use it rarely. The same remark for the DM and the ALM which are rarely implemented in teaching. On the other hand, CLT where 25% of the questioned teachers use it and others 40% declared that they sometimes use it.

Moreover, based on the results and to compare all the previously mentioned methods with the CBA, we notice that CBA is the most used method in the classroom since 10% from the whole used it sometimes and the rest teachers 80% always apply it.

Question 11: What do your chosen methods depend on?

This question aims at knowing the real reasons that stand behind choosing any of the previously mentioned methods.

- ✓ learners level.
- ✓ number of pupils in each class.
- ✓ it depends on the syllabus design.
- ✓ the used materials.
- ✓ the readiness of pupils.
- ✓ learners' learning styles.
- ✓ lesson duration.
- ✓ the teachers' objectives.
- ✓ sources' availability.
- ✓ the nature of the subject to be taught.
- ✓ students' needs.

Question 12: What are/were the most significant problems that you face/faced while teaching grammar?

The objective of this question is to identify the different obstacles which teachers are facing or faced while teaching grammar. Most of the interested answers given by responded teachers are:

- The current culture of the learners, Algeria is in Arabic country where the native language is Arabic and its grammar rules are totally different than English since English is an Indo-European language while Arabic is a Semitic language, that is teaching the grammar of the English language is a difficult task since pupils are not familiar with its rules.
- Learners with different capabilities and language skills.
- Some linguistic features seem similar to others.
- **The poor standard of the students where students are even ignorant of the basic rules and structural patterns which they are supposed to have learnt at the lower levels.**
- **Students become overly dependent on the teacher.**
- **Students find the grammatical lesson so difficult and boring.**
- **Students do not seem making a link between rules and practise.**
- **Strong pupils' dominant.**

Question13: Is grammar best taught explicitly or through the use of CBA?

By asking this question, our attention is to know the preferable way of teaching grammar according to the questioned teachers.

Most of teachers (85%) said that they prefer teaching grammar through using the CBA, while about 25% of them answer negatively as table 2.6demonstrates:

Table 2.8. Teachers' opinions about teaching grammar in context or explicitly

Option	Participants	Percentage
Yes	17	85%
No	03	15%

Question 14: Have you tried to teach grammar through CBA in your classes?

This question aims at checking whether teachers tried teaching grammar through the CBA or not.

All the participants said that they previously tried teaching grammar through the CBA.

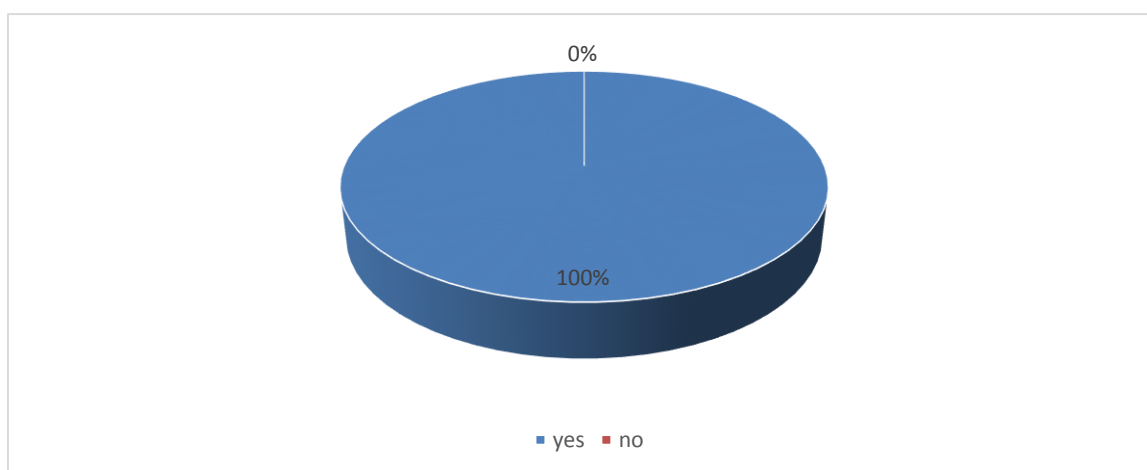


Figure 2.7. Teachers' answers concerning whether they have tried teaching grammar through CBA or not

Question 15: Why did / did not you use the CBA in teaching grammar?

The objective behind this question is to see the reasons that pushed teachers to choose or not choose the CBA to teach their grammar lessons.

Almost all the teachers argued that they have chosen CBA to teach grammar because of the following reasons:

- ✓ It has better results with pupils.
- ✓ It gives pupils the opportunity to understand grammar more flexibly.
- ✓ It allows pupils to think creatively.
- ✓ It is more effective than the traditional teaching methods which are based on memorisation and repetition.

-
- ✓ Through the use of the CBA, learners are exposed on different situations with different contexts which improve their language proficiency and fluency.
 - ✓ The main aim of language is to communicate and not to memorise items and that exactly what CBA provides. It allows more opportunities to communicate in a way of deducing the rules not just learning them by heart.

Question 16: How do you define CBA in your own words?

By asking this question, we want to know what do teachers think the CBA is. Some of the participants' definitions were:

01- The Competency Based Approach is an approach that is related to the new revolution that took place in the 70s against the traditional teaching methods, it concentrates on communication where the main aim of the language and the task is just a tool to reach the final communicative aims.

02- CBA is when the teacher stops teaching and helps pupils start learning.

03- The CBA is a new method of teaching by competencies; it is a more student-centered approach.

04- CBA is a know how to act process.

05-It is a set of integrated competencies.

06- It is communicative based approach.

Question 17: Do you think that CBA motivates your pupils to learn grammar? (if yes please say how)

The majority of participants answered that using the CBA in teaching grammar highly improve their pupils' motivation. They justified their answers by saying that:

Table 2.9. Teachers responses concerning the relation between implementing CBA in teaching grammar and students' motivation

Option	Participants	Percentage
Yes	15	75%
No	05	25%

Question18: According to you do you think teaching grammar through CBA creates a challenge for pupils?

The objective behind this question is to know whether the questioned teachers argue with the idea that CBA creates challenges for pupils.

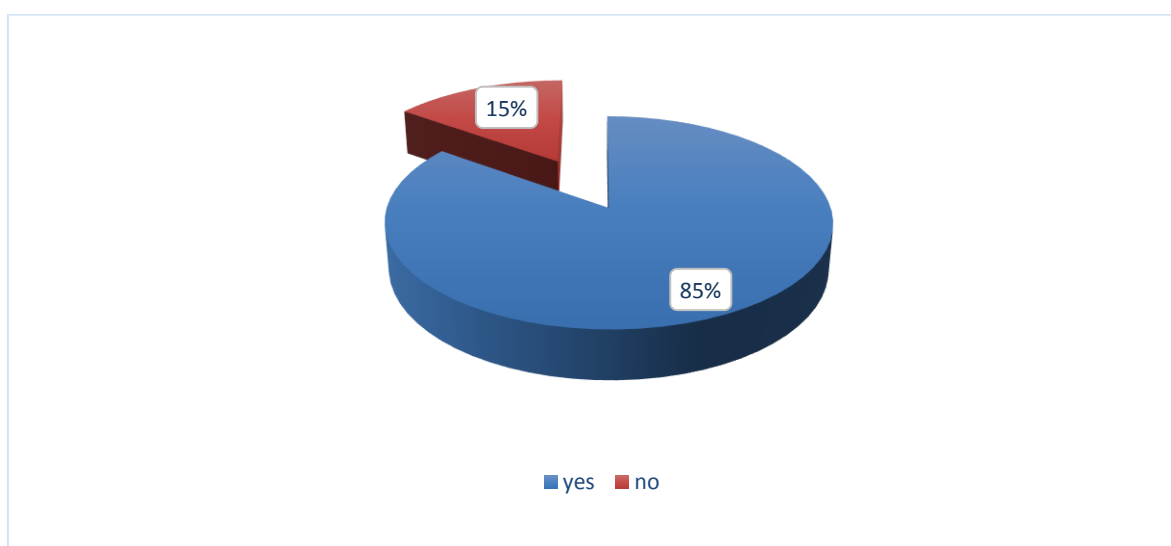


Figure2.8. Teachers' answers concerning the relation between teaching through CBA and challenging pupils

About 85% of the questioned teachers argued that implementing CBA in teaching grammar contributes in creating big challenges for their pupils, while 15% of them disagreed with what is previously mentioned. Some reasons were presented by some of them:

- It is a good challenge for their development when learners are put in different situations; they are challenged to provide the correct answers for each situation.
- Every time a teacher gives his/her pupils a chance to learn and promotes their autonomy, they will be more engaged in the learning because he will feel like a part of a team as an active partner not just a passive receiver.

The other teachers did not answer this question.

Question 19: According to you, what do you think pupils' negative and positive attitudes toward learning grammar are related to?

The objective behind this question is to know the teachers' opinion about the possible reasons that stand behind their students' negative or positive attitudes.

Teachers answered this question differently; each teacher mention his/her suggested reasons which can lie behind their students' negative and positive attitudes. Only few chose not to answer because they did not have an idea or a desire not to share. However, their answers were as follow:

1. The results they achieve.
2. Their level of understanding, if they understand more they will have positive attitudes.
3. Bad past experiences with teachers.
4. No interesting materials presented by the teacher.
5. Psychological factors related to the learner himself.
6. The way grammar lessons are presented.
7. Their success in linking between rules and solving exercises.
8. The number of mistakes made while writing and speaking.
9. Motivation towards learning grammar.
10. Grammar seems very difficult to be learned
11. Students cannot grasp the grammatical rules easily they need to be drilled and revised each day.
12. Student's gender
13. Time spent in teaching grammar.
14. Students may face difficulties with ESL.
15. Students' inability to memorize grammar rules.
16. The lack of practicing English in real life situations.

Question 20: What are some of the ways you have tried to improve your pupils' attitude towards learning grammar?

Some of the participants said that they are struggling to improve their pupils' attitudes as they do not know what to do where others stated that some of the ways can be:

1. Adopting games to make them learn in a funny way.
2. Adapting the materials according to their levels and interests.
3. Give them a chance to be creative especially on their lesson book.
4. Present the grammar items in a context which is a new notion in teaching grammar, it is called contextualised grammar through these techniques grammar will be taught more effectively; in addition, learning grammar will be a joyful task to do due to the verity of teaching contexts that teachers can choose to teach grammar.
5. Short stories as context and the integration of ICT in teaching can be helpful as well.

2.3. Pupils' Questionnaire

2.3.1. The Sample

The chosen population for this questionnaire is third year pupils of Aneur Moussa middle school-Saida. 120 questionnaires were handed to four classes that involve 30 pupils in each class; they have studied English as a foreign language for three years.

2.3.2. Description of the Questionnaire

Most pupil's questionnaires were handed directly on the 06th of April 2018 to third year pupils in Aneur Moussa middle school. They were 120 pupils, 80 boys and 40 girls. Pupils' questionnaire aims at gathering information about student's attitudes and learning grammar through CBA. It consists of 09 questions; most of them are

close-ended questions, unless three questions were open-ended questions as a request to provide us with more suggestions. The questions are divided into two sections: general information and student's attitudes towards learning grammar (see appendix 02).

2.3.2.1. Section One: General Information

The objective of this section is to discover what do the responded pupils think of foreign language learning and especially English in addition to determining their level in English. The first two questions are asked in order to see whether pupils like taking English and grammar sessions or not. It is also worth noting that their level is needed for this research to see if the actual method is effective enough to improve the pupils' level. The fourth question is followed with an open-ended question to see what pupils think their level in English is related to.

Question01: Do you like English?

By asking this question, our objective is to know whether the responded pupils like the English language or not.

Table 2.10. *Pupils' opinions about learning English*

Option	Participants	Percentage
Yes	66	55%
No	54	45%

It is found that 55% of the pupils like learning English, whereas 45% of them do not.

Question 02: Do you like taking Grammar lessons?

The objective behind this question is to see whether pupils are interested in taking grammar courses or not and classify their feeling about taking such courses and then to see the extent to which these feelings affect their learning process.

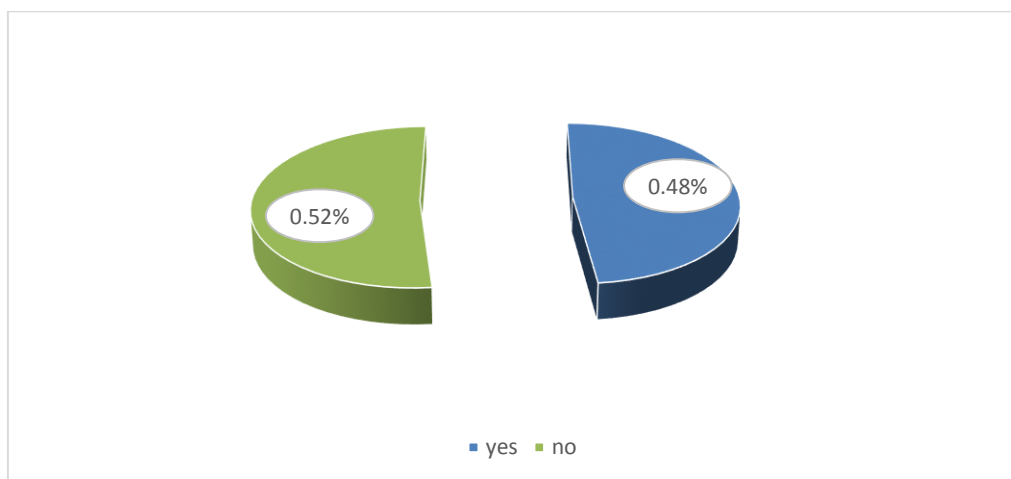


Figure 2.9. Students' feelings towards taking grammar lessons

The data collected show that the majority of questioned students (51.66%) like taking grammar lessons, while 48.33% do not prefer taking such kind of lessons.

Question 03: How long have you been learning English?

The objective behind this question is to see for how many years have each student been taking English sessions.

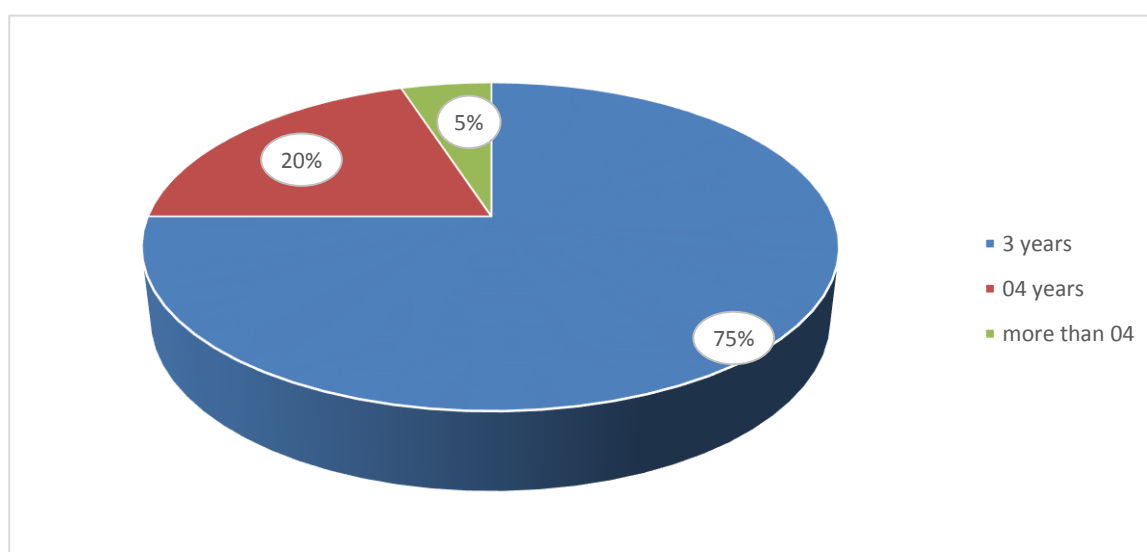


Figure2.10. Number of years spent in learning English

About 75% of the sample have been studying English for three years starting from their first year in middle school, but 20% of participants have been taking English sessions for four years because they failed in passing their final exams, while only 05% of them said that they have studied it for 05 or 06 years since they did not get the average to pass to the next level.

Question 04: What is your level in English?

The objective behind this question is to identify the pupils' level in English.

Table 2.11. *Students' level in English*

	Excellent	Good	Average	Bad	Very bad
Participants	08	20	45	40	07
%	06.66%	16.66%	37.5%	33.33%	5.83%

Only few pupils (06.66%) said that they have excellent level in English, about 16.66% stated that their English level is good, whereas, 37.33% thought their English level is average, 33.33% of them said it is bad, while the remaining 5.83% believed that they have a very bad level.

Learners, who thought that their level is bad or very bad, believed that the main reasons behind that is that they have got different teachers each year and do not see any relevance of learning the English language, others said that it is difficult and its rules are hard to be understood and remembered. While some of them saw that their bad level is related to their bad behaviours in the past two years and that they were not interested in attending English sessions.

Section Two: Attitude Towards Learning Grammar

This section aims at identifying the pupil's attitudes towards learning grammar through CBA.

Question 05: Is it important to practise English in real- life situations?

The objective of this question is to know the students' opinions on the debated issue of whether there is a relation between learning English and performance in real life situations, or not and to know if students are aware of the existence of this relationship.

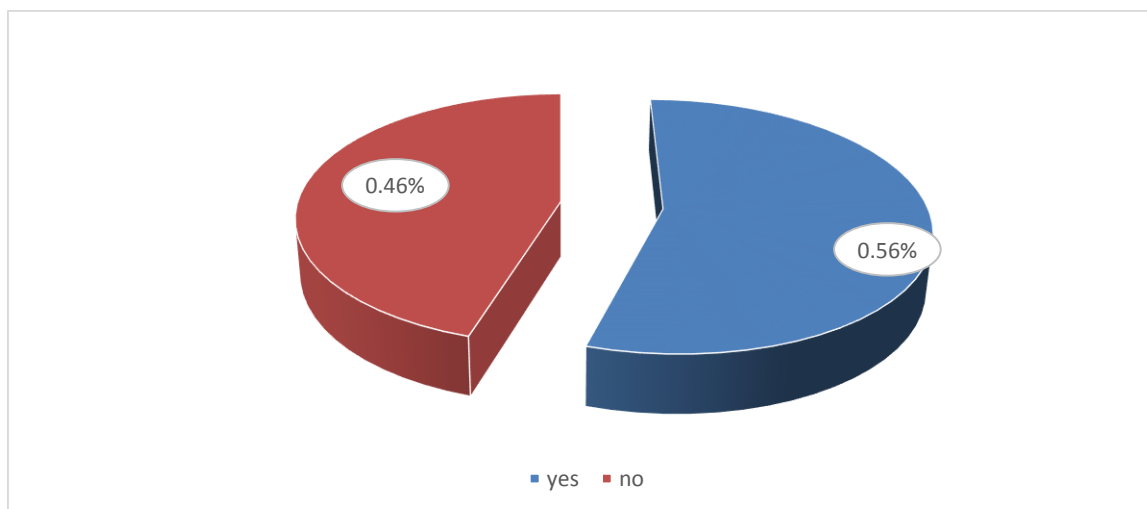


Figure 2.11. Students' answers concerning the importance of practicing English in real life situations

The results showed that more than 55,83% of the pupils thought that it is important for them to practise English in real life situation, while 45,83% of them disagree with what is previously mentioned.

Question 06: Does your grammar teacher ask you to deduce the grammatical rules after analysing the examples?

By asking this question, we want to examine whether pupils used to deduce the grammatical rules by themselves or not.

Table 2.12. *Students' answers concerning the deductions of grammar rules*

Option	Participants	%
Yes	108	90%
No	12	10%

As it is mentioned in the table above, the researcher noticed that a great number of the questioned pupils (90%) are asked to analyse examples and deduce grammar rules during the sessions, while the remaining 10% claimed no to what is previously mentioned.

Question 07: Does your grammar teacher usually provide you with activities to practise English?

By asking this question, our objective is to know whether pupils used to practise English through various assigned activities inside classroom or not.

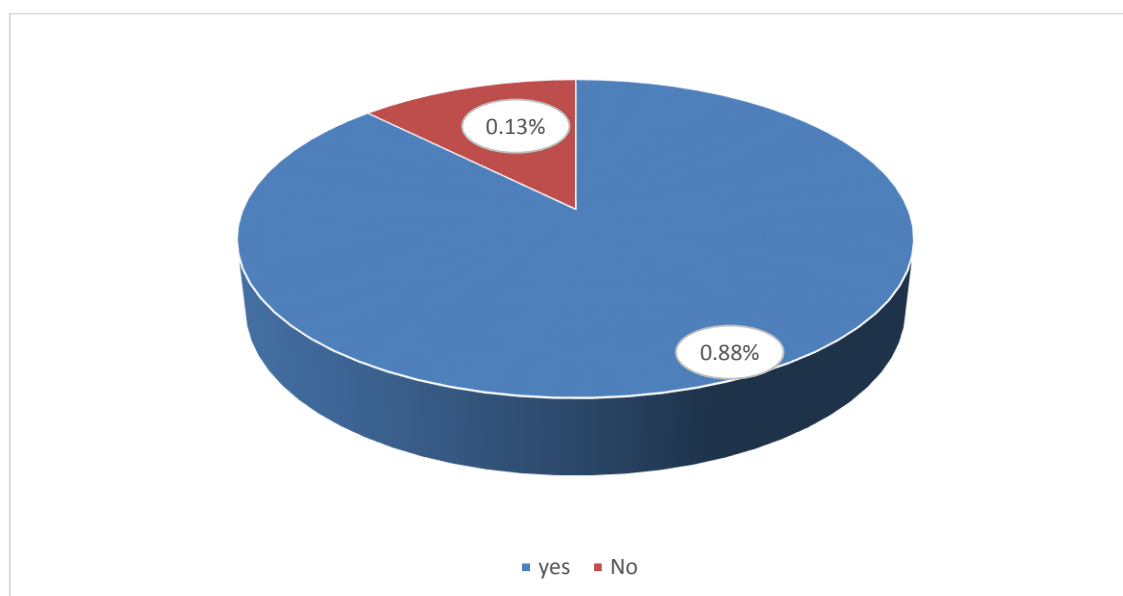


Figure2.12. Students' answers concerning the provision of activities to practise English

The results reveal that the large number of the population 87.5% are with the idea that teachers provide a set of activities to practise English while the other part (12.5%) of the population said no to what is previously mentioned.

Question 08: Do you like when your English teacher teaches you grammar indirectly?

This question aims at finding out whether students like learning grammar indirectly or they prefer the traditional method.

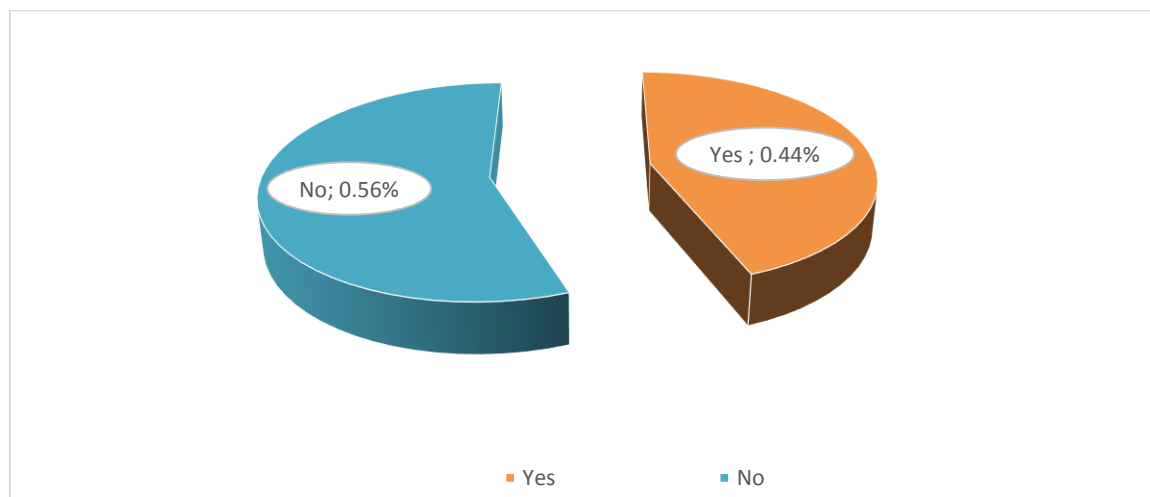


Figure 2.13. Pupils' answers concerning teaching grammar indirectly

The data collected reveal that about 55.83% of the pupils prefer their teachers to teach them grammar rules indirectly, while the rest 44.16% stated the opposite.

Question 09: Do you think learning grammar is (choose one answer)

- a- More important than learning a language
- b- Less important than learning a language
- c- Equally important to learning a language

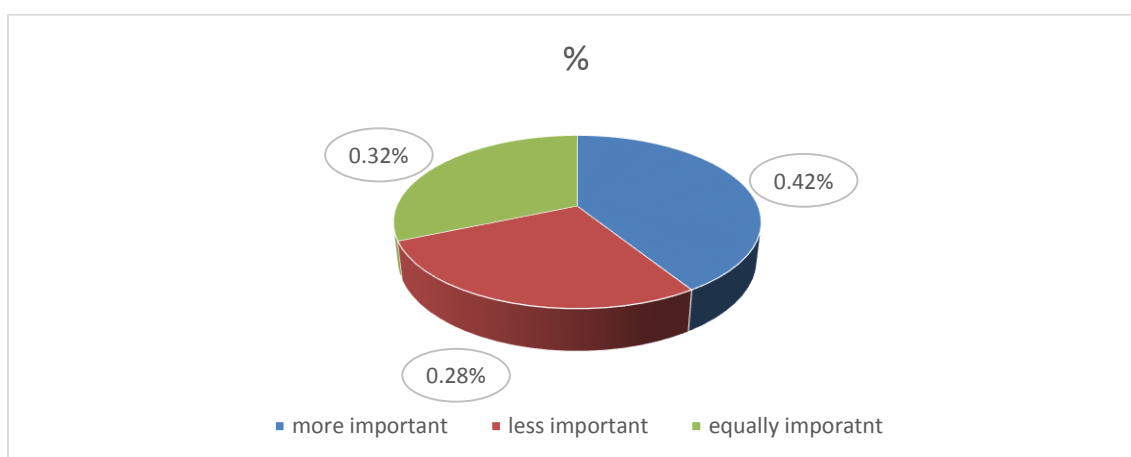


Figure 2.14. Pupils' answers concerning learning grammar

This is a multiple-choice question where students can choose more than one answer. The data collected reveal that 41.66% of participants thought that learning

grammar is more important than learning other areas of language, while about 28% of them feel that learning grammatical rules is less important than learning other areas of language. The remaining pupils 31.83% see that learning other areas of language is equally important to learning grammatical rules and structures.

2.4. Classroom Observation

2.4.1. Description of Classroom Observation

In order to reveal some additional information, classroom observation was used as another efficient tool in this research. The classroom observation was carried out during the third-year trimester starting from the 01st of April 2018. Its aim is to predestine pupils' attitudes towards learning grammar and how does Competency Based Approach develop them. For matters of generalization, we attended 07 sessions in two third year middle school classrooms in both Aneur Moussa and Tahrat ghazoui schools, both classes were taught by two different teachers. we wanted to have a representative number of pupils taught by different teachers in order to have a picture on their attitudes during a grammar lesson presented using CBA. We used the information gathered from classroom observation to describe our findings. We have prepared the observation in advance in a form of check lists (see appendix 03). The checklist contains 10 items as they are described below:

Item one: lesson initiation.

For the first criteria which is the way of starting the session or the warming up, the first instructor started her lesson by asking her pupils questions related to the topic which was studied before in the listening stage, pupils tried to give multiple answers, the teacher's role is to listen to her pupils' answers and write them on the white board at the same time, while the second teacher initiated his session by writing examples directly on the white board then asked two or three of his learners to read them aloud. Both of the teachers ended this stage by providing their pupils with more additional productive activities to practise at home.

Item two: time management.

The time devoted for the whole session was one hour. The first teacher succeeded in controlling her time, she ended all her lesson stages successfully and kept working with her pupils till the last minute of the session. The second teacher seemed to have some difficulties in operating his time during the session. he was striving to create an engaging learning environment for his students where he devoted too much time for the warm up stage and the pre-task stage, he gave extra explanations since his students were asking for clarifications that is why he could not cover all the lesson stages in one hour.

Item three: Learners' responses to teachers' instructions.

Did learners understand at the first time?

We observed that pupils' responses to their teachers' instructions were different from one class to the other. Pupils of the first class were active and gave immediate responses to their teacher's instructions they answered her questions. It seemed that they were all engaged in the lesson except two or three of them. On the other hand and based on our observation to the second class, it seemed that the pupils were facing difficulties in understanding their teacher's instructions. The teacher kept explaining his ideas multiply and had to give the instructions and then reformulated them in order to get all his learners understand as his pupils kept on asking questions.

Item four: Pupils' attitude towards making mistakes.

Were they afraid of making mistakes?

The majority of the pupils were afraid of making mistakes especially in the second class; they did not answer some of the questions except if the teacher pointed out to one of his learners to give the answer; while some pupils in the first class were just giving random answers without even thinking of the correct one.

Item five: Teachers reaction when their students did not understand

Teachers can feel if their pupils did not understand an idea or an instruction, they can even notice that through their facial expressions. During the 07 sessions spent in observing both of the classes, we noticed that each time a pupil (s) did not get an idea both of the teachers used the re-teaching technique, they reformulated all what they have said in a simple way and even used extra aids if necessary. They invited one of their pupils to come to the board and gave him/her an example to practise what was just learned at that moment, they also asked pupils to provide examples to check their understanding and fix the new concepts.

Item six: Teachers reaction when their students make mistakes.

Both of the observed teachers believed in the idea that making mistakes is part of the learning process; they were giving their pupils more opportunities to participate whatever and what their answers will be. When their pupils make mistakes, they let them express their ideas first then correct them once they are finished. One thing that attracted our attention during one of the observed sessions is the second class is that the teacher was writing his learners' mistakes on a small notebook then read them aloud asking his learners to find out the mistake and give the correct form instead.

Item seven: Type of materials used.

There was a variation in using the materials in both classrooms, the white board was the most useful one. Teachers also used extra handouts and flashcards. The first teacher used listening scripts as a means of presenting his examples.

Item eight: Type of assessment activities.

During the observed sessions, both of teachers dealt with four activities the first one was done orally and the remaining tasks in a written way. However, one of the teachers did not accomplish all of the tasks in one session; thus, he assigned the last one as a home work. The first task was an individual one where pupils were asked to give oral responses. The second and the third ones were pair work activities in a form of filling the gaps, matching, reordering words, or correcting mistakes to make correct sentences. The last task was an individual task in form of learner's final

production of what he/she has learned so far during the lesson in which the teachers asked their pupils to make sentences or write small paragraphs in respecting what they have just learned during the lesson.

Item nine: Time allocation for each activity.

The time allocated for each activity is different from one task to another according to how long the activity is and how much time pupils need to answer it. As we have mentioned before and based on our observation, the first teacher faced difficulties managing his time. He spent more than 10 minutes in the warm up, 15 minutes in the presentation, 20 minutes in the isolation and analysis and 15 minutes in practice. On the other hand, the first teacher devoted 05 minutes for the warm up, 10 minutes for the presentation, isolating the items and deducing the rules took 13 minutes, the three tasks were done and corrected in about 25 minutes, and remaining task was devoted for the productive task.

Item ten: learner's responses to assessment activities.

Learners in the first class were totally engaged in classroom activities especially in group works they were asking questions and collaborating with each other, the teacher asked them to exchange their answers and allow pair correction. the second class' pupils perform better in individual tasks especially the productive activities, they also ask their teacher's correction for their individual works.

2.5. Conclusion

After the analysis of the two questionnaires and based on the results of the classroom observation, we conclude that there are several issues to be addressed or at least observed so that an effective solution could be applied effectively. Most of the problems are related to the pupils' negative behaviours towards learning and understanding grammatical rules, as well as the approaches and methods employed by teachers or the lack of these strategies in a classroom context. The results also revealed problems concerning grammar activities inside and outside classroom and

lack of motivation that was caused by the lack of good results concerning students level.

Chapter Three:
Data Interpretation
and
Recommendations

3.1. Introduction

3.2. Evaluation and Interpretation of the Results

3.2.1. Teachers' Questionnaire

3.2.2. Pupils' Questionnaire

3.2.3 Classroom Observation

3.3. Suggestions and Recommendations

3.3.1. Raising Students' Awareness About the Importance of Learning

Grammar

3.3.2. The Choice of Material

3.3.4. The Use of Authentic Material

3.3.5. Successful Implementation of CBA in Teaching Grammar

3.3.6. Creating a Good Atmosphere

3.4. Conclusion

3.1. Introduction:

Chapter two has dealt with describing the sample of students and teachers questioned, the description of the two questionnaires and the classroom observation, and presenting the results we received from them. Using these results, we were able to identify various issues concerning their teachers' preferable methods in teaching grammar in addition to CBA, and its relationship with their pupils' attitudes.

The present chapter is devoted to the discussion and interpretation of the results obtained from the questionnaires and classroom observation, based on that interpretation we will suggest various solutions and recommendations to fix problems that are related to the pupils' negative attitudes with the use of the Competency Based Approach in learning grammar.

In addition to that, we will mention the significant of this research and the importance of this contribution to the field of education, as well as most of the limitations that faced us during the various stages of this research.

3.2. Evaluation and Interpretation of the Results

Based on the results of the two questionnaires and the classroom observation which were discussed in chapter two, we were able to have a solid idea about the kind of issues and barriers that face pupils concerning learning grammar with the implementation of the CBA. As an effective solution for these problems, this part is concerned with discussing and interpreting these results.

3.2.1. Teachers' Questionnaire

Question one: it appears through the result that the dominant gender of the chosen participants is female with 75%. It is not exactly clear if teachers' gender matters for the pupil's outcomes, yet this can lead us to the idea that pupils can face problems if they are taught by female teachers since they are most of the time absent especially the married ones.

Question two: the result shows that more than half of the questioned sample recently started teaching and only three of them have an experience of almost 15 to 25 years. This can manage to reach reasonable solutions for problems at hands since teachers, on average, improve in their effectiveness as they gain experience in the teaching profession which is positively associated with students' achievement gains through a teacher's carrier. Moreover, if a teacher gains enough experience in teaching English, his/her pupils are more likely to do better on other measures of success beyond test scores, such as positive attitudes towards learning.

Question three: from the result of this question, the researcher realizes that all the participants are full time teachers which means that they are recruited in their official posts. This fact is related to teachers' proficiency which perhaps will shape our final results concerning learners' attitude. The position of teachers in their work place have a great impact on their attitudes towards their ability to teach or beliefs about what teaching and learning grammar should look like which is a major factor that effect learner's attitudes towards learning grammar in parallel.

Question 04: The researcher notices that a great number of teachers are assigned to teach 05 classes which seems to be an acceptable number as teachers have the ability to manage their time and effort to work with all classes with the same efforts. On the other hand, 25% of questioned teachers answered that are teaching 07 classes with different level, this factor may influence teachers' performance inside their classrooms where teaching 07 classes will create a big deal for them as they have to do more efforts running from one class to the other, teaching different levels, different students, and different lessons which seems to create a big deal for them to manage working with all the seven classes in the same effective way. This fact indeed effects the teacher's performance and the learner's one.

Question 05: from the results shown in figure 03, we notice that the majority of teachers (75%) are teaching classes with 30 pupils in each which seems to be a helpful number of learners especially if dealing with mixed ability classes where 30 pupils are more likely to form a small class with a more active role for pupils, and beneficial effects on the quality of teaching. On the other hand, the remaining 25% of the

questioned teachers answered that their classes consist of 40 pupils which are considered as large classes. Moreover, there is no doubt that a large size of classes is a prime impediment for the efficient English learning and teaching, they require a great attention and a very careful preparation from teachers before the teaching process take place. In fact, that would suggest that teachers in large classes are given more responsibilities and facing more challenges which affects them at first place and the students at the second.

Question 06: this question was designed to determine if teachers have experience in teaching third year middle school level or are teaching it this year. 75% of teachers ticked yes to answer this question. This result may lead us to confirm the idea that teachers' experience in teaching certain levels contribute in improving their performance inside the classroom and thus their pupils' level in parallel.

Question 07: this question is a follow-up to question 06, it is designed to check the number of years of experience spent in teaching third year level. This fact is also related to another issue which is the relation between the number of years spent in teaching third year level and the teacher's performance inside their classes as the familiarization of dealing with this level facilitates many things and makes teachers more creative in a way which helps in changing and adopting their previously used methods in order to make the lessons more effective and get more satisfactory results.

Question 08: this question is a follow-up to both question 06 and 07, we were able to assert that there is actually a strong relationship between English teachers' experience in teaching some levels, the total number of years of experience, their preferable level in teaching English, their performance inside the classroom, and their student's improvement in reaching higher levels during the learning process.

Question 09: we notice that more than 55% of the questioned teachers believe that teaching English in middle school is for the purpose of making pupils ready for official exams which means that they have always a broach objective which is preparing their pupils for official tests and exams; while 45% of them said that they teach English to improve their pupils' proficiency in English by improving their,

these two results are very different from each other where there is two contradicted point of views, a group of teachers think that they have to teach their pupils English just to help them pass their exams and another group which believe that teaching English is to work on one's proficiency. There might be different effects for this contradiction which in fact may impact students' attitudes towards the learning process in general and learning grammar in particular.

Question 10: results show that different teachers adopted different teaching methods which leads to different pattern of interactions. there are many successful teachers using different methods and approaches. Many of the most successful teachers do not confine themselves to a single method but synthesize from a variety of methods in order to present more effective lessons and improve their pupils' levels. Teaching methods are an important aspect of teaching and learning If there is a single unifying characteristic then it is probably the ability of successful teachers to establish rapport with their students.

Question 11: it is completely logical that there are many raisons behind any chosen method, however for the purpose of limiting the scope of research and linking this question to the aim of finding solutions to identify and improve pupils' attitudes, I chose only four categories that are well known in the field and are notoriously famous for directing the teacher in selecting his/her lesson methods. They are students' level and needs, the syllabus design and sources availability, the nature of the subject, and the materials availability.

First, any chosen method must serve learners' needs and suit their level, if teachers understand their learners' needs first, they will be able to choose the most effective method that suit them and thus create content that is learner-centred and motivating. Second, any lesson plan has to go hand in hand with the syllabus structure, teachers believe that choosing a method depends on what has the ministry of education designed in the official curriculum and syllabus. Third, the nature of the subject to be taught highly contributes in guiding the teacher selecting the suitable method which seems the best to effectively present his/her lesson, the method that works with mathematics is not the same as the one that works with English, and the

methods which suit a grammar session do not forcibly have the same effective results with a written expression session. Coming in the fourth place as major reason is the materials availability, before choosing any method the teacher has to check the materials availability since each method lack particular materials to be as effective as it is required, it is then no surprise that the materials availability plays an effective role in selecting any lesson's method.

Question 12: based on the results of this question, we notice that all the teachers argue on a number of reasons that make teaching grammar a hard task. First, the current culture of the learners, Algeria is in Arabic country where the native language is Arabic and its grammar rules are totally different than English since English is an Indo-European language while Arabic is a Semitic language that is teaching the grammar of the English language is a difficult task since pupils are not familiar with its rules. Second, learners with different capabilities and language skills which means that the Algerian middle school consist of mixed ability classes where pupils are with different capacities and different levels which makes teaching grammar harder as strong pupil dominate and teacher struggle to balance between them and their weak classmates. The third reason which seems to be more convincing is that **pupils become overly dependent on the teacher and find the grammatical lesson so difficult and boring and this is a big issue especially if implementing CBA. Pupils are totally passive receivers and do not try to bother themselves doing extra activities which in not surprising if compared with the results of pupils' questionnaire.**

Moreover, there are so many reasons which complicate the teacher's job in teaching grammar while using the Competency Based Approach particularly and that what creates a big issue concerning pupils' attitude towards learning grammar through CBA.

Question 13: more than half of the teachers questioned believed that grammar is best taught in context rather than presenting it as isolated items, this result is of course contradicted with the result of question 10 and 11 as both their results suggest that

there are many traditional approaches used to teach grammar which they implement frequently in their classes, this contradiction is perhaps a contributing factor as they are teaching different levels where the first level does not require the use of CBA in teaching grammar because pupils' of this level are beginners and newly exposed to English language therefore teaching them implicit grammar seems to be bad idea and has in fact negative results.

Question 14: not surprising, the result of this question is logical when analyzed with the result of the first four questions, we found that all the questioned teachers have used the CBA before as it started to be implemented since 2013 and has been the best choice to teach grammar especially when working on learners' competencies.

Question 15: this question is a follow-up to question 14, it requires teachers' answers concerning their reasons behind implementing CBA in teaching, their answers seem to be logical since they are similar to the advantages of CBA. They show that CBA is the best choice when it comes to teaching through competencies especially in mixed ability classes, if a teacher chooses to adopt this approach then he/she tends to improve his/her learners' motivation and make them more engaged in the lesson, he/she also has the objective of preparing pupils to affectively perform in real life situations.

Question 16: teachers were asked to define CBA in their own words. Most of them argued on the same definition which stand on the idea that the CBA is a student-centred approach where the teacher is the monitor of his/her own class. It is a know how to act the process since it prepares pupils for real life situations where they are exposed to the outside world. Therefore, they should be previously trained and acquire some skills in order to perform effectively outside classroom. The last definition which was repeated by some teachers is that CBA is a set of integrated competencies i.e., it tends to work on a student's particular competency and get him/her ready to perform in different situations. Based on the result of this question, we notice that the majority of teachers are well informed of what really the CBA means, this result may refer to the fact that a great number of the population are novice

teachers which means that they have received a recent education and trained on using all the newest approaches including the CBA.

Question 17: this question was designed to determine if there is a relationship between teaching through CBA and pupils' motivation. The majority of participants answered that using the Competency Based Approach in teaching grammar highly improve their pupils' motivation. This result contradicted with the answers given by students which means that students are unaware of what really suit them and which methods to be used in order to raise their motivation and engagement during a grammar session and depends on the teacher's choice at first place.

Question 18: the majority of teachers questioned believed that the implementation of the CBA in teaching grammar creates a challenge for pupils because the approach based on competency is a good challenge for the learners' development when they are put in different situations; they are challenged to provide the correct answers for each situation. Besides, every time a teacher gives his/her pupils a chance to learn and promote their autonomy, they will be more engaged in the learning because they will feel like part of a team as an active partner not just a passive receiver. This result also contradicted the result of question 2, 5, and 8 answered by pupils as both their result suggest that there is in fact no relationship, this contradiction is perhaps a contributing factor as the way grammar should be taught to create a more engaging atmosphere and train pupils to construct their own knowledge with their teacher's guidance. In my opinion teachers need to rise their awareness about the existence of this relationship and create effective ways to realise the desired results.

Question 19: there are many reasons behind students' negative and positive attitude, teachers appear to be more than aware of causes that affect their learners' attitudes. To limit the scope of the final findings, we selected some categories which were shared by the majority of participants. First, student's bad past experience with teachers, student's motivation towards learning grammar, and the way grammar is taught. These three factors which have a great impact on the learner's attitude where bad experiences with teachers may have psychological affects which hinder the pupil's learning process. Second, it is completely logical that motivation affects

students' attitude and performance, if a learner is highly motivated then positive responses will be insured, this cannot be realised easily and required a more efforts from teachers. Thus, a successful teacher is the teacher who know how to make his/her learners engaged in the course and raises their motivation by using a variety of materials and wisely selecting the methods to be used. third, the lack of practice which seems more logical as students are more concerned with receiving grammar rules and just relate them without any practise outside the classroom. This fact perhaps causes the pupils' negligence to take grammar session as they see no utility for that.

Question20: from the result, it is obvious that a good portion of the sample have tried taking effective steps to fix the problems that surround their pupils' attitude. teachers suggested various solutions but most notably are games as the majority of the sample admitted using them to facilitate the process of learning and making grammar sessions more enjoyable, other teachers suggested the use of short stories as context and the integration of ICT in teaching, which is a logic choice as these are means to open the door to the target language culture and that as consequence enrich their vocabulary and enhance their acquisition and production.

However, 16% of the teachers questioned offered no solutions either because they did not have one to offer or did not feel the need to offer one, either way it is a serious issue when teachers are unable to come up with effective solutions that concerns their pupils directly. It remains undecided whether the solution offered by teachers are effective or not in the face of an issue such as improving pupils positive attitude towards learning grammar through CBA, and if they are, to what degree are they effective?

3.2.2. Pupils' Questionnaire

Question 01: students cannot be forced to find something interesting. But in fact, they give positive responses towards the things they love, the same thing for the English language, if pupils love that language they will enjoy attending its classes and thus have acceptable results. Moreover, it is obvious from the result of this

question that more than half of the sample like learning English. This result contributes in confirming the previously stated hypothesis which means that students' attitude towards learning a particular language is related to their feeling about that language.

Question 02: this question is a follow-up to question one, its result show that a good portion of the sample like taking grammar sessions, they enjoy such kind of sessions, while 48.33% said that taking grammar sessions is boring as they do not feel the need of attending such kind of lessons in addition to its difficulty.

Question03: based on the result shown in figure 10, we can notice that the majority of pupils have been studying English for more than 03 years unless some pupils who spent 04 years taking English sessions because they have not succeeded passing their final exams, this result leads to draw a relation between the number of years spent in learning English, students' feelings towards that language, and their responses to take its sessions. Therefore, the more students are familiar with a language the best they will perform and that is not forcibly workable all the time.

Question04: it appears from the result of this question that the majority of pupils believe that they have average level in English, 16.66% said that their English level is good, 33.33% of them said it is bad, while 5.83% believed that they have a very bad level, and only few pupils (06.66%) claimed that they have an excellent level in English. This shows that students are actually aware of their English level as oppose to being totally unaware as some students are, which is a positive thing as it makes finding solutions to the current issueless complicated.

Question 05: more than half of pupils believe that their reason behind taking English sessions has more to do with outside classroom factors, while the remaining (45.83%) of them believed that it is not important to practise English in real life situations which is a positive aspect as it proves that students can manage to reach reasonable solutions for problems at hands.

Question 06: from the result of this question, we realize that nearly all third year middle school teachers are teaching grammar using the CBA as 90% of the pupils

questioned said that their English teachers ask them to deduce the grammatical rules after analysing the examples which is similar to the answers received through teachers' questionnaires.

Question 07: through the analysis of the result, we were able to notice that all the pupils questioned are practising English inside classroom through a variety of activities provided by their teachers. this result confirms the previous responses concerning the implementation of the CBA and the provision of necessary practices to fix the learned knowledge.

Question 08: this question was designed to identify pupils' feelings concerning learning grammar indirectly, we received that almost half of the population like when their teachers teach them grammar explicitly, while 44.16% prefer the direct method where the teacher provides the rules and they just have to apply them to the examples they are given as opposed to the indirect way where they are required to do more efforts in understanding the structure of the examples, analysing them, and deducing the rules by themselves.

Question 09: through the analysis of the result, we were able to identify the different students' points of views concerning learning grammar. We notice that learners have different opinions about being exposed to grammar lessons. These contradicted points of views might be why students have issues understanding grammar and therefore having issues when attempting to produce an understandable English characterized by proficiency.

3.2.3. Classroom Observation

As we have mentioned before, the first class contains 31 students, they were all present during the observation sessions while the second class contains 33 pupils, two of them were absent during the first session.

Item one: lesson initiation.

Classroom 01:

The teacher used the elicitation technique to activate the learners' background knowledge. This technique helps teachers to find out what the pupils have already know, to keep them alert throughout the lesson and to realize if they listen and understand or not. She also asked them questions about the previous session which is a good step, making the learners repeat the information that was learned within the classroom setting is sometimes useful to make them retain and use the new information, she was writing her pupils' answers on the white board to show them the correct form of spelling each single word so that she can balance her work with the auditory and the visual learners.

Classroom 02:

The teacher of this class started directly writing the examples on the white board, he has not neither mentioned the aims of the session nor explained what its context will be, this way of initiating the session does not seem to be affective especially with third year level, they are more concerned to be taught in a more implicit way, they are not beginners anymore and they need to work on developing their skills by their owns and that could be approached through letting the students think, guess, and interpret to be more active rather than passive receivers.

Item two: lesson duration.

Classroom 01:

The instructor succeeded in managing her time, she could cover all the lesson stages in one hour, this indicates that she is a good teacher since managing time comes as a result of a well-planned lesson, the ability to control the whole class, and the good relationship with pupils which helps in creating a good atmosphere for learning and thus an effective course. we liked the way she was switching from one activity to the other insuring her pupils' understanding firstly and respecting time secondly and that was clear as she was checking her wristwatch all the time.

Classroom 02:

The teacher did not seem to be well prepared to present his lesson or he did not give importance to the time devoted for each stage of his lesson since pending more than ten minutes in the warm up does not seem a good idea, especially if the lesson is planned to be presented in one hour. Besides, if a teacher fails in managing his/her course's time he/she will indeed fail in following his/ her lesson plan and then some negative results will appear.

Item three: Learners' responses to teachers' instructions.

Classroom 01:

One thing to be mentioned about this class is that learners had both written and spoken communication skills. They were required to give oral responses or pass to write their answers on the white board and that was successfully workable. In this observation, the teacher played an effective role in framing her instructions in a comprehensive way using flash cards, gestors, and the white board most of the time which is helpful in improving students' understanding.

Furthermore, the majority of pupils did not seem lost, they were engaged in the course and answer their teachers' instruction positively. We have also noticed that some pupils relied on their pairs to explain for them what the teacher wants to say or what does she ask them to do at the same time the teacher seemed having no problem with those a side talks as she knows what they are saying and just support this kind discussions as long as they help the weak pupils and do not interrupt the course. From our observation we deduced that learners need the instructions of teachers and that seems to be more common with the use of traditional methods.

Classroom 02:

Despite the teacher's effort to make his instructions more comprehensible and simple, the learners were facing difficulties in understanding, they were asking questions using their mother tongue which was not supported by their teacher, focusing on the target language did not get the desired results with the pupils of this

class perhaps because they were used to be taught by another teacher and the new one's method does not really suit them. Thus, pupils' familiarization with certain methods have a great impact on their way of understanding and how they shape meaning.

Item four: pupils' participation.

Classroom 01:

As we have mentioned in the previous chapter, learners were interacting and participating with the learning activities. Ideally, the teacher's objective was not to have every pupil participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints.

Furthermore, the way in which a teacher interacts, both verbally and non-verbally, communicates to pupils your attitude about participation contributes a lot in increasing his/her learners' participation. In this observation, there is indeed a good relationship between the teacher and her pupils, as she was cheerful and smiling all the time with her learners which made them feel comfortable and motivated to participate. The researcher believe that she should use humour to provide an enjoyable learning atmosphere. However, humour should be relevant and related to the content, so that the students can understand the purpose from using it.

Classroom 02:

In this observation learners were less motivated to participate in the learning activities and instructions compared to the first class. They were allowed to remain silent, thus maintaining an anxious free environment. The teacher was not anxious or afraid about their silence, he always **gave them time to think before they respond to his questions which seems good since it gives pupils opportunities to think and formulate the answers in their minds. Although, the extra time was not effective all the time** many of them were still reluctant to participate, perhaps because they were anxious, shy, afraid to speak up, or did not know the answer. If 10-15 seconds

pass without anyone volunteering an answer, the teacher tried to call on students who do not raise their hands and sometimes asked frequent contributors to allow others to have a chance and to create a relaxing atmosphere which insures learners' engagement and participation. We deduce that the teacher him/herself is the first responsible to raise his/ her learners motivation and increase their participation.

Item five: Teachers reaction when their students didn't understand.

Classroom 01:

When the pupils were giving the teacher puzzled looks, the teacher was trying to reformulate her instructions perhaps because of their ambiguity they did not understand. She never tried to give in to the temptation to answer her own questions, which might condition pupils to hesitate before answering to see if she will supply. Henceforth, we believe this technique is affective with third year level particularly as long as it keeps the same objectives and respects the same student-centred approach.

Classroom 02:

Highly effective teachers use interactive presentations with modelling, questions and answers, guided practice, and constructive feedback before pupils work independently. The instructor was encouraging them to ask questions, the use of questioning here is emphatic of teacher talk and reinforces the learner's understanding, it is an effective means to check on the pupils' understanding. Questions are the commonest types of utterances used in an ELT classroom (Sinclair and Coulthard, 1975; Wajnryb, 1992). This kind of responses will indeed improve the pupils' understanding and raise their positive responses in parallel.

Item six: Teachers reaction when their learners make mistakes.

Classroom 01:

The teacher gave her pupils opportunities to express themselves freely even if they were making mistakes and this helps them as they are not interrupted and have the chance to say whatever comes in their minds. Making mistakes is a part of the

learning process, a learner cannot or develop his/her skills correct some concepts if he/she is given no opportunity to employ these skills and focusing on his/her accuracy and fluency interrupt him/her and break the speech down.

Classroom 02:

The teacher cared a lot about the accuracy of the pupils' utterances in terms of structure and pronunciation. Therefore, it is agreed that the teacher should insist on accuracy when dealing with grammar. However, it is also preferable that correcting the pronunciation should not interfere with correcting the learners' grammatical mistakes in order not to confuse them.

Item seven: Type of materials used.

Classroom 01:

Based on our observation, the teacher has successfully implemented a variety of materials to support her lesson where the white board was the dominant one since the use of this tool facilitates the task for the teacher and has effective results on pupils' as they are able to memorize as much vocabulary as they are in addition to knowing the different structures of sentences and how to apply the grammatical rules. The visual pupils were having more chances with the use of flash cards which had positive results. Thus, the materials of instruction, or the tangible items, that are used to support instruction and create outcomes for our diverse students have a great impact on both learners' and teachers' attitudes and interactions.

Classroom 02:

The materials used by the teacher of this class were the same as the ones used in the first one and have the same successful results with learners.

Item eight: Type of assessment activities.

It is important to choose an activity which most effectively assesses the data which have been articulated in the course design. For this reason, Teachers use different assessment activities in their classrooms in order to help learners practise

and check their understanding. Based on our observation of both classes, we notice that both teachers used a variety of activities to assess their learners' understanding in a form of oral, written, individual, pair, or group work which may also help finding affective solutions of the issues at hands.

Item nine: Time allocation.

Classroom 01:

Allocated time is the total amount of time available for learning. The teacher of this class has succeeded managing the time allocated for each activity using a variety of evaluation systems to promote a more teacher-student interaction and support pupils learning. She used different activities and devoted a different amount of time for each according to the degree of difficulty and the type of activity (individual, pair, and team work)

Classroom 02:

As we have mentioned before in chapter and based on our observation, the teacher of this class faced difficulties managing his time. Giving no attention to the type of the assessment activity and how much time is need to go through each task which created serious issues inside his class, he was struggling to cover all the previously planned tasks in one session and that was noticed from the very beginning of the session as he spent more than minutes in the warm up. Moreover, we deduce that a highly effective teacher is the teacher who knows how to manage their time inside the classroom and set the appropriate amount of time to give more opportunities to learners and ensure a more positive results.

Item ten: learner's responses to assessment activities.

Classroom 01:

Learners in the first class were totally engaged in classroom activities especially in group works they were asking questions and collaborating with each other, the teacher asked them to exchange their answers and allow pair correction.

Since the teacher's first objective is to ensure his/her learners motivation towards learning process, he/she has to select them carefully according to his/her learners learning styles and their interests and that what was noticed with this class, the choice of formative assessment activities has successful results on the pupils.

Classroom02:

Despite the teacher's efforts to make his pupils engage in group work activities, they were responding positively comparing with their performance in individual tasks, especially the productive ones. This can push the teacher to assign more individual activities which seems a bad choice as the core of the new approaches is to make students work in groups to feel as they are part of the team and that contributes highly in preparing a more effective communicators and improve their performance in real life situations.

To summarize, based on our analyzation of teacher's questionnaire, we found that teachers' age, experience, and familiarity with the different teaching approaches seem to have a great impact on the effectiveness of the lessons they present, it was also clear that the pupils' familiarity with teachers and the improvement of their level seem to be the main factors influencing their learning process in general and learning grammar in particular, it also seems that learners are not aware of the existence of a relationship between learning English grammar and the quality of their performance in real life situations even though the result of the questionnaire has proven the existence of this relation.

We also understood that most problems that hinder learners' understanding of grammar rules are the combination of three issues: their feeling about learning English, lack of practise outside classroom, and demotivation that was caused by lack of good results. These issues are the child of a bigger problem which is the pupils' lack of exposure to English, that as a consequence cause decrease in the learners' level.

Moreover, teachers offered various solutions to solve the issues at hand such as adopting games to make them learn grammar in a funny way to teach, using short

stories, adapting the materials according to their levels and interests. However, they seem to provide no known effective strategy or technique due to many factors. In addition to that, we noticed that teachers are less involved in helping their pupils when it comes to improving grammar skills or implementing using authentic materials to ensure more engaged-activities.

3.3. Suggestions and Recommendations

In this section, we will attempt to suggest some recommendations and solutions for both pupils and teachers which in our opinion will prove effective in countering the issues that face learners, or at least rise awareness towards these problems concerning learning grammar through CBA.

3.3.1. Raising Students' Awareness About the Importance

Learning Grammar

Grammar, regardless of the country or the language, is the foundation for communication, when a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of that message. However, not all pupils are aware of the value that grammar has, they think that they just need it at school, they are not well trained to adjust their grammatical skills for real life situations. Therefore, teachers have to make their learners feel the need of learning grammar so they can love taking grammar courses and then work on improving their grammatical skills.

Furthermore, learners who are well aware of their grammatical skills, will be able to expand their communicative abilities to perform effectively in various real-life situation for a variety of purposes, they will also be able to successfully reach a level where they can be considered effective communicators.

Teachers have an important role in the process of raising the pupils' awareness about their grammar skills by showing them how to adjust grammar rules to deal and process the different types of inputs, and how to match the different learned strategies

with the many situations that learners may encounter. Teachers are also advised to oversee the process of how grammar is taught, and make certain that pupils are fully aware of it and not just focus on the product of this process which is what most teachers do when they are running out of time, this can be achieved by developing students' awareness of the grammar courses process, in addition to that it is recommended to allow learners practise their grammar skills and strategies using real authentic material and showing them which strategies can work best in any given situation. Moreover, teachers are asked to avoid the assumption that students are capable of switching between strategies to accommodate the situation they are in, instead they need to guide them until they are ready to handle adjusting their skills on their own.

Equally important, it is advisable to ask learners to practice and hone grammar inside and outside classroom, and to encourage them evaluate their comprehension before, during, and after the writing or the speaking process takes place. This will eventually help students enjoy the grammar courses and develop their confidence to handle different types of communicative situations which will help develop their communicative competence.

Moreover, Doughty (2003), DeKeyser (2003), and Ellis (2006) make a distinction between three categories of grammar learning strategies (GLS) which can be associated with three main instructional approaches to teaching grammatical structures. First, GLS reflective of implicit L2 learning which includes a focus on form in a course of meaning and message conveyance, the main focus is on the form such as identifying the causes of meaning and communicative problems through noticing the grammatical structures, paying attention and imitating proficient people's speeches, and noticing correction of erroneous utterances. Second, GLS facilitating explicit inductive L2 learning or discovering patterns and rules on the basis of the input data which facilitates the learners' engagement in classroom discussions and makes them participate in discovering and deducing the rule. Third, GLS facilitating explicit inductive L2 learning or discovering patterns and rules on

the basis of the input data which facilitates the learners' engagement in classroom discussions and makes them participate in discovering and deducing the rule.

If these instructional approaches are followed correctly and implemented at the appropriate time, pupils will be able to decide which strategy to use matching any given situation, they will also be able to assess their progress, their understanding, and their failures by checking if their comprehension goals are achieved.

Moreover, grammar can be taught in ways which go beyond simply knowing terms and categories, towards encouraging pupils to love playing with grammar and language. If teachers take this approach, the evidence suggests pupils' positive attitudes towards learning grammar will improve.

3.3.2. The Choice of Material

Successful grammar lessons depend on well-designed activities since the goal is to give pupils a lot of practise in understanding the new rules and work on fixing them, therefore the choice of the material used by teachers and pupils alike need to be carefully thought out. These materials need to be attractive to learners so it can grab their attention, and they need to be interesting and engaging so it keeps the learners motivated and active. Since the key feature of effective teaching is the selection of instructional materials that meet the needs of learners and fit the constraints of the teaching and learning environment, teachers need to keep in mind that pupils have different learning styles and different interest; therefor, a material that can work for a group of learners, may not work for the other which is why teachers need to ask their pupils what they might find interesting or simply give them the activity and single out each pupil's interest. In other words, the teacher is the operator of the classroom who drives the class as per his/her desire. He/she is the first responsible to choose which materials and aids are appropriate to deliver effective lessons, meet the learners' needs and learning styles, and most importantly make grammar courses more enjoyable. In short, it is important to realize that the best planned lesson is worthless if interesting materials are not in evidence.

3.3.4. The Use of Authentic Material

Hedge (2000) understands authentic materials as “materials which have not been designed especially for language learners and which therefore do not have contrived or simplified language” (p. 67).

Teachers often stress on the use of authentic material when designing grammar activities because they believe that they are stimulating, interesting, and most importantly, they prepare pupils for real life situations where pupils need to be flexible and aware of elements that could hinder their use of the English language. As opposed to non-authentic material which provide learners necessary grammar skills but they fail short of keeping students active and engaged.

Swan (1985) points out, "authentic material gives students a taste of 'real' language in use and provides them with valid linguistic data for their unconscious acquisition processes to work on." (p.85).

It has been also claimed by many that the issue in designing fun and engaging grammar activities is not in choosing authentic or non-authentic material but in selecting suitable materials for learning the language; in other words, teachers are to consider materials that match the level of the pupil and can motivate and engage them. According to Brown (2002), teachers need not to design their activities based on the authenticity or the non-authenticity of the material but they need to consider the pupils' level, for more advanced learners we could use authentic material to develop students' mastery of grammatical rules, and for lower proficiency learners we could use non-authentic material to develop their grammar skills (p. 13).

Moreover, if teachers make their pupils use the real thing in learning grammar, they may get them more engaged and may even motivate reluctant learners into overcoming their grammar learning difficulties including their shyness, a version or fears with regard to language-learning.

3.3.5. Successful Implementation of CBA in Teaching Grammar

As we have mentioned before, many linguistic researchers such as Nunan, Willis, Harmer, Careless, Legendre, Roegiers Perrenoud and others supported learner-centred approaches to teaching, leaving away the teacher-centred methods that dominated over centuries. This is why, the Competency- Based Approach has imposed itself in the sector of education as a means to meet the new generation needs and integrate into the world community. Teaching grammar in parallel has been affected by this revolution. regardless the teachers' belief that knowing the grammar does not necessarily lead to language mastery and that focusing on explicit grammar teaching produces unsuccessful language users since Explaining a rule does not necessarily lead to full understanding of the language point, some of them fail in getting satisfied results while teaching their grammar lessons using CBA. Thus, some features have to be considered in order to insure successful implementation of the Competency Based Approach. First, having a clear objective in mind, teachers have to set their real objectives behind teaching grammar and do more than teaching it as merely passing tests and exams. They have to stop thinking that learning grammar has a temporary purpose but in fact is to improve effective performance in real-life situations. Second, creating various means of teaching based on the consideration of learners' individual differences since teaching grammar through CBA requires careful selection of which materials and strategies to be used in order to ensure higher engagement and more effective lessons. Third, linking successfully between teaching grammar and the implementation of the Competency Based Approach requires the possession of a complete knowledge of group dynamics and the teacher's ability to conduct discussions, to act as a mediator between the learners, and to analyse the group functioning.

3.3.6. Creating a Good Atmosphere

Creating a positive learning conditions in the classroom will enable pupils to feel more comfortable, safe and engaged, something that all learners deserve.

In a classroom where values and roles remain steady and focus is placed on the positive aspects of learning, pupils will be more motivated and actively participate in class.

On the off chance that learners are given the opportunity to become responsible for their own learning, they will probably profit by the exercise, and therefore be more likely to be self-motivated. This ought to be an essential objective for all instructors, since the absence of motivation is frequently the foundation of disciplinary issues. Many steps have to be taken into account to ensure a good, comfortable, and more engaging classroom atmosphere.

First, being flexible with learners creates a huge change in their attitudes. Thus, the key to unlocking student potential is by developing positive, respectful relationships with them starting from the first day of the school year. However, a positive classroom environment does not just happen, the teacher creates it and changes begin with his/her positive caring attitude and thoughtful construction of the physical environment. It starts by building a good relationship and ends with gaining students' interest and making them enjoy learning.

Second, creating a good atmosphere depends highly on the way lessons are planned which allow pupils to actively participate in the learning process, and arrange the desks to meet the needs of the learners and lessons. A well-planned lesson makes the teacher well prepared and aware of the different steps he has to go through in his/her lesson in addition to making expectations about the possible learners' responses and understanding issues which may encounter during a lesson and thus having an idea about how to deal them if they emerge.

Third, the physical atmosphere of the classroom can help prevent behaviour issues as well as promote and improve learning. Thus, Classroom setup is an important component in a learning environment because it is an essential piece of **classroom management** to support both teaching and learning. Therefore, to be sure, effective teaching requires considerable skill in managing the myriad of tasks and

situations that occur in the classroom each day and thus **reserve a classroom that will accommodate the kind of participation a teacher has in mind starting on the first day of class arranging the classroom in a way that encourages active engagement.**

Moreover, Teachers, who use effective classroom management techniques, employ good teaching practices and interactive learning activities have the power to turn on the learning lights. Though, many researches indicate that many beginning teachers have difficulty effectively managing their classrooms. While there is no one best solution for every problem or classroom setting.

To sum up, due to the traditional way of teaching grammar which is more depending on explicit grammar teaching, teachers are having problems in improving their pupils' grammar skills, that in turn is causes the learners' negative attitudes if learning grammar through the Competency Based Approach and producing a well formed and understandable English that is marked by proficiency.

To fix these issues, we propose a number of solutions. First, we recommended that teachers need to rise the pupils' awareness about the importance of learning grammar, then we advised making successful link between teaching grammar and CBA taking into consideration the choice and authenticity of material. Finally, we proposed some effective steps to perfectly manage the classroom and create a good atmosphere for effective teaching/ learning process.

3.4. Conclusion

This chapter is for the purpose of interpreting the results obtained from chapter two, we were able to identify some major issues that pertain to teacher's use of Competency Based Approach in teaching grammar and its relation to pupil's attitudes towards learning it, we then proceeded to recommend some solutions for the encountered issues, we suggested raising learners' awareness and the significance of learning grammar and its use in real life situations amongst other solutions. Finally, we mentioned the limitations of this study.

General Conclusion

General Conclusion

As we have discussed in the previous chapters, the current education atmosphere suffers from the use of somehow ineffective traditional methods that cage pupils' creativity and contributions. This led us to explore other dynamic approaches to teaching. CBA is an approach that aims to develop a set of abilities and capacities that in turn allows their user to smoothly interact and handle any occurring situation; furthermore, CBA organizes the content of a curriculum in terms of development of competencies using specific practices. Therefore, the purpose of this study is to find more suitable ways to combine the use of CBA with grammar in order to solve the common problems surrounding the act of teaching grammar.

The present study presents the idea that linking grammar instruction with the application of the Competency Based Approach improves pupils' positive attitudes. This is confirmed by the results obtained from the analysis of the data gathered from the two questionnaires addressed to both the teachers of middle school and the third-year pupils in Saida in addition to the classroom observation. The aim of the study is to draw attention to the importance of the implementation of the CBA in teaching grammar to third year middle school level and offer viable strategies for better implementation of this approach in addition to determine whether it is possible or not to develop pupils' attitudes and grammar skills by teaching of grammar using the CBA. Moreover, this research was conducted to gain more insights about learning grammatical aspects in the right context and to focus on the use of these grammatical aspects to strengthen pupils' positive attitudes and improve their writing and speaking from a discourse viewpoint.

General Conclusion

The research investigated the importance of English grammar teaching as a foreign language as well as the necessity of integrating grammar in English courses. Thus, the field of investigation carried out by means of observation connections helped us to register the different stages pursued in a grammar lesson presented with third year middle school pupils, at Ameer Moussa Middle school in Saida. Concerning the teachers, they are aware that the time spent in grammar courses is not enough to develop their pupils' grammatical skills. Through their responses to the questionnaire, they showed an undertaking to find more efficient ways for the appropriate implementation of the Competency Based Approach in order to improve their pupils' attitudes towards learning grammar. Moreover, based on the findings, we concluded that teachers' age, experience, and familiarity with the different teaching approaches seem to have a great impact on the effectiveness of the lesson they teach. In addition to that we found that students' familiarity with teachers and the improvement of their level seem to be the main factor influencing their learning process in general and learning grammar in particular. Furthermore, students are not aware of the existence of a relationship between learning English grammar and the quality of their performance in real life situations. Finally, we determined that most problems that hinder students' understanding of grammar rules are a combination of three issues: their feelings about learning English, lack of practice outside classroom, and demotivation that was good by negative results. These results come to prove our hypotheses that the majority of the pupils have difficulties understanding grammar lessons presented using CBA. Additionally, the teachers' questionnaire helps us to confirm our hypothesis that the Competency-based Approach is a useful approach at middle school and it helps the pupils to improve their critical thinking, acquire more grammatical skills, and become good communicators.

This study faced many limitations in the process of the work such as the accessibility to middle schools since we face difficulties getting in touch with pupils.

General Conclusion

Besides teachers' collaboration, the sample of the questioned teachers were not as motivated as to provide us with reliable and helpful answers.

Based on these interpretations we attempted to list a few suggestions to fix these issues, first we recommend that teachers rise their students' awareness about the importance of learning grammar and CBA, taking into consideration the choice and authenticity of material. Finally, we proposed a set of effective steps to perfectly manage the classroom and create a good atmosphere for effective teaching/learning process.

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Appendices

Appendix 01: Teachers' Questionnaire

*Dear colleagues,
we submit you the following questionnaire, necessary for conducting a research concerning the third-year middle school pupils' attitudes towards learning grammar through the CBA and wish your sincere collaboration.
You are therefore kindly required to tick the appropriate answer according to your own perspective and make comments when necessary. Our interest is in the way you precede in dealing with third year middle school classes and the problems you encounter in teaching grammar of such classes. We would be very delighted to receive your sincere collaboration.*

Section One: General Information

School Name:

Age: ...

1. Are you a male or female?

Female Male

2-Total number of years of experience in teaching the English language

.....

3- Are you:

a- A full time teacher b- A part time teacher

4-How many classes are you teaching this year?

.....

5-What is the average number of students in your class?

20-25 36-40 26-30 41 or more

6- Have you taught or do you teach English as a foreign language (EFL) to third year classes?

Yes No

7- If so, for how many years?

a- Less than one year

b- 1-5 years

c- 6-10 years

d-10-20 years

e-more than 20 years

8- Is it a preferable level for you?

Yes No

Section two: Teaching Grammar

9-According to you, why do we teach English in middle school?

a-To improve pupils' proficiency in English.

b-To make them ready for official exams

10. What kinds of grammar teaching methods do you usually use in your classroom?

a-Grammar translation method

Always sometimes rarely often

b- Direct method

Always sometimes rarely often

c- The audio-lingual method

Always sometimes rarely often

d- Communicative language teaching

Always sometimes rarely often

11. What does the chosen method depend on?

.....
.....

12- What are/ were the most significant problems that you face/faced while teaching grammar?

.....
.....

13. Is grammar best taught explicitly or through the use of CBA?

- In isolation
- using CBA

14. Have you tried to teach grammar through CBA in your classes?

Yes
No

15. why did / did not you use the CBA in teaching grammar?

.....
.....

16. How do you define CBA in your own words?

.....
.....

17. Do you think that CBA motivates your pupils to learn grammar? (if yes please say how)

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

18. According to you do you think teaching grammar through CBA creates a challenge for pupils?

Yes

No

If yes could you please state some of these challenges

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

19. According to you, what do you think pupils' negative and positive attitudes are related to?

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

20. What are some of the ways you have tried to improve your students' attitudes towards learning grammar?

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

Appendix 02 : Pupils' Questionnaire

This survey questionnaire is designed for EFL pupils in middle school in Algeria. It aims to explore and describe the pupil's attitudes towards learning grammar through the Competency-based approach in Algerian middle schools. We would be very grateful if you could answer the following questions. Your input is very important and much appreciated.

You are provided with guidelines for each item; please tick the right box or boxes.

Section One : General Information

1. Do you like taking Grammar lessons?

هل تحب أخذ دروس في قواعد اللغة

Yes

No

2. How long have you been learning English?

منذ متى وأنت تتعلم اللغة الانجليزية

.....

3. Do you like English?

هل تحب اللغة الإنجليزية

Yes

No

4. What is your level in English?

ما هو مستواك في اللغة الإنجليزية

• Excellent

• Good

• average

• Bad

• Very bad

If your level is bad or very bad, say why

إذا كان مستواك سيء أو سيء جدا صرح لماذا

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

Section Two: attitudes toward Learning Grammar

05. is it important to practise English in real- life situations?

هل من المهم التدرب على استعمال اللغة الانجليزية في مواقف حقيقية

Yes

No

06. Does your grammar teacher ask you to deduce the grammatical rules after analysing the examples?

هل يطرح أستاذ اللغة الانجليزية اشكاليات تنتهي باستنتاج القواعد اللغوية بعد تحليلك الأمثلة

Yes

No

07. Does your grammar teacher usually provide you with activities to practise English?

هل يزودك معلم اللغة الإنجليزية بتمارين لتدرب على استعمال اللغة الإنجليزية

Yes

No

08. Do you like when your English teacher teaches you grammar indirectly?

هل تفضل ان يدرسك أستاذ اللغة الإنجليزية قواعد اللغة بطريقة غير مباشرة

Yes

No

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

09. Do you think learning grammar is (choose one answer)

هل تظن ان تعلم القواعد اللغوية هو: (اختر إجابة واحدة)

a-More important than learning other areas of language

أهم من تعلم اشياء اخرى في اللغة



b- Less important than learning other areas of language

أقل أهمية



c- Equally important to learning other areas of language

يساوي في الأهمية



Appendix 03: Classroom Observation Checklist

Instructor:

observation date/time:

level:

number of learners:

Sequence:

lesson:

Criteria	Description/comment
Lesson initiation	
Lesson duration	
Learners' responses to teachers' instructions	
Pupils' participation	
Teachers reaction when their students didn't understand	
Teachers reaction when their students make mistakes	
Type of materials used	
Type of assessment activities	
Time allocation	
Pupils' response to the activities used in the classroom	