Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of the English Language and Literature

MASTER THESIS

Letters and Foreign Languages

English Language and Literature

Sciences of the language

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Teachers' Difficulties in Teaching Grammar under the Competency-Based Approach:

The Case of Fourth Year Algerian Middle School Classes

A dissertation submitted in partial fulfillment of the requirements for a

Master Degree in English: Sciences of Language

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Academic Year: 2023- 2024

Declaration

I, Benaissa Djahida, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed Kheider University of Biskra. Algeria.

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Dedication

Writing a master's thesis is a beast of a task, which requires focus,

dedication, and above all, will power. This master's thesis has been, without

contest, the most demanding part of my education. I dedicate this thesis to my

loving family for their unwavering support, encouragement, and sacrifices

throughout my academic journey. Their belief in me has been a constant source

of strength and motivation. Special thanks to the dearest friends Lamis and Adra

who have supported and helped me through this process

Thank you.

Acknowledgements

In the name of Allah, the Most Gracious, the Most Merciful. First and foremost, I offer my deepest praise and gratitude to Allah, for granting me the strength, guidance, and opportunity to embark on this profound journey of knowledge. Without His blessings, this achievement would not have been possible. My faith has been my pillar of strength, sustaining me through the challenges and triumphs of this academic endeavor. Alhamdulillah.

I am immensely grateful to my supervisor, **Dr. Zeghdoud Meriem**, for her invaluable guidance, expertise, and encouragement. Their unwavering support and insightful feedback have been instrumental in shaping the direction and quality of this research. I am truly fortunate to have had the opportunity to work under her mentorship.

I would also like to extend my heartfelt thanks to the members of my thesis committee, **Dr. Meddour Moustafa**, **Mrs. Benzida Yasmina** and **Mr. Zennou Bilal**, for their time, expertise, and valuable input.

I would like to express my deep appreciation to my family for their unconditional love, understanding, and constant encouragement. Their unwavering belief in my abilities has been a source of strength and motivation during challenging times.

Abstract

The present study investigates the situation of teaching EFL grammar under the CBA framework in the Algerian middle education. It aims to investigate the teaching of the English grammar in the Fourth year Middle School. First, the study aims to present middle school teachers' perceptions about teaching grammar and to find out the difficulties they encounter when teaching grammar under the CBA framework. Second, it attempts to analyse and examine grammar concepts in the textbook "My Book of English Year Four" and the way the grammar activities are presented in the selected "My Grammar Tools" in each sequence relying on a structured coding framework. The current research follows a mixed method, which is based on gathering qualitative and quantitative data relying first on the teachers' questionnaire administered to the middle school teachers of English in the district of Batna. The second tool is a content analysis based on a structured framework, which was devised and used for analysing the grammar aspects in "My Book of English, Year Four". The findings revealed that teachers are aware about the importance of grammar in the process of language teaching. However, a variety of factors impedes the effective implementation of the CBA in teaching EFL grammar such the teachers' unfamiliarity with CBA principles due to the lack of effective training and the lack of appropriate materials and teaching resources including the textbook itself.

Keywords: CBA, Teaching EFL grammar, Content analysis, Textbook, Algerian Middle School.

List of Abbreviations and Acronyms

4MS: Four year Middle School

B.A : Bachelor's degree.

CBA: Competency-based Approach

CLT: Communicative Language Teaching

DM: Direct Method.

EFL: English as a Foreign Language

GTM: Grammar translation method

IPA: International Phonetic Association

M.A : Master's degree.

RM: Reform Movement

TBLT: Task-Based Language Teaching

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General Introduction

Background of the Study

In Algeria, English is considered as a foreign language. The level of the Algerian English language learners varies between average and low due to the restriction of the English language exposure only in classrooms. This limitation of the English language use impedes meeting the learner's needs and mastering a foreign language. Therefore, syllabus designers and policy makers have led some educational reforms stressing the fact that all what is taught to children is not communicative knowledge of the English language, but knowledge of how the syntax and lexical rules of English operate (Mackay, 1978).

The Algerian Educational Reforms announced by the Ministry of Education in 2003 are based on two main elements of teaching. First, the pedagogical reforms, which include the introduction of the new teaching approach "the Competency Based Approach" (CBA), the new syllabuses and the coursebooks. Teaching and learning in Algerian schools moved from traditional based approaches to the competency-based approach (CBA), an inductive and learner-centered approach. In fact, restoring knowledge and applying isolated know-how is no longer the purpose of teaching. Instead, learners are confronted with problem situations to solve. Beside the acquisition of knowledge, the learners use what they learn in meaningful ways in different life situations (Chelli, 2010)

Second, teacher training, which enhances the teacher's competencies, their mastery of the content, and more importantly, training on how to implement this new approach. HakiElimu (2012) arggues that teachers needn't only to understand subject matter but also know about curriculum resources and technologies to connect their learners with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. Teachers need also to know about how to structure interactions among students and how to collaborate with other teachers

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Since grammar plays an important role in the teaching of foreign languages, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving mastery of language and developing the learns' accuracy in speech and writing. Moving from traditional deductive ways of teaching grammar to the inductive one is an essential part of teaching under the Competency Based Approach. Grammar is taught through a set of examples from which the learners deduce the rule at last. Besides, Purpura (2004) claimed that learning grammatical rules is insufficient and it is better to apply these rules in real life communication. That is, the learners have to know how to transform these grammatical rules and use them in communication.

In Algeria, English grammar is presented in textbooks, which are considered by most educationists to be the most effective materials for English as a Foreign Language teaching and learning. The Algerian English textbooks were subjected to two reforms namely: the first generation curriculum (2003) and the second-generation curriculum (2016). Both follow the competency-based approach as the grounded approach for teaching EFL.

Statement of the Problem

CBA was introduced to the Algerian school twenty years ago. This reform made profound changes in teaching English as foreign language practices, precisely in Algerian middle schools, since the teacher became a mediator between the learner and the knowledge. However, the effective implementation of this adopted approach still faces problems. Grammar has always been one of the most difficult issues in teaching. This is why teachers complain about the difficulty to cover all its aspects. A serious concern is raised on: First, whether or not the teachers were/are able to implement the CBA effectively and teach grammar inductively. Second, how the grammar aspects are introduced in MS4 textbook and whether they go alongside with the CBA principles.

Aim of the Study

This study aims to investigate the teaching of the English grammar in the Fourth year Middle School. First, the study aims to find out the difficulties middle school teachers face to teach grammar inductively and to present their perceptions about teaching grammar. Second, it attempts to analyse and examine grammar concepts in the textbook "My Book of English Year Four" and the way the grammar activities are presented in the selected 'My Grammar Tools' in each sequence relying on a structured coding framework.

Research Questions

RQ1: To what extent do Middle School teachers succeed in teaching grammar inductively?

RQ2: To what extent are the grammar aspects presented implicitly in the textbook "My Book of English Year Four".

Significance of the Study

This study aims to investigate the reasons behind the difficulties Algerian middle school teachers face in teaching English grammar under the CBA and help to overcome them. Moreover, this study aims to analyze a coursebook to find out the limitations and suggest possible alternatives to design a sample grammar lesson. The study findings are expected to help teachers, inspectors, course designers and the Algerian Ministry of Education to find out appropriate strategies that can be used to improve the teaching and learning of English grammar in middle schools basing on CBTL approach.

Operational Definitions of Terms

CBA: Competency-Based Approach is an approach to teaching that focuses on teaching the skills and behaviours needed to perform COMPETENCIES**.** It is is based on a set of outcomes that are derived from an analysis of tasks learners are typically required to perform

in real-life situations. (Richards, J.C.; Schmidt, R., 2010). In the current study, CBA is the methodology adopted at the level of Algerian middle schools.

Grammmar: a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language (Richards, J.C.; Schmidt, R., 2010) . In the current study, grammar is taught at the fourth level moddle school and presented in the EFL textbook "My Book of English Year Four"

Textbook: a book on a specific subject used as a teaching learning guide, especially in a school or college. Textbooks for foreign language learning are often part of a graded series covering multiple skills (listening, reading, writing, speaking, grammar) or deal with a single skill (e.g. reading) (Richards, J.C.; Schmidt, R., 2010); In the present study the texbook put under scrutiny in the present study "My Book of English Year Four" is a textbook used to teach the fourth level.

Review of the Related Literature

Various studies covered issues related to the implementation of CBTL approach in the teaching and learning English language, the willingness of teachers and their knowledge about CBTL curriculum.

Mazouz (2014) conducted a study to investigate Algerian EFL teachers' and pupils' perceptions of the Competency-Based Approach. The Algerian English teachers and learners would show a consistent understanding of the role they are required to play in the framework of CBA. Two questionnaires were designed. The results gained from the teachers' questionnaire are as follows: 69.33% of the teachers displayed a consistent understanding of CBA in what relates to theory while 41.02% of them appeared to be unaware of what constitutes CBA in practice. On the other hand, the results obtained from the pupils'

questionnaire showed 61.67% of the pupils demonstrated an awareness of the role they are required to play within CBA.

Bader and Hamada (2015) conducted a study to investigate the extent to which pre-service middle school teachers of English at the Teachers Training School of Constantine (ENSC) are able to put into practice the Competency based approach (CBA) tenets. A sample population of 42 pre-service middle school teachers took part in the study through a survey, which revealed that a gap exists between the theoretical framework of the CBA gained in the school, and the practical implementation of that knowledge. Thus, more efforts should be spent to ensure a better teacher quality and training at the level of the school.

Ngala (2016) conducted a study to investigate issues surrounding the implementation of the Competency Based Approach (CBA) in the teaching of EFL in secondary schools in Cameroon. Two schools were selected: Government Bilingual High School, Etoug-Ebe and Government Bilingual High School Mendong, Yaounde. Observation, questionnaires and interviews were the instruments used for data collection. A total of 18 lessons were observed in some *cinquième* classes of the abovementioned schools to assess teachers' ability to implement the CBA in their classrooms. Questionnaires were administered to 32 teachers and 220 *cinquième* students of the selected schools to get information on teachers' awareness of the CBA and prior preparation for its implementation. The findings reveal that teachers are largely unaware of the CBA. 68% of teachers could not state the objectives of the CBA for learners while 54% could not state the goal of on-going continuous assessment. It was further realized that the implementation of the CBLT in their classrooms is poor. Lesson observation demonstrated that only 28.5% of teachers effectively used the CBLT. Teachers' training was inadequate and no prescribed textbook adequately responds to the new CBA syllabus.

Settari and Benmeradi (2021) conducted a study analyzing why teachers lack full training of Competency-Based Approach's key concepts and teachers' readiness to confront all the

challenges in implementing the principles of this approach. As well as the extent to which teacher's scaffolding can help students develop their skills and reach higher competencies. The study used a mixed method as a research design. The research approach being used in this research is both qualitative and quantitative. As far as the means of data collection, semi-structured interview questions along with a questionnaire were used to obtain the desired data. These were administrated to five in-service teachers and a one pre-service teacher. The findings reveal that teachers received poor training of CBA which led to serious consequences which affected EFL classes negatively. Teachers are not well trained to confront the challenges they face and they are not well competent. On the other hand, teachers stated that there is a lack of learning and teaching materials, the syllabus and the textbook does not fully meet the objectives of the CBA, overcrowded classes and lack of motivation among students. All of these obstacles hinder the proper application of collaborative construction of knowledge.

Some studies investigated teachers' beliefs about teaching English grammar, the material inputs used, and the challenges that face schools in the teaching and learning of English grammar.

Schulz (2001) surveyed 607 Colombian foreign language students and 122 teachers to elicit their perceptions of the role of grammar and error correction in foreign language learning. The data collected were then compared with those of Schulz (1996). Schulz was able to find that there was relatively high agreement between students as a group and teachers as a group across cultures on the majority of the questions. The results also indicated that there were evident discrepancies between student and teacher beliefs within each culture and across cultures. Schulz went on to suggest that teachers should explore their students' perceptions so that the potential conflicts between student beliefs and instructional practices could be alleviated.

Burgess and Etherington (2002) administered a questionnaire to 48 EAP teachers in British universities to explore their widely held beliefs about grammar and grammar teaching. The

results they obtained showed that most teachers in their sample appreciate the value of grammar for their students and they also indicated that they possess a sophisticated understanding of the problems and issues involved. As these two researchers noted, the results they found can serve as evidence to support a favorable attitude to Focus on Form approaches among the sample surveyed.

Andrews (2003) surveyed and tested one hundred seventy secondary school teachers of English in Hong Kong and interviewed seventeen of them. The results of the survey and the test showed that those teachers who were most in favor of teaching grammar inductively had a relatively high level of explicit knowledge of grammar, whereas those who had a relatively low level of explicit knowledge of grammar were the strongest supporters of a deductive approach to grammar teaching. The interview data indicated that thirteen out of seventeen teachers interviewed reported that their students had strong negative reactions to grammar. Nine teachers said that they were not enthusiastic about grammar teaching and more than a quarter of the teachers were not confident in their ability to handle grammar sufficiently.

Using a questionnaire to investigate 176 English language teachers from 18 countries, Borg and Burns (2008) found that teachers showed strong beliefs in the need to avoid teaching grammar in isolation. The teachers also reported high levels of integrating grammar in their practices. To examine teachers' use of grammatical terminology in the Maltese English as a foreign language classroom, Borg (1999) interviewed 4 teachers before the class, observed their grammar classes, and interviewed them again after the classes. He found that teachers' decisions about the use of grammatical terminology in their work are influenced by an interacting range of experiential, cognitive, and contextual factors.

In the terms of using content analysis in education and practically in language of textbooks, few examples of studies in content analysis that has been used as a research tool are presented here.

Burner's master's thesis (2005) is two-fold, investigating both how grammar is presented in the textbooks, and teachers' perceptions of grammar teaching. Four books aimed at 16-year-old learners in the foundation course in senior high school were chosen for the textbook analysis, with the aim to investigate the amount of grammar, describe the way grammar is treated, and compare the books with each other. Burner divides the grammar exercises into two main categories: indirect and direct. However, in both of these groups, the exercises are categorized using compound labels mixing both the activity type and the grammatical focus, resulting in an abundance of categories with only one task in each category. In his study, Burner finds that most of the books have many translation and gap-fill exercises, but the presentation of grammar is unsystematic and there is not much grammar beyond the sentence level.

In her master's thesis, Askeland (2013) investigates English grammar tasks in three textbooks commonly used in grade 10 in Norway. The mixed methods research seeks to answer two questions: how many grammar tasks there are compared to non-grammar tasks, and what the quality is of those tasks. The first part of the research question receives relatively little attention in the study, and it is simply stated that the percentage of grammar tasks for each book is 35.6%, 14% and 15.3% respectively. The second part of the research question is answered by a lengthy and theoretic textbook analysis. Askeland (2013) finds that there are very few purely inductive tasks, and that there is an overall tendency for the learners to work alone and finish the tasks by writing. Tasks operating at sentence level are the most common, but it should be noted that Askeland includes word-level tasks here as well. There are some tasks operating at discourse level, but Askeland argues that "there should be a much higher number of discourse level tasks, considering the importance of discourse, context, and pragmatics as a part of the ability to communicate meaningfully, appropriately as well as correctly" (p. 72). There are a considerable number of gap-filling tasks, often as sentences in isolation, which are typically associated with traditional grammar teaching. Composition and translation tasks are also

prevalent, followed by transforming and explaining. Additionally, the results show an imbalance in the cognitive stages, as the emphasis lies heavily on proceduralisation and conceptualisation, even though all of the stages of awareness and performance are equally important in the learning process (Askeland, 2013, p. 81).

The previous review of the literature revealed that a gap exists between the theoretical framework of the CBA teachers have, and the practical implementation of that knowledge. Thus, more efforts should be spent to ensure a better teacher quality and training. Concerning grammar teaching, it was found that there was an agreement among the teachers about the usefulness of teaching grammar inductively. Moreover, teachers believed that it is broadly more important to practice a foreign language in situations simulating real-life than to analyze and practice grammatical patterns.

Research Methodology

For the present study, the mixed method design that combines qualitative and quantitative research would be the most appropriate method to be used in this research work. First, the qualitative data collection tool will be a content analysis to analyse the all grammatical components and evaluate the selected grammar activities of each sequence in My Book of English, Year Four. Second, the quantitative tool is a questionnaire will be designed and administered to English teachers from different schools in Batna in which close-ended and open-ended questions are used.

Population and Sample

The population of the study will comprise Middle School English teachers. Therefore, the target sample of the study will include teachers of English from different middle schools in Batna.

Scope of the Study

This study will deal with textbooks. Hence, the target textbook will be Middle School Year Four textbook "My Book of English". This textbook is selected because it is the last and the most important stage at middle school that ends with the BEM Examination.

Structure of the Dissertation

The present dissertation consists of three main chapters. The first and the second chapters constitute the theoretical part of the study, while the third one tackles the practical side of the research work. The first theoretical chapter is entitled "English Language Teaching in Algeria" discusses briefly the status of English in the Algerian educational system with a focus on the reform of 2003 and that of 2016 (the first generation curriculum 2003 and the second generation curriculum 2016). This section also deals with textbook definition and use in EFL classes, its advantages/disadvantages and its types. The second theoretical chapter is under the title of 'Grammar and Aspects Influencing Grammar Teaching'. It tackles the grammar definition, role and approaches to grammar teaching in the classroom. In addition, the discussion touches the CBA and its concepts as being the ground approach under which both curricula have been presented. The third chapter, which is the practical part, outlines the fieldwork. This chapter presents the procedures of data collection and data analysis, the discussion and the interpretation of the results. It tackles the presentation and the discussion of the teachers' questionnaire regarding their attitudes and practices in terms of grammar teaching and the difficulties they face during the teaching process. In addition to the content analysis through which the elements of the self-constructed framework are evaluated on what concerns grammar in the targeted textbook. The chapter also includes the general discussion of the findings, some suggestions and recommendations as regards how grammar teaching can be improved, a suggested sample grammar lesson, in addition to the limitations of the study.

Chapter One: English Language Teaching in Algeria

Introduction

In the field of 21st century education, the creation or even the shift to a new educational curriculum has been a vital issue due to the current global demands. In this context, English, as being the first language of the world, has been at the core of changes concerning its educational status in different countries. Therefore, it has become desirable for Algeria, as a developing country, to sharpen up the status of English. The process was in a form of a number of educational reforms which included a change within the curriculum, the textbooks, and the method or approach adopted. Hence, two recently considerable reforms are discussed in this chapter: the reform of 2003 and the reform of 2016 respectively. Besides, a brief discussion of the status of English language in Algeria and the Algerian educational system are provided. Moreover, this chapter tackles textbooks types, use in the EFL classes, some advantages and disadvantages.

1   The Algerian Educational System

After the independence, the Algerian educational system passed through many changes as a way to make it more accessible and able to cope with the recent demands of the world.

The current Algerian educational system covers thirteen years of study divided into three main stages:

- **The primary stage:** it is the primary school level. At this stage, education is compulsory for all children who reach the age of six. This cycle is composed of five years of education and ends with a national exam. French was the only foreign language taught at this level starting from the third year. However, English was introduced at this level within the same year (year three) along with French by the beginning of the new school year 2023. (Kadri, 2023)

- **The intermediate stage:** middle school level is composed of four years of study. Then, by the end of the fourth year, the students are called to pass a national exam called Brevet d'Enseignement Moyen or 'BEM', which allows them to access the next, level. (Benadla, 2012).

- **Secondary stage:** this level is composed of three years of education. In the first year, students are obliged to choose between two streams: science or letters. Then, in the second year, students are asked to choose other streams. The coefficient of English changes from one stream to another; it is more important for the literary streams than for the scientific ones (Benadla, 2012). By the end of the third year, students sit for the national baccalaureate exam, which opens the door for them to access the university.

All in all, the Algerian educational system is structured carefully into three levels: primary, middle and secondary, taking into account both the learners' capacities and the world's demands and necessities as a way to make the Algerian education effective and successful.

2   The Status of English in Algeria

With the development of globalization, English imposes itself as the vehicle language used for communication across this ever-shrinking global community. Nowadays, it is the language of science, of aviation, internet communication, and international trade. This fact has increased the demand of teaching and learning English across many countries in the world and Algeria is no exception. (Crystal, 2003)

The Algerian linguistic situation is characterised by a mixture of languages and dialects: Arabic with its two forms (Algerian Arabic and standard Arabic), French and English as foreign languages. Firstly, Algerian Arabic is considered as the everyday language of the large population and it has no written form. Secondly, standard Arabic is the official language in Algeria. It is the language of media, of schools and of international communications. It is not

really used by the Algerian people in their everyday life except in the official occasions. Thirdly, French imposes itself as the first foreign language in Algeria due to some historical reasons, namely the French colonization. The French language is started to be taught at an early age, more specifically at the third year of the primary school level. Fourthly, English as the second foreign language (EFL2) is taught only in schools starting from the first year at the middle school level. (Benrabah, 2005)

The interest in teaching English has started after the independence, particularly when the Algerian authorities adopted an eradication policy of French rule and culture (Mami, 2013). Then, in 1993, the Algerian educational authorities tried to introduce English in the fourth grade of primary school (EFL1) by giving the chance for parents to choose for their children to learn either English or French as the first foreign language. The statistical results at that time illustrated that the majority of parents opted for French to be taught as the first foreign language and English as the second foreign language (Rezig, 2011).

Nowadays, English still enjoys its status as EFL2 in Algeria; it is started to be taught at the third year of primary school level. They study it in the four years of middle school in addition to the three years of secondary school as a compulsory subject. At the tertiary level, English is a field of study at the department of English. Furthermore, it is also an obligatory module in many other fields such Sociology, Biology, Mathematics and physics. (Kadri 2023)

3   The Algerian School Reforms

After 1962, the winds of change blew over the Algerian educational system. Hence, the Algerian schools have witnessed many educational reforms with the aim to improve the educational policy in Algeria. (Benrabah, 1999)

By the beginning of the new millennium, the Algerian authorities felt the need to redesigning the educational system with the aim, on the one hand, of increasing its efficiency and responding to the challenges of the modern society on the other hand. The Algerian

educationists' interest has changed this time towards searching for a modernized approach to be implemented in teaching. This matter of fact led to other reforms. Accordingly, the beginning of the academic year 2002/2003 has witnessed new educational reforms in the three cycles of education: primary, middle and secondary school. These reforms are characterized by changing the Algerian schooling system from 6- 3- 3 to 5- 4-3 and by implementing the competency based approach (CBA) as the main approach to be followed.

3.1 The Reform of 2003: Teaching English under the Competency Based Approach

Torres (1996) asserted that for any developing or industrialized country, education reforms are at the core of interest especially in the last decades. The CBA aims at developing the learners9'communicative abilities. Evidently, new textbooks were designed for all levels along with the principles of the newly approach. Furthermore, the CBA has been adopted in teaching English as a foreign language in order to make the learners more competent and able to function effectively in real life situations (Chelli, 2010).

3.2 The Reform of 2016: the Second Generation Curriculum

After the great educational reform of 2003, which brought up numerous, perhaps more overwhelming changes, concerning the situation of teaching English in Algeria, a second reform in the field was introduced in 2016 and implemented at the primary and the middle levels of education.

3.2.1 The Revised Curriculum

Before getting deeper into the revised curriculum of 2016, better known as the Second Generation Curriculum, it is important to shed light on the concept "curriculum".

In its broad meaning, a curriculum refers to "a set of courses constituting an area of specialization; otherwise, the courses offered by an educational institution"

(MerriamWebster.com). Nunan (1988) stated that curriculum is 'seen in terms of what teachers actually do; that is, in terms of "what is", rather than 8what should be" (p. 1). That is, the curriculum is a plan that spells out goals, objectives, topics and methods regarding the teaching/learning situation.

As a response to the Orientation Law on National Education No. 08-04 23 (January 2008), the Algerian educational authorities launched the revised curriculum in April 2016. Benramdane (2015), a member of the national commission of programs stated: "the second generation programs bring improvements upon the current ones without affecting the structure of the subject or their hourly volume' ("Education Nationale: Les programmes") (our translation). Boukri, Hamouda, and Smara (2016) get deeper positing that in order for learners to acquire competencies in English, which they need in their own daily life, new adopted textbooks have been designed.

In March 23th, 2016, Radio Algérie Internationale ran a radio spot with four educationists. The guests, in a sum, claimed that introducing a new reform to the system of education is nowadays considered to be of salient importance, knowing that the rate of academic failure among students is 30% as well as 32% for dropping out of schools before the age of 16. Therefore, the aforementioned programs seek to develop the cognitive capacities of learners starting from the school year 2016-2017. Simultaneously, the programs would be preceded by the teachers' and inspectors' training which are supposed to start in April 2015 and spread over three phases. The guests ended by declaring that the national commission of programs, which is responsible for setting up these programs, holds 200 Algerian experts in all teaching disciplines (le Programme 2ème Géneration, Nouvelle Réforme).

3.2.2 Objectives of the Revised Curriculum

The chief objective of the second generation program is to bring ameliorations upon the first generation program of 2003. Nevertheless, other objectives have been set, in their broad sense,

to be more in harmony with the current global demands that are mainly based on the implications of globalization.

Boukri, Hamouda, and Smara (2016) proclaimed that the new textbooks have been designed specifically to focus, first and foremost, on the learners' centeredness as well as to develop their capacities and competencies in English more effectively and appropriately through meaningful tasks. Moreover, teachers should build a more active ground for their learners in order for them to be able to solve their daily life tasks and much importantly to be autonomous learners.

The president of the National Commission of Programs at the Ministry of National Education, Adel (2023), indicated that unlike the previous programs, the new programs aim at developing the cognitive capacities and deduction of the learner. Moreover, the expectedobjective of these programs is to create an interactive activity inside the classroom for the sake of promoting the development of the learners' skills and competencies. (Le Merghreb: 'Education Nationale: Les programmes').

Similarly, Berrah (2023), a member of the national program commission, pointed out that the second generation reforms constitute a "step forward" since they encourage the learner's involvement in the educational operation through their participation in class. In the same line of thought Mihoubi (2023), an inspector trainer at primary school, asserts that the above programs precisely reframe the learning domain, called in previous programs "unit9", through which learners will have another role inside classroom that is to participate in the search for solutions to the problems posed while the teacher will continue to provide school guidance (Ecucation Nationale: Les programmes).

To correspond to the changes that have been made on the Algerian educational system since 2016, the primary and the middle school textbooks were redesigned to fulfil the new objectives outlined under the principles of the adopted approach, the CBA. The new textbooks designed

for first, second, third and fourth year middle school learners are entitled respectively 'My Book of English, Year One', 'My Book of English, Year Two', 'My Book of English, Year Three' and 'My Book of English, Year Four'.

4   Textbooks Use in EFL Context

In any English language teaching program, textbooks along with other didactic materials represent supporting pillars of the language teaching-learning process. The textbook is an almost universal element of teaching. It seems that no teaching-learning situation is complete until it has its apropos textbook. Both teachers and learners spend a great deal of class time working from content presented in the textbook to achieve curriculum objectives more effectively. Lessons are designed around specific units of the textbook, which target different language functions and skills. Textbooks are also a valuable source of activities and can be considered in many ELT contexts (like here in Algeria) a workbook providing learners with a practical dimension of their learning. In spite of the fact that textbooks are widely used, their usefulness is debated and different arguments emerged either to support textbook use or to caution the side effects of its use. As such, it is critical to know what textbooks are, how they are designed and developed, what their advantages and drawbacks are, and how to analyse them to get the maximum benefit from them.

4.1   Definitions (Teaching Material, Textbook, Coursebook)

4.1.1   Materials

In a broad sense, materials could include "realia" (real objects such as a pencil, a chair, or a bag) and representations (such as drawing, or photograph of a person, house, or scene). These materials can be used for language learning, but our focus here is on text materials. Such materials include those that have been either specifically designed for language learning and teaching (e.g. textbooks, worksheets, computer software); authentic materials (e.g. off-air-

recordings, newspapers articles) that have been specifically selected and exploited for teaching purposes by the classroom teacher; teacher-written materials; learner-generated materials. (Ian McGrath 2002). However, the term "teaching materials" refers to anything that is used by teachers or students to facilitate the learning of a language. Any teaching material provides interactions which enhances the opportunities to learn as the following figure shows.

Figure 1: Interaction between teachers, learners, and materials (Allwright, 1981)

Teachers

OPPORTUNITIES TO LEARN

Teachers   **Teachers**
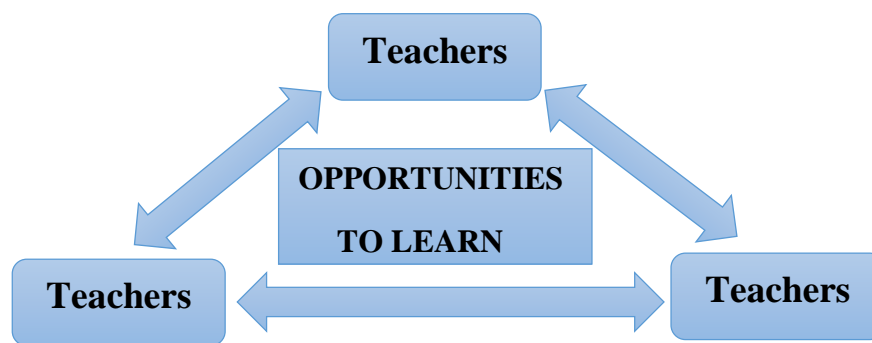
4.1.2 Textbooks

Textbook as defined by the Oxford Advanced Learner's Dictionary (2000) is "A book that teaches a particular subject and that is used especially in schools and colleges..."

Textbooks for Hutchinson and Torres (1994) are worldwide teaching components without which the teaching and learning conditions would remain incomplete, playing a fundamental role in innovation, supporting teachers and introducing new methodologies, providing the necessary input into lessons, as well as being an exceptional tool for efficient and ongoing change, concluding that they are successful in fulfilling diverse needs emergent from the classes and their wider context. Cunningsworth's (1995) definition is as follows:

A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence. Generally, textbook is defined

differently by different writers. It depends on how and in which context textbooks are used. But, they have one thing in common: textbook is teaching and a learning source material for both the teacher and the learner. Although in some parts of the world, teachers can freely select the books, most of them use textbooks, which are either recommended or prescribed to them (such as Algeria).

4.1.3 Coursebook

Longman Dictionary of Contemporary English (2011) considers "coursebook" as the British synonym of the word "textbook". Coursebook for Tomlinson (2011) is "A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course".

Coursebook, textbook and material are retained to be used, in this handout, interchangeably to mean the book that presents a given content used by both teachers and learners.

4.2 The nature of textbooks

While a syllabus specifies the goals and objectives of a language program, materials translate these goals into pedagogical action. They embody the aims and values of a particular language teaching/learning context. For many teachers around the world, the syllabus is the textbook. Even if an official syllabus exists, teachers may have no knowledge of it or may not have access to it. The textbook is the most tangible and visible aspect of the curriculum (Nunan 1998).

Materials determine "what is worth knowing". "What gets included in materials largely defines what may count as 'legitimate knowledge'. The way materials are organized and presented, as well as the types of content and activities, will help shape a learner's view of language" (Nunan, 1998, p.210).

Materials also convey particular cultural values and stereotypes. In the case of ELT coursebook, it is the promise of entry into an international speech community which is represented in what tend to be idealized terms.

4.3 Role of materials in language teaching

The use of English textbook has a noteworthy eminence for both teachers and learners. It does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanations and activities. On the side of the learners, it influences their attitudes and performance to the materials. It is a truth that when they like their textbook, they will engage actively in the classroom. Harmer (2007) stated that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom. Cunningsworth (1995) identified a textbook as a resource in presenting the material, a source for learners to practice and do activities such as vocabulary, pronunciation, grammar, listening, reading, speaking and writing. In short, a textbook is useful to assist teachers in applying the curriculum because it is based on curriculum needed and as guidance in and providing the opportunity for learners to learn.

It has been widely accepted that textbooks play an essential role in many language classroom (Richards, 2001). However, there has been a significant amount of debate on the actual role of materials in EFL classrooms in terms of the advantages and the drawbacks of using textbooks. According to McGrath (2002) there has been dynamic discussion and debate concerning the desirability of basing teaching on course textbooks. Therefore, arguments for the use of textbooks relied on showing the advantages of textbook use while opponents of textbooks based their arguments on showing the drawbacks of textbook use.

4.4 Arguments for textbook use (The advantages of textbook use)

Textbooks are proved useful in many ways. The following summarizes the main points in which textbooks are of great help to either teachers or students.

1. Textbooks are perceived by many to be the route map of any ELT Program. (Sheldon, 1988). They allow the teacher to manage and organize the learning process more efficiently. They give direction to lessons, they guide discussions, and they provide continuity to the learning process and provide a plan of action to the teacher.

2. Textbooks serve as syllabuses that provide teachers with material to teach in the classroom.

3. Textbooks help standardize instruction, maintain quality, provide a variety of learning resources, and can provide effective language models and input. (Cunnignsworth, 1995)

4. Textbooks are sources for less experienced teachers in their starting career of ELT. Ur (1988) pointed out that textbook can act as guidance and support for inexperienced teachers who are insecure about their language knowledge and have not yet gained confidence in the job.

5. Using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. O'Neill (1982) and Ur (1988) mentioned that textbooks reduce time in material preparation so teachers can devote more hours to teaching.

6. They are an effective resource for presentation material; a source of ideas and activities

7. Using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them (Hycroft 1998)

8. They made it possible for the class to prepare in advance for lessons, so they are effective resource for self-directed learning. Based on their textbook, learners know what has been

covered (and thus what they should have learnt) and what needs to be covered (i.e. what they still need to learn) (Cunnignsworth, 1995)

9. The use of a textbook in classroom can ensure that learners in different levels will obtain a similar content and therefore, they can be evaluated in the same way. (ibid)

10. Textbooks can also facilitate the introduction of an innovation and can act as agents of change new ideas and methods can be embodied in a textbook and introduced gradually enabling teachers to become familiar and comfortable with new ideas (Hutchinson and Torres, 1994).

Overall, textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms (Sheldon, 1988).

4.5 Arguments against textbook use (Disadvantages of a textbook use)

Despite the many advantages of textbooks, several researchers, however, have shown drawbacks of textbook use.

1. Many textbooks contain cultural and social biases, and many of them are not authentic. Unnatural language models and dialogues in many textbooks can make them inappropriate for students (Skierso, 1991; Ur, 1991).

2. If teachers used the textbook and teacher's manual as the basis of their major instructional decisions, they reduce themselves to the status of a technician merely presenting materials to students. Richards (2001)

3. Topics in the textbook are often irrelevant or uninteresting in the actual classes. Ur (1988)

4. A textbook may hinder a teacher's initiative and creativity because of its set structure and sequence. This tends to cause learners' boredom and paucity of motivation. Ur (1988)

5. Textbooks, in some situations, may affect learner involvement in the language acquisition process. Pre-packaged textbooks are inadequate to sufficiently cater for the complex dynamics of the process of language acquisition Allwright (1981)

Bearing these faults in mind and the fact that the selection and use of a particular textbook is a major educational decision which has immediate implications for the quality of student learning, it can easily be appreciated how important textbook evaluation is.

4.6 Features of Good Textbooks

According to (Cunnignsworth, 1995) a good textbook embodies the following characteristics:

1. Good textbooks should attract the learners' curiosity, interest and attention.

2. Textbooks should help learners to feel at ease.

3. Textbooks should help students to develop confidence.

4. Textbooks should meet learners' needs.

5. Textbooks should expose the students to language in authentic use.

6. Textbooks should provide the learners with opportunities to use the target language to achieve communicative purposes.

7. Textbooks should take into account that learners differ in learning styles.

8. Textbooks should take into account that learners differ in affective factors.

9. Textbooks should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement, which stimulates both right and left-brain activities.

4.7 Textbook adaptation (vs. adoption)

Textbook adaptation refers to changes the teacher made to the book to make it more suitable to a particular class. It is important that textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible. Therefore,

textbooks should not be more than frameworks, which guide improvisation, adaptation, and spontaneous interaction in the class. Here are some ways of how teachers to adapt a textbook Harmer (2007):

1. Make their own pre- and post-activities for the text, structure or activities.

2. Re-sequence activities (ask learners to do the reading before the listening task).

3. Add supplementary materials to support the text (watch a video).

4. Deliver the information in a different way (pair, group work, class discussion, role-play).

5. Replace information with something new.

Conclusion

The present chapter has been set up to clarify issues related to English language teaching in Algeria, more precisely, the shift from the first generation curriculum to the second generation curriculum. Thus, it tackled firstly, the Algerian educational system as well as the status of English within this system. Then, it shed light on the last two educational reforms in Algeria; namely, the first generation curriculum (2003) and the second-generation curriculum (2016). Similarly, issues corresponding to the revised curriculum were discussed including its objectives. The former is famous of bringing up the newly adopted textbooks, and thus, an overview about the latter was captured above.

Chapter Two:

Teaching Grammar

Introduction

Learning or acquiring a second or a foreign language does not occur without mastering its grammatical structures. Thence, grammar, or the so-called the language 'code', is one language element that has gained a prestigious value in English language teaching and learning. The present section discusses important issues related to grammar teaching and learning such as: The definition of the term "grammar", approaches to teach grammar, a detailed overview of the Competency-Based Approach, teaching grammar directly/indirectly, presenting and explaining grammar in classroom, the importance of teaching grammar, aspects influencing grammar teaching and learning.

1 Definition of Grammar

Different definitions that underline the notion of grammar have appeared. Some link it with form, others with meaning, while others with both. Nevertheless, what is unanimously agreed upon is that grammar represents a set of rules that govern the use of a particular language.

The Oxford Advanced Learner's Dictionary (9th edition) defined grammar as "the rules in a language for changing the form of words and joining them into sentences". Harmer (1987) stated that grammar is "the way in which words change themselves and group together to make sentences" (p. 1) and further describes the grammar of a language as the results of having words into different cases such as plural, negative, questions, or even join them to form accurate units of the language.

For Ur (1988) grammar can be thought of as being an operation of significantly correlating the different words of a language to form explicit messages, and thus; grammar is equally concerned with both the structure and the meaning. From his perspective, Woods (1995, p. 1) articulated that "grammar is the science which treats the principles and the rules of spoken and

written language". In other words, grammar is the code that enables users of that language to cover it whether in a written or spoken form.

Additionally, Williams' definition (2005, p. 2) coincides with Ur's last point. The former asserted that grammar is "the formal study of the structure of a language and describes how words fit together in meaningful construction". In other words, grammar is ultimately based not only on the structure but the meaningful structure of a language. For Chomsky (1965), grammar can be claimed as a theory of language.

Thornbury (1999), in one way, considered it as "the study both of the way words are chained together in a particular order and also of what kind of words can slot into any one link in the chain" (p. 2). His definition evidently denotesd the inability to randomly combine words when using a language; there should be meaningful construction of language units. He, furthermore, considered grammar as the study of syntax and morphology. While the former refers to the organized sequence of words and phrases in a particular language, the latter stands for the form of morphemes to get words or how these words are structured meaningfully in a certain language (Cook, 2008).

Overall, the numerous definitions found around this aspect point to the same conclusion which asserts that grammar is the feature of the language concerned with rules under which the language system is built. It is the backbone of any language.

2   The Importance of Teaching Grammar

Teaching/learning grammar was significantly equalled to teaching/ learning the language itself. Despite putting its value as subject, a huge number of linguists and researchers in the field of ELT claim that for learners to master any language and its four skills, there should be a scrupulous up take of grammar knowledge. The value of grammar was never challenged (Mulroy, 2003).

Kohli (2013) demonstrated the value of grammar awareness in an absolutely wonderful analogy:

> Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (p. 483).

The foregoing example vigorously stresses the need for a thorough acquisition of grammar in order for learners to build up accurate units of the language.

Cook (2008) stated that grammar plays an exceptional role in the language teaching and learning as it is considered to be the chief aspect. Additionally, Ellis (2006) mentioned that grammar teaching is unquestionable for grasping the language as well as to become accurately and fluently proficient.

In China, Wang (2010) conducted a research tackling the significance of English grammar to Chinese middle school students. She came forward to claim the importance of grammar instruction and considered the relationship between grammar teaching and language skills to be of co-existence and mutual dependence.

Likewise, Palmer (1984) proclaimed that it is "grammar that makes language so essentially a human characteristic […] the link between sound and meaning for man is grammar" (p. 10). His statement strikingly pictures grammar as the symbol of meaningful and accurate communication among human beings. Arguably, Bastone (1994) posited that "language without grammar would be chaotic; countless words without indispensable guidelines for how

they can be ordered and modified" (p. 35), in other words, grammar represents guidelines for producing a worth language. Poor grammar knowledge equates to poor language.

Weaver (1996, pp. 7-8) listed a number of reasons for teaching grammar, among them:

1. The study of grammar will help the students score better on standardized tests that include grammar, pronunciation, and usage.
2. The study of grammar will help people master another language more readily.
3. The study of grammar will help people become better users of language, that is, more effective as listeners and speakers, and especially as readers and writers.

The above reasons and even other remaining reasons all flow in the same mould, that is, grammar is the foreground for language teaching/learning.

3   Some Concepts in Grammar Teaching

3.1   Fluency

Fluency is considered as the ability to use language to maintain successful communication. It is defined as the ability to link units of speech together with facility and without strain or inappropriate slowness (Hedge 2000). Nowadays, more attention is given to fluency because it is considered the main goal of language teaching.

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

3.2 Accuracy

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

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

3.3 Grammatical Knowledge

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

3.4 Grammatical Ability

Grammatical ability is defined as the capacity to realize grammatical knowledge accurately and meaningfully in language use situation (Purpura, 2004). According to this definition, the

learners should not only know the grammatical structures but they should also be able to use it in real situations. So, grammar of the language encompasses more than the mastery of a set of informational structure. It also involves the grammatical ability, or what some linguists refer to as grammatical competence. In this context, Bachman and Palmer (1996) claimed, "grammatical ability is a combination of grammatical knowledge and strategic competence".

3.5 Formal Grammar and Functional Grammar

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

As regards functional grammar, the linguist M.A.K Halliday coins the term. This influential theory emphasises communication. In this respect, Halliday (1994) argued that: "although language can be used to express meaning for a number of social purposes, the language system itself can be reduced to a small set of language functions that allow us to 'do' things with language". His linguistic theory is called systemic functional linguistics (1976); systemic refer to system of language or the structure and function. The main principle of this theory is that grammar context and meaning takes precedents over linguistics form (Purpura, 2004).

In addition, Thornbury (1999) stated, "In the mid-seventies the relation between grammar and function became an important issue for teachers" (p.6). That is, the relation between grammar and function is questioned in the mid-seventies since it is an important issue that teachers are faced with. He added, "in order to successfully match form and function it is necessary to be able to read clues from the context to understand the speaker's meaning" (ibid). This means that the intended meaning is very important". In addition, he claimed, "It would be

useful; it was argued, to match form with their functions" (ibid). That is to say, for a better understanding of any language, it would be better to match form with function.

4 Types of Grammar

4.1 Traditional Grammar

Traditional grammar started in the fourth century B.C with the study of Greek and Latin. It refers to the collection of prescriptive rules and concepts about the structure of language. Williams (2005) stated that traditional grammar is prescriptive because it emphasized the distinction between what people can do with language and what they should do with language according to a particular criterion. In fact, Al-Moutawa and Kailani (1989, p.70), summarize the significant role of traditional grammar as follows:

> The contribution of traditional grammar to foreign language learning is considerable. Thus, along with the practical definitions of the basic structures such as phrases, clauses and sentences. Furthermore, it provides the teacher with simple rules to teach the language. Probably, for some reasons, traditional grammar is still used in one form or in another in foreign language classes.

In other words, traditional grammar plays a crucial role in learning a foreign language, it contains certain rules that both teachers and learners need to take into account for effective language teaching and learning.

4.2 Structural Grammar

According to Al-Moutawa and Kailani (1989, p.70), "this type of grammar is descriptive". It postulates that language has a set of grammatical patterns in which words are arranged to convey meaning which is determined by word form, function words, words order and

intonation patterns such as stress, pitch and junctions ". Indeed, structural grammar started first with Ferdinand De Saussure (1916) in which he distinguishes between Langue and Parole. Langue refers to the abstract linguistic system (full of rules) shared by all the members of the community, whereas, Parole refers to the actualization of Langue; it is all that which is spoken or written. According to Lyons (1974), structural grammar shows the relationship between forms and meanings in a particular language system at a particular point in time, it also takes into account the relationship between entities.

4.3   Transformational (Generative) Grammar

In 1957, Noam Chomsky introduced Transformational (Generative) Grammar as a reaction against structuralism; however, transformational grammarians adopted certain principles of structural grammar. It involves the use of defined operations called transformations to produce new sentences from existing ones, it is called generative because it generates structures and distinguishes between the structures, which can be permitted, and those that cannot. Besides, generative grammar attempts to define rules that can generate the infinite number of grammatical (well-formed) sentences possible in a language. An example of transformational generative grammar is the idea that sentences have surface structure and deep structure levels. (Hudson, 1992).

Chomsky distinguished between competence, which is defined as the ideal speaker-hearer of a language, and performance, which is defined as the actual use of language in concrete situations. Chomsky's distinction is similar to De Saussure distinction of Langue and Parole. Indeed, Richards (1985, p.145), claimed that

> The theory of transformational grammar captured our ability to realise
>
> propositions in sentence structure through rules for the construction of
>
> words, phrases and clauses; through the choice of grammatical categories,

such as subject, predicate and complement; and through grammatical processes such as ellipses pronominalisation, reordering and transformation.

Therefore, transformational and generative grammar together were the starting point for the growth in linguistics studies since the 1950's.

5   Teaching Grammar through Approaches

Grammar is very important for effective language learning, it can be taught through different approaches and methods. Although the principles of these approaches and methods are different from one another, there is always a focus on grammar whether explicit or implicit.

5.1   The Grammar Translation Method

Grammar translation method (GTM) is a method of teaching that was used in the early years of learning foreign languages such as Greek and Latin. It was wide spread in Europe and many other countries from the 1840's to the 1940's. GTM was commonly known as the traditional approach to the teaching of grammar; it became the common way of teaching foreign languages in the nineteenth century (Richards & Rodgers, 1986). The main aim of this method is to help students read and appreciate foreign language literature, it is based on the idea that language is a set of structurally related elements and that language learning is acquired after mastering the rules governing the language and developing the ability of translating sentences from and into the foreign language.

According to Richards and Rodgers (1986) and Thornbury (1999), GTM emphasizes the study of grammatical rules, the memorization of foreign language vocabulary items and short literary texts in the target language (l_2) and learning how to translate sentences from and into the target language. Thornbury (1999) also pointed out that grammar is the basic of instruction, that is to say; the syllabus or the classroom lessons are turned around studying the grammatical

points. Moreover, in this method, grammar is taught deductively, that is to say, the study of the grammatical rules is presented before giving the examples. Besides, the written language was the focus at the expense of the oral skills, in other words, reading and writing are emphasized while little attention is given to speaking and listening.

In GTM, teaching a foreign language was based on the study of great literary texts, i.e. there is no focus on the language used by people in their everyday communication. Accuracy also is emphasized rather than fluency since little or no attention is given to the spoken form of the target language. Foreign language teachers used the mother tongue to explain grammatical rules. Teachers are considered as a vehicle of instruction in the classroom.

Learners' memorization of endless vocabulary items and grammatical rules and enabling them to produce perfect translation was considered as a critic concerning this method. (Richards & Rodgers, 2001).

The mid-and late of nineteenth century witnessed a shift of focus from the written form of language to the spoken form of language. This change was called "the Reform Movement" in which a great attention was given to speech. (Richards & Rodgers, 2001).

5.2 The Reform Movement

Richards and Rodgers (2001), explained that before the 1880's language teaching specialists such as Marcel, Prendergast and Gouin had done extensive work to provide new approaches to language teaching, but their thoughts received no support or attention at that time. In 1886, the International Phonetic Association (IPA) was founded, it gave new insights to speech. Thus, the primacy of the spoken from over the written from of language was the major concern of this approach.

Grammar within the Reform Movement (RM) is taught inductively, that is to say the teacher first starts with some examples, and then encourages the students to discover the rules

themselves through the relevant examples. The purpose is to put the grammar in communication. Moreover, no translation in this approach is allowed, although the teacher can use the first language to explain new words or to check whether the students have understood or not. Furthermore, the prominent scholar Wilhelm Viëtor argued that training in phonetics is very helpful for teachers to have accurate pronunciation. The linguists' efforts became known as the "Reform Movement" in language teaching, which mainly focuses on teaching items in context, and phonetics teaching.

The RM is interested in teaching/ learning second language according to natural approach and it attempts to make the second language learning more like first language learning, because in natural speech, using the first language, no emphasis is given to the grammatical rules, this lead to the development of a new method or the so-called "The Direct Method".

5.3 The Direct Method

The direct method developed the idea of the reform movement, which focuses on the spoken form of language. It appeared at the end of the nineteenth century as a reaction to the grammar translation method, which emphasizes the written form of language, (Thornbury, 1999). It is called "direct" because the teaching of the foreign language is done without reference to the mother tongue. It does not allow the use of the learners' mother tongue, only the use of L2 is allowed. In this method, grammar is taught inductively, i.e. the grammar rules are explained after extensive practice. Moreover, students learn the grammatical rules of the target language the same way children acquire the grammar rules of their mother tongue. In fact, the primary goal of this method is to make students able to think and speak the language for communicating effectively in the target language. (Thornbury, 1999).

Richards and Rodgers (2001, p.12), demonstrated the basic principles of the direct method and the guidelines of it for teaching the spoken form of language .They are shown in detail in figure 2:

Figure 2: The Principles of the Direct Method in the Classroom Practice. (Richards & Rodgers, 2001, p.12).

1- Classroom instruction was conducted exclusively in the target language.

2- Only everyday vocabulary and sentence were taught.

3- Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

4- Grammar was taught inductively.

5- New teaching points were introduced orally.

6- Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.

7- Both speech and listening comprehension were emphasized.

8- Correct pronunciation and grammar were emphasized.

The main drawback of the DM is the need for teachers who have a high level of oral proficiency in the target language. Thus, between the 1920's and the 1930's a new scientific method called "the oral method" has been emerged. (Richards & Rodgers, 2001).

5.4 The Oral Method

The oral method refers to a teaching approach which was developed by British linguists in the 1929's the 1939's. It was used in Algeria through LG Alexander's Practice and Progress (1967). This textbook was used for the three secondary school years.

In this approach, the focus is mainly on the spoken form of language. The foreign language teacher presents the material first orally and then in the written form, only the target language should be used in the classroom, the new items are presented and introduced according to a given situation (at the bank, at the post office…). The oral method teaches simple grammar forms before the complex ones. Reading skills is emphasized and vocabulary is one of the most important aspects of language learning. An important feature of this method is that the structures of language are presented by the use of physical demonstration of notions and objects, utterances are illustrated by simulation of pictures, actions and other real objects. Teachers' role within this method is like a model for students to imitate; they just listen to and repeat what teachers have said. (Richards & Rodgers, 2001).

Pittman (1963), pointed out that the meaning of new items can be understood and demonstrated by means of concrete objects, pictures and realia. Repetition is very important in this method. Richards and Rodgers (2001), stated that Harold Palmer and A.S.Hornby were two leaders of this method, they did extensive work to improve the ideas of the oral method.

5.5 The Communicative Approach to Language Teaching

Communicative approach to language teaching emerged in the early 1970's as a result of the work of the council of Europe. It is an approach rather than a method. (Richards & Rodgers, 2001). This approach to language teaching can be traced back to the work of Chomsky when he talked about competence and performance. In fact, Chomsky stated that competence is "the speaker-hearer's knowledge of his language, while performance is the actual use of language in concrete situations". (1965, p.3). Furthermore, the concept of competence and performance was latter on developed by Hymes as "communicative competence". According to Thornbury (1999, p.22), "communicative competence consists of more than simply the knowledge of the rules of grammar". Thornbury (1999) also stated that many researchers argued, "Grammatical

knowledge (linguistic competence) is merely one component of what they call communicative competence".

Moreover, Thornbury (1999) claimed that communicative competence aims at knowing how to use the grammar and vocabulary of a particular language in order to achieve communicative goals and identify the way to do this in a social way. CLT emphasizes the oral skills rather than the written ones, besides, little attention is given to grammar, and it is taught as a language tool rather than a language aim. Therefore, the main goal of this approach is to help students become communicatively competent through interaction and the appropriate use of language in the appropriate social context. In fact, learners are the center of the learning process; the tasks, activities and texts are chosen according to their needs, interests and abilities, in other words, this approach is more learner-centered.

CLT consists of various learning theories; among them is the communicative principle, which suggested that learning is promoted by activities that involve real communication. This means that the basis of this approach is learning by doing. (Richards & Rodgers, 2001). Fluency is more emphasized than accuracy; in addition, great attention is given to the relationship between language form and language meaning. Moreover, grammar within the CLT is acquired unconsciously through communication rather than through explicit teaching of the rules. Thornbury (1999, p.22), points out that "explicit attention to grammar rules was not incompatible with communicative practice". In CLT, no language skill should be taught in isolation, they are ideally linked and two or more skills should be employed simultaneously whenever possible. (Richards & Rodgers, 2001).

5.6 The Task Based Language Teaching

Task-based language teaching emerged from the Banglore Project of N.S. Prabhu; an advocate of the second version of CLT. In his project, Prabhu "attempted to replicate natural

acquisition process by having students work through a syllabus of tasks for which no formal grammar instruction was supposedly needed nor provided". (Thornbury, 1999, p.22). As a proponent of Task-Based Language Teaching (TBLT), Willis (1996), presented this approach as a logical development of CLT because both CLT and TBLT shared some principles.

Richards and Rodgers (2001) stated that TBLT refers to an approach, which focuses on the use of tasks as a basic unit of language teaching, planning and instruction. In fact, task is defined by Pabhu (1987, p.17), as "an activity which requires learners to arrive at an outcome from given information through some processes of thought and which allows teachers to control and regulate that process". Grammar in TBLT receives little attention, while its primary focus was on the form. In fact, a syllabus might specify two types of tasks: real-world tasks and pedagogical tasks such as finding a solution to a puzzle, information gap, or making a telephone call.

Seehouse (1999), stated that task based language teaching was criticized for the idea that how the entire learning/teaching process focuses only on the use of tasks.

5.7   The Competency-based Approach

The primary roots of the CBA can be traced back to the behaviourist model, which was popular during the 1950s in the US. The CBA became a popular approach in US starting from 1970, where it was evolved in vocational training programs before its spread to Europe such as to UK and to Germany in 1980s; and then to Australia in the 1990s. Furthermore, the CBA has been known with a variety of names, namely performance-based learning, criteria-referenced learning and capabilities-driven instruction. (Bowden, 2004)

Moreover, CBLT follows the ideology of the CBA. It is defined by Richards and Rodgers (2001) as "… an application of the principles of CBE to language teaching" (p. 141). Additionally, Richards (2006) mentioned that the CBA is an expansion to CLT, which was

popular during 1970, in the sense that they share some common features. On the other hand, Henny (2005) considered that the emergence of the CBA came as a reaction to the advancement of English as an international language for communication after the Second World War. Consequently, the latter led to increase the demand of practical English or life skills instead of academic English.

5.7.1 Definition of the CBA

The CBA is one of the current approaches to language teaching during the 21st century. Richards and Rodgers (2001) defined the CBA as "an educational movement that advocates defining educational goals in terms of measurable description of the knowledge, skills, and behaviours students should possess at the end of a course of study" (p. 141). Aligned with this definition, the CBA is an educational trend in which students are required to construct their capacities through the mobilization of knowledge, skills, and, behaviours and to reuse them effectively in order to solve problems and act in an appropriate manner in real life situation. In the same line of thought, the Ministry of National programme of English as a Second

Foreign Language in the First Middle School Teachers' Guide defined the CBA as "…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-situation or in circumstances that have never occurred before" (Benadla, 2012, p. 146).

Furthermore, the focus within this approach is more on the product of learning, rather than on the process of learning. In other words, its emphasis is more on what students can do with the language rather than on what they are expected to learn. Thus, the CBA is more a learner-centred approach. This translates what Butavo (2005) stated in her article that "the CBA is currently focused on learning outcomes and addresses its basic ideas to what the learners shall learn to do, rather than the more traditional goal of defining of what they must learn"(p.

254). All in all, the CBA is considered as an effective approach as it responds to the World's requirement; that is to be able to use foreign languages effectively in real-world context.

5.7.2 Principles and Characteristics of the CBA

Since the 1960s, the essential principles of the CBA have remained the same. In this regard, Bowden (2009) stated the following:

1. A focus on outcomes: The first characteristic of CBA is its emphasis on the specification and assessment of outcomes; by meaning that the content, the materials, and the way of assessment are all adopted according to the expected results and outcomes.

2. Greater workplace relevance: in the sense that the course will be designed according to the competencies that were analysed and identified, and which are appropriate to the workplace requirement.

3. Outcomes as observable competencies: the third principle is to express outcomes as explicit, observable workplace performance. These outcomes are clear and précised competencies, which produce a better communication in real life settings.

According to Auerbach (1986, p 414-415), there are eight key features of the CBA. They are listed as follows:

1. **A focus on successful functioning in society:** The goal is to enable students to become autonomous individuals capable of coping with the demands of the world.

2. **A focus on life skills:** Rather than teaching language in isolation, CBLT teaches language as a function of communication about concrete tasks. Students are taught just those language forms/skills required by the situations in which they will function.

3. **Task-or performance-centred orientation:** What counts is what students can do as a result of instruction. The emphasis is on overt behaviours rather than on knowledge or the ability to talk about language and skills.

4. **Modularized instruction:** Objectives are broken into narrowly focused sub objectives so that both teachers and students can get a clear sense of progress.

5. **Outcomes, which are made explicit a priori:** Outcomes are public knowledge, known and agreed upon by both learner and teacher. They are specified in terms of behavioural objectives so that students know exactly what behaviours are expected of them.

6. **Continuous and ongoing assessment:** Students are pretested to determine what skills they lack and post tested after instruction in that skill. If they do not achieve the desired level of mastery, they continue to work on the objective and are retested. Program evaluation is based on test results and, as such, is considered objectively quantifiable.

7. **Demonstrated mastery of performance objectives:** Rather than the traditional paper-pencil tests, assessment is based on the ability to demonstrate pre-specified behaviours.

8. Individualized, student-centred instruction: in content, level, and pace, objectives are in terms of individual needs; prior learning and achievement are taken into account in developing curricula. Instruction is not time-based; learners progress at their own rates and concentrate on just those areas in which they lack competence.

Concisely, what characterizes the CBA is that it is a learner centred approach; its emphasis is more on the outcomes rather than on the input. In addition, the focus is on what learners can do with the language rather and on what they are expected to learn.

5.7.3 Teaching Grammar under the CBA

As aforementioned in chapter one, the CBA is continuity to Communicative Language Teaching. The two approaches; then, share most of features including teaching grammar in an inductive and implicit manner. In other words, teaching grammar is integrated in teaching other skills. Besides, a focus on the priority of developing communicative competence in English.

Confirming the last point, Thornbury (1999, p.18) stated that researchers have been arguing that "grammatical knowledge (linguistic competence) is merely one component of what they

call communicative competence […] which involves knowing how to use the grammar and vocabulary of the language to achieve communicative competence", i.e. grammar competence, which is the linguistic competence, is underpinned within the communicative competence; a mutual relationship. He, furthermore, added that one of the major goals of the CBA is to master the communicative competencies including the linguistic competence (grammatical knowledge) which is believed to be more efficacious if integrated with communicative tasks.

5.7.4 Teacher/Learner Role

The roles of the teacher and the learner have been changed from one approach to another. Since the CBA is an expansion of CLT, the roles of the teacher and the learner within the CBA and the CLT are similar to a large extent.

In such an approach, the learner is the centre of the teaching and learning process. Hence, the learners are active participants inside the classroom, who are actively involved in all aspects of the lesson. In this respect, Richards and Rodgers (2001) mentioned that the role of the learner within the CBA is to decide whether the competences to be taught are useful, relevant, and serves his needs. Moreover, they are responsible for constructing their own knowledge base, deduce the rules of language, exchange ideas and information, using learning strategies that may help them to learn and communicate better (Patel &Vyas, 2018). Consequently, this makes them able to assess themselves through problems solving activities.

Owning to the fact that the CBA is a learner centred approach, it gives the teacher a new role inside the classroom. Hence, he is first considered as a helper and facilitator, in the sense that he is responsible for guiding and monitoring the teaching and the learning process. Within this scope, Patel and Vyas (2018) asserted that the role of the teacher under the CBA is "to support learners to take active roles in the classroom by providing them with experiences that meet their interests and needs" (p. 188).

Furthermore, his role is also to create a comfortable atmosphere for students where they can work actively, figure out the rules, develop the skills they need, and communicate among each other without any fear of making mistakes (Patel & Vyas, 2018).

In all, both the teacher and the learner play different roles within the CBA. Accordingly, such an approach puts the learner in the centre of the teaching/learning process with a high responsibility inside the classroom. On the other hand, the teacher's job is to monitor and facilitate such a process and to create a suitable atmosphere for learners in order to access the outlined and the desirable objectives.

6   Grammar teaching techniques in the classroom

6.1   Rule Presentation and Explanation

The first and the most important stage in grammar teaching is the appropriate presentation and explanation of the grammatical features. Therefore, teachers should pay a crucial attention to some guidelines regarding the way of the presentation of the grammatical structures. Moreover, teachers can present the grammatical rule inductively or deductively, explicitly or implicitly depending on the lessons and the students' needs. (Larsen-Freeman, 1991). In fact, during the1960's, a lot of studies have been conducted for the purpose of knowing how to teach grammatical rules to learners. It was found that the explicit or the deductive approach to grammar teaching has no significant role than the other approaches. (Crookes & Chaudron, 1991). Accordingly, different approaches, particularly CLT and CBA method affirms that deductive approach is not necessary in presenting rules; however, their attention was particularly given to the inductive approach.

Furthermore, an important issue that is related to grammar teaching and learning is that, when learners are exposed to a grammatical form for the first time, they nevertheless need explanations. Indeed, Close (1981, p.17) argued that the explanations "must be accurate,

strictly in accordance with genuine acceptable usage and as clear as possible". According to Crookes and Chaudron (1991), teachers while presenting and explaining grammatical rules, need to take into account certain aspects such as the necessity for explicit description, whether a rule is isolated or not, deductive or inductive presentation, the person who provides the explanation, whether the language is abstract or not, and whether the explanation is provided orally or written. Besides, teachers should also take into account whether their explanations are clear and sufficient especially to the extent of learners' comprehension. In addition, teachers should give students an opportunity to demonstrate comprehension through activities and exercises. (Crookes & Chaudron, 1991).

According to Ur (1996), for the structures to be perfect, teacher should focus on both oral and written forms, and on both meaning and form, in addition to the contextualized examples and visual materials for better understanding the grammatical structures. In fact, explaining the grammatical rules would be helpful for learners only if they have a good knowledge and a sufficient experience of the target language otherwise no explanation is needed. (Willis, 1996).

6.2 The Deductive Approach- Rule Driven Learning

Deductive grammar teaching works by introducing the grammar rules first. Then, the teacher is supposed to explain them through giving learners some examples, which lead to increase their understanding (Thornbury, 1999). At this stage, it is the job of learners to apply those rules by engaging in certain activities and exercises (Widodo, 2006). According to Thornbury (ibid.), the deductive technique in grammar teaching goes directly to the point in a short period of time by offering students a clear explanation of the grammatical structures, fostering thus the learning process, and saving time, the thing that allows more time for practice of the forms in question.

Deductive grammar teaching may not be always beneficial which means that it has some limitations. It is said to be teacher-centered since the teacher is the only source of information.

That is to say, learners rely on the teacher largely, which makes them passive participants. Similarly, Widodo (2006) discussed some disadvantages of the deductive technique and he stated that learners may find a difficulty in understanding the grammatical items used as well as they may get a wrong idea about language learning since they think that learning the rules is the only way for learning a language.

6.3 The Inductive Approach- The Rule - Discovery Path

The inductive technique differs from the deductive in that learners tend to discover the grammar rules using their own thinking. According to Felder and Henriques (1995) the inductive technique is "a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (rules, laws, theories)" (p.26). In this technique, the teacher provides learners with some examples; they notice, comprehend, and induce the rules from the given examples, meaning that they shift from the specific to the general. Similarly, Thornbury (1999) reported that "an inductive approach starts with some examples from which a rule is inferred" (p. 29). In this respect, learners seem to be active in the learning process and tend to develop the power of thinking and reasoning.

The inductive technique is beneficial for learners since the rules that they could elicit suit their intellectual level. This may lead to higher remembering and more efficient use of the rules. Furthermore, it gives learners the chance to practice their language and be active, attentive, and autonomous in the learning process. However, it is also found that the inductive technique might have some problems such as wrong formulation of rules. In addition, it demands more effort and time from both teachers and learners (Thornbury, 1999).

6.4 Larsen Freeman's Three Dimensions of Grammar

6.4.1 Form/Structure

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

6.4.2 Meaning/ Semantics

This dimension deals with what grammar construction. When dealing with grammar as a meaning resource, the learners must divert their attention away from form. Purpura (2004) stated that "a focus on grammatical form alone may not be enough in L2 educational context to determine if L2 learners have sufficiently acquired a structure to communicate effectively" (p.14). That is to say, in teaching any language the grammatical meaning should be taken into consideration to know what to do with the language rather than on how the language is constructed. In addition, Thornbury (1999 p.3) claimed, "Grammar communicates meaning". This means that grammar expresses certain meaning. He added, "Learners need to learn not only what forms are possible but what particular forms will express their particular meaning". That is, learning grammar rules alone is insufficient and it will be better to consider the meaning

they express. Thus, meaning is an important dimension that the learners must consider when learning grammar.

6.4.3 Use/ pragmatics

The dimension of use is related to pragmatics. It means the use of language in context. The latter can be social or linguistic discourse co-text. The dimension of use is related to how and why a language is used in the context. Larsen Freeman (2001) claimed that in teaching grammar, the learner must pay attention to the context in order to establish a real communication. Celce Murcia and Larsen Freeman (1999) agreed that grammar does not deal simply with form; language teachers cannot be content with having students achieve a certain degree of formal accuracy. Language teachers must also help their students to use the structure meaningfully and appropriately as well. Thus, the three dimensions help the learners to use grammar structures accurately, meaningfully and appropriately.

Figure 3: Larsen Freeman's Three Dimensions of Grammar (2001)

Conclusion
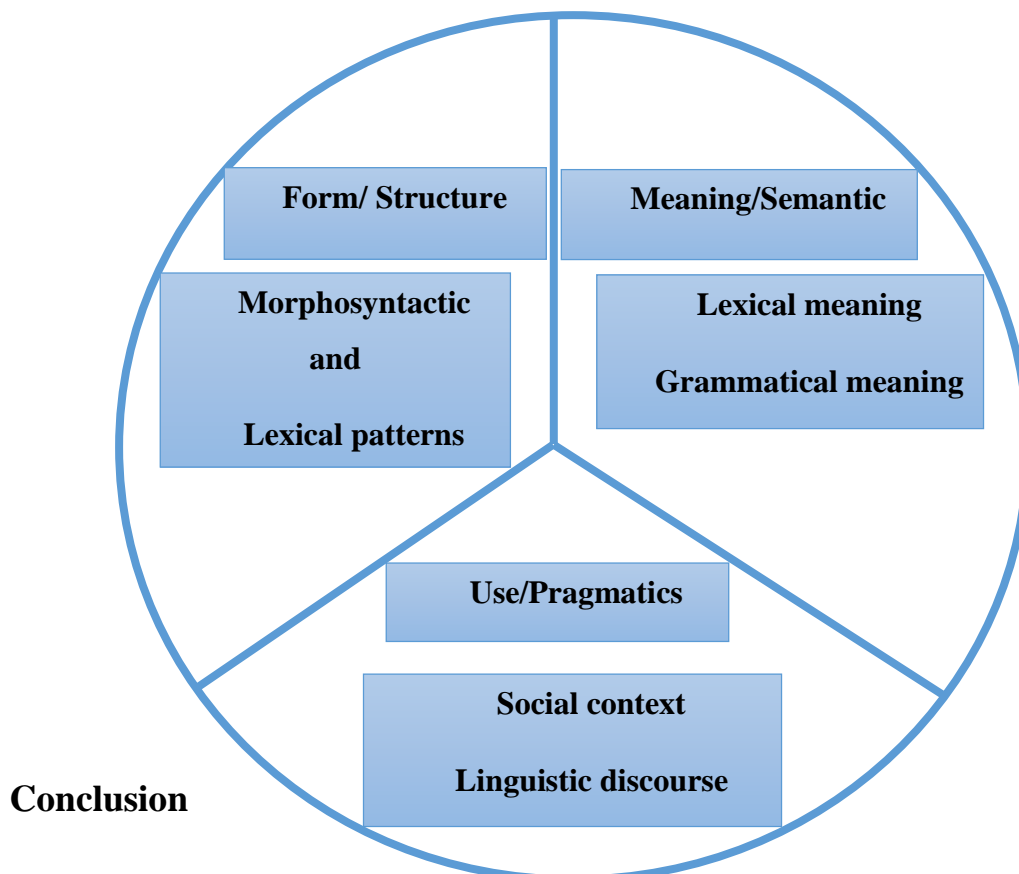
There is no doubt that learning a foreign/second language involves the learning of its grammar, and that learners need to master their grammatical structures in order to use language effectively while speaking and writing. This chapter deals with important issues related to grammar teaching and learning. It also deals with the different approaches and methods used to teach grammar and the role of grammar in language teaching and learning.

Chapter Three:

Analysis and Discussion of the Results

Introduction

This chapter represents the methodology used to collect data and the results of the study. A general description of the research design and methodology is presented including the population and the sample chosen as well as the data collection tools. This chapter is also devoted to interpret and analyse the findings collected throughout the research. First, it is concerned with the analysis of the questionnaire scrutinizing middle school teachers' perceptions of grammar teaching and the difficulties they face when implementing the CBA. Then the content analysis, which is based on a structured framework to analyse grammar presentation in the selected textbook. The results gathered by means of both tools are presented and discussed. Finally, the chapter includes some pedagogical recommendations and suggestions for further researches as well as the limitations encountered in conducting the study.

1 The Research Design

The major focus of this work is to shed some light on the teaching of EFL Grammar under the CBA framework and to highlight the restrictions that disturb the effective application of the CBA principles. As such, the current research follows a mixed method, which is based on gathering qualitative and quantitative data relying first on the teachers' questionnaire administered to the middle school teachers of English in the district of Batna to gauge their perceptions about the grammar teaching. The second tool is a self-structured framework, which I have devised and used for analysing the grammar aspects, following Burner (2005) Bryman's (2012) suggestion to gain insight into the grammar content in "My Book of English, Year Four". In addition, Larsen-Freeman's three dimensions of grammar and the BEM Guide 2018 inspired me to design the third category.

1.1 Research Population and Sampling

Yogesh (1981, p.81) defined sampling as "the process of selecting the fractional part of the respondents". He stated that sampling is "an indispensable technique of behavioural research; the research work cannot be undertaken without the use of sampling. The study of the total population is not possible and it is also impracticable."

The population of this study consists of Middle School English teachers. Hence, the target sample of the study comprises 30 teachers of English from different middle schools in Batna. Most of the teachers who collaborated in this study have an experience with teaching English for more than five years, this experience allowed them to have an overall picture on the process of teaching under the CBA in the Algerian context and let them confront some restrictions in applying CBA principles in their teaching process.

1.2 Scope of the Study

This study deals with textbooks. Hence, the target textbook is Middle School Year Four textbook "My Book of English". This textbook is selected because it is the last and the most important stage at middle school that ends with the BEM Examination.

1.3 Data Collection Tools

As mentioned earlier, the current research is a descriptive study based on a mixed methodology: qualitative and quantitative, so it relies on two distinct data collection tools: the questionnaire and the content analysis based on the designed framework.

1.4 Questionnaire

A questionnaire is a research instrument that is used to collect data from the respondents. Brown (2001, p.6) claimed that: "Questionnaires are any written instruments that present respondents with a series of questions or instruments to which they are to react either by writing out their answers or selecting from among existing answers". In other words, the questionnaire

includes two types of questions, the close-ended questions and the open-ended questions. Therefore, when using the close-ended questions, the respondents are not free in their answers but they should select the appropriate answer. Concerning the open-ended ones, the respondents are not controlled. Moreover, these two types of questions can be used together.

The questionnaire used for this study is addressed to middle school teachers in Batna. It includes both close-ended questions and open-ended questions. It contains 17 questions and it is divided into three sections as follows: General Information, Teachers' Perceptions of Grammar Teaching, and Teachers' Difficulties with Grammar Teaching. (See appendix).

Hence, this tool of analyses teachers' perceptions on grammar teaching in general and aims to find out the major difficulties that disturb the effective application the CBA principles when teaching grammar.

1.5   Content Analysis

Content means what is contained in something or in any given message either written or spoken. Content analysis is a systematic research method for analyzing textual information in a standardized way that allows evaluation to make inference about the information (Weber, 1990. p 9-12, and Krippendorf, 1980. p 21-27).

1.5.1   Is Content Analysis Quantitative or Qualitative ?

One of the most common distinctions in research methods is the division of quantitative and qualitative research strategies. At the surface level, quantitative research methods are the ones that employ quantification and measurement of data, and qualitative research tends to be more focused on the interpretation of words. However, there are deeper aspects related to each of these strategies than the mere presence of numbers.

Morgan (1993) argued that the coding method itself does not automatically qualify it as a quantitative method. Instead, it is the question of how the codes are produced and which use

the researcher makes of the generated data that determines which category the research falls into. Bryman argued that a quantitative content analysis uses predetermined codes. This aligns with Morgan's (1993) claim that a qualitative approach is more likely to use the data within the text documents as the source of the codes. These code categories tend to be both broader and more subjective in a qualitative content analysis than in a quantitative content analysis.

The second difference between a quantitative and a qualitative approach is how the data is used. Morgan (1993) claimed that a quantitative analysis is more concerned with summarizing what is known about the data, as it seeks to answer the questions of what and how many. On the other hand, a qualitative analysis is more concerned with the interpretation of the patterns of the data, focusing on the question why and investigating how the patterns came to be. Thus, it seems content analysis can be both qualitative and quantitative, depending on how the framework for the codes is developed and how the researcher approaches the collected data.

Based on the definitions provided by Morgan (1993), both the development of my coding framework and the analysis of the data are done from a quantitative approach. Although Bryman argues that predetermined codes are a characteristic of a quantitative content analysis, it could be argued the initial phase of this study is qualitative, since the development of the coding framework relies on my interpretation of concepts and their relationship with each other. Such an approach can be referred to as a quantitative analysis of qualitative data (Hsieh & Shannon, 2005).

Thus, I opted for a content analysis to analyse the grammar presentation in the selected textbook and to what extent it follows the inductive approach.

1.5.2 Coding

The purpose of coding can be described as the reduction of data material in order to analyse and interpret it. Without grouping the content of the textbooks into thematic categories and

producing tables of averages, it is impossible for the researcher to interpret it (Bryman, 2012). As discussed above, my content analysis is done with a directed approach, starting with a predetermined framework with codes derived from previous research and relevant theory. During the coding process, the codes have been revised to fit the data material better by adding or removing codes.

1.5.3 Development of the framework

A coding framework is a structured list of codes and the rules for their application. In the initial phase of the framework development, I conducted a list with categories used in previous research, and excluded all of the categories that did not align with my research questions. In order to examine how the grammar is presented in the textbooks, I decided upon five main categories. The grammar aspects and tasks are coded according to each of these main categories.

1.6 Validity of the Research Tools

First, to guarantee the validity of the teachers' questionnaire, it was sent to the supervisor and some teachers at the English department to get some feedback and suggestions concerning the items included within the questionnaire. The supervisor suggested some changes concerning the inclusiveness, the type of questions and the division of the sections. The other teachers provided a feedback concerning the open-end questions by adding or omitting some parts.

Second, for a valid content analysis framework and coding, the supervisor checked it more than three times discussed and provided some helpful hints. The initial framework was piloted based on the targeted textbook. During this coding process, new categories were discovered and others were removed to code the entire data material. The framework analysis was implemented twice within two weeks to ensure the validity of the tool.

2   Analysis of Teachers' Questionnaire

2.1   Description of the Teachers' Questionnaire

To analyse middle school teachers of English teachers' perceptions on grammar teaching in general and to find out the major difficulties that hinder the effective application of the CBA principles when teaching grammar, the study is grounded on data collection instrument, which is the questionnaire. The latter was administered to middle school teachers in Batna (14 middle schools that belong the third district) via email. The instrument in hand (Appendix) embraces an introductory paragraph to illustrate the aim of the study and the target population followed by a set of semi-structured questions divided into three sections and vary between numeric questions (deal with teachers' background), open-ended questions (require additional information from the informant part), and close ended questions (the yes/no questions) .

Section one: Background information

This section provides a description and some basic information about the participants in the sample. It includes five questions. The first three questions identify the gender, the age and the level of education of the participants. The second two questions determine their teaching experience in general first, then their MS4 teaching experience.

Section two: Teachers' Perceptions of Grammar Teaching

This section includes ten questions, which tackle both open and close-ended questions to investigate teachers' perceptions on the role and the importance of teaching grammar in general (the first two question). Then, they are followed by a question about the objective of teaching grammar to fourth year middle school classes. Questions four, five and six are about the grammar teaching methods used by the teachers. Other two questions asked to find out the teachers' grammar teaching focus; accuracy (form) vs. fluency (meaning). The last two questions are about the use and the usefulness of MS4 textbook in the teaching of grammar.

Section Three: Teachers' Difficulties with Grammar Teaching

This section includes seven questions (both open ended and closed ended questions) to find out the difficulties teachers' face when teaching grammar in different grammar aspects.

2.2 Administration of the Questionnaire

The final version of the questionnaire was designed using Microsoft Word. Then, it was administered online to the target population via email on May 3rd, 2024. 30 out of 42 questionnaires were answered and returned by May 10th, thanks to the inspector of this district who took charge of sending them to all of the teachers in his district.

2.3 Analysis of Teachers' Questionnaire

Section One: General Information

Item 1: What is your gender?

Table 1: Participants' Gender

Gender	Frequency	Percentage
Male	3	10%
Female	27	90%
Total	**30**	**100%**

This question is concerned with the gender of the participants. Table 1 revealed that 27/30 (90%) are female teachers and only three (10%) are male.

Item 2: How old are you?

Table 2: Participants' Age

Age	Frequency	Percentage
20 – 30	**5**	**16.7%**
31 - 40	**16**	**53.3%**
41 – 50	**8**	**26.7%**
51 – 60	**1**	**3.3%**
Total	**30**	**100%**

It is important to have a view on the participant's age brackets. More than a half of the teachers ranged between 31 and 40 constituting 53.3%. 16.7% are under 30. Teachers aging from 41 to 50 constitute 26.7% whereas only one aged above 51.

Item 3: What is your level of education (the highest degree)?

Table 3: Participants' Level of Education

Level of Education	Frequency	Percentage
BA	27	90%
MA	3	10%
PhD	0	0%
Total	**30**	**100%**

Table 3 indicated that 90% of the participants have a BA degree, which is the first university degree. However, only 10% have an MA (Master's degree). No PhD obtained by any of the teachers.

Item 4: What is your teaching experience?

Table 4: Participants' Teaching Experience

Teaching Experience	Frequency	Percentage
1 – 5	5	16.7%
6 – 10	13	43.3%
11 – 20	9	30%
20 – more	3	10%
Total	**30**	**100%**

Experience is necessary and required in any field. The study shows that 43.3% of the teachers have been teaching between 6 to 10 years and 30 % taught for more than 11 years. 16.7% heave an experience of less than 5 years while only three teachers taught for than 20 years.

Item 5: What is your Ms4 teaching experience?

Table 5: Participants' MS4 Teaching Experience

MS4 Teaching Experience	Frequency	Percentage
1 – 5	17	56.7%
6 – 10	10	33.3%
11 – 20	0	0%
20 – more	3	10%
Total	30	100%

The results of MS4 teaching experience were not satisfying since more than half of the teachers taught this level less than five times. 33.3% of them have an experience between 6 to 10 years. Three teachers own a long experience of more than 20 years with this level and that fills the empty half of the glass.

Section Two: Teachers' Perceptions of Grammar Teaching

Item 6: What is the role of grammar?

Table 6: The Role of Grammar

Options	Frequency	Percentage
A framework of a language.	14	46.7%
Blocks of language combined to create the whole.	0	0%
A supplement for sufficient linguistic competence.	5	16.7%
An equal backbone for sufficient linguistic competence.	7	23.3%
All the above.	4	13.3%
Total	30	100%

This question aims to discover the teachers' perceptions about the role of grammar in language. The results in table 6 showed that almost half of the teachers (46.7%) consider grammar as a framework of a language. 23.3% of the participants see that grammar is an equal backbone for sufficient linguistic competence whereas 16.7% think it is a supplement for sufficient linguistic competence. 13.3% of them opt for all the provided options.

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Item 7: How important is teaching grammar compared to teaching the four skills?

Table 7: The Importance of Teaching Grammar Compared to Teaching the Four Skills

Options	Frequency	Percentage
Less important	5	16.7%
Equally Important	19	63.3%
More important	6	20%
Total	**30**	**100%**

This question investigates teachers' perceptions about the significance of grammar teaching compared to the four skills. Table 7 indicated that the majority of the addressed informants (63.3%) assert that grammar is as important as the other skills. 20% of the teachers seem to follow traditional methods considering grammar teaching as more important in contrast to 16.7% who underestimate it.

Item 8: What is the objective of teaching grammar to fourth year middle school classes?

Table 8: The Objective of Teaching Grammar to Fourth Year Middle School Classes

Options	Frequency	Percentage
To help the learners in the process of foreign language learning.	2	6.7%
To have a good command of English (accuracy).	7	23.3%
To prepare the learners for the BEM exam.	16	53.3%
All the above.	5	16.7%
Others.	0	0%
Total	**30**	**100%**

As grammar has assigned a great importance in the MS4 curriculum, the teachers are asked about their own objectives in teaching grammar to this level exclusively. According to the results recorded in table 8, more than half of the addressed teachers (16) corresponding 53.3% agreed on one main objective which is to get their learners well prepared for the middle school final exam. 23.3% of the informants have a different goal in teaching grammar. They believe that forming learners with a high level of proficiency producing correct spoken or written language is a priority. 16.7 % of the teachers opted for all the provided options whereas only

two of them consider grammar as a means that help the learners in the process of foreign language learning.

Item 9: What is the best method to teach grammar?

Table 9: Methods to Teach Grammar

Options	Frequency	Percentage
Deductively (telling the rules to the learners first)	0	0%
Inductively (learners examining many examples to find out patterns)	6	20%
Eclectically (Mix of methods)	24	80%
Total	30	100%

Although it is obvious that grammar under the CBA is taught inductively, some teachers may still prefer the traditional methods. Table 9 revealed that 80% of the teachers use both methods, inductive and deductive, in teaching grammar. Whereas only 20% apply the inductive approach. No one of the informants follow the deductive method merely.

Item 10: Do you see any disadvantages when applying the deductive way of grammar teaching considering it as a traditional way of teaching?

Table 10: Disadvantages of Teaching Grammar Deductively

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

The results of this table automatically follow the previous one. Since 0% of the teachers make use of the deductive approach, it axiomatic that 100% of them find it disadvantageous and inapplicable for teaching grammar.

- If yes, can please mention them?

The teachers mentioned several disadvantages of the deductive approach. The following are the most frequent and well-stated ones:

- It is teacher centered, learners are less involved in the teaching-learning process (passive learners)

- Spoon-feeding is not part of the modern teaching approach.

- It does not permit students to recall rules since they do not infer them.

- Deductive method may not provide enough opportunities for students to practice using grammar rules in authentic contexts, hindering skill development.

- Lack of interest and motivation.

- It does not promote critical thinking skills in students.

Item 11: On what does the selection of a suitable method of grammar teaching depend?

Table 11: The Selection of a Suitable Method of Grammar Teaching

Options	Frequency	Percentage
The difficulty of the grammar points.	15	50%
The teachers' preference.	0	0%
The learners' preference.	0	0%
Depending on the lesson objectives.	15	50%
Other suggestions.	0	0%
Total	**30**	**100%**

As mentioned earlier in item five, the inductive approach is the accredited method to teach grammar. However, there are teachers who tend to design lessons using methods depending on some factors. Table 11 showed an equal selection of the provided options. 50% of informants opted for the difficulty of the grammar points as the main factor the selection of grammar teaching method depends on. The other half (50%) of the teachers assert that choosing a method of teaching grammar depends on the lesson objectives. The other options were not selected and no other suggestions were provided.

Item 12: Is accuracy, or correctness in linguistic form, a primary aim in grammar teaching?

Table 12: Accuracy as a Primary Aim in Grammar Teaching

Options	Frequency	Percentage
Yes	23	76.7%
No	7	23.3%
Total	30	100%

This question aims at exploring the teachers' focus of teaching grammar. The results revealed that the majority (76.7%) put emphasis on the form and the correctness of the language. Whereas only (23.3%) of the respondents do not see that accuracy is of a great importance to take the priority.

- Why?

The participants are required to provide reasons for their choices. However, most of them missed the explanation. Others wrote irrelevant answers. The following are the main ones.

Table 13: Accuracy as a Primary Aim in Grammar Teaching Reasons

	Reasons
Yes	- It helps the learner to produce grammatically correct written and spoken English. - For ms4 learners, accuracy is a primary aim because they are tested in written tasks in which they are supposed to write correct language.
No	- Because the ability to speak or write fluently does not necessarily require a perfect command of grammar.

Item 13: Should grammar teaching focus on the meaning of structures and their use in context?

Table 14: Meaning and Use in Grammar Teaching

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

This question investigates teachers' focus on both semantics and pragmatics. Table 14 indicated that 100% of the informants agree with the importance of stressing meaning and use in teaching grammar.

Item 14: How often do you use MS4 textbook?

Table 15: Frequency of the Use of MS4 Textbook

Options	Frequency	Percentage
Always	1	3.3%
Often	2	6.7%
Sometimes	27	90%
Never	0	0%
Total	**30**	**100%**

This question seeks to check the frequency of MS4 coursebook use as it is an official and important teaching material. The results in table 15 indicated that 90% of the teachers use the book sometimes. This raises an issue of the usefulness of this textbook. 10% claimed that they either always or often use it.

Item 15: Do you find it useful when teaching grammar?

Table 16: The Usefulness of MS4 Textbook

Options	Frequency	Percentage
Yes	5	16.7%
No	25	83.3%
Total	**30**	**100%**

Since grammar has assigned an important role in the fourth level, this question checks its usefulness according to the teachers' perceptions. As shown in the table 16 results, 83.3% of the teachers find this coursebook not effective and helpful when teaching grammar to MS4 classes. The reasons are discovered in the content analysis. On the other hand, there are some teachers who do not share the same view and consider it as a helping source,

- If yes, how?

The teachers are asked they find it useful. Few of them provided the following answers:

- It is time saving

- When referring to grammatical rules they are well explained and elaborated

- If no, why?

The teachers are required to provide justifications for their answers. The following are the most relevant ones:

- The way of explaining the grammatical rules is complicated and difficult for the young learners to understand and memorize

- It presents grammar deductively. The tasks are not varied and interesting and they are beyond the learners' level.

- It does not provide any contextualized grammar lessons/activities. The course book provides merely grammar windows /references.

- Structures are not very clear and sometimes they are too long and complicated. They are outdated and do not go in hand with the CBA approach.

Section Three: Teachers' Difficulties with Grammar Teaching

Item 16: Do you use authentic materials to introduce new grammar points?

Table 17: The Use of Authentic Materials to Introduce New Grammar Points

Options	Frequency	Percentage
Yes	28	93.3%
No	2	6.7%
Total	**30**	**100%**

Many teachers use a variety of authentic materials (oral or written) to explain language meaning and construction, engage students in a topic, or as a basis of a whole activity. This question investigates teachers' use of these materials when dealing with new grammar points. As it is shown in the table 17, 93.3% of the addressed teachers gave a positive answer and only 6.7 % do not make use of authentic materials.

- If yes, what difficulties you and your learners find to deal with them?

Many teachers did not provide an answer and others mentioned that they do not face any difficulty dealing with them. The following are the major difficulties mentioned by some of the informants:

- Complex language in terms of difficult vocab and complex sentence structure that may be more than challenging for non-native speakers.
- The learners' level
- Learners are demotivated not concentrated
- Time and effort: finding, adapting, and integrating authentic materials in a lesson plan can be time-consuming and may require significant efforts.
- Language complexity: authentic materials often use native-level language, idioms, slang and cultural references that can be difficult for learners to understand. This leads to frustration and discouragement.

Item 17: How do your learners find the use of problem-solving techniques to study grammar?

Table 18: The Use of Problem-Solving Techniques to Study Grammar

Options	Frequency	Percentage
Motivating	4	13.3%
Demotivating	10	33.4%
Indifferent	16	53.3%
Total	**30**	**100%**

Problem solving is one of the main principles of the CBA. Hence, this question aims at finding out the learners' reaction towards this technique. Unfortunately, 53.3% of the respondents' learners are indifferent and passive and only 13.5% of them find it interesting and motivating. 33% of them mentioned that their learners' lack of interest and enthusiasm make problem solving demotivating.

- If your answer were (b), would you please state the reason?

The teachers who selected answer (b) were required to state the reason behind their learners' demotivation. Since most of them did not opt for this option, only two reasons were mentioned:

- Because problem-solving situations are challenging. They need active learners not passive ones who wait to be spoon-fed.
- Time consuming

Item 18: Do you find it difficult to introduce suitable tasks to teach new grammatical points?

Table 19: Difficulties to Introduce Suitable Tasks to Teach New Grammatical Points

Options	Frequency	Percentage
Yes	26	86.7%
No	4	13.3%
Total	**30**	**100%**

Teaching grammar requires a number of tasks that go along with the learners' interest and level. This question aims to discover whether the teachers find difficulties to introduce suitable tasks to teach new grammatical points or not. Table 19 revealed that it is hard for 86.7% of the teachers to provide good tasks to their learners, while 13.3% of them find no difficulties.

- If yes, the difficulty is mainly related to what?

Table 20: Reasons behind the Difficulties to Introduce Suitable Tasks to Teach New

Grammatical Points

Options	Frequency	Percentage
The learner's interest	10	38.5%
The learner's level	6	23%
The teaching materials	10	38.5%
Mention other	0	0%
Total	**26**	**100%**

The informants are provided with options to choose the main reason behind the difficulties the face. An equal result (38.5%) shared between the learner's interests and the teaching materials. It is hard to find tasks that go along with today's learners interests and it is harder with the lack of teaching aids. The learners' level is another concept that 23% of the addressed teachers have problem with.

Item 19: Do your learners find it difficult to apply grammatical knowledge to communicate?

Table 21: Difficulties to Apply Grammatical Knowledge to Communicate

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	**30**	**100%**

Another important principle of the CBA is performance. In order to achieve the communicative competence to be correctly, the teacher integrate it with grammar (fluency and accuracy). However, the results showed that 100% of the teachers' learners find complexity to produce grammatically correct language.

- If yes, is it due to what?

Table 22: Reasons behind the Difficulties to Apply Grammatical Knowledge to Communicate

Options	Frequency	Percentage
Emphasis on the grammatical form	0	0%
Lack of communicative practice	21	70%
Learners' fear of errors	9	30%
Total	**30**	**100%**

As practice makes perfect, 70% of the respondents went with the lack of practice as the main reason behind their learners' difficulties to apply grammatical knowledge to communicate. Committing errors raises the learners' anxiety and hesitation, what made 30% of the teachers choose it as a cause for the issue. Nobody opted for the emphasis on the grammatical form.

Item 20: How do you help your learners to apply grammatical knowledge to communicate?

Since many of the teachers' learners have a problem with communication applying the acquired grammar knowledge, they are required to provide some suggestions and solutions to overcome the issue. The teachers proposed the suggestions below:

- Through attractive strategies and methods like songs, games, visuals with the communicative opportunities – role-playing.

- Making the grammatical rules affect their lifestyle, habits, values and interests.

- The use of grammatical knowledge in different contexts.

- Selective communicative tasks to practice.

- By incorporating grammar points in communicative activities in and outside the classroom in a form of homework to be performed in class.

- Adding extra points and making it a criterion for the ongoing assessment, asking them to employ the seen grammar items when producing written activities.

- Provide more oral/ written tasks.

- Role-plays and presentations.

- Through problem-solving/imagined real-life learning situations.

- Through rehearsing and drilling.

Item 21: What kind of learners' mistakes do you find difficult to correct:

Table 23: Difficulties to Correct Learners Mistakes

Options	Frequency	Percentage
Writing mistakes	8	26.7%
Speaking mistakes	3	10%
Both	19	63.3%
Total	30	100%

Error correction is a crucial part in teaching and learning. The results in table 23 indicated that more than a half of the teachers (63.3%) find it difficult to correct their learners' both oral and written mistakes.

Item 22: How do you make grammar learning interesting to your learners?

The main role of the teacher in the CBA is to facilitate the lesson and make it interesting. This question concludes the questionnaire. It aims to shed a light on some techniques used by the teachers to make it interesting, easy and fun to learn grammar. The following statements are some suggestions proposed and used by the addressed teachers:

- Setting realistic performance goals.

- Providing motivating tasks.

- Encourage group and pair work.

- Teach grammar with authentic writing and reading materials.

- Encourage the learners to read because reading is the best way to improve their grammar skills.

- Variation in tasks and in the way of teaching grammar lessons.

- Through using authentic materials and visual aids to introduce the grammar point.

- Displaying videos that contain the target structures.

- Language games.

- Providing more challenging tasks in which they gain extra marks.

- Using a variety of teaching aids and multimedia materials: pictures, videos, songs…

- Role-playing

- Real-life examples

- Language games

- Taking into consideration their needs, interests and level. Also, by varying the types of activities to make it suitable for all types of learners (visual, auditory, kinesthetic and tactile).

2.4 Synthesis and Discussion of the Findings

Analyzing the teachers' questionnaire revealed many facts on teachers' attitudes towards teaching grammar and the main difficulties they face when teaching grammar under the Competency-Based Approach. The majority of the teachers that participated in the research were women with BA degree. Their experience in teaching the fourth level is not that long compared to their whole experience in teaching in general.

The results were not really satisfying, as many answers were not provided and well stated, some teachers did not take it seriously especially with the open ended questions. The teachers do not share the same perception of the role of grammar and its importance in teaching English. However, more than a half agree on the main goal of teaching grammar to the final classes, which is to prepare the learners for the Brevet Exam.

Moreover, the findings of this questionnaire unveiled some flaws of the teachers in applying the CBA principles when teaching grammar. Almost all of them apply a mix of methods to present new grammar points while it is the inductiveness, which goes under the Competency-

Based Approach. In addition, most of the teachers focus on accuracy and consider it as a primary aim in grammar teaching, whereas, according to the CBA, fluency and meaning of the utterance is put in the first place. This dilemma was later explained as the learners being tested in written tasks in which they are supposed to write correct language. According to this finding, it was confirmed that teachers are facing many teaching challenges that effect their teaching methodology, and their efforts. The majority of teachers admit that they are just preparing learners for the final exam, so they turn their attention equipping their learners with the basics of language in order to be able to deal with the different proposed BEM exam tasks.

The questionnaires' findings pointed that teachers face many difficulties when they apply the CBA while teaching EFL grammar to the fourth level classes. The major difficulties teachers agreed on are the demotivation and low level of their learners, lack of teaching materials and communicative practice. In addition to the learners' inability to use their knowledge of grammar to communicate either in speaking or writing. In this regard, teachers think that the main reasons behind MS4 learners' grammar weaknesses are the insufficient teaching time for classroom practice and the pupils' demotivation. Moreover, the results confirmed that a part of the responsibility falls on the methodologies applied by teachers, the lack of effective training on Competency-based Approach and the lack of creativity in the classroom. Hence, they need to be provided with the suitable supporting teaching materials and resources.

The teachers closed the questionnaire with some techniques to make the grammar teaching learning interesting, easy and fun.

3 Content Analysis

3.1 Description of the Textbook 'My Book of English, Year Four'

Book 4 is the latest in the series entitled 'My Book of English' intended for middle school learners. It is designed by the Inspector of National Education Mr. Tambrabet Lounis as the head of the project, a Material Writer Chenni Abdelfetah, middle school teacher trainer Boukri Nabila, university teacher Chenni Dallal and a middle school inspector Smara Abdelhakim. The coursebook is based on the CBLT approach. It is organized around structures, functions, notions, and topics along the four skills: listening, speaking, reading, and writing. It addresses English as the two-way process of communication: telling about oneself and getting to know others through various aspects of their life.

3.1.1 The Textbook Layout

The material covers 143 pages. It consists of three sequences: Sequence One 'Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts' which explores historical, literary and artistic figures (famous people), monuments and tourist attractions. Sequence Two 'Me, My Personality and Life Experiences' deals with life experiences of successful and influential people. Sequence Three 'Me, My community and Citizenship' touches upon the exercise of citizenship through charity work (philanthropy).

3.1.2 The Sequence Structure

The three sequences embody eight sections as they are mentioned in the teacher's guide (2019) and listed as follow:

- **I listen and Do**

This section deals with the oral interaction. It is primarily meant for the identification and the practice of the target structure(s) and lexical items in meaningful contexts of use.

- **I Pronounce**

This part deals with the pronunciation of different sounds. It insists on teaching and consolidating vowel and consonant discrimination. It also introduces consonant clusters, diphthongs and triphthongs.

- **My grammar Tools**

Grammar tools are meant to be exploited as learning aids whose main pedagogical function is to succinctly sum up the main tenses, structures and structural lexis dealt with in each sequence in the form of rules.

- **I Practice**

This section is meant for the practice of the language presented in previous grammar points. It aims at consolidating and reusing the acquired knowledge in meaningful contexts. The learners work individually, in pairs or in group to do some contextualized tasks and activities. What matters in these tasks is the use of language for the sake of real life communication.

- **I Read and Do**

This section aims at improving the reading skills of learners by reading texts and checking their ability of understanding through solving some comprehension activities. It is also meant ti prepare the learners for the 'I think and write' section.

- **I Learn to Integrate**

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate what they have learnt so far. Learners need to mobilise their resources and re-invest them in a problem solving situation through group work and through a collaborative format.

- **I Think and Write**

In this section, with the help of the teacher, the learner should learn how to write and communicate with friends about the topics related to their environment and interest.

3.2 Grammar in ''My Book of English, Year Four''

Grammar is assigned an important role in the MS4 textbook. Grammar appears in each sequence of the textbook in ''My Grammar Tools'', which is a separate section devoted especially for collecting all the grammar items and for making the pupils familiar with their rules and use as well. Then, it is followed by another separate rubric ''I practise'' in which the learners consolidate and reuse the acquired knowledge.

Although the pedagogical approach adopted in the book (CBA) insists on the inductive teaching of grammar, the course designers agreed that the learner do need, at some point in the learning process, to become fully aware of what they are actually learning.

Figure 4: My Grammar Tools (My Book of English, Year Four) p.31

MY GRAMMAR TOOLS

1. Comparatives of Equality and Inferiority

➡ To compare objects, animals or people that are similar or equal in some way, I use the comparative of equality: "as + adjective (short or long) + as".

> eg: **1.** Pisa is **as** *big* **as** Malaga. (the size of the town of Pisa = the size of the town of Malaga)
>
> **2.** Nadia is **as** *excited* **as** Karim. (Nadia's excitement = Karim's excitement)

➡ I use the comparative of inferiority "not as + adjective (short or long) + as" to compare objects, animals or people that are not similar or not equal.

> eg: Is Topkapi Palace **as** *big* **as** Alhambra?
>
> – No, it's **not as** *big* **as** the Andalusian palace. (the size of Alhambra Palace ≠ the size of Topkapi Palace)

NOTE: The following comparative forms are very frequent in English: "as soon as I can"; "as best as I can"; "as fast as I can"; "as soon as possible" (whose abbreviated form "ASAP" is very common in emails or in texting short messages "SMS" on mobile phones).

> eg: Please, send a reply ASAP! (= as soon as possible!)

2. Active and Passive Forms/Voices

➡ The active and the passive forms (or voices) are two different ways of organising the content of a sentence.

> eg: **1.** On October 16, 1834 *a fire* **destroyed** *most of the building*. (active)
>
> Subject/Doer   Direct Object
>
> **2.** On October 16, 1834 *most of the building* **was destroyed** *by a fire*. (passive)
>
> Subject   Agent/Doer

➡ In the active form, the **focus** is on the subject or the "doer" of the action ("a fire"). The active form is the typical, usual form or structure of an English sentence: "**subject + verb + direct object**".

➡ In the passive form, the **focus** is on the person or the thing that the action was done to ("the building"). The passive form or structure of an English sentence: "**subject** (= direct object of the active sentence) + (**"be" + past participle of verb**) + **"by" + agent** (= subject of the active sentence)".

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Figure 5: I Practise (My Book of English, Year Four) p.36

I practise.

Task 1. I pay attention to the information between brackets and fill in each blank in my copybook with: **"as"** or **"not as"**.

a. Eiffel Tower in Paris (300m) is ....(1).... tall as Burj Khalifa in Dubai (828m).
b. The preserved part of the Great Wall of China (8851km) is almost ....(2).... long as the distance between London and Beijing by plane (8151km).
c. Ketchaoua Mosque in the Casbah of Algiers (built around 1612) is nearly ....(3).... old as Sutan Ahmed Mosque in Istanbul (built between 1609 and 1616).
d. Windsor Castle in Windsor (50,000sq.m) is ....(4).... large as Buckingham Palace in London (77,000sq.m). Windsor is a small town 37km west of London, where the Queen's royal residence of Windsor Castle is situated.

Task 2. I compare and join each pair ("a" and "b") in my copybook using **"as ... as"** or **"not as ... as"**, as in the example (sometimes, you may find two possible answers):

1. a. The Italian painter, sculptor, architect and poet Michelangelo is famous.
   b. The Italian painter, scientist and engineer Leonardo da Vinci is famous, too.
   * Michelangelo is as famous as Leonardo da Vinci.
   * or: Leonardo da Vinci is as famous as Michelangelo.
2. a. The Algerian painter Omar Racim is talented.
   b. The Algerian painter M'hamed Issiakhem is talented, too.
3. a. When he died, the Algerian writer Mouloud Feraoun was not very old.
   b. When he died, the Algerian writer Mouloud Mammeri was older than Mouloud Feraoun.
4. a. Travelling by plane is exciting.
   b. Cruising on a ship is more exciting than travelling by plane.
5. a. The Royal Mausoleum of Mauretania, located near Tipasa, is an interesting historic monument.
   b. The Royal Mausoleum of Medghacen, located near Batna, is another interesting historic monument.

Task 3. I choose two landmarks and two outstanding figures from my country or the world, and compare them in my copybook using **"as ... as"** and **"not as ... as"**, as in tasks (1 and 2).

Task 4. I work with my partner. We read again "My Grammar Tools 1" and compare our answers in **tasks (1, 2 and 3)**.

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3.3 Development of the framework

A coding framework is a structured list of codes and the rules for their application. In the initial phase of the framework development I conducted a list with categories used in the previous research, and excluded all of the categories which did not align with my research questions. In order to examine how the grammar is presented in the textbooks, I decided upon five main categories some of them are divided into sub-categories. The grammar tasks are coded according to each of these main categories as described in the following table:

Table 24: The Coding Framework

1. Rule presentation	1.1.Deductive	
	1.2.Inductive	
2. Grammar level	2.1.Continuous discourse	
	2.2.Sentence level	
	2.3.Word level	
3. Type of task	3.1.Mechanical: Form/Structure	3.1.1. Ordering
		3.1.2. Transforming
		3.1.3. Categorizing
		3.1.4. Multiple choice
		3.1.5. Matching
	3.2.Meaning/Semantics	3.2.1. Completion
		3.2.2. Reformulation
		3.2.3. Gap filling
		3.2.4. Combining
		3.2.5. Editing
	3.3.Communicative: Use/pragmatics	3.3.1. Composition
		3.3.2. Role play
4. Medium	4.1.Oral	
	4.2.Written	
	4.3.Unclear	
5. Work	5.1.Individual	
	5.2.Pair	
	5.3.Group	

3.3.1 Rule Presentation

Category 1 "Rule presentation" is concerned with how the target grammar rule (or structure) is presented to the learner, i.e. whether it is done a deductively or inductively. If the presentation of the grammar rule or target structure is presented before the activity or any examples of

application, it is considered a deductive approach (Glaser, 2013; Thornbury, 1999). If the rule

is presented after an activity, example or explanation, it is considered an inductive approach

(Paesani, 2005). I have exemplified these categories with grammar tasks from the "My Book

of English Year Four" and the first generation MS4 textbook: "On the Move"

Figure 6: Example of a Deductive Presentation (My Book of English Year Four: p.73)

Figure 7: Example of an Inductive Presentation (On the Move: p.71)

Read the sentences which you have made and move on to the …

Grammar Window

FLATRON

1. Consider the following sentences
If Paul **makes** enough money, he**'ll marry** Jenny.
Becky **will go** to Grossmont College if she **wins** a scholarship.
   The clause which begins with **if** is called the if-clause. The clause which begins with **he** or **Becky** is called the **result clause.**

2. Which tense is the verb of the **if-clause**?
3. Which tense is the verb of the **result clause**?
4. Is there a difference in punctuation between the two sentences?
5. Now fill in the following diagram:

If +subject+ _____, _____ + _____ .
   Subject + _____ + _____ if + _____

See Grammar Reference n° 8, p.183

3.3.2 Grammar Level

Category 2 "Grammar level" seeks to explore at which level the learners engage with grammar and in which context the grammar tasks are presented. While grammar traditionally has been taught from a sentence-level perspective, many authors argue that a wider perspective is needed to fully understand how grammar operates at a textual level (e.g. Bader & Dypedahl, 2020; Celce-Murcia & Olshtain, 2000; Hasselgård et al., 1998). The intention behind this category is to investigate how often grammar is presented at each level. If the grammar is presented in *continuous discourse,* the learners are expected to read or produce a coherent text featuring the grammatical element in question. If the learners work with individual sentences, the task is at the *sentence level*. Finally, when grammar is investigated in smaller units than a

sentence, usually as single words or phrases, the task was coded as *word level*. These categories are exemplified in the coming Figures:

Figure 8: Example of Continuous Discourse (My Book of English Year Four: task 13 p.78)

Task 13. I fill in each gap with the correct form (past simple, future simple or present perfect) of the appropriate phrasal verb from task (12). I pay attention to the underlined time markers in the text.

On 15 June 2000, captain Jim Hartley left the busy departure hall in Heathrow Airport, London, and walked through the boarding gate towards the London-Singapore Airbus A380. The door leading to the cockpit was open, so he (...1..), said hello to his co-pilot Andrew Boyle, and together they (...2...) the usual, routine safety instructions and checked everything. A few minutes later, the giant Airbus (...3...) into the air and the passengers started to relax. The flight attendants were busy serving dinner when the four engines of the plane suddenly (...4...). The huge Airbus (...5...) in a matter of seconds. It was the deadliest, but also the most miraculous crash in aviation history. All 350 passengers died, except Brenda Chow Lin, a 5-year-old girl, who was flying back home to Singapore after a holiday in London with her dad and mum. Today, Brenda is 22. She keeps repeating to the journalists who still interview her every year that she has never forgotten the Airbus crash: "It is the most horrific experience I <u>ever</u> (...6...). I (...7...) on holiday on a plane anytime <u>soon</u>!"

Figure 9: Example of Sentence Level (My Book of English Year Four: task 1 p.36)

Task 1. I pay attention to the information between brackets and fill in each blank in my copybook with: "as" or "not as".

a. Eiffel Tower in Paris (300m) is ....(1).... tall as Burj Khalifa in Dubai (828m).
b. The preserved part of the Great Wall of China (8851km) is almost ....(2).... long as the distance between London and Beijing by plane (8151km).
c. Ketchaoua Mosque in the Casbah of Algiers (built around 1612) is nearly ....(3).... old as Sutan Ahmed Mosque in Istanbul (built between 1609 and 1616).
d. Windsor Castle in Windsor (50,000sq.m) is ....(4).... large as Buckingham Palace in London (77,000sq.m). Windsor is a small town 37km west of London, where the Queen's royal residence of Windsor Castle is situated.

Figure 10: Example of Word Level (My Book of English Year Four: 18p.79)

Task 18. I use my dictionary and form adjectives in the table below by adding the suffixes (ful; less) to the following nouns: beauty; care; fear; harm; success; hope; pain; peace. (Sometimes, I can add both suffixes to the same noun.)

Adjective with 'ful'	Adjective with 'less'
....	....

3.3.3 Activity Type

Category 3 examines the Activity type, i.e. how the learners are expected to work with grammar. The codes in this category were mainly inspired by Larsen Freeman's Three Dimensions of Grammar (2001) and the B.E.M Guide for The English Language Examination October 2018. Activities are divided into three main categories.

The first deals with the Mechanical Tasks, which are concerned with form and structure. It encompasses five task types. Tasks, which require learners to reorder words to get a sentence or sentences to get a coherent paragraph, are coded Ordering. Tasks instructing the pupils to transform words and sentences from one form to another are coded as Transforming. The transformation often involves inflections, such as verb conjugations or pluralization. Tasks, which require the learner to find opposites of adjectives, are also included here. Tasks, which require the learner to sort, organize or identify items, often based on grammatical features such as their word class, are coded as Categorizing. If the code Multiple-choice is applied to the task, the learner is supposed to choose one correct answer from several options. The code Matching describes tasks in which the learner is supposed to match words, chunks or two halves of sentences with each other, or write sentences based on substitution tables.

The second category deals with Meaning or Semantics. It includes five types. Tasks which require learners to complete a list of words, an idea in a sentence or a paragraph is coded Completion. In some tasks, the learners are asked to replace words with their equivalents or to rewrite a sentence in another way keeping the same idea. These tasks are coded Reformulation. Tasks requiring the learners to fill in the missing words in blank spaces in sentences or dialogues are coded as Gap Filling. There are often cue words in the vicinity, which the learner is supposed to place in the correct gap, conjugate or transform in an appropriate manner. If the learners are asked to join two pairs of sentences using a conjunction, they are supposed to

complete a Combining task. In other tasks, which are coded Editing, the learners are asked to find grammar mistakes in a sentence or a paragraph and correct them.

The third category is concerned with the Communicative tasks that involve two types. Tasks, which require pupils to use their imagination and produce sentences, engage in discussion or create short texts, are coded as Composition. In some tasks, the learners act out roles in a conversation in oral situation. This task is coded Role-play.

3.3.4 Medium

Category 4 analyses the way tasks are to be accomplished whether in an Oral interaction (the first sub-category) or a Written one (the second sub-category).

3.3.5 Work

Category 5 deals with how the leaners are supposed to accomplish a given task. Some tasks require the learner to work alone and that task is coded as Individual work. In other tasks, the learner needs to work and discuss with a mate, Pair work, or a group, Group work.

4 The Results of the Textbook Analysis

4.1 Grammar Content

In the analysed material, I identified 16 grammar rules and 63 grammar tasks in total presented in the three aforementioned sequences. All the language forms that are covered in the textbook are highlighted in following table:

Table 25: Language Forms in ''My Book of English, Year Four''

Sequence	Language Forms

1	• Comparative of equality/ inferiority (as…as; not as…as) (review)
	• Qualifiers (review and expansion)
	• Strong adjectives to describe and value outstanding figures and landmarks.
	• The passive voice (past simple test)
	• Discourse markers (review and expansion):
	  1. Chronology (first; then/next; after that; finally; shortly/soon; afterward; later)
	  2. Cause and effect (because; as; since/therefore; so; as a result) (review)

2	• The superlatives with long and short adjectives. • The present simple, past simple and simple future tenses (review) • The past simple and the past continuous tenses in a narrative (with: 'while'; 'when') • The present perfect tense with time markers (ever, never, just) • Phrasal verbs. • Comparison and contrast markers (like; unlike; whereas) • Prefixing adjectives (negative meaning: dis/ un/ in/ il/ ir/ im) • Suffixes: 'ful'-'less'
3	• The imperative (review): advice & recommendations; instructions. • Conditional type one (present simple - future simple/ present simple - imperative) • Sequencers (review and expansion) • '-ing' form after the verbs: enjoy; prefer; love/ hate; like/ dislike

Table 25 illustrated that the three sequences do no share an equal distribution of grammar items. It is clear that sequence 2 has the lion share, followed by sequence 1 whereas sequence 3 contains few grammar lessons.

It is also noticeable in the three sequences there are reviews of some lessons that are tackled in the previous levels.

4.2 Framework Results

4.2.1 Rule presentation

Table 26: Rule presentation

Rule presentation	Frequency	Percentage
Deductive	**16**	**100%**
Inductive	**00**	**0%**
Total	**16**	**100%**

The results in table 26 above showed that all the grammatical rules in 'My Book of English Year Four' are 100% deductive. As it is explained earlier in the development of the framework; if the presentation of the grammar rule or target structure is presented before the activity or any examples of application, it is considered a deductive approach. However, if the rule is presented after an activity, example or explanation, it is considered an inductive approach. Since the grammar rules in "My Grammar Tools" section, which contains the grammar rules followed by examples, is presented before "I practice" rubric, it is impossible for the learner and **difficult** for the teacher to apply the inductive approach in grammar teaching/ learning.

4.2.2 Grammar Level

Table 27: Grammar Level

Grammar Level	Frequency	Percentage
Continuous discourse	**7**	**17.5%**
Sentence level	**24**	**60%**
Word level	**9**	**22.5%**
Total	**40**	**100%**

Table 27 revealed that grammar is most frequently presented and worked with at sentence level, constituting 60% (24/40) of the tasks falling into this category. However, it is expected grammar to be presented in discourse more frequently than 17.5% (7/24) of this category's tasks. Grammar is presented at word level with 22.5% (9/40)

It is recommended for grammar teaching to extend beyond a traditional sentence level approach, and adopt a wider perspective including discourse and context. Studying language and grammar in context can thus benefit the pupils in seeing the links between grammatical form and meaning, while facilitating an understanding of how different situations require different communication patterns.

4.2.3 Type of Task

Table 28: Type of Tasks

Type of Task		Frequency	Percentage	
Mechanical Form/Structure	**Ordering**	1	2.13%	
	Transforming	11	23.4%	
	Categorizing	2	4.3%	**46.9%**
	Multiple choice	2	4.3%	
	Matching	6	12.8%	
Meaning/Semantics	**Completion**	5	10.6%	
	Reformulation	1	2.13%	
	Gap filling	4	8.5%	**27.6%**
	Combining	3	6.4%	
	Editting	0	0%	
Communicative Use/pragmatics	**Composition**	12	25.5%	**25.5%**
	Role play	0	0%	
Total	12	47	100%	100%

Table 28 displayed the distribution of activity types in the studied textbook. In total, there are 47 tasks of this coded category. There should exist a balance between the three types of tasks in this category (form, meaning and use) to successfully attain the learner's fluency and accuracy. However, it is clear that the Form/structure is the most emphasised in this textbook constituting 46.9% (22/47) of the tasks falling into this category while Meaningful tasks form 27.6% and the Communicative tasks constitute only 25.5% of the tasks. Although the appearance of different methods did not prevent the focus on form as an important dimension in teaching grammar, learners need to use the structure meaningfully and appropriately as creating active learners who are able to communicate using the target language fluently and accurately is considered one of the most important principles of the CBA.

4.2.4 Medium

Table 29: Medium

Medium	Frequency	Percentage
Oral	3	4.8%
Written	43	68.3%
Unclear	17	26.9%
Total	63	100%

It clearly marked, from table 29, that written tasks have a lion share in MS4 textbook constituting 68.3% (43/63) of all tasks. As this textbook is designed under the CBA principles, it is unexpectedly to find out that oral tasks form only 4.8% (3/63) of the tasks. In this coursebook, the focus has completely shifted from speaking to writing. This shift in focus owing to the high school entrance examination (the BEM), which is taken by the learners in an exclusively written form.

4.2.5 Work

Table 30: Work

Work	Frequency	Percentage
Individual	46	73%
Pair	14	22.2%
Group	3	4.8%
Total	63	100%

Table 30 showed the huge gap between the individual tasks presented MS4 textbook with 73% (46/63), pair work 22.2% (14/63) and group work 4.8% (3/63). It is evident that the individual work is the most emphasised. The learners are not given enough opportunities to share ideas, discuss and cooperate with a partner or a group. Hence, most of the learners will

not participate positively to provide answers to their exercises and build self-confidence to express themselves positively among their colleagues. CBA stressed on pair and group work as they promote critical thinking, oral communication and reflection.

4.2.6 Synthesis and Discussion of the Results

The findings of the content analysis based on the conducted framework prove that "My Book of English Year Four" did not succeed in implementing the CBA principles in many categories. First, the textbook is overloaded with numerous grammar lessons that are somehow beyond the learner's level. There are only three sequences and each sequence covers up to five language forms. This created a difficulty to make a meaningful relation between the lessons that should be under one main topic.

Second 100% of grammar lessons are presented deductively. Grammar is not integrated with the other skills, but was introduced in two separate sections "My Grammar Tools and I Practise" which encompass all the grammatical rules and tasks altogether. Although, at the presentation phase, most of the examples in this rules section are extracted from the listening lessons, which are considered as the grammar context, they are presented in isolation in separate lessons. Therefore, teachers find difficulties to use the coursebook in class since the phases of the lesson are not sequenced and organised. The learners, as well, are not expected to deduce the rule as it is already presented.

Third, a huge emphasis was put on teaching and practicing grammar at the sentence level. This is a traditional method of teaching relied on the sentence as a unit of analysis and presenting and practicing of grammatical items are dealt out of context. However, this technique ended and led applied linguists, researchers and educationists to consider other factors contributing to the meaning conveying, and to the ability of using the language. As a result, CBA gives importance to the communicative functions of language use as an integral

part of the teaching program. This trend focused on "discourse" as the basic unit of analysis and took into account the importance of context in which this discourse occurs (M. Elkouti, 2017). Hence, it is hard for the users of this textbook, teachers and learners, to apply the CBA in teaching and learning grammar.

Fourth, the analysis of the type of tasks showed that there is no equal distribution and variety in tasks. From one side, the emphasis is put on the mechanical tasks at the expense of meaning tasks. Communicative tasks, on the other hand, are not totally sidelined. On the contrary, composition tasks are the most frequent ones. However, it is noticeable that the MS4 textbook completely excluded role-plays, which are of a great importance in activating the learner's oral communicative competence.

Concerning the tasks' instructions, there are some activities with a long confusing multi-instruction in which the learner is asked to solve many problems at once. This kind of activities is difficult to be classified under one category/type (e.g. task 5 p. 78). In addition, it is remarkable that many tasks of the same type and category within the three sequences share the same instruction (e.g. tasks: 5p.37, 1p.76, 1p.114) what creates boredom and demotivation.

Hence, for a better practice of the acquired language, manifold tasks are to be provided to the learner. Newby (2018) argued that there are four cognitive stages involved in such grammar acquisition, and that each stage is activated by different kinds of exercises. Each stage is important and contributes to the acquisition of grammar, therefore demanding a variety in the exercises.

Fifth, CBA gave importance to both individual and cooperative learning where the learners can reflect on their own ideas in a very active manner. Think-pair-share is a cooperative learning technique that was first proposed by Lyman (1981). To solve a problem, the learners think about the question individually, and then they work with a partner to discuss their

answers. Finally, they share their ideas with the whole group. Thus, learning is more effective when it takes place in an authentic social environment to apply the acquired knowledge. This what was missing in MS4 textbook that put a great emphasis on individual work. In addition, in all pair and group tasks in this textbook, the learners are just asked to refer back to "My Grammar Tools" and check their answers.

The study in hands coincides with Burner's (2005) study as they are two-fold, investigating both how grammar is presented in the textbooks, and teachers' perceptions of grammar teaching. Both studies find out that the presentation of grammar is unsystematic and there is not much grammar beyond the sentence level. This study also shares similar findings with Askeland's (2013) as she finds that there are very few purely inductive tasks, and that there is an overall tendency for the learners to work alone and finish the tasks by writing. Tasks operating at sentence level are the most common

There are relatively few studies on analysing textbooks from a scientific standpoint, especially if the scope is limited to Algeria. It is my hope this study may help fill this void and inspire to further research.

Conclusion

This chapter is concerned with describing, analyzing, and discussing the data gathered from the two tools of the research, namely the teachers' questionnaire and the content analysis which based on the structured framework. The questionnaire was administered to middle school teachers in the district of Batna for investigating the teachers' perceptions about the teaching of the English grammar in the Fourth year Middle School and finding out the difficulties middle school teachers face to teach grammar under the CBA. The content analysis aims to analyse and examine grammar concepts in the textbook "My Book of English Year Four" relying on a structured coding framework

General Conclusion

General Conclusion

The competency-Based Approach revolutionized the field of didactics during the recent years. The Algerian educational system adopted this approach in an attempt to improve the quality of teaching and learning in a way that responds to the requirements of globalization, on one hand, and to the technological growth, on the other. CBA favors the shift from teacher-centeredness to learner-centeredness by fostering learners' autonomy and raising their awareness towards their own learning responsibilities.

The present study attempts to shed light on the situation of teaching EFL grammar under the Competency Based Approach with special reference to Algerian fourth year middle school teachers highlighting the main constraints they confronted when teaching EFL in general and its grammar as a special case. Moreover, this research aims to investigate the way grammar is presented in English 4MS textbook. As this coursebook is newly adopted, there is a need for research analysing it from a scientific standpoint.

This dissertation consists of three chapters. The first and the second chapters are concerned with providing a theoretical framework. Chapter one is concerned with Education in Algeria and the two late reforms in the curriculum. The last reform has brought about a new designed textbook. Hence, definition, types and characteristics of the latter are provided. Chapter two tackles the teaching of grammar in general and under the CBA framework in precise. Chapter three describes the tools of the research and the study participants in addition to the analysis and discussion of the data gathered.

The findings of this study bring us to the overall conclusions that teachers are aware of grammar importance in the EFL teaching. It is more important than it seems to be and has always been acknowledged that it is a fundamental part of the communicative oral and written ability in the target language. Hence, it must be viewed as more than a set of rules that have to

be understood then applicated in tasks and exams. Nonetheless, the restrictions teachers face when teaching grammar hinder their application of the Competency-Based Approach of teaching in the appropriate and effective way. Put in such conditions, teachers in many cases are obliged to adopt a traditional way of grammar teaching that seems far from attaining the target objectives of teaching.

In addition, the results from this study show that the English textbook of the fourth year middle school most often present grammar rules with a deductive approach at a sentence or word level. Grammar in discourse, on the other hand, makes up a surprisingly low portion of the total. The most common activity types involve either production-based activities such as composition, or activities for grammar practice, such as categorization and transforming which are dealt individually almost all the time. Therefore, this book could be considered as one of the main difficulties teachers find to implement the CBA in teaching grammar instead of facilitating and helping them in the teaching process.

Limitations of the Study

Even though the predetermined objectives of the study were accomplished, this inquiry has its limitations, which includes:

- The questionnaire was distributed to more than 40 teachers, and only 30 answered. The answers they provided were not really satisfying and relevant while some did not fill in the open-ended questions.

- For the reliability of the content analysis, an intra-reliability only was done in which the researcher did the analysis twice leaving sometime between the two analyses. However, the inter-reliability which need another expert to repeat the analysis was not done as no one participated.

Pedagogical Implications and Recommendations

In what follows, we try to suggest some recommendations to help improve the teaching of the EFL grammar under the CBA in the Algerian context.

- Learner-centeredness is a fundamental principle in CBA. As such, it is recommended that teachers raise their learners' mindfulness towards its importance in their learning process. It is of an enormous significance to make them aware of their learning responsibility and to foster their autonomy in the learning process.

- Raising learners' motivation effectively helps achieve the learning goals. Accordingly, it is recommended that teachers select interesting, updated and authentic linguistic materials of the grammatical structures that meet their learners' needs, interests and their language proficiency level in order to facilitate the learning process.

- Many middle school teachers are still using outdated teaching methods. Therefore, they are in a great need to update their teaching techniques in a way that responds to the needs of CBA through extra training seminars.

- The textbook is an important teaching material that contributes effectively in the achievement of the learning goals and in helping teachers to bridge the gap between the learners and the target competences. However, the results of the MS4 textbook analysis proved that it is not useful. Hence, material designers should revise it and take into consideration teachers' perceptions to design a better material that goes alongside with the CBA principles.

- BEM exam format focuses on the reading and writing activities. The two other skills are totally neglected what led the teachers stress form over meaning, written tasks over oral ones in teaching grammar. The design of BEM English examinations is done by the National Examination Board. This study invites the designers to consider the following points when developing tests/ examinations:

- ➢ The test must contain the **three competencies** (interact, interpret, produce)

- ➢ The **assessment objectives** should match the **learning objectives**.

- ➢ The grammar–related activities should appear in **a meaningful context**.

- ➢ The **tasks** should be **communication-oriented**.

- ➢ The exam tasks should go alongside with the CBA principles.

- As grammar is presented deductivly and is not integrated with the other skills, a suggested sample lesson (a textbook lesson) is designed to meet the CBA principles and the coding framework categories. (see Appendix B)

Further Reseach

There is still a need for further research on grammar in textbooks. It would be valuable to investigate how the textbooks are applied in the classrooms, and if the grammar instruction takes on a more inductive approach as it is presented by the teacher. There is also a need to investigate textbooks targeted at other levels. It would also be useful to investigate the pupils' perception of the grammar tasks, or which ones they find motivating and rewarding.

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Appendices

Appendix A

University of Mohamed Khider Biskra

Department of literature and foreign languages

English Division

Teachers' Questionnaire

This questionnaire is designed to middle school teachers of English in the district of Batna, Algeria. Its aim is to collect information about the teaching of grammar to MS4 level.

Dear teachers, you are kindly requested to answer the following questions by ticking the right option or providing a full answer. Your contribution is highly appreciated and your answers are strictly anonymous and confidential.

Section One: General Information

- Gender:

  Male ◯   Female ◯

- Age:

  20-30 ◯   31-40 ◯   41-50 ◯   51-60 ◯

- Level of education (degree):

  BA ◯   MA◯   PhD ◯

- Teaching experience:

  1-5 years ◯   6-10 ◯   11-20◯   21- more ◯

- Ms4 teaching experience: ☐

Section Two: Teachers' Perceptions of Grammar Teaching:

- Circle the right option:

1. The role of grammar in a language can be seen as:

a) A framework of a language, i.e. a basic system on which other aspects are built.

b) Blocks of language combined to create the whole.

c) A supplement for sufficient linguistic competence: a refinement for a more basic linguistic knowledge.

d) An equal backbone for sufficient linguistic competence.

e) All the above

2. How important is teaching grammar compared to teaching the four skills?

   a) Less important

   b) Equally Important

   c) More important

3. According to you, what is the objective of teaching grammar to fourth year middle school classes?

   a) To help the learners in the process of foreign language learning.

   b) To have a good command of English (accuracy).

   c) To prepare the learners for the BEM exam.

   d) All the above

   e) Others. Please specify

   …………………………………………………………………………………………

   …………………………………………………………………………………………

4. Grammar is best taught:

   a) Deductively (telling the rules to the learners first)

   b) Inductively (learners examining many examples to find out patterns)

   c) Eclectically (Mix of methods)

5. If grammar is taught deductively, do you see any disadvantages when applying the deductive way of grammar teaching considering it as a traditional way of teaching?

If yes, please mention them here:

- ....
- ....
- ....

    If no, would you please explain your answer?

    ………………………………………………………………………………..

6. The selection of a suitable method of grammar teaching depends on:

   a) The difficulty of the grammar points.

   b) The teachers' preference.

   c) The learners' preference.

   d) Depending on the lesson objectives.

Other suggestions:

....
....

7. Accuracy, or correctness in linguistic form, is a primary aim in grammar teaching.

   a) Yes

   b) No

Why?...
....

8. Grammar teaching should focus on the meaning of structures and their use in context.

   a) Yes

   b) No

9. How often do you use MS4 textbook?

a) Always

b) Often

c) Sometimes

d) Never

10. Do you find it useful when teaching grammar?

a) Yes

How?

…………………………………………………………………………………

…………………………………………………………………………………

b) No

Why?

…………………………………………………………………………………

…………………………………………………………………………………

Section Three: Teachers' Difficulties with Grammar Teaching:

11. Do you use authentic materials to introduce new grammar points?

a) Yes

b) No

If yes, what difficulties you and your learners find to deal with them? (List the major

ones)

…………………………………………………………………………………

…………………………………………………………………………………

12. How do your learners find the use of problem-solving techniques to study grammar?

a) motivating

b) demotivating

c) indifferent

If your answer is (b), would you please state the reason?

....

……………………………………………………………………………………..

13. Do you find it difficult to introduce suitable tasks to teach new grammatical points?

a) Yes

b) No

If yes, the difficulty is mainly related to:

a) The learner's interest

b) The learner's level

c) The teaching materials

d) Mention other

14. Do your learners find it difficult to apply grammatical knowledge to communicate?

a) Yes

b) No

If yes, is it due to:

a) Emphasis on the grammatical form

b) Lack of communicative practice

c) Learners' fear of errors

15. How do you help your learners to apply grammatical knowledge to communicate?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

16. Do you find it difficult to correct learners':

a) Writing mistakes

b) Speaking mistakes

c) Both

17. How do you make grammar learning interesting to your learners?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Appendix B

The Coding Framework

1. **Rule presentation**	1.3. Deductive	
	1.4. Inductive	
2. **Grammar level**	2.1. Continuous discourse	
	2.2. Sentence level	
	2.3. Word level	
3. **Type of task**	3.1. Mechanical: Form/Structure	3.1.1. Ordering
		3.1.2. Transforming
		3.1.3. Categorizing
		3.1.4. Multiple choice
		3.1.5. Matching
	3.2. Meaning/Semantics	3.2.1. Completion
		3.2.2. Reformulation
		3.2.3. Gap filling
		3.2.4. Combining
		3.2.5. Editing
	3.3. Communicative: Use/pragmatics	3.3.1. Composition
		3.3.2. Role play
4. **Medium**	4.1. Oral	
	4.2. Written	
	4.3. Unclear	
5. **Work**	5.1. Individual	
	5.2. Pair	
	5.3. Group	

Appendix C

A Sample Grammar Lesson

> ## READ AND CONSIDER

 PRE-READING

Pair Work: Look at the picture and try to describe the girl.

You: where is she from?/ how old is she?

Your partner:……………………….

 DURING READING

> ➤ **Read the text and check your answers with your partner.**

> ➤ **THINK. Read the text again and answer the following questions:**

1. Who is Fiola?
2. What is she talking about?
3. What will happen if Fiola studies hard?
4. What will she do if she graduates from high school?

> *My name is Fiola. I'm a little Nigerian girl with big dreams. In Nigeria, there is war, poverty and a lot of diseases. My mother died of a serious disease called 'Ebola virus' two years ago. I dream of a better Nigeria. Now I study at Liberty Middle School. I am lucky because many children cannot go to school. When I grow up, I want to be a doctor. My father always says to me : '"f you study hard, you will get good grades and you will go to high school where you will try to keep your grades up". If I graduate from high school with distinction, I will study medicine. I remember my mom told me once: "you will be a great woman and you will save people's life if you follow your dream". I will help poor people, build schools and make education for free if I save a lot of money. One day, all my dreams will come true.*

➢ **Read the sentences which you have made and move on to the …**

Grammar Window

1. Consider the following sentences

     If I have money**, I will** donate it to charity.

     I will be a great doctor **if I study** hard.

2. How many parts are there in each sentence?
    ➢ The clause which begins with if is called the if-clause.the clause which begins with a subject is called the result clause.
3. Underline the verbs.
4. What is the verb tense in the **if-clause**?
5. What is the verb tense in the **result clause**?
6. Is there a difference in punctuation between the two sentences?
7. Now fill the following diagram:

   If + subject + ……………, ………………+ ……………

   Subject + …………… + …………… if + ……………

PRACTISE

Task 1: Match each imagined future situation and its corresponding future

   result:

Imagined Future Situation	Future Result
1. We accept our differences	a. Charities will provide more help for the poor
2. They listen to family advice	b. Humanity will progress
3. Citizens donate more money	c. Children will grow into responsible adults
4. Government acts responsibly	d. Many wars will be avoided

Task 2: **Write the correct form of the verbs in brackets: present simple/ future simple**

1. If you (to have) ……………… well-advised plans, you (to succeed) ……………….. in your life.

2. There (to be) ………………. more justice in the world if the rich (to give) ………………. help the poor.

3. If he (to follow) ………………… his parents advice, he (not to have) ………………. any problems with his friends.

👫 **PAIR. Task 3** : Complete the second part of the clause to make a meaningful sentence:

➕ If you have money, ………………………………………

➕ If you want to succeed, …………………………………..

➕ ………………………………… if someone needs help.

➕ ………………………………... if you want to travel abroad.

✍ POST-READING

➤ Write it out

What will you do if you pass your Middle School Final Exam (BEM)?

Write a short paragraph using the following ideas:

- **Go to a secondary school**

- **Go to vocational training school**

- **Opt fot the foreign languages/ scientific stream**

- **Receive a gift**

الملخص

الدراســـة الحـالية تبحث في وضـــــع تدريس قواعد اللغة الإنجليزية كلغة أجنبية في إطار منهج المقاربة بالكفاءات بالطور المتوسط في الجزائر. يهدف هذا البحث إلى دراسـة تعليم قواعد اللغة الإنجليزية لأقسـام السنة الرابعة من التعليم المتوسط. أولاً، تسـعى الدراسـة إلى تقديم انطباعات معلمي مرحلة التعليم المتوسط حول تدريس القواعد واكتشـاف الصـعوبات التي يواجهونها عند تدريس القواعد في إطار منهج المقاربة بالكفاءات. ثانياً، تحاول هذه الدراسة تحليل وفحص مفاهيم القواعد في الكتاب المدرسـي "My Book of English Year Four" وطريقة تقديم أنشـطة القواعد في "My Grammar Tools" المختـارة في كل مقطع بـاعتمـاد إطار ترميز منظم. البحث الحـالي يتبع منهجاً مختلطاً، يعتمد على جمع البيانات النوعية والكمية بـاسـتناد أولاً إلى اسـتبانة مدرسـي اللغة الإنجليزية في مدارس المتوسط في منطقة باتنة. الأداة الثانية هي تحليل محتوى يعتمد على إطار هيكلي، والذي صـغته واسـتخدمته لتحليل جوانب القواعد في "My Book of English Year Four". أظهرت النتـائج أن المعلمين يـدركون أهميـة القواعد في عمليـة تدريس اللغـة. ومع ذلك، هنـاك مجموعـة متنوعـة من العوامل تعيق التنفيذ الفعّال للمنهج المطلوب في تدريس قواعد اللغة الإنجليزية كلغة أجنبية، مثل عدم اطلاع المعلمين على مبادئ منهج المقاربة بالكفاءات بسـبب نقص التدريب الفعّال، ونقص المواد المناسـبة والموارد التعليمية بما في ذلك الكتاب المدرسي نفسه.

الكلمـات المفتـاحيـة: منهج المقاربـة بـالكفـاءات، تـدريس قواعد اللغـة الإنجليزيـة كلغـة أجنبيـة، تحليل المحتوى، الكتـاب المدرسي، الطور المتوسط في الجزائر.

Résumé

L'étude actuelle examine la situation de l'enseignement de la grammaire de l'anglais langue étrangère dans le cadre de L'approche par compétence (APC) dans l'enseignement moyen algérien. Elle vise à étudier l'enseignement de la grammaire anglaise en quatrième année de collège. Premièrement, l'étude vise à présenter les perceptions des enseignants de collège sur l'enseignement de la grammaire et à découvrir les difficultés rencontrées lors de l'enseignement de la grammaire dans le cadre de l'APC. Deuxièmement, elle tente d'analyser et d'examiner les concepts grammaticaux du manuel "My Book of English Year Four" et la manière dont les activités grammaticales sont présentées dans les "My Grammar Tools" sélectionnés dans chaque séquence, en s'appuyant sur un cadre de codage structuré. La recherche actuelle adopte une méthode mixte, qui repose sur la collecte de données qualitatives et quantitatives en s'appuyant d'abord sur un questionnaire administré aux enseignants de collège de langue anglaise dans le district de Batna. Le deuxième outil est une analyse de contenu basée sur un cadre auto-structuré, que j'ai élaboré et utilisé pour analyser les aspects grammaticaux dans "My Book of English, Year Four". Les résultats ont révélé que les enseignants sont conscients de l'importance de la grammaire dans le processus d'enseignement des langues. Cependant, divers facteurs entravent la mise en œuvre efficace de l'APC dans l'enseignement de la grammaire de l'anglais langue étrangère, tels que la méconnaissance des principes de l'APC par les enseignants en raison du manque de formation efficace, le manque de matériaux appropriés et de ressources pédagogiques, y compris le manuel lui-même.

Mots-clés : APC, Enseignement de la grammaire de l'anglais langue étrangère, Analyse de contenu, Manuel scolaire, Collège algérien.