Mohamed Kheider 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

Submitted and Defended by:ImaneTemine

TITLE

Investigating the Effectiveness of Form Focused-Instruction on EFL Students' Grammar Skills.
The Case of Second Year LMD Students of English at Mohammed Kheider University of Biskra

A dissertation submitted in partial fulfillment of the requirements for a
Master Degree in English: Sciences of Language

Board of Examiners

Dr. CHENINI Abdlhak	University of Biskra	Chairperson
Mrs. BEN CHAREF Sakina	University of Biskra	Supervisor
Mr. AMRAOUI Khaled	University of Biskra	Examiner

Academic Year: 2024-2025

DECLARATION

I hereby solemnly declare that the work I am going to present in this dissertation:

Investigating the Effectiveness of Form Focused Instruction on EFL Students' Grammatical Skills. The Case of Second Year LMD Students of English at Mohammed Kheider University of Biskra is my own to the limits of my knowledge and has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohammed Kheider University of Biskra.

Miss,ImaneTemine

Master student, Department of English

DEDICATION

As always, first thanks to ALLAH, the Almighty, for giving me the chance for better

education.

We would like to dedicate this modest work:

To my sunshine, unlimited source of love: my beloved mother.

To my father: for his permanent encouragement and support.

To my brothers and sisters.

Finally, I would like to dedicate this work to my dear supervisor andall my teachers at

BiskraUniversity.

To all my friends with whom I shared the university life with its lights and shadows.

To all who love me.

ACKNOWLEDGMENTS

ABSTRACT

The current study investigates the effectiveness of Form-Focused Instruction (FFI) in developing EFL students' grammatical skills. Recognizing the persistent challenges EFL learners face in mastering English grammar and learning specific complex grammar rules, the study mainly aimsto investigate how explicit attention to linguistic forms within a communicative context (using FFI) contributes to improved grammatical competence.To meet the objectives of the study, a mixed-method approach was employed to gather both quantitative and qualitative data. The primary data collection tools consisted of a semi-structured questionnaire administered to a sample of second year LMD of English students at Mohammed KheiderUniversity of Biskra as well as an interview conducted with five EFL grammar teachers.The results obtained from the two research instruments indicate that second-year LMD students at the English Department face common difficulties in grammar learning, particularly in areas like formulating questions, transforming passive-active voice, and structuring direct and indirect speech. Moreover, a majority of students found FFI helpful when dealing with complex sentence structures and appreciated its clarity and efficiency.Additionally teacher's interviews offered professional reflections on the implementation, benefits, and limitations of FFI in teaching grammar. All in all, findings suggest that Form-Focused Instruction can significantly enhance learners' grammatical accuracy. The study concludes with pedagogical recommendations for more effective grammar teaching practices in EFL contexts, and highlights areas for further research.

Keywords: Form-Focused Instruction, FFI, grammar competence, accuracy, EFL learners, explicit grammar teaching.

LIST OF ABBREVIATIONS AND ACRONYMS

- ***CLT****: Communicative Language Teaching*
- ***EFL****: English as a Foreign Language*
- ***ESL****: English as a Second Language*
- ***FL****: Foreign Language*
- ***FonF****: Focus on Form*
- ***FonFs****: Focus on Forms*
- ***GTM****: Grammar-Translation Method*
- ***LMD****: License Master Doctorate*
- ***QCA****: Qualitative Content Analysis*
- ***Q****: Question*
- ***%****: Percentage*

LIST OF TABLES

Table	Page
Table I.1: Variables that Determine the Importance of Teaching Grammar	*10*

LIST OF FIGURES

Figures	Page
Figure I.1. Blooms Taxonomy of Educational Objectives	*19*
Figure I.2 Types of Focus on Form Activities	*24*
Figure III.1: Students' Gender Distribution	*39*
Figure III.2: Students' Age Distribution	*40*
Figure III.3: The Students' Consideration of their Level in English	*41*
Figure III.4: Students' Perception of the Most Difficult Skill in Learning English	*42*
Figure III.5: The Students' Consideration of their Level in Grammar	*43*
Figure III.6: Students' Motivation in Learning Grammar Rules	*43*
Figure III.7: Mastering Grammar Rules Helps in Improving English	*44*
Figure III.8: Students' Frequency of Making Grammar Mistakes while Speaking or Writing	*45*
Figure III.9: Students' Most Difficult Grammatical Areas to Understand or Use Correctly	*46*
Figure III.10: Students' View on the Reason behind the Difficult Grammatical Areas	*47*
Figure III.11: The Most Commonly Used Methods in Grammar Lessons	*48*
Figure III.12: Teachers' Frequency of Using Form-Focused Instruction to Teach Grammar	*48*
Figure III.13: Students' Opinion about the Effective Way of Learning Grammar	*49*
Figure III.14: The Effect of Form-Focused Instruction in Improving Students' Grammar	*50*
Figure III.15: The Improved Grammar Areas Due to Using Form-Focused Instruction	*51*
Figure III.16: Form-Focused Instruction Helps Grasp Sentence Structures	*52*
Figure III.17: The Necessity of Form-Focused Instruction for Increasing	*53*

TABLE OF CONTENTS

GENERAL INTRODUCTION

Grammar instruction has long been a topic of debate in language teaching, about whether explicit or implicit methods present better learning outcomes. Traditional approaches often emphasize memorization and repetitive exercises, which may facilitate rule acquisition but do not always, lead to accurate language use. In contrast, communicative language teaching (CLT)

As a response to these contrasting approaches, researchers have explored alternative methods that integrate both form and meaning in language instruction. One of these approaches is Form-Focused Instruction (FFI), which seeks to enhance learners' grammatical competence while maintaining communicative effectiveness. By incorporating explicit grammar teaching within meaningful language use, FFI aims to bridge the gap between accuracy and fluency. However, despite its theoretical appeal, the extent to which FFI effectively improves grammar acquisition in real classroom settings remains an open question, warranting further investigation.

Since EFL teachers use various approaches to teach grammar, it stays unclear how Form Focused Instruction is effective in developing specific grammar skills among university students. Hence, this study aims to investigate the impact of FFI on second year university students at Mohammed Kheider University of Biskra, focusing on formulating questions, transforming passive-active voice and structuring direct and indirect speech. All in all, this research provides empirical evidence on the effectiveness of Form Focused Instruction in enhancing students' grammar skills.

1. Statement of the Problem

Traditional strategies in grammar teaching for EFL contexts have always prioritized rule memorization and drills, which may not lead to real life application of grammar structures. On the other hand, Form Focused Instruction (FFI) was widely supported as an effective method for enhancing grammar acquisition. FFI integrates explicit grammar teaching with meaningful communicative practice, aiming to promote learners' ability to use grammar rules in real life situations. Even though the well- supported theoretical framework of FFI, its effectiveness in practical teaching contexts is still an area that demands more empirical investigation especially its impact on specific grammar skills.

While several studies have examined its role in improving overall language accuracy, there is still a need for further targeted investigations into how FFI specifically enhances students' ability to master complex grammatical structures, such as question formation, passive-active voice transformations, and direct-indirect speech structures. Therefore, this

study seeks to fill this gap by evaluating the impact of Form Focused Instruction (FFI) on second year students' grammar proficiency at Mohammed Kheider University of Biskra.

2.Research Questions

In order to reach the aforementioned research objectives, the following research questions are raised:

Q1. What are EFL students' common difficulties in learning some grammar skills, such as formulating questions, transforming passive-active voice, and structuring direct and indirect speech?

Q2. How effective is Form Focused Instruction (FFI) in improving these grammar skills?

Q3. What are students' perceptions and attitudes towards Form-Focused Instruction in grammar learning?

3. Research Hypotheses

The following hypotheses are formulated as possible answers for the above-asked research questions:

H1: EFL students' share some common difficulties in learning some grammar skills, such as formulating questions, transforming passive-active voice, and structuring direct and indirect speeches along with other obstacles like insufficient practice, demotivation, and weak level in English.

H2: Form Focused Instruction (FFI) significantly improves EFL students' grammar skills such as formulating questions, transforming passive-active voice, and structuring direct and indirect speech compared to those who receive other types of instruction (e.g. meaning-focused instruction).

H3: EFL students will generally hold positive perceptions and attitudes towards Form-Focused Instruction in grammar learning, viewing it as beneficial for improving their grammatical accuracy especially for complex grammar structures.

4. Aims of the Study

This study investigates the effectiveness of Form-Focused Instruction (FFI) in improving the grammar skills of EFL students, with a focus on addressing common challenges and enhancing proficiency in key grammar areas. The present study seeks to :

1. To determine the common challenges that second-year LMD students face in acquiring specific grammar rules of a foreign language.
2. To explore the main grammar teaching methods.
3. To investigate the use of Form-Focused Instruction (FFI) in teaching grammar structures.

4. To explore teachers' perspectives on the impact of FFI in improving students' grammatical accuracy.

5. To assess the effectiveness of Form-Focused Instruction in enhancing second-year EFL students' grammar skills, specifically in: formulating questions, transforming passive-active voice , and structuring direct and indirect speech.

5. Significance of the Study

This study is important in the academic field and beneficial to researchers interested in exploring teaching and learning grammar rules. Through focusing on the main challenges that learners encounter in learning grammar, this research can offer valuable insights into what effective techniques should be integrated in teaching grammar. It may help teachers to understand how to simplify the process of learning grammar especially when it comes to teach complex grammar rules and structures. In addition, the findings of this study may be used as a key reference to enhance the teaching of grammar at the university level. Last but not the least, this research topic can also be useful for EFL learners; it can offer practical implications for improving their grammar skills and enabling them to gain a deeper understanding of English and its unique structures, thus improving their language proficiency.

6. Research Design

6.1 Research Method

The current research is about investigating the effectiveness of Form Focused Instruction on improving grammatical skills. For this, the mixed-methods approach was adopted, combining both quantitative and qualitative data collection as well as data analysis methods. It is believed to be the most adequate to carry out this research as an objective and systematic process to describe, explain and interpret the results obtained from the data gathering tools.(Venkatesh et al, 2013)claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study enquiry.

6.2 Population and Sampling

The population of this study consists of second-year LMD students of English at Biskra University (N = 480). This level was chosen because students are introduced to more complex grammatical structures such as question formation, passive voice, and direct and indirect speech, which often present challenges in EFL learning.

From this population, a sample of fifty (50) students from two groups was randomly selected based on accessibility and willingness to participate, as both groups were taught by the supervisor of this study.

Additionally, five (05) grammar teachers from the Department of English were selected for interviews. They were chosen based on their experience teaching grammar to second-year university students, with the aim of gaining professional insights into the use and effectiveness of Form-Focused Instruction.

6.3. Data Gathering Tools

To collect data and check out the validity of the hypotheses of our current work, we have used a questionnaire to a sample of second year EFL students at Biskra University for the academic year 2024/2025. EFL students have been randomly chosen to answer the open-ended and closed ended questions of the questionnaire to understand their views about the topic under investigation.

In addition, a semi-structured interview was conducted with EFL grammar teachers. It aimed to explore teachers' **attitudes, challenges, and strategies** related to explicit and implicit FFI, complementing the students' findings with professional pedagogical viewpoints about the topic under investigation.

Quantitative data were analyzed in terms of percentages and displayed in tables and diagrams through the SPSS software (Statistical Package for the Social Sciences), whereas qualitative data were used to categorize textual data into symbols and issues, elicit meaning, and reach conclusions through the classroom observation.

7. Structure of the Dissertation

The present dissertation contains three main chapters in addition to a general introduction and a general conclusion. The general introduction gives a brief account of what is going to be covered in the body of the dissertation and identifies the scopes of the study and some important information concerning the research process. It presents the research objectives, states the significance of the study, highlights the research questions and hypotheses, and briefly explains the research techniques and methodology. The first chapter, entitled "Literature Review", explains the main concepts related to the literature review in grammar, including the previously conducted studies. Moreover, it sheds the light on the main challenges that students face in learning grammar as well as the effective strategies of teaching that should be integrated to teach grammar. The second chapter, "Research Design and Methodology", describes the tools and procedures of data collection and data analysis, the students' questionnaire and teachers' interview, and the research participants. The last chapter is devoted to the "Field Work", the analysis and discussion of the obtained findings through the students' questionnaire and teachers' interview. In addition, it discusses the findings displayed in relation to the theoretical framework, gives answers to the pre-asked questions,

and confirms or refutes the research hypotheses. Finally, a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

CHAPTER ONE: LITERATURE REVIEW

Introduction

English as a Foreign Language (EFL) is a field with multiple components that are subject to change depending on new research and findings. Grammar is one of the pillars on which this field is based. In other words, grammar becomes a crucial aspect of language learning and teaching. Moreover, focus on forms instruction is essential in helping learners develop various skills. This approach emphasizes the explicit teaching of specific grammatical structures, providing learners with a solid foundation for language learning. By focusing on forms, learners can practice grammar through controlled exercises, which helps them improve their accuracy in communication. As a result, focus on forms instruction aids learners in both understanding and expressing themselves more effectively and accurately in the target language.

This chapter provides a theoretical overview of grammar teaching in EFL classes, with a focus on forms instruction. It defines grammar and discusses its importance in language acquisition. The chapter explores various teaching methods, such as Communicative Language Teaching, Deductive and Inductive approaches, and Grammar-Translation. It also covers useful teaching techniques, grammar integration with the four skills, and grammar assessment, including Bloom's Taxonomy. The chapter then introduces Form Focused Instruction Method and highlights its role in improving grammatical skills. The chapter finally concludes with insights into effective grammar teaching for EFL learners.

1.1. Overview of Grammar Teaching and Learning in EFL Classes

In recent centuries, the study of foreign languages was not typically part of formal education. Language learners were scholars who independently studied grammar and vocabulary. However, in the 19th century, a significant shift in perspective towards language education took place, resulting in the integration of foreign language instruction into school curricula and the creation of initial teaching methodologies for languages

. In the context of English teaching and learning, grammar plays a crucial role by offering students the necessary tools to construct sentences and organize their thoughts comprehensively.(Enesi et al, 2023)

Moreover, the processes of English grammar teaching and learning have changed over time, with traditional techniques such as the blackboard, textbooks, and grammar exercises being commonly used to enhance comprehension. Learning and teaching grammar were based on the communicative language teaching method, where students are expected to actively participate in reading and listening exercises to observe and understand the structure and function of grammar. After completing the activities, they should work together with their

teacher to summarize the grammatical rules. This collaborative approach helps learners observe and comprehend sentence-level grammar concepts more easily (Li & Song, 2007)

It has been widely recognized that grammar is important in learning any language in the world. Furthermore, grammar creates a virtual space where learners can learn how to write or communicate both inside and outside the classroom. In addition, grammar is an ancient field of study, with its earliest concerns being how sentences are divided into subject and verb. Over time, it has expanded to study the structure of words and sentences.

1.1.1. Definition of Grammar

Grammar is an essential element in the formation of any language. Many scholars and experts in linguistics provide different definitions and interpretations of the word "grammar" itself. "For many linguists, grammar is the study of two main disciplines: morphology and syntax"(Cummings, 2021, p. 02). Academically, grammar refers to the system or rules of a language as learning any language in the world is guided by rules for speaking or writing that language. Languages begin when people make sounds, which then develop into words, phrases, and sentences. Furthermore, all languages change over time; thus, grammar reflects the language at a specific point in time. According to Harmer, grammar is "the depiction of the ways that language words could change their forms and may be combined into sentences in that language" (2002, p. 25)

Additionally, Cowan, (2008) states, "grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language" (p. 3). Moreover, grammar is the central element of language, bridging the systems of sounds or written symbols with the system of meaning (Greenbaum & Nelson, 2002). Another definition of grammar is given by Halliday (2015) who refers to it as "that level of linguistic form at which closed systems operate" .

In the same context, Mahboob and AdwitRahma (2016) affirm that there are Three Meanings of Grammar. First, grammar can be seen as "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings" (p. 3). This means that teaching and learning grammar skills becomes an important subject of scientific studies because grammar is "the branch of linguistic science concerned with the description, analysis , and formulation of formal language patterns" (2002, p. 03)

That is to say, grammar is an internalized system that native speakers of a language share. In the same vein, Patterson (1999) highlights the difference between descriptive and prescriptive grammar, saying that "descriptive grammars attempt to describe the linguistic processes that a user employs. It does not judge but rather explains. Prescriptive grammars

describe rules, present labels, and offer a correct way to speak and write"(Mahboob & Adwit Rahma, , 2016, p. 03) From this statement, one can understand that grammar is the way in which language operates and combines terms to express specific types of meaning, some of which cannot be conveyed credibly by vocabulary alone. These include how ideas or thoughts are related to each other and grouped in an organized way, in addition to the aims of the utterances, such as statements, questions, requests, etc.

Similarly, Llantada and Freeman (2007) emphasize the importance of teaching both the rules of grammar and its usage, changing the term "grammar" to "grammaring" and explaining it as the fifth skill to be taught dynamically, not as a fixed body of rules, so that students can "use grammatical structures accurately, meaningfully, and appropriately. Grammar may also serve to express time relations, singular/plural distinctions, and many other aspects of meaning" (p. 158). In other words, grammar is a set of rules that govern and control how words are produced and organized in order to send and receive messages and express meanings. Therefore, any speaker of a language must apply these rules to convey their meanings in an effective and acceptable way.

Geeslin and Long (2014) also provide a similar explanation, stating that grammar is an understanding that includes variation or the appropriateness of forms that are context-dependent. As a result, today, those who favour teaching grammar to language learners give equal importance to teaching both the form and function of grammar (Mahboob & Adwit Rahma, , 2016)

To sum up, grammar has various characteristics as seen from different individual perspectives by many scholars. Some researchers view grammar as a set of rules, while others define it as an incorporated structure, and another group sees it as conceptual awareness. All in all, grammar is a necessary step to convey the meaning of what a speaker says to others.

1.1.2. The Significance of Grammar in the EFL Classroom

There has been considerable debate concerning the importance of teaching grammar in the classroom, as it indicates several ways to teach it effectively. This is because learners need these grammar rules to perform the language and improve their cognitive abilities. Accordingly, grammar is crucial in developing students' critical thinking and the four language skills through explicit instruction to facilitate those abilities. According to Master (Anh , 2016), learners' accuracy in acquiring difficult grammar points can be increased by teaching grammar. In the same context, (Llantada and Freeman , 2007, p. 158)claim, "grammar is considered the fifth skill in teaching and learning a foreign language; thus, it is important to teach grammar rules for better performance."

Investigating the Effectiveness of Form Focused-Instruction on EFL Students' Grammatical Skills.

10

It is clear that teachers should provide learners with opportunities to use grammar accurately by designing meaningful and engaging grammar tasks. This can be an effective step towards accurate, meaningful, and appropriate communication by using grammar as a resource for learning form, meaning, and use in communication. To support this point of view, Burgo affirms that "teaching grammar as a skill will enhance communicative accuracy, and as such, the consideration of grammar as a skill will lead to increased communicative competence" (Mahboob & Adwit Rahma, , 2016, p. 09)

In the light of the importance of grammar skills for language practitioners, the following figure represents a model suggested by Murcia (1991, p. 471) for grammar teaching, which was also supported (Anh , 2016, p. 38)The model explains the variables that show the importance of grammar:

	Less Important ←	Focus on Form →	More Important
Learner Variables			
Age	Children	Adolescents	Adults
Proficiency Level	Beginning	Intermediate	Advanced
Educational Background	Preliterate	Semiliterate	Literate
	No formal education	Some formal education	Well educated
Instructional Variables			
Skill	Listening, Reading	Speaking	Writing
Register	Informal	Consultative	Formal
Need/Use	Survival	Vocational	Professional

Table 1.1:Variables that Determine the Importance of Teaching Grammar

(Mahboob & Adwit Rahma, , 2016, p. 09)

In short, based on the figure above, Celce-Murcia (1991) suggests six variables, including three student-related variables: age, proficiency level, and educational background. She also mentions three instructional variables: skill, register, and need or use. She affirms that the focus on grammar forms should be minimal for children as beginners but should gradually develop as the child advances to more advanced levels. Additionally, she claims that there are informal focuses on receptive skills (listening and reading) for children, on speaking skills for intermediate-level students, and on writing skills for advanced-level students with professional objectives (Mahboob & Adwit Rahma, , 2016)

1.2. Approaches and Methods in Teaching Grammar in EFL Classes

Teaching grammar is a sensitive stage in language teaching. This important step recommends following a variety of approaches, using suitable methods, and applying special techniques to deliver the information in an easy and clear manner. Importantly, relying on tools that are exciting, attractive, and stimulating for students while teaching grammar will yield effective results (Hong, 2021)

1.2.1. The Communicative Language Teaching Approach

The Communicative Language Teaching Approach (CLT) emerged in the 1970s as the most popular method of language teaching worldwide (Abrejo et al, 2019). It requires the use of contextualized and authentic materials with audiovisual components, which engage learners in the purposeful and meaningful use of language (Newby, 2015). An example of this is using games, which are "forms of play governed by rules" .(Rixon, 1991, p. 03)Games improve students' ability to use grammar effectively in communicative situations (Yolageldili & Arikan, 2011)The most popular methods used in the communicative teaching approach include puzzles, role-playing, narrating stories, and delivering presentations (Hong, 2021)

1.2.2. The Deductive Teaching Approach

This approach is commonly used to teach grammar structures. It involves presenting information about the target language, including its rules and patterns, at the beginning of the class, followed by relevant examples to clarify the concepts (Benitez-Correa et al., 2018). This method is advantageous as it provides direct explanations of grammar rules, saves time, and allows more time for students to practice (Abdukarimova & Zubaydova, 2022)

1.2.3. The Inductive or Rule-Discovery Approach

The Inductive or Rule-Discovery Approach to teaching grammar involves asking students to work with examples to infer the rules. This method highlights the significance of using text-based examples in context to enhance learners' understanding of grammar rules (Correa et al, 2019) Moreover, it offers several benefits by empowering students to take a more active role in their learning process, especially in discovering the rules and principles for themselves. This leads to a deeper understanding and more effective acquisition of the material (Abdukarimova & Zubaydova, 2022)

In conclusion, exploring various approaches and methods in teaching grammar in EFL classes reveals the importance of flexibility and context in instructional practices. Each method has its strengths, and effective grammar instruction often involves integrating elements of all three, tailored to learners' needs, proficiency levels, and learning contexts to enhance both accuracy and communicative competence.

1.3. Useful Techniques of Teaching Grammar

There are several techniques that can facilitate teaching and learning grammar skills in effective and meaningful ways. The first strategy focuses on teaching context-based grammar, which requires attention to three perspectives: linguistic units (form), meaning, and use. According to Llantada& Freeman (2007), these dimensions should be taught differently in the language classroom, with the focus on students' individual learning challenges at any given time. Further, they added the following example:

[…] you could say that the form of the English word house is a common count noun, it's singular, it's spelt with the silent e, it contains a diphthong, etc. It has a meaning as well, of course. A house is a place where someone lives. However, we cannot stop there because there are many words in English that refer to a place where someone lives. For example, there are residence, dwelling, domicile, habitat, etc. So, students have to learn to pick the appropriate word for the meaning they want and for the context of use. (p. 158)

Moreover, it is clear that context-based grammar teaching is important for teaching ESL/EFL learners. In this dimension of teaching grammar in context, Llantada and Freeman (2007) state,"… it can reveal information about the use of particular structures, and the patterns the grammar structures enter into in discourse, it is also important to use language corpora, which provide learners with the opportunity to engage in psychologically authentic activities". Thus, EFL learners will have the opportunity to learn how to use grammar in context, which can facilitate learning English as a foreign language.

Further, Hartwell (1985) focused on teaching the usage of grammar along with the rules. He claimed that a sequential order should be followed: "…first grammar, then usage, then some absolute model of organization, all controlled by the teacher at the center of the learning process for implementation in language classrooms". However, there has been a misunderstanding about teaching grammar in relation to communicative approach-based language classrooms. CLT practitioners often overemphasize the usage/meaning of language, neglecting the importance of grammar when using language. According to Ellis(Ellis, 1997, p. 20), "Relying solely on communicative language teaching in the absence of grammatical instruction could be insufficient for achieving higher levels of accuracy."

In other words, grammar instruction is important to understand and learn the form of the language through learning structures, metalinguistic knowledge, and the acquisition of complex linguistic items. Anh (Anh , 2016)recommended, "[…] integrating grammar teaching with the teaching of other skills since this integration leads to effective learning."

In a different approach, (Schwarz, 2014, pp. 2-3)suggests four important stages or ways to teach grammar knowledge and skills. These stages offer a variety of structure types for presentation, isolation and explanation, practice, and testing:

➢ Presentation: The teacher introduces a text containing the target grammatical structure, helping students understand its form and meaning in both speech and writing. Students then practice by reading aloud, repeating, or copying instances of the structure from the text.

➢ Isolation and Explanation: The focus shifts from context to the grammatical items themselves. Students explore the structure's form, meaning, function, and rules. The teacher may use the students' native language to clarify concepts.

➢ Practice: A series of exercises, both in class and as homework, helps students internalize the structure and transfer it to long-term memory. Varied exercises are used to address different aspects of the structure, with an emphasis on manipulating written and spoken forms.

➢ Test: Learners take tests to assess their mastery of the material, with feedback serving as a key component for improvement. While formal exams are one type of testing, ongoing feedback from class performance and practice exercises is more valuable for immediate learning progress.

1.4. Grammar and the Four Skills

Grammar plays an important role in mastering the four skills: speaking, writing, reading, and listening. According to Rutherford (1987), one reason for this importance can be traced back to the Middle Ages, when grammar was highly valued in philosophy and science. During this period, there was a close relationship between the study of grammar and other medieval disciplines (such as law, theology, and medicine). It was believed that the knowledge of grammar was essential for developing rhetorical skills. Furthermore, it was thought that the best way to learn a second language (L2) was by first studying the grammar of the first language (L1). This belief led to the idea that the grammar of Latin, based on the eight Greek grammatical categories (nouns, verbs, pronouns, prepositions, adverbs, participles, articles, and conjunctions), served as the best model for studying other languages (Fotos & Nassaji, 2011)

From this statement, it is clear that the study of grammar in a formal way became an essential component of the school system and curriculum. As a result, grammar skill continued to be used as a model for language learning in educational settings and was also seen as a means of improving cognitive abilities (Brown, 2000). Furthermore, the best way of

learning the grammar of other foreign languages was believed to be by focusing on the grammar of Latin, as it was considered the model for studying the grammar of any language.

Learning grammar rules is often associated with improving and mastering the four skills. Grammar can be acquired through exposure to comprehensible input in listening or reading. It can also be learned through communicative tasks that involve all four skills: listening, reading, writing, and speaking. In other words, grammar should be taught both 'reactively' and 'proactively,' based on a grammatical syllabus (UR, 1991)

As previously mentioned, grammar is supported by many teachers and learners in the development of competencies and the four skills. In the field of English language learning, students practice grammar rules to improve their listening, speaking, and communication abilities. "Grammar strongly affects the four skills. Listening, for example, is the process of understanding speech, including the sound or accent, pronunciation, grammar, vocabulary, and comprehension of meaning" (Saricoban, 1999)

Through listening, learners can acquire a significant amount of knowledge, information, ideas, and thoughts. Grammar rules help learners build a solid foundation in listening as it also aids in word pronunciation during tasks. Grammar in teaching listening provides learners with a wide range of vocabulary and pronunciation skills, enriching their abilities. This helps to reduce listening difficulties and meets learners' needs.

Moreover, "reading is the process of understanding written speech, text, or a paragraph" (Constantinescu, 2007). It enables learners to gain vocabulary and background knowledge in the second language. Grammar is vital for reading skills in English because it helps learners improve their vocabulary and sentence structures, enabling them to acquire new knowledge and ideas through the structure of sentences and phrases.

Furthermore, speaking skill, according to Brown (Brown, 2000, p. 16)"is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." Speaking involves expressing thoughts, ideas, or preparations. Grammar rules enable learners to produce correct utterances and pronunciation, thus enhancing their speaking skill. Grammar is also helpful in learning, improving, practicing, and assessing speaking. EFL learners engage in various grammar activities, such as practicing active and passive voice, tenses, stress, irregular verbs, and direct/indirect speech, to understand the structure of the language system. As a result, communication improves, and learners practice the language more effectively. (Rupert, 2008, p. 04)described this by stating, "…grammatical rules are introduced as the need arises in students' communication. Grammar then becomes more content-based, meaningful, and arises from the context."

Grammar skills are also valuable for acquiring vocabulary and pronunciation abilities. Writing, as an important means of communication, is likely the most needed skill in academic research. A significant portion of academic work is done through writing. The variety of writing activities people engage in during the learning process leads different scholars to define writing skills from various perspectives. According to(Weigle, 2002, p. 19), "Writing is an act that takes place within a context, accomplishes a particular purpose, and is appropriately shaped for its intended audience". In can be concluded that, grammar provides learners with the opportunity to improve their writing skills, it helps learners focus on specific aspects of their writing, such as spelling, vocabulary, and the structure or organization of their written texts.

To sum up, grammar is crucial for enhancing the four skills as it enables learners to express thoughts, transfer ideas, communicate effectively, write texts, and more.

1.5. Grammar within Language Teaching Methodologies

The approaches to teaching grammar have undergone significant shifts, each focusing on different aspects of language learning. According to Anh (Anh , 2016), there are five major approaches to teaching grammar: the Traditional Method, the Audio-lingual Method, the Cognitive Code Method, the Comprehension Method, the Communicative Method, and the Audio-Visual Method. The aim of presenting these methods is to highlight the importance given to grammar in each one and to provide a brief description of how grammar teaching has evolved over time.

1.5.1. Traditional Method / Grammar-Translation Method

For over 2000 years, a strong emphasis was placed on analyzing grammatical rules and translating written texts. The traditional method, known as the Grammar-Translation Method (GTM), enabled students to read literature and develop their minds in the target language. During the nineteenth century, the Grammar-Translation Method was widely used to teach classical languages such as Greek and Latin. It also became a global method for teaching foreign languages(Cook , 2003, p. 31)described Latin and ancient Greek as "dead classical languages." This method focused on mastering grammatical rules and translating sentences and texts from and to the target language (TL). In this context, Richards and Rodgers (1986) explained, "Grammar-Translation is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language."

The Grammar-Translation Method did not prioritize teaching speaking skills, which became one of its main criticisms. (Richards and Rodgers , 2001, pp. 5-6)identified the main characteristics of this method as follows:

- Reading and writing are the major focus.
- Speaking the foreign language was not a goal, and oral practice was limited to students reading aloud the sentences they had translated.
- The sentence is the basic unit of language teaching and practice, with an emphasis on accuracy.
- Little or no attention is given to speaking and listening, while memorization of vocabulary through lists of isolated words was emphasized.
- Grammar is taught deductively, through the presentation and study of grammar rules, which are practiced through translation exercises.

Moreover, Richards and Rodgers (2001) noted that this method involves "language learning as the analysis of language (mental exercise of learning), memorization of grammar rules, and bilingual wordlists, followed by their application in translation exercises." Similarly, (Mahboob & Adwit Rahma, , 2016)observed that the Grammar-Translation Method divided the target language into eight parts of speech, with the sentence as the primary unit of analysis, and the role of students was to recognize and classify words in sentences according to their parts of speech. This approach emphasized the importance of grammar rules in learning a foreign or second language.

1.5.2. The Direct Method

The shortcomings of the Grammar-Translation Method led to the development of the Direct Method, which became widely known and practiced by the mid-twentieth century. According to this method, a second language should be learned without translation, focusing on direct use of the language. More specifically, it emphasized intensive oral interaction. Teaching and learning speaking began with systematic attention to pronunciation. (Richards and Rodgers , 2001, p. 12)outlined the following principles and procedures for the Direct Method:

- Oral communication skills are built up through question-and-answer exchanges.
- Only everyday vocabulary and sentences are taught.
- Pronunciation is emphasised.
- Classroom instruction is conducted exclusively in the target language.
- Grammar is taught inductively, that is, indirectly.

- Concrete vocabulary is taught through demonstration, objects, and pictures, while abstract vocabulary is taught through association of ideas.
- Both speech and listening comprehension are taught.

1.5.3. The Audio-lingual Method

The Audio-lingual Method was based on spoken language. According to Hall, Haley, and Austin (2004), this method follows a "natural" order for second language acquisition: listening, speaking, reading, and writing. In other words, it mirrored the order in which children acquire their first language: listening first, followed by speaking, then reading, and finally writing. The Audio-lingual Method also emphasised learning speaking skills in a bottom-up manner, starting with discourse before analysing grammatical structures.

The main characteristics of the Audio-lingual Method, as presented by Richards and Rodgers (Richards and Rodgers , 2001, pp. 56-57), include:

- Foreign language learning is seen as a process of mechanical habit formation, with vocabulary learned in context.
- Reinforcement is a vital element in the learning process.
- Language skills are learned more effectively if the item being learned is first presented in spoken form before being written.
- Tape recorders and audiovisual equipment play central roles in an Audio-lingual course.

Additionally, with growing dissatisfaction with the traditional teaching methods, the Audio-lingual Method was introduced in the United States in the 1960s. It viewed language learning as mechanical habit formation (Mahboob & Adwit Rahma, , 2016)In this method, specific key structures chosen from speech are used as the basis for students' pattern drills, such as repetition, backward build-up, substitution, transformation, and question-answer drills. These grammar items are sequenced and graded, from simple to complex (Richards and Rodgers , 2001)

However, both teachers and researchers became aware of the shortcomings of this method, which led to the development of more practical and effective methods that aimed to make learners competent users of a second language. This shift gave rise to the following methods according to Anh, (2013):

- **Cognitive Code Method**: In the late 1960s, Noam Chomsky (1957) argued that language acquisition is a cognitive psychological process rather than a product of habit formation. In the Cognitive Code Method, grammar rules are first presented, and learners are then

exposed to examples from which they induce learning principles on their own. Grammatical errors are considered inevitable and are corrected through self-correction activities.

- **Comprehension Method**: During the 1970s and 1980s, the focus shifted from the formation of grammatical structures to the meaning of grammar. Practitioners presented grammar inductively, allowing learners to discover meaning from grammatical examples. During this period, the Communicative Language Teaching (CLT) approach emerged.

- **Communicative Method**: Starting in the late 1960s, Richard and Rodgers (2001) observed a boom in the European market for global professional cooperation and tourism. This increased need for language learning led to changes in teaching approaches. As a result, the Communicative Language Teaching (CLT) approach was introduced in the 1970s. CLT has since become one of the most widely appreciated second language teaching methodologies. According to the Canale and Swain Model (1980), the objective of CLT is to develop four components of competence: strategic competence, discourse competence, grammatical competence, and socio-cultural competence—collectively called Communicative Competence. In CLT, grammar is seen not as the ultimate learning objective but as a means to achieve communicative competence. Grammar is always put into context to serve social functions (Anh , 2016)

1.5.4. The Audio-Visual Method

The Audio-Visual Method emphasizes the significant role of both the visual and auditory components in teaching listening and speaking skills. Rivers (1981) claims that the Audio-Visual Approach emphasizes the importance of adding the visual element to teaching both listening and speaking. The reasons for this include:

➢ The elimination of interference from the mother tongue by using both pictures and the target language. Learners can understand the foreign language through both the meaning conveyed by the image and the spoken utterance.

➢ The elimination of the script, as the spoken language can be understood using visual stimuli.

➢ The increases in learners' motivation, as modern learners find it more engaging when well-drawn pictures are included.

1.6. Teaching Grammar via Bloom's Taxonomy

Teaching grammar through Bloom's Taxonomy is important because it helps learners practise their skills in a more engaging and structured way. Students can gain a deeper understanding of grammar through various activities that make grammar rules easier to learn

and apply, particularly when viewed from different cognitive dimensions. Indeed, grammar is essential to language learning because, without grammar rules, learning any language would not be possible. In language pedagogy, the role of grammar is vital, and therefore, grammar should be taught either explicitly, through formal presentations of rules, or implicitly, through natural exposure to meaningful language use.

Furthermore, Bloom's Taxonomy of Educational Objectives is a classification system created by Benjamin Bloom in 1956. The primary goal of Bloom's Taxonomy is to help learners become more aware of what they are learning. It is based on six cognitive learning categories that focus on developing thinking abilities, ranging from simple information acquisition to more complex cognitive processes. Adams (2015) summarised the six levels of Bloom's Taxonomy of cognitive learning as follows:

- Knowledge: This level involves foundational cognitive skills, where students retain specific, discrete pieces of information, recall facts, and basic concepts.

- Comprehension (Understand): At this stage, students are required to paraphrase the content in their own words, classify items into groups, compare and contrast similar items, or explain a principle to others.

- Application: This requires students to apply knowledge, skills, or techniques in new situations.

- Analysis: In this level, students distinguish between facts and opinions, identify the claims on which an argument is built, and use information gathered in new situations.

- Synthesis (Create): Students need to create a novel product in a specific situation, producing new skills that are important at each level. It is helpful to maintain a list of verbs that signify actions students should take to match the corresponding level.

- Evaluation: This stage requires students to critically assess the validity of a study, judge the relevance of its results for application, and justify opinions or decisions (Rahman & Manaf, 2017, p. 247)

Moreover, Bloom's Taxonomy is hierarchical. Each step in the taxonomy builds upon the previous one. For instance, someone at the analysis level can also engage in the remembering, understanding, and applying stages (Köksal & Gökhan Ulum, 2018). The following figure by Robyn (2014) clarifies the classification of Bloom's Taxonomy, where the levels are arranged in ascending order from bottom to top.
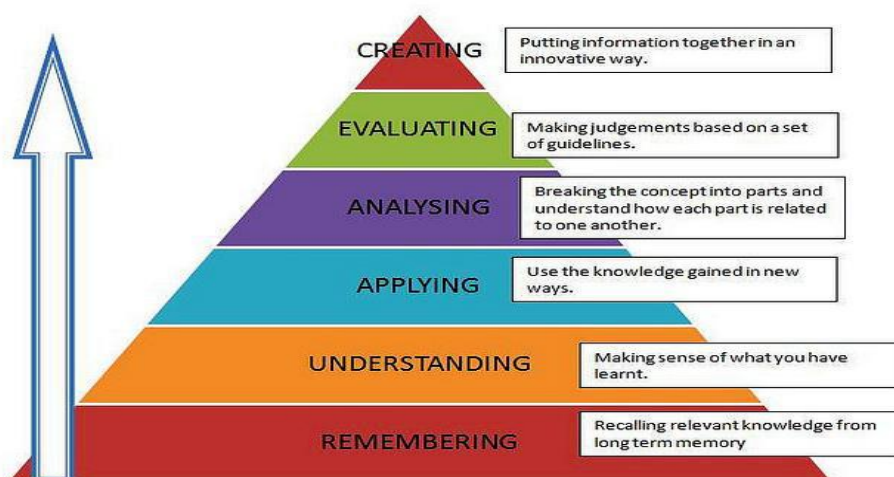
Figure I.1. Blooms Taxonomy of Educational Objectives

(Köksal & Gökhan Ulum, 2018)

As shown in the figure above, Bloom's Taxonomy has long been regarded as an important tool for developing students' cognitive abilities, particularly in fostering higher-order thinking skills. It encourages learners to think beyond a given sequence, promoting deeper cognitive engagement. However, it is also sometimes used to justify lowered expectations of students' capacity for critical thinking.

1.7. Grammar Assessment Framework

Assessment is the process of evaluating learners' progress, providing them with feedback, and using this information to determine the next steps in their teaching and learning journey (Sardareh & Saad, 2013). In the context of teaching English grammar, educators rely on various assessment techniques to evaluate students' understanding.

One useful technique is diagnostic testing, typically conducted at the beginning of a term or course. This test helps identify students' individual strengths, weaknesses, knowledge, skills, and specific requirements in a particular subject, which are then considered when planning lessons (Benamor & Benmostefa, 2022). In a diagnostic test, the teacher might give students multiple exercises related to grammar tenses, such as multiple-choice questions, fill-in-the-blank activities, and sentence correction tasks. Additionally, teachers can leverage AI tools to deliver educational content, assess students' understanding, and offer personalised feedback (Fitria, 2021)

Another important technique is formative assessment, which involves evaluating the work students complete throughout the course. This type of assessment provides feedback that helps students improve their learning, regardless of whether the work is formally graded (Hong, 2021)In this phase, a teacher may ask students to write a paragraph using the grammar

tenses learned during a lesson or have them test each other on grammar concepts, collaborating to find correct answers.

The final step in the grammar assessment process is summative assessment, which evaluates students' learning, knowledge, proficiency, or success at the end of an instructional period, such as a unit or program. This assessment is formally graded and carries significant weight in the overall evaluation of a student's progress (Mogboh & Okoye, 2019). In summative assessment, the teacher might create a grammar exam at the end of the semester, featuring various types of exercises based on the material that has been covered.

1.8. An Overview of Form-focused Instruction

Recently, Form-Focused Instruction (FFI) came to light as a teaching approach that directs learners' attention to the structure of language. This form encompasses various elements, including phonological (sound), morphological-syntactic (word form, word order), lexical, pragmatic, discourse, and orthographic aspects of language. Unlike meaning-focused instruction, which posits that learners acquire a second language naturally, much like they acquire their first language. Form-focused instruction emphasises the importance of understanding and applying linguistic form in language learning.

1.8.1. Defining Form-Focused Instruction

Form-Focused Instruction (FFI) has emerged as a central concept in second language acquisition (SLA), particularly in reconciling the tension between grammar instruction and communicative language teaching. This section offers a detailed overview of FFI, including its definitions, origins, applications, and advantages.

Form-Focused Instruction is broadly defined as any instructional approach that draws learners' attention to linguistic forms within a communicative context. According to Long (1991), it refers to pedagogical practices that include "overt and covert attempts to draw learners' attention to language form during meaning-based instruction". This definition highlights that grammar can be addressed either explicitly or implicitly, but always in service of communication.

Ellis (2001) refines the definition, stating that FFI involves "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form". This broad scope includes both traditional grammar teaching (focus on forms) and more communicative, integrated methods (focus on form).

Moreover, Spada (1997) supports a comprehensive view of FFI, defining it as "any pedagogical effort used to draw the learner's attention to language form either implicitly or explicitly" .

1.8.2. Origin and Foundational Work

The concept of Form-Focused Instruction gained prominence in the 1990s, largely in response to the limitations of purely communicative approaches that (like CLT) often neglected grammatical accuracy. The imbalance of focusing on meaning and fluency over grammar accuracy became particularly problematic in **EFL contexts**, where learners depend heavily on classroom instruction for both exposure and structured learning.

The term became popular through the work of **Michael Long** (1991), who introduced the notion of **FFI** to bridge the gap between form and meaning in second language acquisition, made a clear distinction between "**Focus on Form**" (FonF) that refers to the attention given to grammar during meaning-based activities, and "**Focus on Forms**" (FonFs), referring to the isolated, traditional grammar teaching.

Long's framework was developed to explain how attention to form could be integrated within communicative tasks to enhance language development more effectively than either grammar-heavy or communication-only approaches.

This idea was grounded in the **Interaction Hypothesis**, also developed by Long (1983), which emphasised the role of meaningful interaction in language acquisition, particularly when learners are required to notice and produce more accurate forms. Building on Long's work, scholars such as **Doughty and Williams (1998)** and **Ellis (2001)** further developed and categorised different types of FFI, including explicit and implicit instruction, and explored how attention to form could be systematically incorporated into Communicative Language Teaching.

In the context of the present study that examines grammar instruction in EFL classrooms, this theoretical framework is highly relevant. In fact, it supports the integration of grammar teaching into communicative activities and underlines the importance of balancing fluency with form-focused accuracy. Thus, the foundation of FFI not only informs the pedagogical design of language instruction but also directly aligns with this research's goal: exploring how FFI can enhance learners' grammatical competence in real classroom settings.

1.8.3. Types of Form-Focused Instruction: Focus on Form Vs. Focus on Forms

Long (1991) elaborated Form-Focused Instruction and used it as a broad umbrella term that includes two main types of instruction: Focus on Form (FonF) and Focus on Forms (FonFs). The former (FonF) refers to instruction that directs learners' attention to linguistic features that arise incidentally during lessons centered on communication or meaning. In

contrast, FonFsinvolves teaching specific linguistic forms in separate lessons, typically structured around a grammatical syllabus.

1.8.3.1. Focus-on-Forms Instruction (FonFs)

In the academic context, focused-on-forms instruction enables the teacher to clearly define learning objectives and model the lesson's goals. While some argue that language learning is an inherently autonomous process, occurring naturally when learners have ample opportunities to engage with the target language, others believe that successful second language teaching requires explicit instruction of the language's rules. As (Valeo , 2013, p. 26)states, "Focused-on-forms instruction draws on the premise that attention to language form is necessary for language acquisition."

This implies that formal instruction is a teaching approach that helps learners become aware of the features of the target language. Form-focused instruction is a key type of formal instruction, designed to draw learners' attention to language form, either through explicit or implicit methods. Long (1991) elaborated,

> *Focus-on-forms instruction is aimed at teaching/learning specific grammatical structures. It is very similar to traditional grammar instruction, whose primary emphasis is on the teaching of language forms in isolation. It also involves the pre-selection of particular forms based on a linguistic syllabus and the intensive and systematic treatment of those structures. The instruction progresses as learners show mastery of sequentially presented grammatical forms.*

(Farrokhi & Talabari, 2021)

In brief, this quote describes a grammar teaching method that prioritizes **explicit instruction** of individual rules, uses a **fixed syllabus**, focuses on **accuracy** before fluency, and emphasizes **mastery of one structure at a time** before moving on.

From this perspective, focus-on-forms instruction facilitates second language acquisition, especially when the focus on form is salient and aligned with learners' proficiency. Both reactive feedback and pre-emptive focus on form, along with non-interactive enhanced input, contribute positively to learning. Pre-task planning and task repetition also influence learners' engagement and language complexity.

1.8.3.2. Focus-on-Forms Instruction (FonF)

Psycholinguistically, FonF is rooted in the concepts of selective attention and cognitive comparison, which are essential for processing language in working memory. The limited capacity of working memory impacts learners' ability to focus on and learn language during

communication. Additionally, FonF has a discoursal aspect, with strategies like preemptive and reactive feedback influencing learner production and learning outcomes.

Moreover, Larsen-Freeman(Shahani, S,, 2012, pp. 10-1)) suggests several focus-on-form activities and techniques:

➢ Collaborative dialogues involve conversations where students work together to discuss and use a new language form, collaboratively constructing sentences.

➢ Prolepsis refers to an instructional conversation between a teacher and a student, in which the teacher guides the student through the task process.

➢ The language experience approach is a method where learners dictate a message they wish to express in English, and the instructor transcribes the message in correct grammatical English, providing it back to the students.

Nassaji&Fotos (2010) reported that focus on form occurs in activities where meaning is primary but attempts are made to attract attention to form.
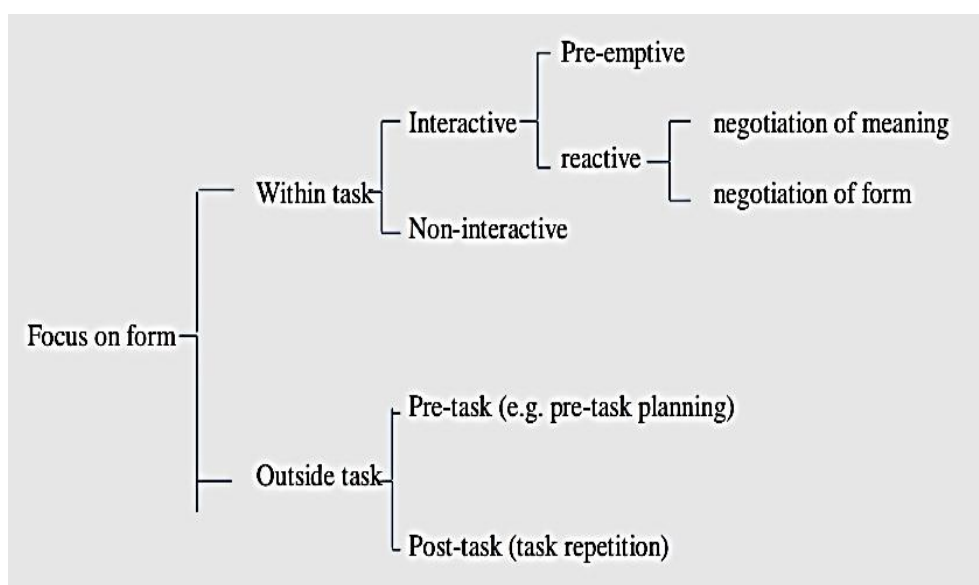
Figure 1.2 Types of Focus on Form Activities

(Ellis, 1997, p. 07)

The figure above illustrates that focus on form can either be pre-planned, addressing specific linguistic features, or incidental, arising in response to communicative or linguistic issues during meaning-focused tasks. Focus on form activities may be interactive or non-interactive, involving both production and reception. These activities can be part of both explicit and implicit language teaching approaches.

To be more specific, focus on form refers to the process of directing students' attention to linguistic elements (such as words, collocations, grammatical structures, and pragmatic patterns) as they naturally occur in lessons primarily focused on meaning or communication.

This shift in attention is triggered by students' difficulties in comprehension or production. The goal is to register these forms in memory, even if their meaning or function isn't fully understood at the moment. The deeper understanding of these forms and their role within the linguistic system may develop later, often without explicit metalinguistic (Long, 1991).

It can be concluded that, Focus-on-form refers to the mapping of form and function in language learning, initially introduced as an alternative to structured-based approaches, FonF evolved into a set of procedures aimed at attracting learners' attention to form across various teaching methods. Over time, its scope expanded from interventions during communicative tasks to include interactive and non-interactive strategies before and after task performance. Hence, central to FonF is a meaning-focused task, making it integral to task-based language

1.8.4. The Contribution of Form-Focused Instruction (FFI) on Grammatical Skills Achievement

Research has shown that FFI instruction positively impacts grammar acquisition. Indeed, it serves as a crucial pedagogical strategy for developing grammatical competence without undermining communicative ability.

From a broader perspective, grammar instruction is a key area of discussion in foreign language development, playing a vital role in how learners acquire a language. Both EFL instructors and researchers are keen to identify the most effective ways to teach grammar. Consequently, there is a strong connection between FFI instruction and grammar achievement in the context of foreign language learning.

In academic settings, English grammar is essential for language acquisition, providing learners with the necessary rules and structures for effective communication. Traditional grammar teaching often relies on textbooks, teacher guidance, and extensive practice sessions. One major concern in second language acquisition (SLA) is how language input should be presented in the classroom, with applied linguistics focusing on the best methods for teaching grammar in communicative environments.

Grammar, traditionally taught through explicit explanations and drills (focus on forms), was long viewed as separate from meaningful communication. However, the communicative turn in language teaching brought attention to the need for balance. As Long (1991) argued, focusing solely on meaning in communicative methods often leads to fossilization of grammatical errors. His **Focus on Form** approach introduced a compromise—addressing grammar within communicative activities, rather than in isolation.

Form-focused instruction is one approach that helps learners concentrate on the necessary linguistic forms for language production. This approach is based on the idea that

both first and second language acquisition involves exposure to comprehensible input through natural interaction. Ellis (2001) explains that FFI, in both its explicit and implicit forms, helps learners notice and process grammatical features they might otherwise miss during natural communication. This noticing is essential for internalizing grammar rules and using them accurately over time. In this way, FFI addresses a key challenge in EFL contexts: developing both **fluency and accuracy**. Thus, FFI integrates grammar into communicative language practice. For years, SLA researchers have debated whether or not to focus on linguistic forms.

Therefore, teachers should guide learners to understand grammar while maintaining a focus on communication.

Ellis, Basturkmen, and Lowen (2001) discovered that learners involved in communicative, focus-on-form activities showed improvements in both grammatical accuracy and the use of new forms. Several empirical studies have demonstrated that various focus-on-form techniques result in more accurate use of target structures. Additionally, focus on form as a teaching approach, emphasizes communicative language teaching and authentic communication, while also incorporating occasional and explicit study of second language grammatical structures (Poole, 2005)

In this sense, improving grammatical accuracy, FFI instruction allows learners to gain a deeper understanding of how language works at a structural level. This understanding aids in better comprehension and the ability to express themselves clearly. While it emphasises accuracy, it also supports the development of fluency in communication by ensuring that learners can use language forms correctly in different contexts. As a result, learners are not only able to understand and produce language more effectively, but they also build confidence in their ability to participate in meaningful communication, whether in structured classroom activities or real-world interactions.

In addition, Al-khresheh and Orak (2021) highlighted the significant role grammar skills play in English language acquisition, noting that effective grammar instruction can promote linguistic development. Furthermore, when EFL teachers focus on both language form and meaning, students are better able to develop their language skills.

However, some scholars argue that grammar instruction may hinder language development, though grammar remains a vital part of any language. Learning a new language without understanding its grammar is impractical. The debate continues on the most effective way to teach grammar—whether implicitly or explicitly (Mirzaei & Taheri, 2016). Similarly, Ghorbani and Atai (2013) argued that both implicit and explicit form-focused instructions are highly effective for teaching basic linguistic features.

Additionally, EFL teachers' attitudes towards grammar instruction influence their classroom practices, and they should reflect on the effectiveness of these practices. Improving the efficacy of grammar instruction involves identifying teachers' weaknesses, raising their awareness, and equipping them with effective grammar teaching strategies (Kaivanpanah, Alavi, & Hamed Barghi, 2019)
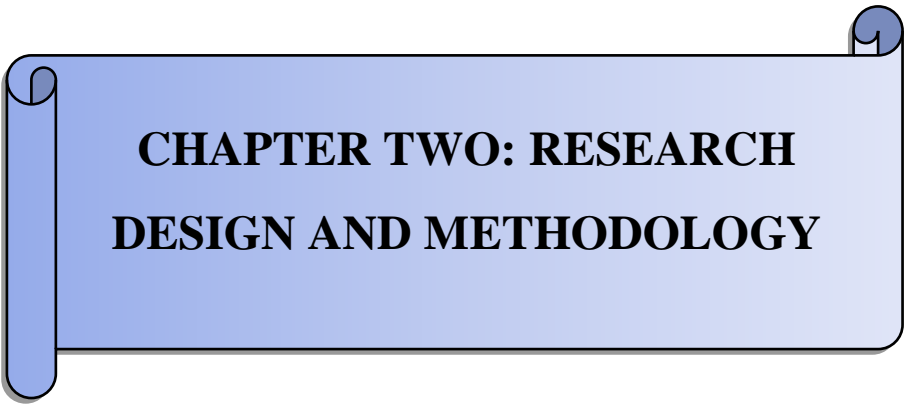
Ellis et al. (2001) stated that "focus on form stimulates the kind of attention to form that occurs in natural language acquisition, addresses linguistic problems that individual learners are actually experiencing, and encourages the kind of noticing that has been hypothesized to aid acquisition". Therefore, the main goal of form-focused instruction is to provide learners with tasks that draw their attention to specific aspects of a second language.

In short, grammar is central to modern language teaching theories, and FFI instruction plays a crucial role in helping learners develop various language skills and improve their ability to produce the language accurately. This approach involves explicitly teaching specific grammatical structures, giving learners a solid foundation for language learning. By focusing on forms, learners practice the correct use of grammar, which allows them to engage more effectively in communication. It helps them navigate through essential aspects of interactive discourse, such as sentence structure, pronunciation, and how to initiate, respond, and close conversations.

Conclusion

In short, this theoretical chapter has explored key aspects of grammar teaching in EFL classes, with a particular focus on Form-Focused Instruction. The chapter has first defined grammar and highlighted its importance in language acquisition. Then it has examined various teaching methods as well as useful teaching techniques and grammar assessment. Additionally, it has discussed how FFI instruction contributes to improving grammatical skills.

At the end, it can be retained that FFI offers a flexible and evidence-based approach to grammar instruction in EFL classrooms. By combining structured grammar teaching with communicative use, it enables learners to develop grammatical accuracy in a way that supports overall language proficiency. This makes it especially valuable in contexts where learners depend heavily on classroom instruction for their exposure to English.

CHAPTER TWO: RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter deals with the research design and methodology used in the current study. It is, hence, concerned with the methods and procedures used in data collection and data analysis. Firstly, it begins with an outline of the research method that was followed in the study. Secondly, it describes the two data collection instruments: the learners' questionnaire and the teachers' interview. Finally, it explains the data analysis procedures.

2.1. Research Methodology

Several types of methods might be integrated in the process of researching since the primary goal of our research is investigating the effectiveness of Form Focused Instruction on EFL students' grammatical skills.

Research methodology refers to a set of techniques and methods that are used to conduct the research study. Churchill and Lacobucci (2005) give a simple definition to research design as " the blueprint that is followed to complete the study "(p.74). Considering that our study belongs to the field of descriptive studies that aim "to accurately and systematically describe population, situation or phenomenon"(Mccombes, 2022, p. 01), the study employs a mixed-methods approach that combines quantitative and qualitative research methods to collect and analyse data.

Accordingly, combining quantitative and qualitative research methods provides a deep understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the Mixed Method (O'Leary, 2022).Certain research cannot be approached only through one method because of the nature of its data, which varies at different stages of the study between quantitative and qualitative. For that, using a mixed-method approach can help to avoid the biases and limits of individual approaches, while also allowing for methodological diversity in data gathering tools.

2.2 Research Approach

2.2.1. Qualitative Research

Qualitative research allows for a deeper understanding of the importance of research topic. Qualitative data are analysed depending on thematic interpretation. Nunan (1991, p. 55) states,

> Qualitative method is characterised via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and

> *motivation which can be explored, analyzed, and interpreted via way of means of a few statistical strategies.*

That is to say, qualitative research is non-statistical, which is based on interpretations generated from the interview. In addition, qualitative method enables researchers to gather in-depth contextual information by asking open-ended, flexible question, or by close observation of events situations circumstances being studied.

To conclude, the qualitative strategies is an interpretative method, which tries to benefit perception into particular behaviours associated with a positive social phenomenon through the evaluation of members` subjective reports. In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what why, so it helps the researcher to watch the participants' reports and realities from the topic perspective.

2.2.2. Quantitative Research

Unlike qualitative research, quantitative research is statistical in nature. According to Creswell, quantitative research is "a means for testing objective theories by examining the relationship among variables; these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" . Additionally, quantitative method is related to a collection of methods, approaches, and beliefs employed to investigate psychological, social, and economic phenomena by analyzing numerical patterns (Ahmad et al, 2019)

That is to say, quantitative research is characterised with the aid of using numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in the form of numerical and mathematical procedures.

2.2.3. Mixed Research Methods

In this study, the mixed method approach has been adopted. Venkatesh et al. (2013) claim that mixed methods refers to a technique that blends quantitative and qualitative research methodologies in the same study or enquiry. This means that the research has been using both qualitative and quantitative research methods for the collection and analysis of data.

Moreover, the concept of mixed method refers to an evolving research approach that deliberately combines or integrates quantitative and qualitative data with a single investigation or ongoing research effort (Wisdom & Geswell, 2013)

2.3. Population and Sample

Sampling is a very important step in any investigation. In different words, "sampling is selected few part from the whole population of the study in order to find answers of the

research questions and suggest the solution for the statement problem"(Thompson, 2012, p. 01).In the same line, (Acharya et al. , 2013)stated that a sample is "a subset of the population selected so as to be representative of the larger population".

Given the present study, the target population are second year LMD students of the English Department at Mohamed KhiderUniversity of Biskra in the academic year 2024-2025.Moreover, we have opted for random sampling which is the most straightforward method of gathering data from the entire population chosen. The sample was required to respond 22 questions designed to fulfil the aim of our research. In addition, we dealt with a homogeneous sample composed of fifty (50) second year students selected from two groups to facilitate accessibility.

Furthermore, five (5) EFL teachers of grammar have been chosen for the interview at the University of Biskra.

Random selection enables us to evaluate the use of Form Focused instruction as an assistant strategy to enhance second year students' grammar rules comprehension and retention while learning English, ensuring that our sample is immediately relevant to our research issue. Therefore, this permit to target students with different degrees of second year students English language abilities and skills, allowing us to investigate a variety of experiences and views on form focus instruction and the challenges in grammar skills during the lesson. This resulted from the random sample of being questioned in-depth about their attitudes towards the topic under investigation. The questionnaire was useful to check, test, and explain the validity of the data collected concerning investigating the effectiveness of form focused instruction on EFL students' grammatical skills.

2.4. Research Instruments

The data of the present research was collected through two main tools. Research tools are defined by Griffe (2012) as "the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted" (p.128). Correspondingly, to investigate the topic, two data collection instruments were used. The first research tool was a questionnaire distributed to second year LMD students of the English department at Mohammed KheiderUniversity of Biskra whereas the second tool was an interview conducted with EFL teachers at the university of Biskratoo.These instruments were employed for collecting either quantitative or qualitative required data.

2.4.1. The Students' Questionnaire

The questionnaire is a quantitative tool used to collect information and ask questions about a given topic of interest. There are many definitions of a questionnaire. Kabir (2016, p.

208) defines a questionnaire as "a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents". Moreover, it was defined by Cohen et al. (2018) as "a widely used and useful instrument for collecting survey information and for providing numerical data".

That is to say, a questionnaire is an uncomplicated and affordable way for collecting data. Accordingly, a questionnaire is a valuable research instrument for gathering both qualitative and quantitative data in a short period of time. A questionnaire is a valuable data collection tool because of its "unprecedented efficiency interms of (a) researcher time, (b) researcher effort, and (c) financial resources" (Dörnyei & Taguchi, 2010, p. 06).

as for the current research work, the questionnaire was designed as a first instrument to the target population, who are second year LMD students of the English department at Mohammed KheiderUniversity of Biskra.

2.4.1.1. Description and Administration of the Questionnaire

In order to collect the relevant data and to answer the research questions of the study, a quantitative data collection instrument consisting of a questionnaire was used with a sample of 50 second year LMD students of the English department at Mohammed KheiderUniversity of Biskra. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints, perceptions, and the students' grammar difficulties as well as their attitudes towards the use of Form-Focused instruction and its impact on their grammar competence.

The questionnaire comprised (22) questions. All questions were closed-ended in which the answers were suggested. The respondents had to choose the options that are related to them (Yes, NO, and Multiple choice). The questionnaire contained three sections. The first section contains five questions that attempt to gather general information about the students. Respondents were asked to identify their gender and age, their level in English, the choice of learning English as well as their difficulties in learning EFL. The second section includes nine questions that seek to determine students' perceptions towards grammar skills in EFL classroom. Additionally, the third section includes eight questions that shed the light on students' perception on the effectiveness of form focused instruction on their grammatical skills.

Before administering the questionnaire, there is an important and necessary stage which is the piloting stage. It was used to determine whether the questions were well-organized, appropriate, clear, and provided in a suitable manner.(Zailinawati, et al, 2006). In the same path, Cohen et al. (2005) posit that the purpose of piloting the questionnaire is to:

- Check the clarity of the questionnaire.

- Eliminate ambiguity and difficult terms.

- Collect comments on the questionnaire's overall format.

- Determine the exact time to fill in the questionnaire.

- Examine the Relevance of research objectives.

That is to say, in piloting, the reliability and validity is important for checking the growing and comprehensibility of the raised questions. Accordingly, the questionnaire was first piloted with (5) students before its administration to the second-yearstudents. The piloting stage allowed the researchers to detect and correct mistakes. After piloting the questionnaire, we did not make any changes; we ensure that the questions were clear and required no modifications since the five students answered them easily.

The student's questionnaire was administered using **Google Forms**, a convenient and accessible online survey tool. Once finalized (after the piloting stage), the form was shared with participants by sending a **link to their official class email address**, ensuring that all targeted students received the questionnaire directly. This method allowed for efficient distribution and response collection, while also maintaining accessibility, as students could complete the questionnaire at their convenience using any internet-enabled device.

2.4.1.2. The Students' Questionnaire Analysis Procedures

According to Schwandt (2015) (Lukenchuk, 2017, p. 57)data analysis "is the activity of making sense of, interpreting, and theorising data. Analysis begins with the processes of organising, reducing, and describing the data and continues through the activity of drawing conclusions or interpretations from the data, and warranting those interpretations". This will be applied through our data analysis to organise, interpret, and explain our data in particular and our full work in general in the most academic and respected way.

Lukenchuk (2017) highlights further the importance of data analysis process as follows: "Data analysis is the heart of each research project" . For this reason, we made sure to deal with this part, particularly in the most cautious manner. Thus, this part reflects the importance of data analysis in every step is taken to approach our interpretations, findings, and conclusions.

The quantitative analysis of the data collected tackled the close-ended questions obtained from the questionnaire of the students. Eventually, the researcher has tried to codify the data which have been obtained from the questionnaires' responses. The results were interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages then presented in form of tables and figures. The percentages were calculated

Investigating the Effectiveness of Form Focused-Instruction on EFL Students' Grammatical Skills.

35

by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

According to Pal (2017), quantitative data collection involves the use of surveys, statistics, measurements, pre-existing data, and questionnaires to gather numerical data. A thorough understanding of research problems is essential for managing and addressing the accumulation of data or facts. The frequency distribution table is a tool that displays the frequency of different outcomes within a specific time interval. The percentage distribution table expresses the frequency distribution, making it easier to compare various sets of data.

In addition, the quantitative analysis verifies and measures the validity of the previously stated questions and hypothesis.

2.4.2. The Teachers Interview

The interview is a useful and important data collection method that is widely used by researchers. As it is known in social research, there are various types of interview among them structured and semi-structured interview.Cohen and Manion (1994, p. 35) define the interview "as a method used between two persons, with the interviewer aiming to collect views and attitudes of the interviewees concerning a specific topic". (Cohen and Manion, 1994, p. 35)

In the present study, the researcher adopted a semi-structured interview to collect teachers' experience and perceptions on the effectiveness of Form Focused Instruction in teaching grammar and developing EFL students' grammatical skills.

In this study, the interview was adopted as a follow up to the students' questionnaire response, and to validate the stated hypotheses. Furthermore, "In-depth interviews are one of the most common qualitative methods. One reason for their popularity is that they are very effective in giving a human face to research problems"(Mack et al, 2005, p. 29).That is to say, the interview can be a good step for checking, investigating, and analysing the data gathered about the subject.

2.4.2.1. Description and Administration of the Interview

In its simplest form, an interview involves one person asking another person a list of predetermined questions about a carefully-selected topic. The person asking the questions the interviewer is allowed to explain things the interviewee or respondent the person responding to the questions does not understand or finds confusing.

The interview is based on what was dealt within the theoretical part of this research. It was conducted with a sample of EFL teachers (N°= 5) at the English Department at

Mohammed KheiderUniversity of Biskra. The interviewees were purposefully chosen as they all teach second year grammar. Hence, their opinion, experience and attitude are quite valuable as they are the first concerned with the application and effect of Form-Focused Instruction method. The interview consists of sixteen (16) questions, which are either directly or indirectly related to the research. The questions were both close-ended and open-ended, which provided the freedom of responses as to gain more detailed answers and to gather information on our subject. The interview is divided into two sections: the first section includes four questions about the teachers' experience in the discipline of teaching whereas the second section consists of twelve questions which seek to gather information about the teachers' perceptions on the effectiveness of Form Focused Instruction on EFL students' grammatical skills.

As for its administration, the teacher's interview was conducted using **Google Forms**. The interview questions were carefully designed to elicit detailed responses about teachers' views and practices related to grammar instruction and form-focused instruction. Due to the **limited availability and busy schedules of the teachers**, conducting **face-to-face interviews** proved to be challenging. As a result, the decision was made (with the supervisor's agreement) to administer the interview online. A **Google Form link** was sent directly to the participants' **professional email addresses**, allowing them to respond at their convenience. Indeed, the interviewees had sufficient time to express their opinions, share their views and make comments on the topic under investigation. They effectively contributed to the study by answering the questions, reporting experiences, commenting, and giving suggestions.

2.4.2.2. The Teacher's Interview Analysis Procedure

This study is a mixed method approach wherein the teachers' interview was the second instrument to be used. The obtained data were analysed using "Qualitative Content Analysis" (QCA) with the aim to investigate the effectiveness of Form Focused Instruction on EFL students' grammatical skills development. To reach this aim, QCA was used to categorise the data into different themes. Hsieh and Shannon (2005) assert that QCA is "a research method for subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns" (Hsieh and Shannon , 2005, p. 1278). Put differently, qualitative content analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QCA was used in order to analyze the qualitative data obtained from the teacher's interview. Teachers' answers were carefully read to analyse the open-ended questions of the interview.

Conclusion

This chapter included the general design and methodology of this study, in which all the important steps related to data collection and analysis were presented. First, it has outlined the research method (the Mixed Methods) used to address the study questions and test the validity of the research hypotheses stated in the general introduction of this dissertation. Then, it has described the data collection instruments (the students' questionnaire and the teachers' interview). Finally, it has provided a descriptive account of the data analysis procedures. The findings of the study are presented in the next chapter, which is practical in nature and deals with the analysis of the selected questionnaire and interview.

CHAPTER THREE: DATA ANALYSIS AND INTERPRETATIONS

Introduction

This chapter is designed to analyse the results obtained about the research under investigation concerning the investigation of the effectiveness of Form-Focused Instruction on EFL students' grammar skills. The aim from conducting such a study was to verify the validity of the research hypotheses. Since the teachers and students at Mohammed KheiderUniversity of Biskra are the main cases of this study, their views and opinions are very significant to validate the stated hypotheses. The chapter displays the findings gained from the analysis of the data collection tools, namely the students' questionnaire and the teacher's interview. The obtained results were analysed using the Qualitative Content Analysis (QCA).

3.1. The Students' Questionnaire Results

The first data collection tool used in this research is a questionnaire which was designed for second year LMD students at Mohammed KheiderUniversity of Biskra. The questionnaire helped the researcher get further data needed to reach the objectives of the study and answer the research questions. The procedure of analysing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.

- The results of the questions are presented in the form of Figures.

-Each question is analysed and discussed separately.

3.1.1. Display and Analysis of the Students' Questionnaire Findings

<u>Section One</u>**: General Information**

The questionnaire starts with general questions which aim to gather students' personal information about their gender, age, level, and skills difficulties.

Q1. Gender

The question aims to know if the participants are males or females. Answers are displayed in figure 1.
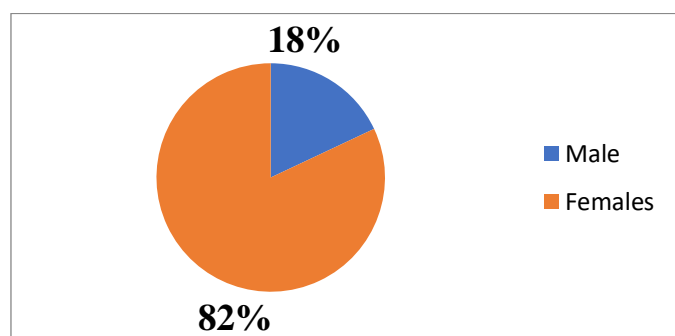
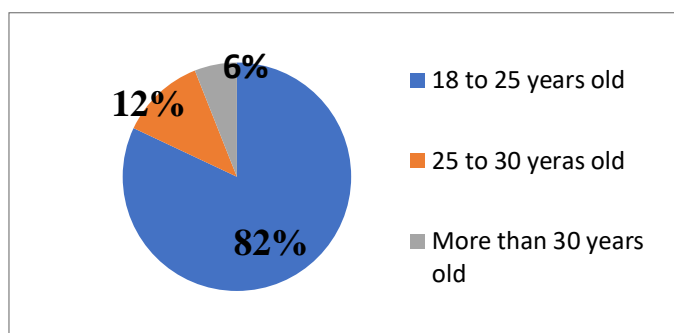**Figure III.1: Students' Gender Distribution**

The results displayed in the figure above show that **female students outnumber male students**. Indeed, the majority of students (of the study sample) are girls (82%), and only (18%) represent males.

This gender imbalance may reflect broader educational trends observed in many EFL settings, where **female learners tend to be more represented**. This can be explained by the fact that **female students often show greater interest and motivation in language learning** compared to their male peers (Oxford, 1993). Moreover, **language learning is generally perceived as more aligned with female-associated academic strengths** (like verbal communication, diligence, and attention to details, etc.) in some sociocultural contexts.

Q2. Age:

The question about age was asked to **better understand the demographic profile of the participants**and to examine whether **age may influence learners' experiences, attitudes, or progress in EFL grammar instruction.** By collecting age-related data, the aim is to explore whether students from different age groups engage differently with Form-Focused instruction or demonstrate varying levels of grammatical competence.

Three age rages were suggested to the respondents. They had to select the one that fits them.

Figure III.2: Students' Age Distribution

According to the statistics, the majority (62%) fall within the 18–25 age range, while a smaller portion (12%) ranges between 25 to 30 years old and the last part (6%) represent the older students (more than 30 years old).

These results suggest that most students are likely to be **traditional university-aged learners**. On the other hand, the presence of older students, though limited, may be attributed to several factors like repeating years, **delaying their studies due to work, or personal circumstances.**

It is worth mentioning that the older student of the sample (more than 30 years old) is actually a university teacher who has joined the course with the aim of **improving**

her English proficiency, particularly in grammar. This student is not a typical undergraduate learner but a professional seeking to enhance her language skills for academic or instructional purposes. This case also reinforces the need for flexible and inclusive instructional approaches that can accommodate varied learner profiles within a single EFL classroom.

Q3. How do you consider your level in English?

Respondents were asked to self-evaluate their level in English. Four options were offered to select from the highest degree to the lowest to select from: very good, good, average, and poor. The results of this question are displayed in figure 3.
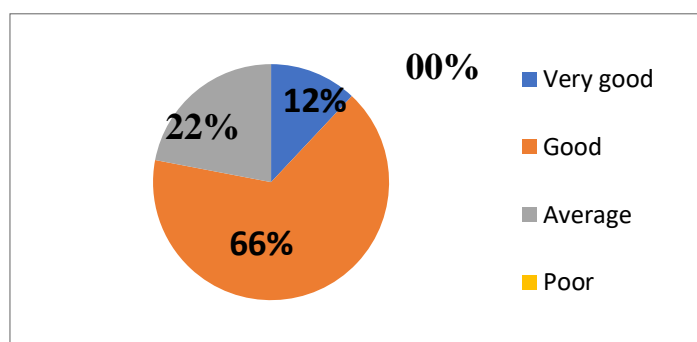
Figure III.3: Students' Consideration of their Level in English

It is noticeable from the results contained in the figure that more than half of subjects (66%) perceive their level in English as "good". Additionally a small group (22%) rated themselves as "average", and only a few (12%) identified as "very good". Notably, none of the participants evaluated themselves as weak (poor level) EFL students.

This distribution suggests that the students possess a **moderate to high level of confidence** in their English abilities. The absence of "poor" self-assessments may indicate that students feel **adequately prepared** for their current level of instruction or that they are in a **supportive learning environment** where they can perform reasonably well. However, it is also possible that this self-evaluation reflects a **degree of overestimation** common among language learners, especially in the absence of formal diagnostic testing. Thus, the final word is the teachers'. Still, the overall result is a positive indicator that the students are **motivated and open to instructional input**- which are important factors in the success of **form-focused instruction**.

Q4. Which skill(s) do you find most difficult in English?

This question was designed to **identify learners' perceived areas of difficulty** among the core English language skills: **listening, speaking, reading, writing, grammar, and vocabulary.**The interpretation of students' responses can provide

valuable insights into their **needs, challenges, and potential areas for pedagogical focus.**
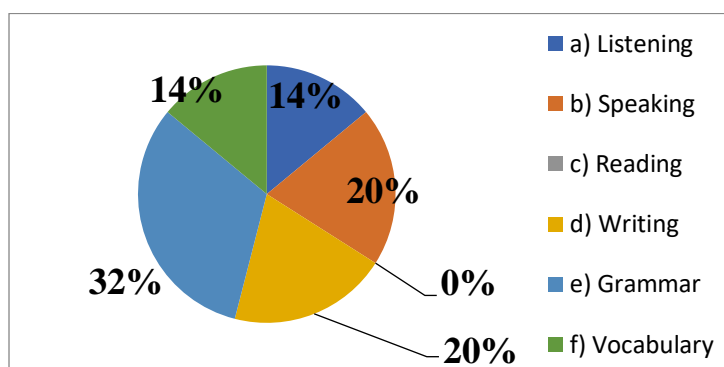
Figure III.4: Students' Perception of the Most Difficult Skill in Learning English

According to the data offered in figure three, (32%) of students claimed that the most difficult skill in learning English is grammar. However, the same percentage (20%) was given to both speaking and writing, and a small portion (14% for each) opted for listening and vocabulary skills. However, none of students selected reading option.

These results can be interpreted as follows: First, students find **grammar** difficult because it involves memorizing complex rules and structures, such as verb conjugation and sentence formation, which many find confusing and easy to forget when writing or speaking. Second, **writing** is challenging as it requires organizing ideas clearly, using a rich vocabulary, following grammar and punctuation rules, and expressing thoughts academically, which some students struggle with due to limited vocabulary and difficulty translating ideas into structured text. Third, **speaking**can be hard for some students because it combines grammar, vocabulary, pronunciation, and confidence; students often lack practice, fear judgment, or experience anxiety when speaking publicly, making fluency difficult. Fourth, **listening** can be problematic due to fast speech, unfamiliar accents, slang, and unclear context, which make it hard to catch and understand every word, especially in real-time conversations or media. Fifth, **vocabulary** is difficult for some because they forget words, cannot recall the right term when needed, or mostly know passive vocabulary that they do not actively use, making communication harder across all skills

<u>**Section Two:**</u> **Grammar Skills and Experience in EFL Classrooms**

Q5. How would you evaluate your grammar level?

The investigator asked students about their level in grammar. Four options were offered to select from the highest degree to the lowest to select from: excellent good, average, and poor. The results of this question are displayed in figure 5.
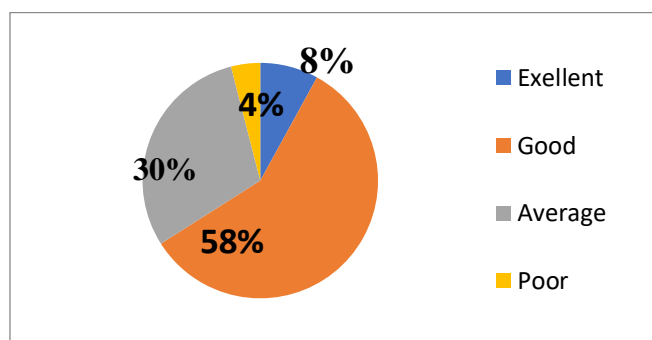
**Figure III.5: The Students' Consideration of their Level in English**

From the data displayed in the figure, more than half of students (85%) reported that their level in grammar is "good". Moreover, (30%) selected "average", others (8%) of said "excellent". However, the minatory percentage (4%) chose "poor" in grammar.

Q6. Do you feel motivated to learn grammar rules? (= Do you enjoy learning grammar in your English class?)

This question aims to know whether students feel motivated in learning grammar rules or not. This question is closed ended. The results obtained from the above question are displayed in Figure 6.
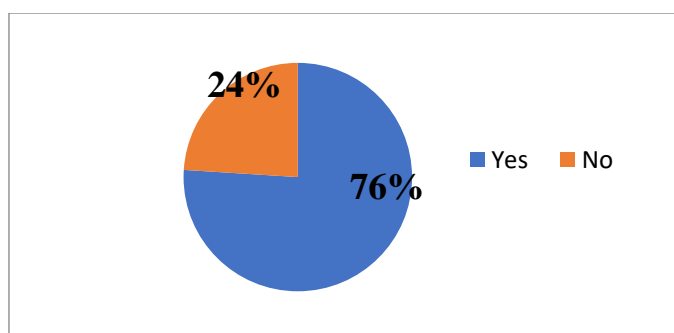
Figure III.6: Students' Motivation in Learning Grammar Rules

The data obtained from this question reveal that the majority of students (76%)feel motivated in learning grammar rules whereas the rest (24%) answered negatively.

The majority of students who expressed a positive attitude towards learning grammar justified their answer saying that they find it important, enjoyable, and even fun. Many

compared grammar to mathematics, appreciating its logical and rule-based nature, which makes it easier for them to understand and apply. Some students mentioned that learning grammar improves their fluency as it helps them write and speak correctly, and supports their overall understanding of English. Others feel motivated because grammar helps them recognize and fix their mistakes, builds confidence in their language use, and gives structure to their sentences. These students often credited their interest to consistent practice, a liking for rules, or prior learning experiences in school that made grammar familiar and manageable.

On the other hand, the students feeling unmotivated in learning gramma described it as boring, repetitive, and lacking creativity, especially when taught using traditional or uninspiring methods. Several students blamed poor teaching approaches, such as overly rigid memorization or lack of engaging activities, for their negative feelings. Others found grammar difficult to understand or apply, especially when lessons are missed or when the rules seem confusing or too abstract for real-life use. For these students, grammar feels like a burden rather than a helpful tool, and the absence of interactive or practical learning made it harder for them to stay engaged or see its value.

Q7. Do you think that mastering grammar rules helps you improve your English?

Always with grammar, respondents were asked whether **mastering grammar rules helps them improve their English**.
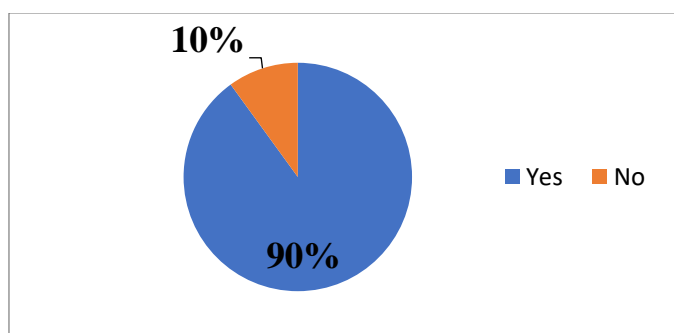
FigureIII.7: Mastering Grammar Rules Help Improving English

From the interpretation above, it can be noticed that the majority (90%) of students agree that **mastering grammar rules improve their English**. On the other hand, a few part (10%) answered negatively: according to them, grammar is not needed to improve English.

Referring to Students' given explanations, almost all participants believe that mastering grammar rules significantly improves their English. They see grammar as the foundation of language learning, essential for forming correct sentences and expressing ideas clearly in both speaking and writing. Many stated that grammar provides the structure and rules needed to communicate accurately, avoid mistakes, and sound more fluent and professional,

especially in academic or formal contexts. Some emphasised that understanding grammar boosts confidence, helps with pronunciation, and improves both oral and written skills. Others acknowledged that grammar is necessary for building meaningful and well-organized sentences, and learning it helps them become more aware of how English works, especially in terms of verb tenses, sentence formation, and functional word use. Some students noted that grammar is important not only for English but for mastering any language.

On the other side, a few students see that grammar does not necessarily improve their English, particularly in real-life communication. They feel that spoken English does often not rely heavily on strict grammar rules, and that fluency can be achieved through practice and interaction rather than formal grammar learning. One student mentioned that grammar did not help with his/her speaking or listening skills, while another felt that grammar rules were not always required in everyday conversations. Some also criticised traditional grammar-focused instruction as being too theoretical or disconnected from practical language use. Students also emphasised the importance of communication and context over grammatical accuracy.

Q8. How often do you make grammar mistakes when speaking or writing in English?

The researcher asked the informants about the frequency of **making grammar mistakes when speaking or writing in English**.The results are displayed in figure8.
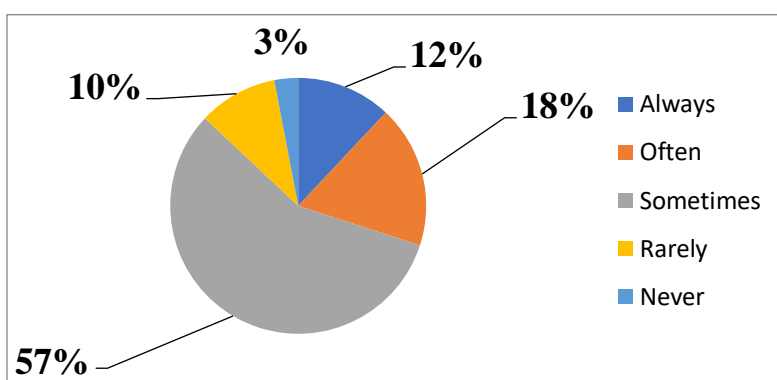
Figure III.8: Students' Frequency of Making Grammar Mistakes in speaking or Writing

The results shown in Figure 8 reveal that more than half of the sample (57%) claimed that they "sometimes" make grammar mistakes while speaking or writing in English. In addition, (18%) of the students selected "often". Others (12%) said "always", however, some of them (10%) opted for "rarely" and just (3%) selected "never".

These findings suggest that while most students possess a **moderate level of grammatical awareness**, they still experience **challenges in maintaining accuracy**, particularly in productive skills. The high percentage of students who fall in the "sometimes" and "often" categories implies that grammatical errors remain a **common and ongoing issue**, even among learners who may have a generally good command of English. Making

frequenting errors could be due to **insufficient feedback or correction,** struggle to **apply grammar rules in real-time communication, and lack of practice.** On the other hand, the small percentage of students who claim to "rarely" or "never" make mistakes could reflect either **higher proficiency levels** or a **anunderestimation of the frequency of their errors**, particularly in the absence of consistent feedback.

Overall, this data highlights the importance of incorporating **form-focused instruction (FFI)** into language teaching.

Q9. Which grammatical areas do you find the most difficult to understand or use correctly?

Question nine seeks to know students' views about the most difficult grammatical areas they find it hard to understand or use correctly.
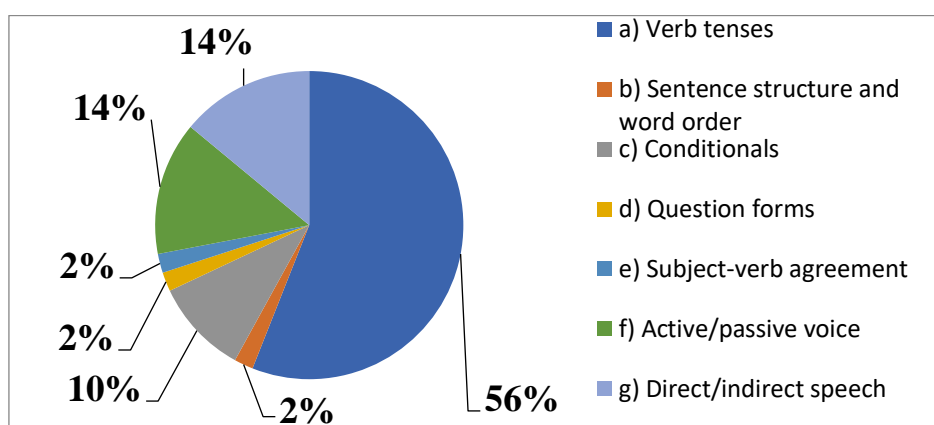
FigureIII.9: Students Most Difficult Grammatical Areas to Understand or Use Correctly

From figure nine, more than half of the students (56%) reported that "verb tenses" is the most **challenging aspect of English** grammar. This finding is not surprising, as verb tenses are numerous and structurally complex in English. In addition, students selected both "direct /indirect speech" and "active passive voice" with a percentage of 14% for each option. These structures in particular require learners to apply multiple grammar rules simultaneously (e.g., verb tense shifts, word order changes, and syntactic transformation).   The transformation from direct to indirect speech, for example, involves changes in pronouns, time expressions, and tenses.Meanwhile, **10% of students** reported "**conditionals"** as a major difficulty. Conditionals, especially the third and mixed types, require a solid understanding of verb forms and abstract thinking, as they often deal with hypothetical or unreal situations.

Only a small proportion of students (**2% each**) selected **sentence structure, word order, question forms**,and**subject-verb agreement**.This may suggest that while these areas are not perceived as particularly problematic, it is still somehow difficult to deal with.

Q10. What makes these grammar topics difficult for you?

This question aims to have extra information about the previous question (9), that is to say students are asked about the reason of these grammar topics difficulties. The participants' answers were obtained by ticking one of the six options. The results are provided in figure10.
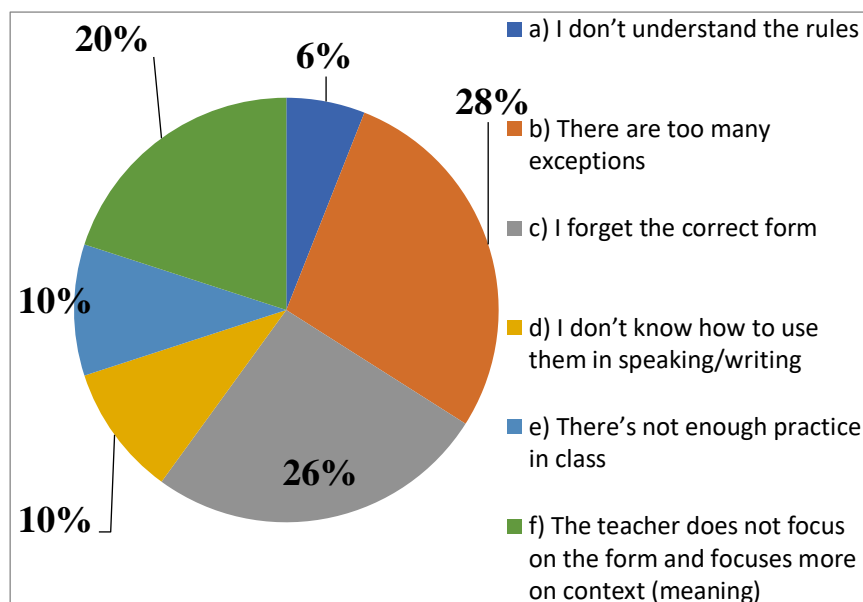
Figure III.10: Students' View on the Reason behind the Difficult Grammatical Areas

It can be seen from the statistics provided in figure 10 that the majority of students claimed that the reason behind these grammar topics difficultis "there are too many exceptions", which was mentioned by (28%) of them. "I forget the correct form" option, selected by (26%) of the students. The third option is "the teacher does not focus on the form and focuses more on context (meaning)", with a percentage of (20%). Also, (10% for each option) of the students reported that "they don't know how to use them in speaking/writing" and"there's not enough practice in class". However, the least percentage (6%) represented students who selected the option "I don't understand the rules". None of second year student mentioned others.

Q11. Which methods are most commonly used in your grammar lessons?

The researcher questioned the informants about their opinion towards the mostcommonly methods used in their grammar lessons. Participants' are then expected to express their view by ticking one of the four options.
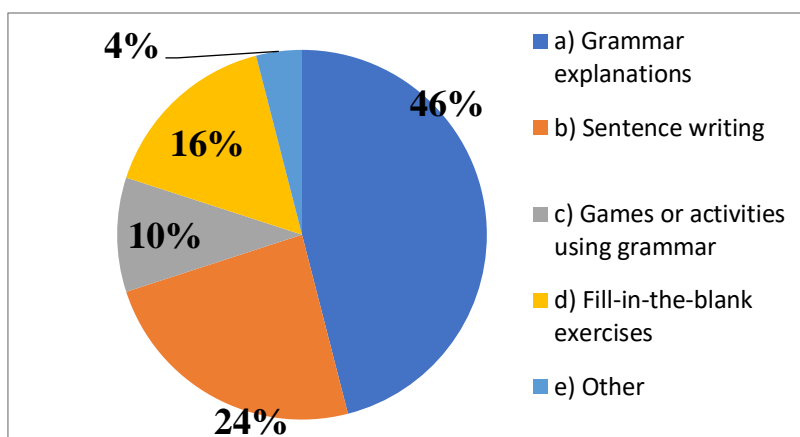
Figure III.11: The Most Commonly Methods Used in the Grammar Lessons

From the figure above, one may notice that, the majority of the students (46 %) claimed that the most commonly method used in the grammar lessons is grammar explanations. Also, some students (24%) selected sentence writing. However, others (16%) said, fill-in-the-blank exercises. Some of them (10%) selected games or activities using grammar. Just few part (4%) mentioned others saying through activities and practices.

Q12. **How often does your teacher focus on grammar forms (e.g., verb tenses, sentence structure) in class? (= how often does he use form-focused instructionto teach grammar in class?)**

This question aims to collect data about the frequency of teachers focus on grammar forms (e.g., verb tenses, sentence structure), that is to say using form-focused instruction to teach grammar in class. The respondents are asked to give their answers by ticking one from the five frequency adverbs .The results are displayed in figure12.
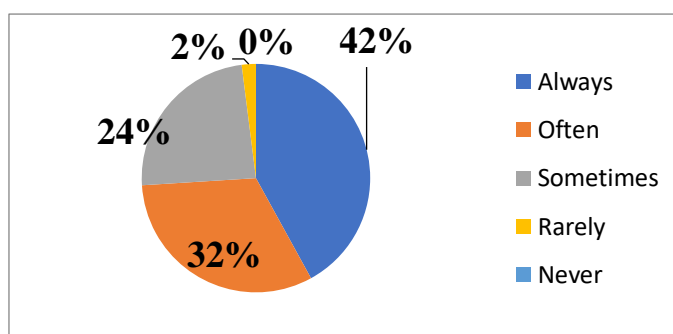
FigureIII.12: Teachers' Frequency of Using Form-Focused Instruction to Teach Grammar

The results shown in Figure 12 reveal that near to half of students (42%) claim that their teachers always focus on using form-focused instruction (e.g., verb tenses, sentence structure)to teach grammar in class, in addition, (32%) of the students selected often. Others

(24%) said sometimes, however, some of them (2%) opted rarely. None of student selected never.

Q13. Do you prefer grammar to be taught through?

The researcher questioned the informants about their opinion towards whether they **prefer learning grammar through** direct (form-focused) instruction **(explicit rules and practice)**or indirect (meaning-focused) instruction through speaking, reading, and writing activities **(through context and practice).**Participants' are then expected to express their view by ticking one of the two options.
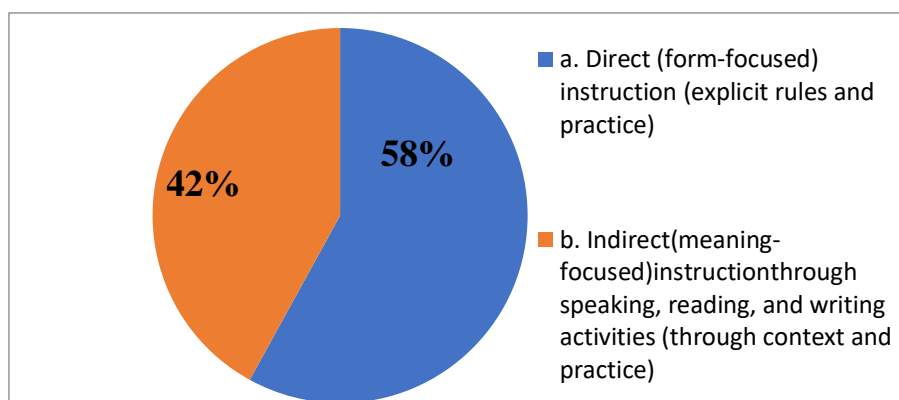
Figure III.13: Students Opinion about the Effective Way of Learning Grammar

From the figure above, one may notice that, the majority of the students (58%) claimed that they prefer grammar to be taught through direct (form-focused) instruction **(explicit rules and practice).** However, the rest (42%) said indirect (meaning-focused) instruction through speaking, reading, and writing activities **(through context and practice)**.

Students who said direct instruction explained their choice saying that they find it clearer, easier to understand, and more effective for learning grammar rules. They appreciate that it focuses directly on what they need to know, allowing them to understand, memorize, and apply rules quickly. Some said it helps them learn in a structured and organized way, while others believe it avoids confusion and makes grammar less complicated. A few mentioned it's especially helpful for beginners, and one noted that grammar should be taught like a course, with explicit explanations rather than only through activities like reading or speaking. They also believe direct instruction saves time and helps focus specifically on grammar rather than other skills.

On the other hand, other students prefer indirect instruction, saying it makes grammar learning more enjoyable, natural, and meaningful. They believe that learning through context like speaking, writing, and reading allows grammar to become part of real communication

rather than just a set of rules. Some highlighted that this approach reflects how language is used in real life and helps them understand better through practice and experience. Others pointed out that interactive or media-based learning, like using YouTube reels or videos, makes grammar more engaging and accessible. A few students noted that it helps them learn grammar without focusing only on memorization

<u>Section Three:</u> Students' Perception ofthe Effectiveness of Form-Focused Instruction on EFL Students' Grammar Skills

Q14. Since learning grammar through form-focused instruction, do you feel your grammar has improved? (Did it help you to understand better the grammar rules?)

This question aims to find the position of learning grammar through form-focused instruction, whether their grammar has improved or nothere, four options were offered to select. Students' answers are summarized in figure 14 using percentages.
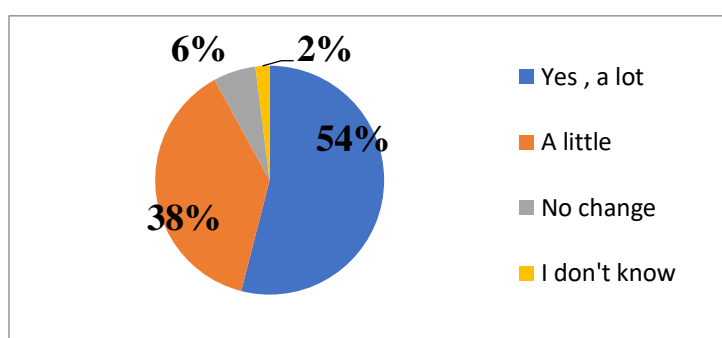
Figure III.14: The Effect of Form-Focused Instruction in Improving Students' Grammar

The results displayed in the figure above show that the majority (54%) of the participants said that their grammar improved significantly ("a lot") as a result of learning grammar with Form-Focused Instruction. Others (38%) selected "a little" and some of them (6%) claimed for "no change". However, a least percentage (2%) was represented students who said "I don't know", suggesting uncertainty about their progress.

These findings reflect a generally **positive perception of FFI's effectiveness** in enhancing grammatical competence among learners. The fact that over half of the students experienced substantial improvement highlights FFI's potential to **support both awareness and accurate use of grammar**, particularly when integrated within meaningful learning contexts. The responses also suggest that while some students may require more time or exposure to fully benefit from this approach, very few perceive it as ineffective or are unaware of its impact.

Q15. Which of the following grammar areas have improved the most for you?

(You can tick more than one answer)

This question aims at seeking more information for the previous question (Q.14), which is about the grammar areas that have been improved as a result of using Form-Focused Instruction.
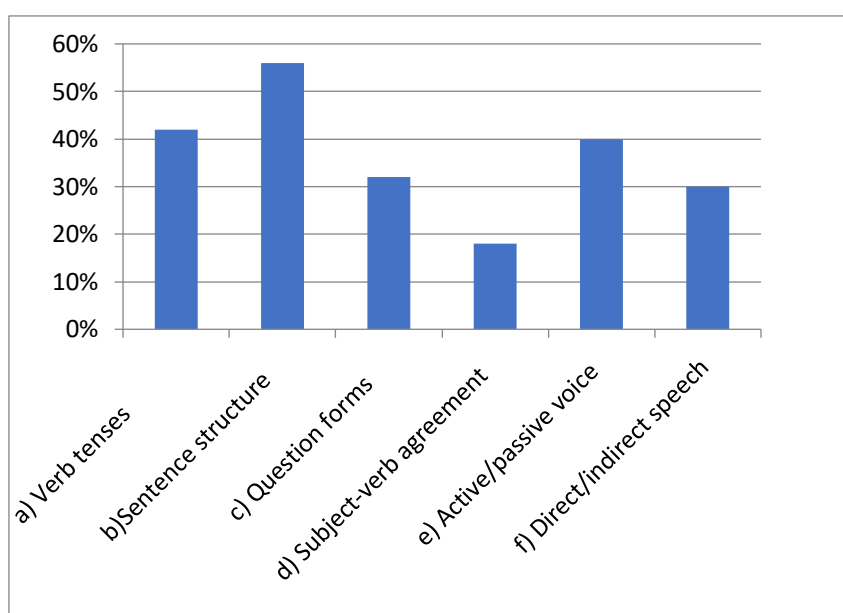
Figure III.15: The Improved Grammar Areas Due to Using Form-Focused Instruction

As noticed in figure above, 28 of students making up (56%) reported that "sentence structure" is the most improved grammar area due to the application of form-focused instruction. Additionally, 21 of participants (42%) selected "verb tenses". Others (20 students = 40 %) chose "active/passive voice". Some of them (32%) selected "questions forms". Also,(30%) opted for "direct/indirect speech", while a minority (18%) selected "subject-verb agreement".

These results suggest that FFI has had a **broad and positive impact across multiple grammatical areas**, with sentence structure and verb tenses showing the **greatest perceived gains.** The improvement in complex structures such as active/passive voice and reported speech further supports the effectiveness of FFI in helping learners internalize and apply

complex grammar rules. The findings indicate that students are benefiting from explicit grammar instruction.

Q16.Do you think that form-focused instruction helps students to grasp sentence structures and make it easier to see how English works?

The researcher asked the students if they are agree that form-focused instruction helps them to grasp sentence structures and make it easier to see how English works. The participants answered this question by ticking one of the four options offered about degree of their agreement or disagreement.
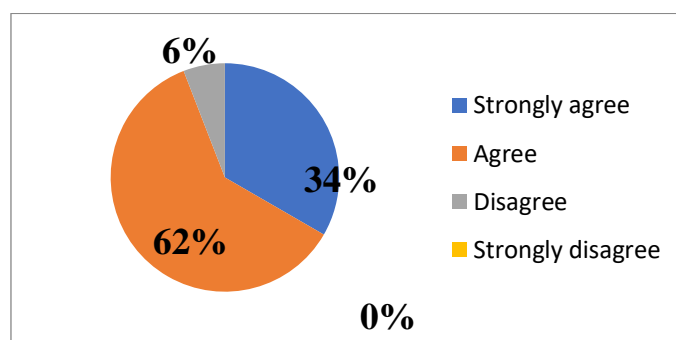
Figure III.16: Form-Focused Instruction Grasp Sentence Structures

The data obtained from this question reveal that a considerable number of students (62%) agree that form-focused instruction helps them to grasp sentence structures and make it easier to see how English works. Others (34%), in addition, selected "strongly agree", indicating a high level of confidence in the effectiveness of FFI. In contrast, only a **small minority (6%)disagreed**with the statement, suggesting that negative perceptions of this instructional approach are limited.

These results demonstrate that the majority of students **perceive FFI as beneficial** to their understanding of English grammar, particularly in terms of sentence construction and overall language structure. This positive perception supports the continued use of FFI as a strategy for enhancing grammatical awareness and improving learners' ability to produce accurate and meaningful sentences.

Q17. In your opinion, how necessary do you think is form-focused instruction for increasing your awareness of grammatical errors?

The researcher asked the same participants about the necessary of **form-focused instruction for increasing their awareness of grammatical errors.** Four options were

offered to select from the highest degree to the lowest to select. The results of this question are displayed in figure 17.
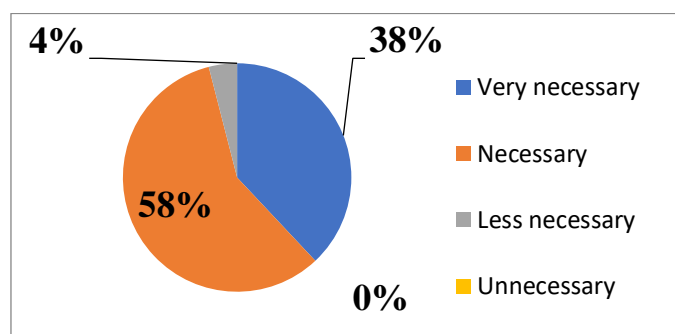
Figure III.17: The Necessary of form-focused instruction for increasing their awareness of grammatical errors

According to what is shown in the figure above, the majority of second year students (58%) confessed that the **form-focused instruction is "necessary" for increasing their awareness of grammatical errors**, andothers (38%) selected "very necessary" option. However, a few participants (4%) said "less necessary", and none selected unnecessary.

From the finding one can understand that student are aware of the crucial role that form –focused instruction plays in learning grammar in EFL classes.

3.1.2. Summary and Discussion of the Results

This part provides a discussion of the main results obtained from the second year LMD students at Mohammed KheiderUniversity of Biskra. Moreover, it seeks to answer the research questions formulated in the general introduction and to check the validity of the advanced hypotheses as well as it discusses the interpretation of the findings addressing the second research tool.

On the basis of the results reached, there are valuable insights into the students' perceptions, challenges, and preferences regarding grammar learning within their English as a Foreign Language (EFL) classrooms. To begin with, a significant representation of female students suggests that female learners might be more engaged or responsive to academic research or classroom activities involving language skills. Moreover, the age distribution shows that most participants fall within a typical university age range, with a smaller number of older students who might be studying under different academic circumstances, such as career changes or additional qualifications.

Regarding students' views, it has been clearly demonstrated that most students perceive their level in English as good or average, indicating a reasonable level of confidence in their language skills, though there remains room for improvement. Interestingly, none considered

their English level as poor, which may reflect a certain level of self-motivation or prior learning experiences. Additionally, grammar emerged as the most challenging area. This is understandable, as grammar requires both memorization and practical application of rules, which can be abstract and difficult to grasp. Speaking and writing also ranked high in difficulty, likely due to the pressure of producing accurate and fluent language in real-time or structured formats. Listening and vocabulary were less commonly viewed as problematic, while reading was not seen as a major issue at all, possibly due to its more passive and individually paced nature.

In addition, the statistics provided in the analysis indicated that most students identifying their level of grammar as good. This indicates a level of familiarity with grammatical structures, though the findings from other questions suggest there are still persistent areas of difficulty. Despite some challenges, a majority expressed motivation to learn grammar, often finding satisfaction in its logical nature and its importance in mastering English. However, a smaller portion expressed frustration with traditional teaching methods or the abstract nature of certain rules, suggesting a need for more engaging and practical instructional strategies.

On the ground of further the results obtained, grammar has proved to be essential for improving English proficiency. Many students believe that mastering grammar facilitates clearer communication and helps avoid mistakes, particularly in academic and formal contexts. Nevertheless, a few participants voiced concerns that an overemphasis on grammar may not directly improve communicative ability, especially in informal or spontaneous interactions. When asked about the frequency of grammar mistakes in their own language use, students acknowledged that errors are common, particularly during speaking and writing. This highlights the struggle between knowledge and practical application a gap that may be addressed through more targeted practice and feedback.

Through the results we gained in the grammatical difficulties, verb tenses stood out as the most challenging area. This likely stems from their complexity and the number of exceptions involved. Other difficult topics included reported speech, voice transformations, and conditionals. The reasons students gave for these difficulties ranged from frequent exceptions and forgetfulness to inadequate classroom practice or a focus on meaning over form in instruction. These insights suggest a need for a balanced approach that includes both rule-based instruction and contextualized use. In examining classroom practices, students reported that traditional methods like grammar explanations and sentence writing are most commonly used. While some interactive methods such as games or activities were mentioned,

they appear to be less frequent. This may reflect a more traditional teaching environment, where explicit instruction is prioritized over communicative approaches.

From the quantitative evidences data obtained from questionnaires, students also noted that their teachers frequently use form-focused instruction explicit teaching of rules and structures which aligns with their expressed preference for learning grammar in a direct, structured manner. Most students favoured this method over learning grammar indirectly through reading, speaking, or writing tasks. They described form-focused instruction as clearer and more efficient, especially for beginners. However, a notable group still preferred learning grammar in context, arguing that it feels more natural and is more aligned with real-life communication.

When asked whether this type of instruction had improved their grammar, many students affirmed that it had, especially in areas such as sentence structure, verb tenses, and voice. This suggests that explicit teaching methods do contribute to increased accuracy and confidence. Furthermore, students generally agreed that form-focused instruction not only helped them grasp sentence structures but also raised their awareness of grammatical errors, which is a

To sum up, the analysis of students' questionnaire revealed that while students face some persistent challenges in grammar particularly with verb tenses and rule exceptions, they are generally motivated and appreciative of structured, rule-based instruction. Students also show a high awareness about the value of form-focused instruction in learning English grammar. Overall, through the interpretation of the result, we conclude that form-focused instruction plays a significant role in language communication. In addition EFL teachers have to implement more engaging and varied teaching strategies that combine the clarity of explicit instruction with the contextual richness of communicative approaches and use it as an effective strategy to facilitate the enhancement of grammatical areas and train students to be experienced in language skills proficiency.

3.2. The Teacher's Interview Results

The current tool (Teachers' Interview) is essentially based on qualitative content analysis (QCA). Accordingly, it presents a thorough analysis of the findings obtained from an interview conducted with four teachers who teach at Mohammed KheiderUniversity of Biskra-Algeria. In order to collect the necessary data, to address the study questions, and to verify the validity of the research hypotheses, the interview was designed including thirteen (13) open-ended and closed ended questions. It was posted on line to the participants through a Google Forms. The answers to the interview questions were provided in a written form.

This instrument was employed for collecting the required data about their perception concerning the effectiveness of form-focused instruction on EFL students' grammar skills. The teachers' responses to each question are provided below.

3.2.1. Display and Analysis of the Teachers Interview Findings

Q1. How long have you been teaching language in university?

The purpose of this question was to discover the teachers' experience in teaching English at university level.

Teachers' responses indicated that their EFL teaching careers are different, ranging from 6 years to over 17 years of teaching. This variation provides a mix of both relatively experienced and highly seasoned teachers, allowing for diverse viewpoints grounded in different lengths of professional exposure.

The first teacher reported having 14 years of experience, suggesting a well-established familiarity with university teaching environments. The second one said "12 years", indicating a strong level of professional maturity. The third teaching stating "from 2006," implies approximately 18 to 19 years of teaching experience, making this participant the most experienced in the group. Another teacher declared to have "twelve years" experience. The last teacher reported having 6 years of teaching experience, contributing a perspective from a mid-career educator.

The variety of teachers' periods in teaching English is positive for the researcher because it guarantees that the next responses will be gathered from teachers with different experiences in teaching English.

Q2. Have you been teaching L2 grammar?

The purpose of this question was to discover whether teachers teach L2 grammar or not. From the results, it is clear that there is unanimity towards the idea; all teachers mentioned that they teach L2 grammar at high education. Their answers are listed as follows:

- Participant 1: *"I have been teaching grammar for 7 years".*
- Participant 2: *" Yes"*
- Participant 3: *"Yes indeed "*
- Participant 4: *" Yes , I have consistently taught L2 grammar"*
- Participant 5: *"Yes"*

Q3. How would you evaluate your students' grammar level?

This question was asked in order to know teachers' evaluation of their students' grammar level. The responses indicate a general consensus that students have an intermediate level of grammar although there are slight variations in how this is described.

The first teacher estimated the students' grammar level to be "upper intermediate" for most, reflecting a relatively strong grasp of grammatical rules, which could be supportive in learning accurate pronunciation. Two teachers described students' grammar as "average," suggesting that learners can use grammar adequately but may struggle with more advanced or nuanced structures. Another teacher provided a more detailed assessment, stating that students' levels vary but generally fall between "lower intermediate to upper intermediate," acknowledging the diversity of proficiency within a single group. The last teachers simply categorized the level as "intermediate," which aligns with the overall trend in responses. While students appear to have a functional understanding of grammar, the variation in responses highlights the need for designing instruction that accounts for differing levels of grammatical competence, which may directly influence their phonetic performance.

Q4. Which grammatical areas do you think your students struggle the most with / have challenges with?

This question investigates the teachers' point of view regarding the grammatical areas that students struggle the most with or have challenges with. Participants are required to tick one of the four options or mention others.
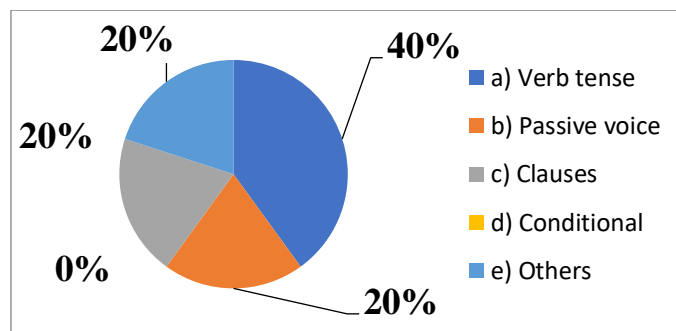
Figure III.18: Teachers View about the Grammatical Areas that Students Struggle With

The data show that the majority of the participants (40%) reported that the most grammatical areas that students struggle with is 'verb tense', others (20%) selected passive and active voice, the same percentage (20%) was given to "clauses". On the other hand, (20%) of teachers mentioned "others" saying all the mentioned along with and direct/indirect speech.

Q5. What grammar teaching method do you use the most?

This question aims to addresses teachers' opinion about the most teaching method they use to teach grammar skills in English. In this question teachers have to choose one of four main options were offered. The results of this question are displayed in Figure 19.
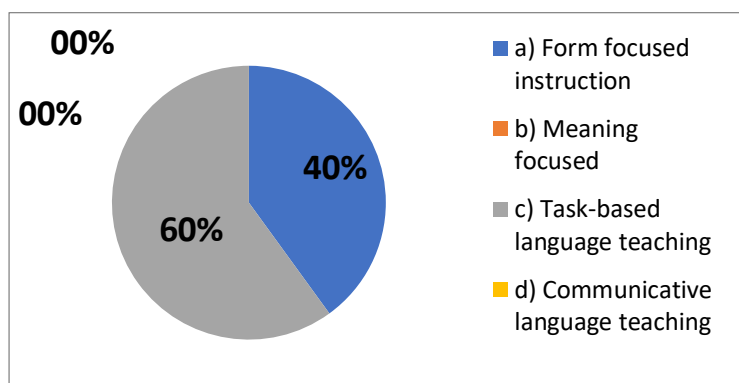
Figure III.19: The Most Teaching Method Teachers' Use to Teach Grammar Skills

As noticed in figure 20, (60%) of the EFL teachers claimed that Task Based Language Teaching is the most method they use to teach grammar skills. This shows that EFL teachers apply it as a useful method which facilitates learning grammar for students. Additionally, the rest of teachers (40%) selected Form Focused Instruction. However, none of teachers selected Meaning Focused, Communicative Language Teaching or mentioned any other teaching method.

Q6. How often do you incorporate Form Focused Instruction in teaching grammar rules?

This question intended to inquire the frequency teachers incorporate FFI in teaching grammar rules. From the answers obtained, we noticed that the majority of interviewees incorporate FFI into their teaching to varying degrees, with a general tendency towards frequent or regular use. The first responded with "often," indicating a consistent application of FFI in grammar instruction. Another teacher provided a detailed answer, stating that they "frequently use a balanced approach" that combines explicit instruction with communicative practice. This teacher illustrated a three-step method: first, explaining the rule explicitly; second, using communicative activities such as games or role-plays; and finally, offering corrective feedback. This structured and integrated method reflects a thoughtful application of both form and function in language learning. The third teacher described using FFI "very often," emphasizing its significance in their approach. The fourth teacher mentioned using it "regularly," particularly when introducing new grammar rules, showing that FFI plays a key role at critical instructional points. The responses suggest a shared recognition of the value of FFI, not just as a method for teaching grammar rules but also as a means of reinforcing

language accuracy an important component in supporting learners' pronunciation development. However, one teacher did not provide any answer to this question.

Q7. What aspects of grammar do you use Form Focused Instruction in?

The goal of this question was to probe into the way the teachers' main aspects of grammar they use in form focused instruction. The findings indicated that teachers apply FFI across a wide range of grammar topics, with a focus on both structural and functional elements of the language. The first teacher reported using FFI in "various aspects" depending on students' needs and learning objectives, including verb tenses, subject-verb agreement, punctuation, and writing techniques. This response suggests a flexible and learner-centered approach, where instruction is adapted to meet real-time classroom demands. The second teachers listed several specific grammar areas: conditionals, active/passive voice, direct/indirect speech, and question formation all of which require learners to manage form and syntactic structure carefully, which can also influence sentence stress and intonation patterns. Another teacher gave a more general response by referring to "form and function," emphasizing a balanced focus on grammatical structure and communicative use. Also one teacher mentioned common grammar topics like tenses, subject-verb agreement, articles, and conditionals areas often known to present challenges for EFL learners and which benefit from explicit instruction. Finally, the last participant highlighted "passive" and "verb tense" as key areas, showing alignment with the concerns raised by other respondents. In sum, teachers use FFI across both fundamental and complex grammatical structures, suggesting a recognition that clear understanding and use of these areas can directly or indirectly impact learners' spoken accuracy and pronunciation skills.

Q8. Do you think that Form Focused Instruction is effective /helpful in teaching grammar rules?

This question was asked with the purpose of identifying the teachers' view about whether focused instruction is effective /helpful in teaching grammar or not. From the results, it is clear that there is unanimity towards the idea; all teachers mentioned the same view, that is to say that all five participants expressed a positive view of FFI, affirming its role in enhancing grammar instruction. However, the depth and reasoning behind their agreement vary. EFL teachers strongly recommended the use of FFI but emphasized the importance of timing and contextualization. They cautioned against overwhelming students with excessive rule-teaching and advocated for embedding FFI within meaningful communication. They also

highlighted the importance of responding to learners' errors with effective guidance indicating a thoughtful and responsive teaching approach. In addition, reasoning that L2 lessons often center on understanding the form and structure of language, which naturally aligns with the principles of FFI. Teachers confirmed FFI's usefulness without elaboration. Additionally, FFI helps students understand and apply grammar rules more accurately, highlighting the practical benefits of this approach. These responses collectively suggest a shared recognition of FFI's value, especially when implemented in a way that supports comprehension, communication, and learner engagement. While some responses are more detailed than others, the unanimous agreement underlines the strategy's relevance in grammar instruction within EFL classrooms. Teachers' responses are cited below:

Q9. How do your students generally respond to the form focused instruction?

Question seven seeks to know teachers' views about students respond to the form focused instruction. The participants are expected to tick one of the four options. Teachers' answers are displayed in figure 21.
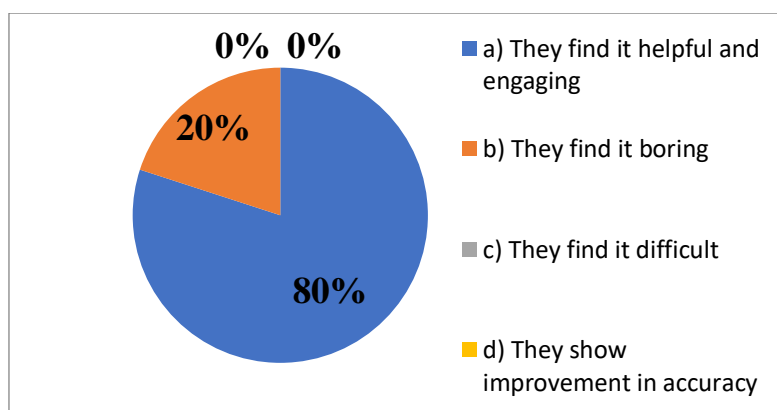
Figure III.20: Teachers' Perception on Students Respond to the Form-Focused Instruction

Concerning this question, the data collected are as follows: 4 teachers (80%) said that EFL students find form focused instruction helpful and engaging. Conversely, one of the subjects (20%) reported he/she finds it boring. None of teachers claimed they found it difficult or they show improvement in accuracy.

Q10. According to your experience, what are the benefits of using Form Focused Instruction in grammar lessons?

The aim of this question was to investigate teachers' opinion about the the benefits of using Form Focused Instruction in grammar lessons, according to teachers' great experience, there is diversity in teachers' responses; All participants agreed on the value of FFI, emphasizing its contribution to grammatical accuracy, learner awareness, and language

proficiency, though the level of detail in their responses varied. The first teacher took a balanced view, noting that while FFI is beneficial, it should not be overused or relied upon as a one-size-fits-all solution. They emphasized that, when appropriately integrated into communicative lessons, it can enhance learners' accuracy without compromising fluency a critical consideration in EFL instruction. The second teacher provided the most comprehensive response, highlighting several key benefits: FFI connects grammar to meaningful use rather than isolated practice, supports both explicit and implicit learning, raises awareness of specific structures, and promotes learner autonomy. This teacher also emphasized the cognitive benefits of noticing and self-correcting grammatical errors, which fosters active engagement and long-term retention of complex grammar rules. The third participant noted that FFI enhances both grammatical accuracy and communicative ability, leading to greater overall proficiency. The two last teachers confirmed the importance of FFI in improving grammatical accuracy, reinforcing the central theme that accurate form usage is a major benefit of this instructional approach. The responses suggest that FFI is valued not just for rule-based instruction, but for its role in shaping learners into more accurate, aware, and autonomous language users skills that are foundational in mastering pronunciation and effective communication. Teachers' responses are cited below:

- Participant 1: *"It should be used effectively, not overreliance on it. It is not a magic solution but when it is used to design some communicative lessons, it accelerates accuracy without sacrificing fluency."*

- Participant 2: *"This approach draws learners' attention to grammatical forms within meaningful contexts and not just isolate grammar from real language use as many may think. It helps learners improve accuracy in grammar without sacrificing communication. The direct explanations (explicit) in form-focused helps students grasp better the grammatical rules to use them properly, and the implicit guarantees that grammar is corrected or highlighted within communication through focused tasks. Learning grammar by looking at its features makes it easier to retain and memorise. It makes learners aware of specific structures they may otherwise overlook during fluent communication. This awareness helps internalize difficult or subtle grammar rules (e.g., verb aspects, conditionals, passive voice). It enhances learner autonomy as learners develop strategies for noticing and self-correcting grammar in their own use. This encourages more active language learning, not just passive rule memorization."*

- Participant 3: *"Grammatical [instruction] enhances accuracy and communicative skills, leading to more language proficiency."*

- Participant 4: *"It improves grammatical accuracy."*
- Participant 5: "It improves accuracy."

Q11. What types of feedback do you use after Form Focused Instruction to reinforce students' grammatical abilities?

This question seeks to discover the type of feedback used by EFL teachers after Form Focused Instruction to reinforce students' grammatical abilities. The participants answered this question by ticking one of the four options offered.
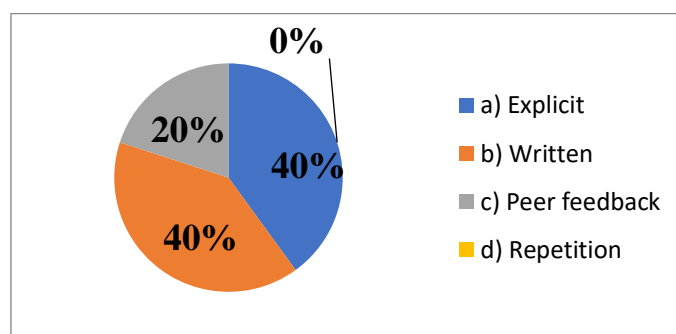
Figure III.21: Teachers' Type of Feedback Used to Reinforce Students' Grammatical Abilities

From figure 22, it can be observed that (40% for each option) of the teachers indicated that they the type of feedback they use to reinforce students grammatical abilities are explicit and written feedback. The remaining percentage (20%) refers to the teachers who selected peer feedback, but none of them said repetition or specify others.

Q12. How do you assess whether your students have understood or learnt the grammar taught through form focused instruction?

The purpose of this question was to determine teachers' assessment assess whether students have understood or learnt the grammar taught through form focused instruction. Here, the responses reveal a diversity of assessment methods, ranging from controlled practice exercises to more communicative assessments. The first teacher emphasised the importance of balancing FFI with other teaching techniques. He/she highlighted the need for pacing when designing courses and assessments, ensuring that both rule-based knowledge and real-world use are evaluated through fluency-focused tasks. This suggests a holistic view of assessment, where the integration of grammar knowledge into real-life contexts is a key to assessing student comprehension. The second teacher provided a detailed list of assessment techniques, including controlled practice tasks such as fill-in-the-blank exercises,

transformation tasks (e.g., converting active to passive voice), and error identification and correction activities. These tasks directly assess students' understanding of grammar rules, while the inclusion of tests and exams for summative assessment allows for a more formal evaluation. Additionally, formative assessment activities like having students write or orally produce sentences using specific grammar points are seen as effective ways to gauge immediate understanding. The third teacher focused on assessing students' knowledge of language form and structure, indicating a more traditional, knowledge-based approach to evaluation. The fourth teacher mentioned quizzes, written assignments, and exercises, common methods for assessing grammar in a structured manner. The last and fifth teacher referred to drills and practices, which focus on repetition and mastery of specific grammatical forms, reinforcing procedural knowledge. The responses collectively suggest that teachers use a variety of assessment methods to measure whether students have internalized grammar through FFI. These methods range from formal written tests to more dynamic, communicative tasks, providing a comprehensive approach to evaluation that encompasses both accuracy and practical application. Teachers' detailed responses are cited below:

- Participant 1: "*Balance use of the FFI and other techniques in teaching grammar should be taken into consideration, pacing in design courses and tests with fluency-focused tasks to assess both rule knowledge and real-world use.*"
- Participant 2: "*Through controlled practice that focuses on form:*
- *-Fill-in-the-blank exercises (for conjugating verb tenses, for example),*
- *-Transformation tasks like those that aim to convert from active to passive, or direct to indirect speech.*
- *-Error identification and correction: students spot the error and correct it.*
- *-Tests and exams for summative assessment.*
- *-Make students write or orally produce a sentence of their own using a specific grammar point learned in the session (this is formative assessment).*"
- Participant 3: "*By assessing their language proficiency based primarily on knowledge of the form and structure of the language.*"
- Participant 4: "*Through quizzes, written assignments, and exercises.*"
- Participant 5: "*Drills and practices.*"

Q13. What challenges did you have faced when implementing Form Focused Instruction?

This question aims to have extra information about teachers' attitudes towards form focused instruction, which is the main challenges they had faced in implementing form focused instruction. Here, all the participants answered confirmed that they face a range of challenges, with a common theme of balancing the structural aspects of grammar with the need for engaging and meaningful communication. The first teacher mentioned several challenges, including the difficulty of focusing on key grammar rules while ensuring enough communicative practice. This teacher noted students' resistance to memorizing grammar rules and using them in real-world tasks, reflecting a common hurdle in FFI, where students may struggle with applying abstract rules to spontaneous speech. Additionally, the challenge of addressing learners with varying proficiency levels was highlighted, which can make it difficult to ensure that FFI is accessible to all students. The second teacher also noted the issue of students' varying levels of grammar knowledge, which can make lessons either too easy for high-level learners or too challenging for weaker ones. This variation may lead to disengagement among students who feel the lesson is not designed according to their needs. Another concern raised by this participant was that FFI can sometimes feel overly rule-based, leading to a loss of student interest. The time investment required incorporating practice, feedback, and revision was also identified as a challenge, suggesting that effective implementation of FFI demands careful planning and pacing. Another teacher pointed out the difficulty of balancing form (grammar) with meaning (communication), a classic tension in language instruction where form-focused activities may interfere with students' ability to focus on meaning. One teacher similarly mentioned time constraints, alongside the challenge of balancing grammar-focused instruction with communicative activities. The last one identified the challenge of attracting students' attention, which is crucial for maintaining engagement in any teaching approach, including FFI. The challenges highlighted across the responses reflect the tension between focusing on grammar rules and maintaining an engaging, communicative classroom environment. These concerns underscore the need for strategic planning to ensure that FFI is implemented in a way that is both effective and motivating for learners. Teachers' responses are cited below:

- Participant 1: *"There are many challenges that face teachers and students to apply this technique with best practices in order to have excellent results as follows: -Focus on the main rules per lesson with more communicative practice. -Students' resistance to memorizing grammar rules and using them in communicative tasks.*

  -Addressing different types of learners with multiple levels in language proficiency."

- Participant 2: *"Because students vary widely in their grammar knowledge and language awareness in one class, Form-Focused can be too easy for some (the good students) and too hard for others (the weak ones).*
- *-Students can find the lesson overly rule-based; as a result, some are not engaged and lose interest.*
- *-It takes time to incorporate practice, feedback, and revision."*
- Participant 3: *"Balancing form and meaning can be difficult."*
- Participant 4: *"Time constraints and balancing form with communicative activities."*
- Participant 5: *"Attracting students' attention.*

3.2.2. Summary and Discussion of the Teacher's Interview Results

From the analysis of the teachers' interview, useful information is gathered about investigating the effectiveness of form focused instruction on EFL students' grammar skills. It is important to reach the aims of this study and find answers of the research questions mentioned before.

From the analysis of the teachers' interview, it can be deduced that teachers have diverse levels of teaching experience, ranging from 6 to 17 years. This range of experience provided a broad spectrum of insights into the practice and challenges of teaching English grammar at the university level. More experienced teachers were able to provide perspective on the development and evolution of teaching methods, while the less experienced educators contributed viewpoints on the integration of effective teaching strategies like FFI.

From qualitative and quantitative evidence, all teachers reported teaching L2 grammar, and there was unanimous agreement on the importance of Form-Focused Instruction as part of their grammar teaching approach. Most teachers frequently used FFI in their lessons, with many emphasizing the need for a balanced approach that integrates both explicit grammar instruction and communicative activities. The teachers were clear that FFI is most effective when it is embedded within meaningful communication, suggesting that grammar lessons should not be isolated but connected to real-life use.

The aspects of grammar most commonly taught through FFI were verb tenses, subject-verb agreement, conditionals, and passive voice. These areas associated with common challenges that EFL learners face, suggesting that teachers recognize the need for explicit instruction in these fundamental areas. Interestingly, teachers also applied FFI to more complex structures like direct and indirect speech, emphasizing its role in helping students manage both form and function in language use.

Moreover, all the teachers agreed on the effectiveness of FFI in helping students understand and apply grammar rules more accurately. They noted that FFI, when used appropriately, can enhance learners' grammatical accuracy without sacrificing fluency. However, the teachers also acknowledged that the success of FFI depends on timing and the context in which it is introduced. Overuse of grammar instruction could lead to students becoming disengaged, which is a key consideration when implementing FFI. Despite this, the majority of teachers reported that students generally find FFI helpful and engaging, with a few exceptions where some students perceived it as boring.

Additionally, the EFL teachers employed a variety of assessment methods to know whether students had understood the grammar rules taught through FFI. These included both controlled practice exercises and more communicative assessments like writing or speaking tasks. The diversity in assessment methods reflects the teachers' recognition of the importance of evaluating both the accuracy of grammatical knowledge and the ability to apply that knowledge

More specifically, one of the key challenges that teachers faced when implementing FFI was balancing the focus on grammar rules with the need for communicative practice. Several teachers noted that students often resist memorizing and applying grammar rules in spontaneous communication, which can make the implementation of FFI difficult. This issue was compounded by the varying levels of language proficiency within a single class, which made it challenging to put instruction to meet the needs of all students. Additionally, some teachers found that FFI could become overly rule-based, leading to disengagement among students who were not as interested in grammar-focused lessons.

Furthermore, time constraints were also mentioned as a significant challenge, particularly in balancing form-focused instruction with other communicative activities. In particular, teachers emphasized the importance of not overwhelming students with too much rule-based instruction, while also ensuring that enough time was dedicated to practicing and applying these rules in meaningful ways. In addition, attracting students' attention and maintaining engagement throughout FFI lessons was seen as crucial, especially as some students tended to lose interest when the focus was heavily on grammar.

In conclusion, the results of the interview highlight the importance of **implementing form focused instruction** in helping learners overcome grammar difficulties. The teachers' experiences with Form-Focused Instruction illustrate both the benefits and challenges of using this approach in EFL grammar teaching. While all teachers acknowledged the effectiveness of FFI in enhancing grammatical accuracy and keep students engaged. Finally, the teachers'

reported about the value of FFI in improving students' understanding and application of grammar rules, which is essential for developing both their linguistic accuracy and communicative competence.

3.3. Synthesis of the Results

The quantitative data obtained from the students' questionnaire provided valuable insights into second year students' perceptions and challenges regarding grammar learning in English learning. The majority of students reported that grammar emerged as the most challenging area, followed by speaking and writing. Accordingly, students expressed a strong motivation to improve their grammar, appreciating its logical structure and importance in mastering English. However, some voiced concerns about traditional teaching methods and the abstract nature of certain grammatical rules.

The findings also highlight that verb tenses were the most difficult grammatical topic, along with reported speech, and passive /active voice transformations. The students attributed these difficulties to exceptions and inadequate classroom practice. Most students preferred form-focused instruction, which emphasizes explicit teaching of grammar rules and structures. This method was favoured over indirect grammar learning through reading, speaking, or writing tasks. Many students reported that this approach improved their grammar, particularly in areas like sentence structure and verb tenses, and increased their awareness of grammatical errors. In short, the study concludes that form-focused instruction plays a vital role in enhancing grammatical proficiency and suggests that EFL teachers should incorporate more engaging and varied teaching strategies that blend explicit instruction with communicative approaches to foster students' language skills.

3.4. Limitations of the Study

Limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do.

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to the research (lack of sources) since grammar is not widely studied in Algeria which leads the researcher to use the electronic ones.

The second limitation is that the study was limited to a small sample of second year LMD students at Mohammed KheiderUniversity of Biskra. Consequently, the findings of the study

cannot be generalized to other levels. The third limitation is the questionnaire returned at 70%, since some students did not answer all the questions carefully. Thus, it expected that some students face challenges to cooperate fully. The fourth limitation is that the time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations.

3.5. Suggestions and Recommendations

To end this present study that turns around investigating the effectiveness of form focused instruction on EFL students' grammar skills: the case of second year students at Mohamed KhiderUniversity of Biskra. In addition decrease difficulties students face in enhancing grammar skills. We state some suggestions and recommendation that will be helpful and practical for both **EFL teachers** and **students** to address grammar challenges and enhance language proficiency:

Recommendations for EFL teachers

- It is recommended that teachers integrate a balance of instructional approaches, including form-focused instruction, communicative methods, task-based learning, and interactive activities. This creates a more engaging learning experience that addresses students' varying preferences and needs.

- Providing students with ample opportunities to practise grammar, especially in challenging areas like verb tenses and passive-active voice transformations, is essential.

- In addition to grammar drills, encouraging real-life language use in both writing and speaking contexts can enhance grammar acquisition.

- Diversifying assessment methods—such as using quizzes, written exercises, oral presentations, and group discussions—allows for a more comprehensive evaluation of students' grammar proficiency.

- Promoting collaboration among students, including peer discussion of grammar points and mutual teaching, can strengthen understanding and reinforce grammatical knowledge.

- Offering constructive and specific feedback, particularly on frequent grammar errors such as verb tense misuse, passive-active confusion, or incorrect reported speech, helps students identify and correct mistakes more effectively.

Recommendations for EFL Learners

- Students have to increase practice grammar skills regularly including verb tenses, passive-active voice, and reported speech

- Engaging in practical activities—such as writing short stories, participating in peer review sessions, or completing grammar exercises—can help facilitate students' understanding of grammatical rules.

- Focusing on form-focused instruction to learn grammar in context enables students to understand how grammatical structures function in real-life communication.

- Students have to actively seek feedback from teachers or peers, especially when encountering difficulties through requesting clarification on confusing grammar rules or structures, students can address their weaknesses and improve their understanding.

- Students have to maintain motivation by setting specific goals for improvement and staying consistent in their study habits will be a key to overcoming challenges and mastering grammar.

- Students have to benefit from using online grammar tools, educational apps, and websites that offer interactive exercises, quizzes, and videos which provide alternative explanations to clarify difficult rules.

Conclusion

This chapter included the findings obtained from the analysis of the students' questionnaire and the teachers' interview in which all the important steps related to data collection and analysis are presented. First it highlights for the analysis of the questionnaire then the analysis of the interview. Thereon, it provides a discussion of the main results obtained from the two addressed tools. The mixed-method approach that returns qualitative and quantitative data were aligned with the research hypotheses which were presented in this work.

GENERAL CONCLUSION

The present study has attempted to investigate the effectiveness of Form Focused Instruction on EFL students' grammar skills: the case of second year students at Mohamed KhiderUniversity of Biskra. More specifically, it aimed at to explore the challenges students face in learning grammar rules and to offer a comprehensive understanding about the crucial role that Form Focused Instruction plays in the enhancement of foreign language grammar skills.

The present study is composed of three chapters: the first provides a comprehensive overview of grammar skills in EFL classes, highlighting its definition and importance. It also discussed the main approaches and methods in grammar as well as it highlights Form Focused instruction in EFL classes. In the second chapter, we introduced the research methodology and design, population, sample, and data collection instruments, including students' questionnaires and teachers' interviews. Finally, the third chapter analyses the findings from two instruments and engages in discussions regarding the implications, limitations, and suggestions for further studies, ultimately leading to a general conclusion.

In order to attain the research objectives, provide answers to the research questions stated in the general introduction, and confirm or refute the proposed hypotheses, we have meticulously investigating the effectiveness of form focused instruction on EFL students' grammar skills. A mixed methods approach was adopted. Quantitative data were collected using an on line questionnaire using Google Forms for a sample of 50 second year students at Mohammed KheiderUniversity of Biskra in the academic year 024-2025. The obtained data were analysed using quantitative method. In addition, qualitative data were obtained through a teachers' interview which was conducted with five EFL grammar teachers. Results were then analysed quantitatively and open ended questions which were analyzed using qualitative content analysis (QCA).

Based on the results displayed in chapter three and the discussion provided, the research questions are addressed, and the hypotheses are examined. First, from the analysis of the students' questionnaire and the teachers' interview, it is evident that second-year LMD students at Mohammed Kheider University of Biskra face common difficulties in grammar learning, particularly in areas like formulating questions, transforming passive-active voice, and structuring direct and indirect speech. Students overwhelmingly reported verb tenses, reported speech, and passive-active voice transformations as their most challenging topics, attributing these difficulties to factors such as complex rules, exceptions, and inadequate classroom practice. These findings confirm the first research question regarding the students' common challenges in learning specific grammar skills. Additionally, the first hypothesis,

which suggests that insufficient practice, de-motivation, weak language proficiency, and time constraints contribute to these difficulties, is partially supported. Students' recognition of these obstacles confirmed the hypothesis that limited practice and weak proficiency impact their grammar learning.

Regarding the effectiveness of Form-Focused Instruction (FFI), the results from both the questionnaire and the teacher interviews indicate that explicit grammar teaching, particularly through form-focused instruction, significantly improved students' understanding of grammar rules. A majority of students reported that this approach helped them with sentence structure, verb tenses, and active /passive voice. They appreciated the clarity and efficiency of direct instruction, especially in the early stages of learning. This finding address the second research question about the effectiveness of FFI and confirms the second hypothesis, which is FFI enhances students' grammar skills, including those related to passive-active voice and direct-indirect speech.

In terms of effective teaching strategies, students and teachers both highlighted the importance of structured grammar instruction and error correction. Many students favoured a more traditional approach, emphasizing explicit teaching of grammar rules, with some support for task-based learning and written corrective feedback. These strategies were seen as essential for addressing the common difficulties students face in grammar learning. Finally, the third hypothesis, which suggests that **EFL students will generally hold positive perceptions and attitudes towards Form-Focused Instruction in grammar learning, has been confirmed as the majority of students find FFI very beneficial and effective.**

In light of this conclusion, some suggestions for further research are required. Our study hopefully contributes to the field investigating the effectiveness of form focused instruction on EFL students' grammar skills. In fact, we have dealt only with both gender second year students, but in future studies one may deal with the difference gender (males or females) in learning English grammar rules. Moreover, for the future studies, we may use other instruments to collect data. The current study is just a starting point. To explore grammar challenges in teaching English for EFL learners, experimental methods using post tests and pre tests, focus group discussion, or classroom observation can be powerful tools that help researchers obtain more detailed and precise evidence.

Finally, Future studies can explore grammar with language factors and methodologies such as task based teaching, mobile phone applications, language skills (reading, writing, listening, speaking, communication, motivation and engagement to ensure the reliability and generalizability of the research findings. The study should be repeated with a larger sample

and include EFL students from the different Algerian provinces in order to obtain larger opinions   and   attitudes.

LIST OF REFERENCES

Abdukarimova, N. A., &Zubaydova, N. N. (2022). Deductive and inductive approaches to

Abrejo, B., Sartaj, S., & Memon, S. (2019). English Language Teaching through Communicative Approach: A Qualitative Study of Public Sector Colleges of Hyderabad, Sindh. Advances in Language and Literary Studies, 10(5), 43-51. http://dx.doi.org/10.7575/aiac.alls.v.10n.5p.43[2]

Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it? Indian Journal of Medical Specialities, 4(2). https://doi.org/10.7713/ijms.2013.0032

Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., &Farheen, Z. (2019, October 28). Qualitative vs. quantitative research—A summarized review. Journal of Evidence-Based Medicine and Healthcare, 6(43), 2828–2832.https://www.semanticscholar.org/paper/Qualitative-v-s.-Quantitative-Research-A-Summarized-Ahmad-Wasim/4e27a213383262fc14d19c58e23f207d97fa8d61

Al-khresheh, M. H., &Orak, S. D. (2021). The place of grammar instruction in the 21st century: Exploring global perspectives of English teachers towards the role of teaching grammar in EFL/ESL classrooms. World Journal of English Language, 11(1), 1-9.

Anh, D. K. (2013). The Current State of the Art in the Teaching of Grammar At Vietnamese High Schools. Language in India, 13(3), 22-42.

Awalin, A. S. A., Iftanti, E., & Umami, M. S. M. (2023, September). Students' Perceptions on TheImpact of Artificial Intelligence on English Grammar Learning. In International Conferenceon Education (pp. 169-174).

Azizpour, S., &Alavinia, P. (2021). The impact of focus on form and focus on forms instruction on grammar acquisition of the subjunctive by Iranian advanced EFL learners. Teaching English Language, 15(1), 215-249. https://doi.org/10.22132/TEL.2021.134368

Benamor, Z., &Benmostefa, N. (2022). Diagnostic Testing as an Effective Tool for Learning. Case Study: A Study of Difficulties Encountered by EFL Learners when Using Tenses in English. Aleph. Langues, médias et sociétés, 9(3). https://aleph-alger2.edinum.org/642832

Benitez-Correa, C., Gonzalez-Torres, P., Ochoa-Cueva, C., & Vargas-Saritama, A. (2019). A comparison between deductive and inductive approaches for teaching EFL grammar to high school students. International Journal of Instruction, 12(1), 225-236. https://doi.org/10.29333/iji.2019.12115a

Brown.(2000) Principles of Language Learning and Teaching. Pearson Education Limited.

Churchill, G. A., &Iacobucci, D. (2005). Marketing research: Methodological foundations (12th ed.). Earlie Lite Books, Inc.

Cohen, L., & Manion, L. (1994). Research Methods in Education. (4th Edition). New York: Routledge

Cohen, L., & Manion, L. (2005). Research methods in education (5th ed.). Routledge.

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.

Constantinescu, A. I. (2007). Using technology to assist in vocabulary acquisition and reading comprehension. The Internet TESL Journal. Retrieved from http://iteslj.org/Articles/Constantinescu-Vocabulary.html.

Cook, G. (2003). Applied Linguistics. New York: Oxford University Press.

Cowan, R. (2008). The teacher's grammar of English. New Delhi: CUP.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). SAGE Publications.

Cummings, L. (2021). Chapter 1: The Study of Grammar. ResearchGate. https://doi.org/10.13140/RG.2.2.29642.40963

Dörnyei, Z., & Taguchi, T. (2010). Questionnaires in second language research: Construction, administration, and processing (2nd ed.). Routledge.

Doughty, C., & Williams, J. (Eds.). (1998). Focus on Form in Classroom Second Language Acquisition. Cambridge University Press.

Ellis, R. (1997). Second Language Acquisition. Oxford: Oxford University Press.

Ellis, R. (2001). Focus on Form: A Critical Review. Language Learning 20, 1−46. https://doi.org/10.1111/j.1467-1770.2001.tb00013.x.

Ellis, R., Basturkmen, H., & Loewen, S. (2001b). Preemptive focus onform in the ESL classroom. TESOL Quarterly, Vol. 35 (3), pp.407-432

Ellis, R., Basturkmen, H., & Loewen, S. (2002). DoingFocus-on-Form. System Vol. 30, pp. 419-432.

Enesi, M., Strati, E., &Trifoni, A. (2023). Alternative grammar teaching vs. traditional grammar teaching in Albanian tertiary education. International Journal of Education and Practice, 11(2), 279-294. https://doi.org/10.18488/61.v11i2.3337

Farrokhi, F., &Talabari, F. T. (2011). Focus on form instruction in EFL: Implications for theory and practice. Journal of English Language Teaching and Learning, 53(222), Autumn-Winter 2011.

Fitria, T. N. (2021). Grammarly as AI-powered English Writing Assistant: Students' alternative for Writing English. Metathesis : Journal of English Language, Literature, and Teaching, 5(1), 65. https://doi.org/10.31002/metathesis.v5i1.3519

Fotos, S, andNassaji , H, (2011).Teaching Grammar in Second Language Classrooms, Integrating Form-Focused Instruction in Communicative Context. Library of Congress Cataloging in Publication Dat.

Ghorbani, M., &Atai, M. R. (2013). Effect of explicit and implicit FFI on EFL learners' implicit and explicit knowledge of simple and difficult morphosyntactic features. Teaching English Language, 7(1), 33-70.

Gillham, Bill (2000). Case Study Research Methods. Real World Research.London

Greenbaum, S., & Nelson, G. (2002). An introduction to English grammar (2nd ed.). Pearson Education Limited

Griffee, T. D. (2012). An introduction to second language research methods: Design and data. TESL-EJ Publications.

Halliday, M. A. K. (2015). Categories of the Theory of Grammar. WORD, 17(2), 241-292. https://doi.org/10.1080/00437956.1961.11659756

Hally,H, M. and Austin, T. Y. (2004). Content-Based Second Language Teaching and Learning. Pearson.

Harmer. (2002) The Practice of English Language Teaching. Pearson Education Limited.

Hartwell, P. (1985). Grammar, Grammars, and the Teaching of Grammar. College English, 47(2), 105-127.

Higgins, M., Grant, F., & Thompson, P. (2010). Formative assessment: Balancing educational effectiveness and resource efficiency. Journal for Education in the Built Environment, 5(2), 4-24. https://doi.org/10.11120/jebe.2010.05020004

Hong, N. (2021). Teaching English Grammars Through Games in an EFL Grammar Class. International Journal of Research in Engineering, Science and Management, 4(6). ISSN (Online): 2581-5792.https://journal.ijresm.com/index.php/ijresm/article/view/783

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15(9), 1277–1288. https://doi.org/10.1177/1049732305276687

https://media.neliti.com/media/publications/343275-deductive-and-inductive-approaches-to-te-f0998821.pdf[4]

Kabir, S. M. S. (2016). Methods of data collection. Book Zone Publication.

Kaivanpanah, S., Alavi, S. M., &Barghi, A. H. (2019). Teachers' practices and awareness of grammar teaching principles. Teaching English Language, 13(2), 213-246.

Kellem, K., & Halvorsen, A. (2018). Understanding and utilizing form-focused instruction in the language classrooms, ORTESOL Journal, 35, 1-12.

Kinet, A. (2017-2018). The impact of grammar teaching methods on EFL pupils' achievement and motivation: traditional vs. technology-enhanced (Master's thesis). Faculté de philosophie, arts et lettres, Université catholique de Louvain.

Köksal and GökhanUlum, 2018 Koksal, D. ,&Ulum, Ö.G. (2018). Language assessment through Bloom's Taxonomy. Journal of Language and Linguistic Studies, 14(2), 76-88.

Li, Z., & Song, M. (2007). The Relationship between Traditional English Grammar Teaching and Communicative Language Teaching. US-China Education Review, 4(1), 62. *https://files.eric.ed.gov/fulltext/ED497485.pdf*

Llantada, Pérez-M. C. & Larsen-Freeman, D. (2007). New Trends in Grammar Teaching: Issues and Applications: An Interview with Prof. Diane Larsen-Freeman. Atlantis, 29(1), 157-163.

Long, M. (1991). Focus on form: a design feature in language methodology. In K. de Bot, R. Ginsberg, &Kramsch (Eds.). Foreign Language research in Cross- cultural perspective (pp. 39-52). Amsterdam: John Benjamins.

Long, M. H. (1997). Focus on form in task-based language teaching. McGraw-Hill Companies. Retrieved December 26, 2012, from *http://www.mhhe.com/socscience/foreignlang/top.htm*

Lukenchuk, A. (2017). Chapter seven: Working with the data and presenting the findings. Counterpoints, 428, 101–117. Retrieved April 19, 2024, from *http://www.jstor.org/stable/45177755*

Mack, N., Woodsong, C., Macqueen, K. M., &Namey, E. E. (2005). Qualitative Research Methods: A Data Collector's Field guide. ResearchGate. Retrieved March 05, 2024, from https://www.researchgate.net/publication/215666086_Qualitative_Research_Methods_A_Data_Collector's_Field_Guide

Mahboob , T, and Adwit Rahman ,M (2016).   Effective Ways of Teaching Grammar in Second Language Classroom. https://www.researchgate.net/publication/. 342232140

McCombes, S. (2022, October 10). Descriptive research | Definition, types, methods & examples. Scribbr. https://www.scribbr.com/methodology/descriptive-research/

Mirzaei, A., & Taheri, F. (2016). Task-based collaborative interaction in a CMC environment: A form-focused perspective. Teaching English Language, 10(2), 113-149.

Mogboh, V., & Okoye, A. C. (2019). Formative and Summative Assessment: Trends and Practices in Basic Education. Journal of Education and Practice, 10(27). *https://doi.org/10.7176/JEP[5]*

Moussaoui, N., &Chelli, S. (2024). A proposed model for grammar instruction to EFL adult learners: The case of second-year students at Biskra University. ALTRALANG Journal, 6(1), 304-319.

Newby, D. (2015). The role of theory in pedagogical grammar: A cognitive + communicative approach. Eurasian Journal of Applied Linguistics, 1(2), 13-34

Nunan, D. (1991). Language teaching methodology. Prentice Hall

O'Leary, J. A., & Steinkrauss, R. (2022). Syntactic and lexical complexity in L2 English academic writing: Development and competition. Ampersand, 9, 100096. *https://doi.org/10.1016/j.amper.2022.100096*

Oxford, R. (1993). Gender differences in second/foreign language learning styles and strategies. In J. E. Alatis (Ed.), Strategic Interaction and Language Learning (pp. 541–557). Georgetown University Press.

Pal, A. (2017, March). Quantitative Data Analysis and Representation. ResearchGate. Retrieved March 5, 2024 from *https://www.researchgate.net/publication/316888578*

Poole, A. (2005). Focus on form instruction: Foundations, applications, and criticisms. The Reading Matrix, 5(1).

Rahman &Manaf, 2017. A Critical Analysis of Bloom's Taxonomy in Teaching Creative andCritical Thinking Skills in Malaysia through English Literature. English Language Teaching; Vol. 10, No. 9; ISSN 1916-4742 E-ISSN 1916-4750.

Richards, J. C., & Rodgers, T. (1986). Approaches and methods in language teaching: Adescription and analysis. Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T. (2003). New interchange: English for international communication. Cambridge:Cambridge University Press.

Rivers, W. M. (1981). Teaching Foreign Language Skills. University of Chicago Press.

Rixon, S., Flavell, R. H., & Vincent, M. (1991). How to use games in language teaching (Ed.). Hong Kong: Modern English

Ruppert, Diane. (2008). Active Grammar: A Blended learning case study in Business English grammar (Development project report). Retrieved from *http://www.theseus.fi/bitstream/handle/. 10024/20424/jamk_1209461503_7.pdf.*

Sardareh, S. A., & Saad, M. R. M. (2013). Defining assessment for learning: A proposed definition from a sociocultural perspective. Life Science Journal, 10(2). http://www.lifesciencesite.com/lsj/life1002/319_15986life1002_2493_2500.pdf[1]

Saricoban, A. (1999). The teaching of listening. The Internet TESL Journal, 5(12). Retrieved from http://iteslj.org/Articles/Saricoban-Listening.html.

Schwarz , Narcisa (2014). Aspects of Grammar Teaching Techniques. VasileGoldis Western University of Arad, Romania DOI: 10.7763/IPEDR. 2014. V77. 11

Shahani, S. (2012). Focus-on-form instruction: A review of related literature.

teaching grammar. Media Neliti, 343275, 373-377.

Thompson, S. K. (2012). Sampling (3rd ed.). Wiley.

Ur ,P, (2001) Grammar Practice Activities, Second Edition: A Practical Guide for Teachers . Cambridge University Press 978-0-521-73232-1.

Valeo, A. (2013). The integration of language and content: Form-focused instruction in a content-based language program. The Canadian Journal of Applied Linguistics, 16(1), 25-50.

Venkatesh, V., Brown, S. A., &Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. MIS Quarterly, 37(1), 21–54. https://www.jstor.org/stable/43825936

Weigle , B. (2002). Educational Technology. In: Http://Www.Tonybates.Com

Wisdom, J., & Creswell, J. W. (2013). Mixed methods: Integrating quantitative and qualitative data collection and analysis while studying patient-centered medical home models. Rockville: Agency for Healthcare Research and Quality, 13, 1-51. https://www.ahrq.gov/sites/default/files/wysiwyg/ncepcr/tools/PCMH/mixed-methods.pdf

Yolageldili, G., &Arikan, A. (2011). Effectiveness of using games in teaching grammar to young learners. İlköğretim Online, 10(1), 219-229. http://ilkogretim-online.org.tr[1].

Zailinawati, H., Schattner, P., & Mazza, D. (2006). Doing a pilot study: Why is it essential? Malaysian Family Physician, 1(2&3), 70–73. http://www.ejournal.afpm.org.my
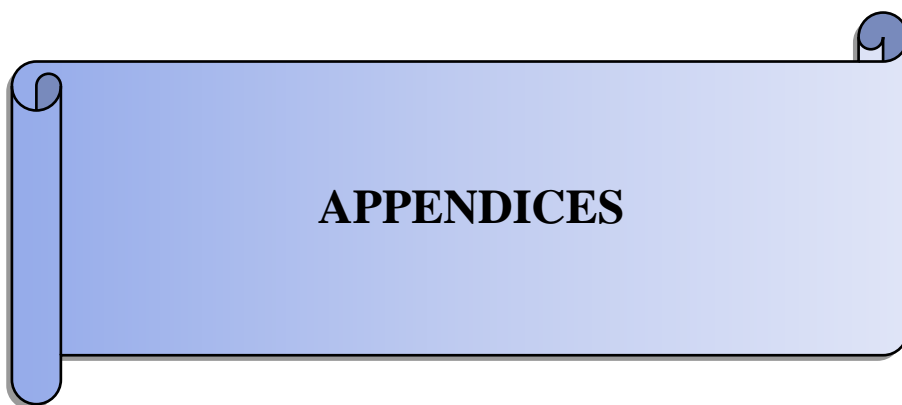
APPENDICES

Appendix one :Students' Questionnaire

Dear students,

You are kindly invited to complete the following questionnaire as a part of a master dissertation entitled**"Investigating the Effectiveness of Form-Focused Instruction on EFL Students' Grammar Skills : The Case of Second Year LMD Students of English at Mohamed Kheider University of Biskra"**. Your responses will contribute significantly to this research project. Please put a tick (√) next to the most appropriate choice or provide a full answer where necessary.

Thank you for your cooperation

Section One: General Information

Q1. Gender :a) Male□   b) Female□

Q2. Age :a)18 to 25 □   b) 25 to 30   □   c) More than 30□

Q3.How do you consider your level in English?

   a) Very good □   b) Good □   c) Average □   d) Poor □

Q4. Which skill(s) do you find most difficult in English?

   a) Listening □

   b) Speaking □

   c) Reading □

   d) Writing   □

   e) Grammar □

   f) Vocabulary□

   - **Please explain your choice(s)** ……………………………………………………………….

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

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

Section Two: Grammar Skills and Experience in EFL Classrooms

Q5. How would you evaluate your grammar level?

   a. Excellent □   b. Good □   c. Average □   d. Poor □

Q6.Do you feel motivated to learn grammar rules? (= Do you enjoy learning grammar in your English class?)

   a. Yes □ b. No □

   - -   **Please   say   why   or   why   not**

)……………………………………………………………….

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

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

Q7. Do you think that mastering grammar rules helps you improve your English?

a. Yes □ b. No □

- **- Please explain**)……………………………………………………………………..

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

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

Q8. How often do you make grammar mistakes when speaking or writing in English?

a. Always □ b. Often□   c. Sometimes □   d.Rarely □ e.Never □

Q9. Which grammatical areas do you find themost difficult to understand or use correctly?

a. Verb tenses□

b. Sentence structure and word order □

c. conditionals

d. Question forms□

e. Subject-verb agreement □

f. Active/passive voice□

g. Direct/indirect speech□

h. Other: …………□

Q10. What makes these grammar topics difficult for you?

a. I don't understand the rules.□

b. There are too many exceptions.□

c. I forget the correct form.□

d.   I don't know how to use them in speaking/writing.□

e. There's not enough practice in class.□

f. The teacher does not focus on the form and focuses more on context (meaning)□

g. Other: ………………………………….

Q11. Which methods are most commonly used in your grammar lessons?

a. Grammarexplanations□

b. Sentence writing□

c. Games or activities using grammar□

d. Fill-in-the-blank exercises□

e. Other: ……………………..

Q12. **How often does your teacher focus on grammar forms(e.g., verb tenses, sentence structure) in class? (= how often does he use form-focused instruction to teach grammar in class?)**

a.Always □   b. Often□   c. Sometimes □   d. Rarely □   e. Never □

Q13. Do you prefer grammar to be taught through:

a. Direct (form-focused) instruction (**explicit rules and practice**) □

b. Indirect(meaning-focused)instructionthrough speaking, reading, and writing

activities (**through context and practice**) □

- -   **Please   explain   your   choice**

)…………………………………………………………….

………………………………………………………………………………………………

………………………………………………………………………………………………

Section Three: Students' Perception ofthe Effectiveness of Form-Focused Instruction on EFL Students' Grammar Skills

Q14. Since learning grammar through form-focused instruction, do you feel your grammar has improved? (Did it help you to understand better the grammar rules?)

a. Yes, a lot □   b. A little   □   c. No change □ d. I don't know □

Q15. Which of the following grammar areas have improved the most for you?

(You can tick more than one answer)

a.   Verb tenses   □

b.   Sentence structure□

c.   Question forms   □

d.   Subject-verb agreement □

e.   Active/passive voice □

f.   Direct/indirect speech □

Q16.Do you think that form-focused instructionhelps students to grasp sentence structures and make it easier to see how English works?

a. Strongly agree □   b. Agree   □   c. Disagree □ d. Strongly Disagree□

Q17. In your opinion, how necessary do you think isform-focused instruction for increasing your awareness of grammatical errors?

a. Very necessary   □ b. Necessary □   c. Less necessary   □ d. Unnecessary□

Thank you for your participation

Appendix II: Teachers' Interview

Teachers' Interview

Teachers' interview: Investigating the Effectiveness of Form Focused Instruction on EFL Students' Grammar Skills

Q1. How long have you been teaching language in university?

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

…………………………………………………………………………….……………………..

Q2. Have you been teaching L2 grammar?

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

…………………………………………………………………………….……………………..

Q3. How would you evaluate your students' grammar level?

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

…………………………………………………………………………….……………………..

Q4. Which grammatical areas do you think your students struggle the most with / have challenges with?

a) Verbtense□

b) Passive voice□

c) Clauses□

d) Conditional□

e) Others , please specify…………………………………………………….……….……………

Q5. What grammar teaching method do you use the most?

a) Form focused instruction □

b) Meaning focused □

c) Task-based language teaching□

d) Communicative language teaching□

e) Others , please specify ……………………………………………………….……………………

Q6. How often do you incorporate Form Focused Instruction in teaching grammar rules?

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

…………………………………………………………………………………………………..

Q7. What aspects of grammar do you use Form Focused Instruction in?

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

…………………………………………………………………………….……………………..

Q8. Do you think that Form Focused Instruction is effective /helpful in teaching grammar rules?

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

……………………………………………………………………………….……………………..

Q9. How do your students generally respond to the form focused instruction?

a) They find it helpful and engaging □

b) They find it boring □

c) They find it difficult□

d) They show improvement in accuracy□

Q10. According to your experience, what are the benefits of using Form Focused Instruction in grammar lessons?

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

……………………………………………………………………………….……………………..

Q11. What types of feedback do you use after Form Focused Instruction to reinforce students' grammatical abilities?

a) Explicit □

b) Written□

c) Peer feedback□

d) Repetition □

e. Others, please specify ………………………………………………………………………………

Q12. How do you assess whether your students have understood or learntthe grammar taught through form focused instruction?

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

……………………………………………………………………………….……………………..

Q13. What challenges did you have faced when implementing Form Focused Instruction?

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

……………………………………………………………………………….……………………..

Thank you for your participation!

ملخص الدراسة

تتناول هذه الدراسة فعالية التدريس المُركّز على الشكل (FFI) في تنمية المهارات النحوية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وانطلاقًا من التحديات المستمرة التي يواجهها هؤلاء المتعلمون في إتقان قواعد اللغة الإنجليزية، لا سيما القواعد المعقدة، تهدف هذه الدراسة بشكل رئيسي إلى استكشاف مدى مساهمة الانتباه الصريح للأشكال اللغوية في سياق تواصلي (FFI) في تحسين الكفاءة النحوية. لتحقيق أهداف الدراسة، تم اعتماد منهج مختلط يجمع بين البيانات الكمية والنوعية. تمثلت أدوات جمع البيانات في استبيان شبه مهيكل وُزّع على عينة من طلبة السنة الثانية ل.م.د تخصص إنجليزية بجامعة محمد خيضر – بسكرة، بالإضافة إلى مقابلة أُجريت مع خمسة أساتذة في مادة النحو. أظهرت النتائج المستخلصة من أداتي البحث أن طلبة السنة الثانية يواجهون صعوبات شائعة في تعلم القواعد، خاصة فيما يتعلق بصياغة الأسئلة، والتحويل بين المبني للمعلوم والمبني للمجهول، وهيكلة الخطاب المباشر وغير المباشر. كما أن غالبية الطلبة وجدوا أن FFI مفيد في التعامل مع التراكيب المعقدة، وأبدوا تقديرهم لوضوحه وفعاليته. من جهة أخرى، قدمت مقابلات الأساتذة رؤى مهنية حول تطبيق هذا الأسلوب، وفوائده، وحدوده في تدريس القواعد. وبشكل عام، تشير النتائج إلى أن التدريس المُركّز على الشكل يمكن أن يُحسّن بشكل كبير من دقة المتعلمين في استخدام القواعد. وتُختّم الدراسة بتوصيات تربوية لتحسين تدريس القواعد في سياقات تعليم الإنجليزية كلغة أجنبية، مع اقتراح مجالات للبحث المستقبلي.

الكلمات المفتاحية: التدريس المُركّز على الشكل، FFI، الكفاءة النحوية، الدقة، متعلمو اللغة الإنجليزية كلغة أجنبية، التعليم الصريح للقواعد.