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**The Effectiveness of Teaching EFL
Grammar in Context**

Case Study: Of Third Year Pupils
Middle Schools in Algeria.

Dissertation Submitted In Partial Fulfillment of the Requirements For
The Master Degree in Sciences of Languages

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Dedication

I dedicate my work:

- ❖ To my mother WOURDIA and my father MOHAMED, source of happiness and success in life. May ALLAH bless them.

- ❖ To my brothers and my sisters: Rachid, Hakim, Yamina, Marzouk, Karima, Razika, Sabrina, Souhila.

- ❖ To all my family and relatives: Zahia, Dania and Hajira.

- ❖ To all my classmates and my friends.

Fariza

Dedication

To the kindest persons who gave me strength despite their concerns: My
parents,

Ouahiba, Hamimi.

To my dear beloved sisters.

To my brother.

To my family members, who have been so supportive and encouraged the
fulfilment of this work.

To all my friends and colleagues.

I dedicate this work.

Khalida

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Abstract

Grammar is a multidimensional concept which covers a large number of grammatical and discourse features of texts that need to be mastered by language learners. Learning grammar is a difficult task as it requires from the student to demonstrate the mastery of its appropriate aspects for the presentation of ideas as well as mastery in all areas of language. It is also a long process regarding all what is expected from the teacher in the classroom. The present work aims to show that grammar instruction can be more effective if it is taught in its context to enhance using grammar functionally for third year in middle school in Algeria. It also shows that, despite the misconceptions and the misunderstanding about grammar, mainly in relation to the practices in teaching, it contributes not only in improving students' writing and speaking but also in developing their capacity to learn a new language. To achieve the aim of the study, two questionnaires were addressed to the students and teachers of third year in middle schools in Algeria to obtain their opinions about teaching grammar in context. The aim of the questionnaire is to get information about the importance and the role given to teaching grammar in its authentic context by both the learners and the teachers and their attitudes to relating grammar instruction to its authentic context. The analysis of the questionnaires showed that both teachers and learners consider grammar as an important aspect of learning English as foreign language. They insist on relating grammar instruction to its context to be helpful for developing learners' proficiency. Teachers do not use the method that helps learners but what they see that is useful for them. On the basis of these results we have suggested some guidelines that may help the learners improve their learning English as a foreign language. This study recommended the importance of teaching grammar in context in English language teaching to improve students' achievement.

List of abbreviation

ALM: Audio-Lingual Method.

CBA: Competence Based Approach.

CBLE: Competency-Based Language Education.

CLT: Communicative Language Teaching.

DM: Direct Method.

EFL: English as Foreign Language.

ESL: English as Second Language.

FL: Foreign Language.

TL: Target Language.

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General Introduction

1. Statement of the problem
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General Introduction

1. Statement of the Problem

Making learners use foreign language relies on teaching them how to produce it correctly. This means to use the right rules in appropriate situations. So, we need a teaching approach that provides solution to the learners who master the rules of foreign language without knowing how to use them because they do not know how to communicate using appropriate social language, gestures or expressions. In brief, they fail to communicate in the culture of the target language studied.

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Since grammar plays an important role in the teaching of foreign languages, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving mastery of language and developing the learners' accuracy in speech and writing.

There has been a continuing debate about grammar in English as foreign language teaching and in studies of it. The questionable debate about the best way to teach grammar has significant influence on the development of language teaching practice. As a result, different views, approaches and methodologies to grammar teaching have emerged for English foreign language teachers to choose to go with their own learners and classroom environment.

Teaching grammar in context is a new approach which does not only focus on linguistic forms such as the present tense, the past tense, adjectives, prepositions, adverbs, etc. Within this approach, the meaning of the grammatical forms is given an essential role. It insists on the importance of teaching rules and grammatical structures as a means to perform communicative functions. Also it is based not only on limited mastering structural forms but the point is how to utilize these forms appropriately.

Teaching grammar in context focuses on teaching rules in authentic contexts as it is going to be clarified in this research work. So in spite of teaching grammar in terms of separate features, we have to teach features in combination with each other as the

communicative competence theory stated. For example, in the past we thought about verbs as a separate system and organized presentation of verbs without thinking much about how verbs connect with nouns or other grammatical features.

In the Algerian school, grammar has always been one of the most difficult issues in teaching. This is why teachers complain about the difficulty to cover all its aspects. However, most of them teach features of language separately while they should be used in context. We can also mention that they are still teaching according to the traditional approach. Teaching Grammar in Context is one approach tackles those issues and focus on teaching those rules in authentic data as we will see in this dissertation.

2. Aims of the Study

This study aims at achieving some objectives. It will explore the effect of teaching grammar in contexts to enable learners to use it functionally. In addition it helps English foreign language teachers In Algeria to use teaching grammar strategies within contexts. Moreover, it will emphasize the role of teachers in encouraging students to use grammar functionally by adapting suitable teaching methods. The learners will be able interacting orally in English, interpreting oral and written texts and producing oral and written texts.

3. Research Question

- Should we teach grammar, or should we simply create the conditions of teaching grammar in context that will help learners learn naturally?
- Should grammar be taught in separate lessons or integrated into communicative activities?
- Are teachers aware of how to teach grammar made the competency-based approach?
- What are teachers actual classroom practices of teaching grammar?

4. Hypothesis

We hypothesize that if grammar is taught in context according to the learners will be more proficient in English.

5. Means of the research

The data is collected through teachers' and pupils' questionnaire. The teachers' questionnaire is proposed to the teachers of English as foreign language, aims at determining the role and the place of grammar instruction relating it to its context. The students' questionnaire, proposed for middle school students', that they will provide their preferences in learning grammar and the importance they give it in their learning of foreign language, also whether they learn it more when used in authentic contexts. The analysis of the collected data aims at determining the elements that will provide the basis for the development of an approach to grammar in the teaching.

6. Structure of the study

The dissertation includes two theoretical chapters: chapter one provides an overview of what grammar is and an overview of formal and functional grammar. Next the role of grammar in language teaching and its reasons are clarified. Then what place it has in language learning/teaching through a brief overview of language methods and approaches. The second chapter represents teaching grammar in context. It contains the definition of text, context and types of context. It includes the aspects influencing grammar teaching and learning, then the grammar teaching and the language learner. The third chapter which is the last one includes the practical part of the work research; it contains the analysis of the data collected by means of the teachers' and students' questionnaire.

Chapter One
Teaching Grammar

Chapter One: Teaching Grammar

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Chapter one: Teaching Grammar

Introduction

This chapter deals with the theoretical framework and consists of two parts. The first part presents the definition of grammar in general and describes its relation with formal and functional grammar in addition to its role in language teaching and the reasons for teaching it. The second part presents the most dominant methods: the Grammar Translation Method, Communicative Language Teaching and competence based approach.

1.1 Definition of grammar

Grammar is one of the several sciences of language which has been given different definitions. We will first define grammar from a general perspective and then we will present both formal and functional grammar.

1.1.1 General grammar

Both teachers and pupils agree that grammar is a set of rules that help us to combine correct sentences. The linguist Thornbury (1999: 1) suggests “*Grammar is partly the study of what forms (or structures) are possible in a language*“. So, he saw grammar as a science which studies all the cases that are possible in a language. He also explains that “*grammar is a description of the rules that govern how language’s sentences are formed.*” In other words, it makes learners aware of the sentences that are not acceptable like the examples given by the linguist Thornbury to show that grammar explains why sentences are acceptable and others are not.

“We are not at home right now.

Right now we are not at home.

But why this one is not.

Not we at right home now are”.

From this explanation, we can state that grammar also studies the word order of the language. We can notice from the definition of Thornberry that grammar interested in studying the forms of the language, describing the rules, and explaining the word order of the language.

The term grammar is defined as:” the whole system of structure of language or of languages in general, usually taken as consisting of syntax and morphology” (Oxford dictionary, 2008: 187). It means that grammar is seen as the study of syntax, the system of rules that cover the order of words in a sentence, and morphology, the system of rules that cover the formation of words. Another definition of grammar cited in weaver, McNally, Moerman (2001: 3) by Haretwelt who defines it as “a set of rules of the language. Shared by its speakers...and what style of language to use in a given context” They present grammar from another perspective which is its relation to context. So, they clarify that grammar is not just a set of rules.

1.1.2 Formal and Functional Grammar

Grammar is also defined in terms of its form and function. According to Lock (1996: 1), formal grammar is “a set of rules which specify all the possible grammatical structures of the language”. He concentrates here with the forms of grammatical structures and their relationship with each another, rather than with their meanings or their uses in different contexts. Weaver (1996: 7) defines formal grammar as the teaching system which focuses on sentence elements and structure, practice, and punctuation and mechanics by a grammar book or workbook, or perhaps a computer...usually in isolation from writing. He suggests that grammar should be taught in the context of writing. Hamrick (2008: 9) states that formal grammar is a grammar that has been made more accessible for students and is taught in isolation to some extent. On the other hand functional grammar looks to language primarily as a system of communication and looks to studying grammar as a system of discovering how that language is organized to let speakers and writers to make and exchange meanings. According to Dakhmouche, (2008: 46): It focuses on the appropriateness of a form for a particular communicative purpose in a particular context. Such an approach is concerned with the functions of structures and their constituents and with their meanings in context. In order to learn grammar effectively, it needs to be

functional. Learners need to know the different aspects of grammar that can help them communicate more effectively either orally or in writing. Communication cannot be reached without a correct use of grammar.

1.2 The Role of Grammar in Language Teaching

Grammar is the structure the language system. According to Greenbaum (1991: 7), grammar is a necessary component of language teaching and this necessity is justified by several reasons. One of them is the grammatical knowledge which is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis.

Nunan (1991: 297) said that grammar helps learners to perform in the target languages better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar. According to Lin (2008: 3), the role of grammar is to help students learn the nature of language; language consists of expected patterns that make what we say, read, hear, and write comprehensible. Lin (ibid) stated that without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. He said that grammar is the central heart of language, and is a tool to help learners' comprehension of the target language because grammar gives orderly rules of structure and word order that learners can create their own spoken and written discourse using these grammatical rules. In addition, Brown (1994: 194) stated that without the grammatical structure, the use of language could easily become disordered and might not be understandable. Grammar also plays a role in communication and it has many functions.

Littlewood, (2: 1993) identifies the major functions that grammar fulfils in communication which are:

- Grammar enables speakers to talk about things that are not present in the actual situation where communication takes place. In other words
- It enables communication to be decontextualised and to serve our human need to look beyond the here-and-now.
- Grammar enables speakers to convey messages that are more subtle and abstract than

would otherwise be possible. It thus enables language to reflect the complexity of our human thought processes.

1.3 Reasons of Teaching Grammar

The need of knowing the rules of grammar to prevent learners from making mistakes is the reason which urged teacher to teach it. Hamrick (2008: 14) articulates the reasons of this persistence such as: The traditions, he clarifies that teaching grammar is successful since he studied grammar and he is a teacher now. In addition, is that all the persons how hate grammar are afraid of missing something important. Making the same claim Swan suggests (2002: 148) two good reasons to teach grammar are: comprehensibility and acceptability. He justifies that by saying that “Without these structures, it is difficult to make comprehensible sentences” (ibid: 151). This means that grammar helps us to produce and make our input comprehensible. The second reason is acceptability as he stated “A person who speaks ‘badly’ may not be taken seriously or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility” (ibid: 152). We can consider that reason as an important one. When learners find themselves a subject of ridicule, they will be unprovoked and less eager because of lack of the grammatical correctness.

In contrast, Swan identifies seven bad reasons for teaching grammar. Many people agree that grammar is too important to be ignored. The first reasons identifies by Swan is because the teachers think it is there; so, it has to be taught. But the grammar points in the course book may not all be equally important for particular students because the book may have been designed for students with different purposes and in different environments. The second reason according to Swan is that: “Learning grammar is a lot simpler than learning a language”. It means that teachers prefer teaching grammar because it is simple to teach ‘clear rules’ they just have to explain rules and give exercises to their students rather than language, which need more efforts and fluency from the teacher and good strategy to make students get the more they can.

The third reason because it is testable. Swan justifies that students like tests because they show them their level in that language, whether students are learning or teachers are teaching properly. Swan stated “Grammar tests are relatively simple”.

The fourth reason is that grammar is considered as a security blanket. He clarifies that “Grammar rules shine out like beacons, giving students the feeling that they can understand and control what is going on.” They have to focus on how to apply the rules. He adds “The ‘security Blanket’ aspect can lead students and teachers to concentrate on grammar to the detriment of other, less modifiable but equally important, aspects of the language”.

He presented himself in the fifth reason as an example of the student who work hard to learn the rules of German language until he becomes competent in its structure but he felt that his investment has gone down the drain because the authority have now changed the rules. It means that it will be necessary to fix indefinitely the rules of grammar if we spend a good deal of time in learning their aspects.

As the sixth reason he suggests that teachers has to teach the whole system instead of teaching grammar in as a single system. He reported that if the teacher tries to teach the whole system he has to ignore all three of these questions.

“1-How much of this do the students know already from their native language?

2-How much of the rest is important?

3-How much of that have we got time for?”

The seventh reason is the power of the teachers means teaching grammar gives the authority to be all the time right and know more than one’s students “A teacher may have a worse accent than some of his or students...but there is always grammar to fall back on, which its complicated rules and arcane terminology.”

Many authors tackled the reasons of teaching grammar, some of them consider it as an important element in acquiring a language as Ur stated “There is no doubt that a knowledge –implicate or explicit-of grammatical rules is essential for the mastery of language“1996. But others deny the importance of grammar and think that grammar is not the basis of acquisition. This contradiction between linguists about the importance of grammar Leeds to the grown of many approaches and in this chapter we will see the most important of them.

1.4 Approaches used in teaching grammar

The main problem in language teaching is not in finding a procedure but in finding a good procedure or method to be more technical, the method is the level at which theory is put into practice. Anthony (1963: 13). A number of other ways of methods in language teaching has been proposed by applied linguists. Richards and Rodgers clarify in approaches and methods in language teaching that: "As the study of teaching assumed a more central role within applied linguistics from the 1940s on, various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method" (2001: 15) We will present a briefly overview of the most common methods to language teaching. We will specify space for the Grammar Translation Method, The Direct Method, The audio lingual Approach, Communicative Language teaching and Competence Based Approach.

1.4.1 The Grammar Translation Method

The Grammar Translation (GTM) is a method of teaching which dominated European and foreign languages from 1840s to the 1940s. It provides vocabulary with direct translation to be able to read, understand and write texts in various contexts. It has been defined in Wikipedia, 2005 as "a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists.

Richards and Rodgers (2001: 7) presented seven characteristics of the method. We can summarize them as follows:

- 1) It is a way of studying a language through detailed analysis of its grammar rules followed by application of this knowledge to the task of translating sentences and text.
- 2) Reading and writing are the major factors.
- 3) Vocabulary selection is based solely on the reading texts used.
- 4) Much of the lesson is devoted to translating sentences into and out to the target language.
- 5) Accuracy is emphasized.

6) Grammar taught deductively.

7) The student's native language is the medium of instruction. It is used to explain new items.

According to Prator and Celce (1979: 9), there are other key features as they present in The Grammar Translation Method: "Much vocabulary is taught in the form of lists of isolated words ...little attention is paid to the content of texts." To add some clarity to this method, we will present some techniques used:

-Translation of literary passage: in this technique the student translates a reading passage from the target language into their native language.

-Reading comprehension questions: the student answer questions in the target language based on their understanding of the passage. In addition to other techniques like Antonyms, Cognates, Deductive application of rules: Fill in the blanks, Memorization, Use words in sentences, and Composition.

Although the GTM takes place for a long period it has many disadvantages, identify by Yih, H, B in Grammar Translation Method , like the authority falls to the teachers, students become passive, the lack of interaction with peers in classroom and the stress is more on reading and writing skills. Damoharam & Rengarajan present some limitations which may prevail in Grammar Translation Method:

- Teaching in the classroom using "chalk and talk "is one way follow of information. See Figure 1. 1.

-Teachers continuously talk for an hour without knowing students response and feedback.

In the mid-and late 19 century oppositions to the Grammar Translation Method gradually developed laid for the foundation for the development of new ways of teaching languages.

Teaching in the classroom using "chalk and talk "is one way follow of information.

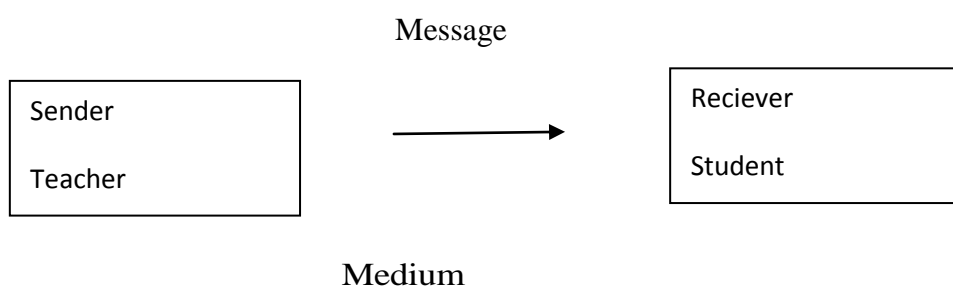


Figure.1.1 Rengarajan. Damodharam, innovative methods of teaching

1.4.2 The Direct Method

This approach, also known as the Natural Method and Anti-Grammatical Method, was developed as a reaction to the Grammar Translation Method. The advocates of the direct method as Frank and Brown believe that FL could be taught without translation like what has written on Approaches and Methods in Language Teaching quoted in Richards&Rodgers (2010: 12). “A language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching.” E.Frank, ,Wasters (1984: 76) say, “*The Direct Method is of teaching a foreign language through conversation, discussion and reading in the language itself, without using of pupil’s language*” and she denies the method of translation and the use of grammar. She clarifies that the idea of Direct Method is that the learner should experience in the same manner as in his or her mother tongue.” .To make things clear we will present the main characteristics of this method which has been identifies by Larsen (1986: 26-27) A professor of education and director of the English institute at the University of Michigan. The listing here is in Summary from only:

- Student need to associate meaning and the target language directly.
- The teacher introduces a new target language word through the use of pictures or pantomime not by translation.
- The syllabus used in the direct method is based upon situations (for example, the unit would consist of language that people would use at a bank)
- Grammar is taught inductively.
- An explicit grammar rule may be never given. The role of the student is less passive than Grammar Translation Method
- Vocabulary is emphasizing over grammar.

Unlike the Grammar Translation Method, the Direct Method has been relies on techniques which focus on speaking and listening and uses of the target language for all classes; They should learn to speak and understand the target language in everyday situations. Here are some of those techniques as they stated.

Dictation: The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

Reading Aloud: Students take turns reading sections of a passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear". In addition to other techniques such as: Fill-in-the-blank Exercise, Conversation Practice, Getting students to self-correct, Question and answer exercise.

As we saw above the direct methodologists treats the student in his or her learning FL as a child in his acquiring the first language which make the process of learning difficult. "Its main focus was on the exclusive use of the target language in the classroom but it failed to adress many issues" Richards, Rodgers (2001: 13). The previews factures was a first step towards the decline of this approach by the beginning of the 1920s "It was gradually modified into versions that combined some direct method techniques with more controlled grammar based activities" Richards, Rodgers (ibid).

1.4.3 The Audio-lingual Method

By the mid-1930 new method has been grown because of several reasons like the second world war, Brown wrote on Teaching by principles: An Iteration Approach to Language Pedagogy that "After WW2 and through 1950s , the united state Army provided the intensive language courses using this method which heavily used listening to dialog memorization of phrases and repetitive drills. Brown (2003: 56-58). In addition to the thousands of students' entered the United States to study in universities there. The emergence of the new method which has been known variously as the Oral-Approach ,Aural-oral Approach ,and it called the Audio-lingual Method (ALM).The structuralist Charles Fries denied the old approach, Direct Method, he argued that "The structure of the language was identified with its basic sentences patterns and grammatical structure" Richards, Rodgers (2001: 52). To make it clear Fries means that he rejected the Direct Method in which the learners are exposed to the language and gradually absorb its grammatical patterns. For Fries grammar is the starting point .So, the ALM did not focus on teaching vocabulary, rather the teacher drilled students in the use of grammar.

(Wikipedia: 2010). The Audio-Lingual Method defined as “Method of teaching arose as a direct result of the need for foreign language proficiency in listening and speaking skills by drilling repetition, and habit-formation (Wikipedia: 2010) When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement to encourage the repetition. To demonstrate this we will present the following figure 1. 2.

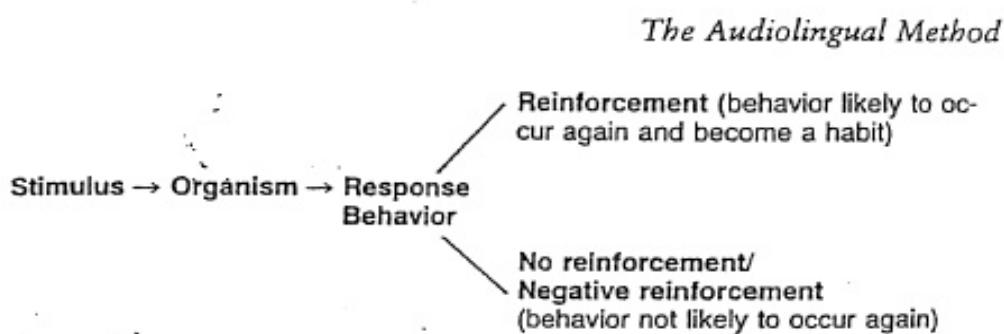


Figure 1 .2, the Audio-lingual Method (Richards and Rodgers, 2001: 57)

The Audio-lingual Method is based on the following principles (Rahman: 2010):

- Structure is important and memorization of structure-based dialogue
- Language does not have to be contextualized
- Language learning is learning structure, sounds or words
- Drilling is central technique
- Communication activities only come after a long process of rigid drills and exercises.
- The use of learner own language is forbidden
- The language is learned through the teaching of sentences patterns.
- Intrinsic motivation will spring from an interest in the structure of the language.

Those principles are applied by specific techniques of the ALM. As listed below by Dr Saricoban in the Use of Audio-Lingual Method in Teaching Turkish.

- 1) Dialogue Teaching: The teacher presents the dialogue and then begins to work on the dialogue with the students.
- 2) Chain drills.
- 3) Substitution drills.
- 4) Inflection drill: The teacher tells a sentence and students are expected to use another form of word in this utterance.
e.g., T: I brought the pencils.
SS: I brought the pencils.
- 5) Replacement drill.

In addition to Restatement drill, Completion drill, Transposition drill, Expansion Drill, Contraction drill, Transformation drill and Integration drill etc. Saricoban (2004: 190-191). The ALM expects students to over learn the language to communicate by the use of the above drills.

The audio-lingual method of teaching has not met with widespread acceptance because it depends mainly on memorization and drilling. Linguists themselves have challenged its effectiveness in actual classroom experience and not all the books or teaching methods purported to be based on the Audio-Lingual Approach apply its principles to the same degree. Woodswarth (1965: 3).

According to Zillo, grammar is less important than communication because when the person convey message he does not need to be excellent in grammar, "Communication is most important. The fact that an idea conveyed is much more important than the mistakes in grammar or structure." Zillo (2003: 9). It is clear that the Audio lingual Method faced many critics which make it not credible to be the effective method in teaching foreign languages in all the cases which led to look for new method which treats the student according to his cognitive abilities. So it was the decline of the ALM by the 1960s. As what Zillo writes on The Birth and Death of the Audio-Lingual Method: "When the war ended it should have ended because its primary function was completed." Zillo (2003: 16).

1.4.4 Communicative Language Teaching

In the 1970s, there was a movement towards teaching methods which emphasized communication rather than developing intellectual abilities. That is, had an emphasis on language rather than knowledge. The communicative Language Teaching was the approach that adopting such concept. In attempting to convey the meaning of CLT, it has been defined by Duff in her article (p2) as: "CLT is an approach to language teaching emphasizes learning a language first and for most for the purpose of communicating with others ". The same view with Loping Wei who defines it: " CLT requires teachers to move significantly beyond the teaching of grammatical rules, patterns, and other knowledge about language to the point that they are able to teach students the knowledge of using language to communicate genuinely, spontaneously, and meaningfully."

This communication includes finding out about what people did on the weekend, as in experience or on their past vacation, it may include daily routine to others, written messages, etc. The main useful Summary principles of the CLT Approach are provides by Berns (1990: 104) in the article which written by Savignon on Linguistic Theory and Classroom Practice:

- 1-Language teaching is based on a view of language as communication. That is, language is seen as social tool that speakers use to make meaning; speakers communicate about something to someone for some purposes, either orally or in written.
- 2-Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
- 3- Learners' competence is considered in relative not in absolute items.
- 4-More than one variety of a language is recognized as a viable model for learning and teaching.
- 5- Culture is recognized as instrumental in shaping speakers 'communicative competence in both their first and subsequent language.
- 6-No single methodology or fixed set of techniques is prescribed.
- 7- Language use is recognized as serving ideational, interpersonal and textual functions and is related to the development of learners' competence in each.
- 8-It is essential that learners be engaged in doing things with language. That is, they use language for a variety of purposes of learning.

In addition to the above principles Savignon adds that CLT does not require work in small groups or pairs; group tasks have been found helpful in many contexts as a way of increasing the opportunity and motivation for classroom. She adds that material designed used as aids to memorization, repetition, and translation.

Here are the techniques which presented by Tan in CLT –Beliefs and Practice.

A) Information Gap: The students try to use resources to achieve a communicative goal with other peoples.

B) Role play: The students try to satisfy communicative needs by using language to achieve needs by using language.

C) Tasks: Students work together individually, in pairs or in groups to complete the task and share their results with their peers.

The techniques usual involve the three types to get students to interact with other people in second language, in the classroom and outside. As a step towards organizing the classroom methods, the following methodological Procedure (See figure 1. 3) reflects a sequence of activities presented in Approaches and Methods in Language Teaching by:

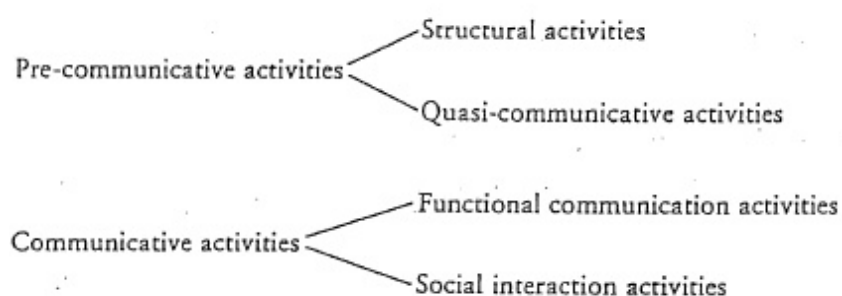


Figure1. 3, Methodological Procedure Richards and Theodor's, 2001: 171

CLT aims to develop the communicative abilities, so that the learner need to experience or practice communicating in the language they are learned to be able to use the language effectively or competently in and outside the classroom. The four kinds of competence are grammatical competence, Sociolinguistic competence, strategic competence, and later discourse competence. The second aim is to develop the ability to analyze and solve problems in other word critical thinking.Richards and Rodgers (2001: 173). As we mentioned above CLT has sophisticated ideas of what language is and of what students need to learn. CLT continue to be popular despite the number of criticisms. Stephen Bax in his article of The End of CLT: a context approach to language teaching

argues his deny to this approach by stating: “CLT is now having negative effect, and needs to be replaced as our main focus. I shall argue that CLT has always neglected one key aspect of language teaching –namely the context in which it takes place - and that the consequences of this are serious to the extent that we need to demote CLT as our main paradigm, and adopt something more similar to what term a context approach.” Bax (2003: 278). He clarifies also that “*This implicit focus on methodology leads us to ignore one key aspect of language teaching namely the particular context in which it take place*”. Another criticism is given by Drame: “Another facture that has complicated considerably the use of communication materials” (1990: 3) in other word, the use of materials is not available in all the foreign language classes and most of teachers and students are complaining from the lack of materials. Those factures and others led to looking for another approach despite CLT still resists and used by some teachers.

1.4.5 Competence Based Approach

EFL approaches have changed over the time. But each time they found gaps that is why there are a lot of approaches and methods. The Competency Based Approach (CBA) is one of the modern approaches of 21st century; it is based on the competency, the ability to perform the tasks and roles expected of a professional (1998: 1), in learning. Chelli and khouni have defined it as “CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities” (2001: 1). It means that CBA is the approach which relies on specific factores; the first concerning the sort of a knowledge thus learn the language for its usage like teaching learners how to request or how to apologies. The second factor is the skills, it is very important to focus on all the four skills to make learners develop there cometencies because the previous approaches have focused on limited ones, either productive or receptive, which made the gap in the process of learning. In addition, it is purpose is to encorage learners to the ability or the competency of the learners to realize the knowledge they learned in real life situation. According to QEP the “CBA consists of organizing the content of a curriculum in terms of the development of competencies using specific pedagogical practices” (2010: 11).

In fact, the CBA is a new approach implicated in teaching but it had roots in behaviorism by the end of 1960s. It shares some features with CLT like seeking to develop functional communicative skills in learners Richards and Rodgers (2001: 143). Other features identified by Auerbach quoted in Richards and Rodgers (2001: 146) such as; the goal is to allow learners to become competent with demands of the world by teaching language not in isolation but in the language form required by the situation. The emphasis is on the overt behavior not on the ability or the knowledge because the learner should acquire how to use this knowledge. The CBA aims at establishing three competences in learning:

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

This approach also seeks to set up language forms, functions and social skills that help learners act as effective users of language in real world contexts. The CBA seeks in which the learner gathers knowledge acquired in more than one discipline. Wong identified two reasons for Competency-Based Language Education CBLE; the first is that CBLE is a good method for validating the achievement of basic skills. The second is that CBLE is a good method for ensuring the total correlation of curriculum, assessment and instruction. Wong (2008: 189).

CBA is the approach in which learning has taken another dimension: Classes have become learner-centered, thus allowing learners to be more responsible of their learning which they construct and freeing them from the imposed use of learning that do not take into consideration their specificities as individuals and develop certain skills and competences that will help them know to act to find solutions to unusual everyday life situations. Moreover, the instructional materials are very important; they seek to facilitate and promote communication between learners like a Textbook use short dialogues and authentic texts.

The CBA has been implemented by the Algerian Ministry of Education; it is a highly effective approach to be used. But it is still not active because it does not fit with the context since the means used by teachers are so limited and outdated. Furthermore, there is no push to the learners from the teachers do not encourage learners to be autonomous. Thus, asking the teacher to solve these issues alone and have a good result at the end of the school term or year is

absurd and unfair. As a conclusion one can state that the competency-based approach emerged to bridge the gap that exists between school acquisitions and social practices. It changed teachers' role in the classroom from the instructor to the transmitter of knowledge.

1.5 Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well; however, as we seen previously, teachers do not teach it for its importance. Swan says "Knowledge of grammar is considered by many linguists to be the central area such as pronunciation and vocabulary revolve" (2000: 14). In other word, he means that grammar plays an important role in English language teaching. Research by Hinkel and Fotos (2000: 240) point out that in second language classroom the enduring challenge remains how grammar should be presented and taught in classrooms. Means that the important question that need to be answered is: how do teachers teach grammar? In other word, how do teachers help their students learn the grammar they need? Because many teachers think that grammar is just a matter of explaining the forms and rules then drilling students on them. However, teaching grammar effectively is much more difficult.

Weaver, in *The English Journal* states that, "Grammar is taught with the purpose of making clear to the students the orderly structure of their language..." So, it is not a matter of memorizing rules, drilling them in exercises in the classroom and taking good marks at the end but when it is comes to produce and understand it will be very difficult because of the lack of learning those rules in their appropriate situations. The problem with teaching grammar is, when we teach rules we are never sure whether it works or not. As Weaver states that if we teach rules, sometimes students manage to apply them and sometimes they do not. (1996:16).

To answer the question concerning how to teach grammar, we have to present the approaches used for this purpose to find out if grammar should be taught using the approach in which the students discover grammatical structure from examples. Or, it should be taught it using the approach where grammar rules are explicitly presented to the students followed by a number of exercises to practice the rules.

1.6 Methods to teach grammar

In teaching, there are many theoretical approaches that have been developed to help the students in acquiring new information. In teaching English to students of foreign languages, there are two main theoretical the approaches for the presentation of new English grammar structures or functions to the students: inductive approach and the deductive approach. The more traditional of the two theories, is the deductive approach, while the emerging and more recent theory, and is the inductive approach.

1.6.1 The deductive approach

“A deductive approach starts with the Presentation of rules and is followed by examples in which the rules are applied.” Thorenbury (2001: 29). In other word, the grammar rule is presented and the learner engages with it through the study and manipulation of examples. Deductive instruction involves rule explanation by a teacher at the beginning of a lesson before students engage in language practice Rabab’ah and AbuSeileek (2007: 5).

Lin (2010: 20) stated the characteristics of the deductive approach:

1. It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function in language.
2. It is one of the explicit teaching styles where students are exposed to the role of the language first.
3. It contrasts the inductive approach which is identified as a rule-search or discovery-based approach which involves having learners formulate rules from examples.
4. It is the one that is commonly used in ESL and EFL textbooks.
5. It is easier for learners to acquire direct object pronouns in French as a second language, and it is highly likely that the same holds true for learners of English.

The deductive approach has its own and disadvantages as shown below:

- The deductive approach goes straightforwardly to the point and can therefore, be time-saving.
- A number of rules aspects can be more clearly explained.
- It is respects the intelligence and maturity of many adult learners.

-It confirms many learners' expectation about classroom learning. Widodo (2006: 127).

In such approach grammar rules are explicitly presented to students and followed by practice applying the rules. It works from the more general to the more specific like what is presented in the following figure.

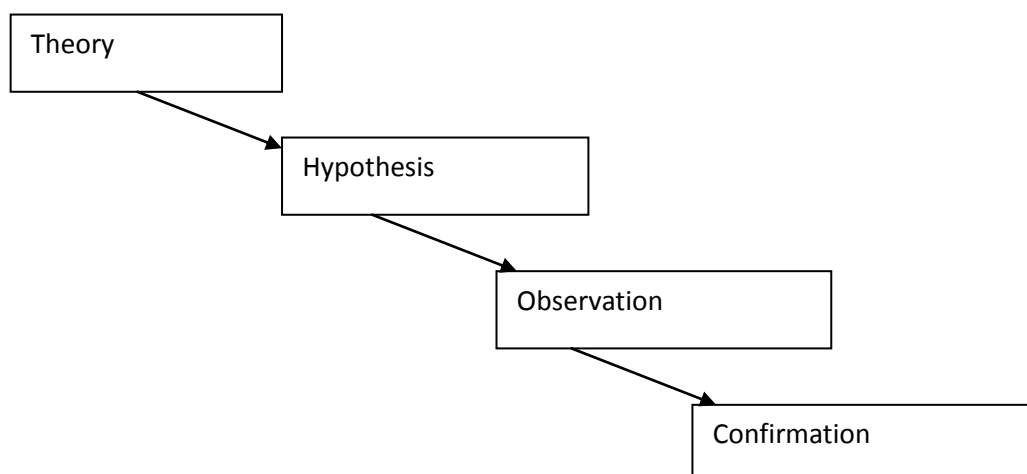


Figure 2.1, Deductive Research Approach, Burney, 2008: 4.

There are many disadvantages that make the deductive approach less applied by most teachers for example: Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones. Younger learners may not be able to understand the concepts of grammatical terminology given. The deductive approach encourages the belief that learning a language is simply a case of knowing the rules. Widodo (2006: 127).

1.6.2 Inductive Method

In contrast the inductive approach is defined as: “An induction approach starts with some examples in which a rule is inferred” Thornbury (2001: 29). It is a process that involves exposing the language learner to samples of language use, from known patterns of the language. If grammar is not taught explicitly, the learner is likely to make false assumptions about the foreign language (FL) on the basis of limited data. They may be accessible to exploratory learning with the help of a large corpus, but usually the simplest way is to teach these structures explicitly Rabab’ah and AbuSeileek, (2007: 5).

In this method acquisition begins with input and provides learners with the opportunity to reflect upon the language they are learning to use. Students' attention is drawn to a form within a communicative context, they are able to make and test hypotheses about grammar, and thus raising their consciousness about the language they are learning Paesani, (2005: 16). When students' attention is drawn to grammatical forms in the input, the result is more efficient intake, showing that when grammar instruction and practice involve interpreting and attending to input, learners more successfully understand and produce the targeted grammatical structure over time than subjects exposed to traditional (i.e., deductive) grammar instruction VanPatten and Cadierno (1993).

Ellis (1992: 234-238) argued that the inductive learning “facilitates the acquisition of the grammatical knowledge needed for communication.” And he proposed a number of characteristics:

1. There is an attempt to isolate a specific linguistic feature for focused attention.
2. The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.
3. The learners are expected to utilize intellectual effort to understand the targeted feature.
4. Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description/explanation.
5. Learners may be required (although this is not obligatory) to articulate the rule describing the grammatical structure. The Inductive approach works the other way, moving from specific observations to broader generalizations and theories to illustrate we present the following figure.

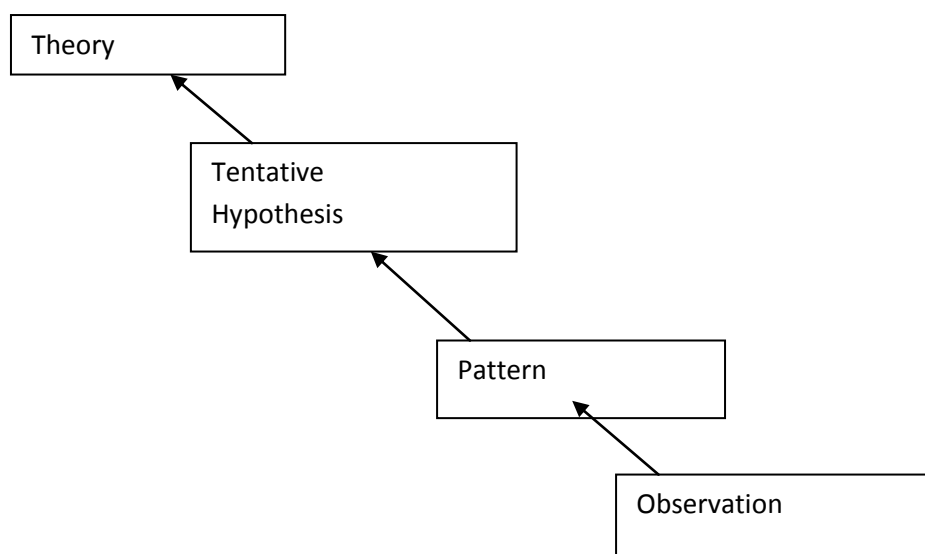


Figure.2. 2 Inductive Research Approach, Burney, 2008: 5.

Inductive grammar encourages students to view grammar not just as isolated letters, words, and phrases, but also as a meaningful component of contextualized language use. Grammar instruction that draws students' attention to both grammatical forms and their meaning in context.

Paesani discussed some critics of the inductive approaches to explicit grammar instruction provide such input, focusing first on meaning, then on form in contrast with the inductive approach, student attention is focused on grammatical structures used in context so that student can consciously perceive the underlying patterns involved. (2005: 16) In an inductive approach, the teacher first presents the form in a meaningful context, such as a paragraph or story, and then encourages students to recognize patterns in the language sample presented. Once students have ascertained the function or meaning of the form, the instructor then provides an explanation, followed by meaningful, sequenced practice. He also pointed out, one of the best times for [learners] to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse. In the other hand Jarold believes that inductive approach has been fall especially among those who wish to promote communicative skills.

Conclusion

To sum up, this chapter shed light on the first part on grammar, grammar teaching approaches and methods to teach grammar. We have clarified the concept and some related issues like its importance and its role to improve the level of students in learning languages. We have also presented approaches that are taking place in the world for a long time, by their effective techniques then how they waste away to new approaches that occupied its place because of the gaps either in the method itself or in its application. We have also included as a second part how to teach grammar through both inductive and deductive methods and presented how to teach grammar through rules and through examples. As a whole, we can say that this chapter is presenting the approaches and the methods which tried to teach grammar effectively.

Chapter Two

Teaching Grammar in Context

Chapter two: Teaching Grammar in Context

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Chapter Two: Teaching Grammar

Introduction

In this chapter we will try to show how grammar is taught in context. It is the way to ensure that language learning occurs in meaningful context where language and content are closely related. We will present the terms “text” and “context” then types of context. This chapter also includes the way grammar is taught in context, grammar as a structure, grammar as a choice and some steps of teaching grammar in context. In addition, it contains the need of teaching grammar in context. Before dealing with teaching grammar in contexts, it is worth explaining the difference and the relationship between text and context.

2.1. Definition of Text

Swan (2012) defines texts as continuous pieces of spoken or written language. He states that they have important place in language teaching that can be used for purposes such as to provide material for practicing in reading or listening, or to give models for students to handle the linguistic and structural conventions of particular text types, or to act as facilitator for discussion.

According to Miller et al (2004:4) one of the fundamental definitions of a text which is presented by the systematic functional linguistics is that it is “language that is functional”, i.e., “language that is doing some job in some context”. In this functional viewpoint, also they stated that a text is always seen as being carefully linked to its context of situation, which is defined as the direct social and situational environment in which a text is being understood. The context is also influenced by culture and specific situation. Because of these two features texts are different from each others.

According to Philip (2001: 9) the systemic functional grammar is one of the several theories in the current discipline of linguistics. It describes how languages function in context. It considers a text as a social interaction that is as a community context. A text is not just appropriate for raising the understanding of texts but also to relate those texts to their right contexts. Systemic functional linguists view that language as a system of meanings possible in human relations that are apprehended by many structures. According to Halliday (1985: 192):

With the notion of system we can represent language as a resource, in terms of the choices that are available, the interconnection of these choices, and the conditions affecting their access. We can then relate these choices to recognizable and significant social contexts, using sociosemantic networks. . . . The data are the observed facts of ‘text-in-situation’: what people say in real life.

So a text according to Halliday is basically made of meaning that is to be communicated. It needs to be programmed and expressed through a system of graphic and phonic or visual signs. However, it is a consistent unit. This simply means that the broaden of language that formulate the text, it is not the issue of how long or short it is, just it is considered to be every time meaningful.

2.2. Definition of context

According to Charles and Alessandro (1992: 156) there are different definitions of the term context to support the relationship between linguistic and non-linguistic dimensions of communicative events. Instead of viewing contexts as a set of variables that statically surround strips of talk ; context and talk are now argued to stand in an equally reflexive relationship to each other, with talk, and the interpretive work it generates, shaping context as much as context shapes talk.

Widdowson (1990: 66-67) argued that "... pragmatic equivalence can only be established by considering what utterances count as in context ... the context, whether linguistic within the discourse or extra-linguistic within the situation, will provide the conditions whereby an utterance can be interpreted as representing a particular message or communicative act". He declares that teaching and learning activities must be based on meaningful contexts, since meaning merges from context.

Thornbury (1999:69) affirms that language is a context-sensitive which means that in the lack of the context it is not easy to pick up the intended meaning of words or phrases, such as the following sentences are almost meaningless out of context:

- The ones that don't seem to think so.
- It's a drink.

He stated that no one can understand the intended meaning here unless he gives the right context from which these sentences were taken

2.3. Types of context

Kokshetau (2007: 23) states that context means the situation or body of information which causes language to be used, also he stated that there are a number of different types of context, but for our purposes we will just concentrate on three of them: the student's world, the outside world, and formulated information.

2.3.1. The students' world

The students' world is the main source of contexts used for language production and there are two sorts of students' world. Obviously we can use the physical surroundings that the students such as the classroom, the school or institution. But classrooms and their physical things (tables, chairs, blackboards, windows ...) are restricted. The students' lives are not constrained in the same way; however, we can use facts about them, their families, friends and experiences.

2.3.2. The outside world

Concerning the outside world, there are too many contexts for presentation. For example, there are an endless number of stories we can use to present different conceptions. We can also create situations where people speak because they are in those situations, or where the writer describes some special information. This is especially useful for the practice of functional language, for example we can ask students to look at examples of language which show the new language in action, even if sometimes this last category can have no context. These three sub-categories, story, situation or language, can be simulated or real. Most teachers can create the simulation of an invitation dialogue, for example or real stories work well too. In general it can be said that real contexts are better simply because they are real, but they may have complexities of language. Acting interesting dialogues and texts are provided to give the learners personal information and encourage them to talk about their field of interest so they have to use the language in its context (ibid).

2.3.3. Formulated information

This type refers to all the information which is presented in the form of timetables, notes, charts etc. Once again teachers can use real charts and timetables, growth statistics, etc. or they can design our own which will be just right for our students. (ibid)

2.4. Teaching grammar in context

Exploring grammar in context is different from traditional grammar, because many of the examples are taken from real contexts. Grammar in use relies on authentic examples showing speakers and writers using the language to communicate in a wide variety of contexts. So grammar should be taught within the context of students' writing or speaking.

According to Halliday (1985:88) Teachers need to help learners to see that effective communication involves getting agreement between the functional interpretation and the formal precise suitability of a word to its context, by giving them tasks that present the relationship between grammatical items and the discoursal contexts in which they happen. In authentic communication beyond the classroom, grammar and context are often so closely related, that appropriate grammatical choices can only be made with reference to the context and purpose of the communication.

According to Nunan (1993:102) if learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. For example, getting learners to read a set of sentences in the active voice, and then transform these into passives following a model, is a standard way of introducing the passive voice. However, it needs to be supplemented by tasks which give learners opportunities to explore when it is communicatively appropriate to use the passive rather than the active voice.

In addition, Carter et al (2000: vii) stated that like most grammar books which often show grammatical forms by means of single sentences, several of the examples require single sentences. But, the emphasis on grammar in context means that the examples also frequently contain several sentences or short conversational extracts and show grammar at work across the boundaries of the sentence or the individual speaking turn. This technique regularly draws attention to grammar as choice and gives the learner opportunities to exercise grammatical choice in relation to particular contexts in which the language is used (ibid). To explore grammar in context we will make a distinction between grammar as structure and grammar as choice.

2.4.1. Grammar as Structure

Grammar as structure means: what rules does the learner need to know in order to use this form effectively? An example of a structural rule would be, for example, that in ellipsis a modal verb normally attracts the repeated verb: have, as in:

A: Has she taken it with her?

B: she may have, I'm not sure. Carter et al.

2.4.2. Grammar as Choice:

Grammar as choice means: when is it normal to use ellipsis? Are some forms of ellipsis more likely to be used in spoken than in written modes? Are the forms linked to greater or lesser degrees of intimacy and informality? For example subject ellipsis in expressions such as 'Looking forward to seeing you'; 'don't know' and 'Think so' is largely the speaker's/writer's choice (ibid).

2.4.3. Some Steps of teaching grammar in context:

According to Catanese (1999:3) affirmed that if you follow the steps below, you can confidently teach grammar in context.

- Determine meaningful grammatical contexts for students.
- Ask students to write their own stories. Using paper and pen, students can create their own resources for practicing grammar.
 - Discuss the power dynamics that exist in writing.

2.5. Aspects Influencing Grammar Teaching/Learning

Many aspects influence grammar, and contribute in determining the role it has in language teaching/learning. These are mainly language acquisition, rule presentation/explanation, and pragmatics and discourse.

2.5.1. Language Acquisition

According to Harmer (2001: 71) the matter of language acquisition is one of the strongest arguments against grammar teaching. This issue became known from Krashen's difference between language learning, which is the result of "formal instruction, typically in grammar, and is of limited use for real communication", and language acquisition which "is a natural process... by which the first language is picked up, and by which other languages are picked up solely through contact with speakers of those languages"

According to (Thornbury 1999: 19) acquisition "occurs ...when the learner is exposed to the right input in a stress-free environment so that innate learning capacities are triggered. Success in using the TL language is due to acquisition, not learning...learnt knowledge can never become acquired knowledge". He stated that Krashen's theory had an important impact on language teaching and learning.

According to Harmer (2001:71) there is no important effect on communication when studying grammar, because the language the students learn "is not available for spontaneous use" but serves only "to monitor" communication. However, attempts to control what we say results in non-natural language.

The issue of language acquisition led to a de-emphasis of grammar teaching because instruction does not lead to the acquisition of grammar rules and results only in confusing the learners. Odlin (1994: 18) argues that it is essential for the teacher to take into account the "readiness" of students to learn certain grammatical structures before introducing any grammar point. Nunan (1994: 255) explains that:

Subsequent research has provided substantial evidence that certain grammatical items appear in a predetermined sequence, and that this sequence does not appear to be alterable by instruction.

He exemplifies his view by the case of negation. He considers that all learners, in spite of whether they are learning English in a second or foreign language context, and in spite of whether or not they are getting instruction, show to progress through four stages on the acquisition of negation. (Nunan: *ibid*) as the table below shows:

	Structure	Example
Stage 1	no+verb	“no work”, “no understand”.
Stage 2	don’t+ verb	“I don’t like”, “he don’t can to swim”.
Stage 3	aux+ neg	“She can’t go”, “he don’t stay”.
Stage 4	analyzed don’t	“He didn’t stay”.

Table.2.1: The Stages of the Acquisition Negation

Nunan (ibid) adds that it is ineffective to teach students grammatical points that are “developmentally beyond their current stage of development”. He asserted that the teacher must take into account what surrounds the learner, if s/he is able to accept the information or not.

Pienemann (1985 cited in Nunan 1994: 257) confirms this view arguing that “instruction can only promote language acquisition if the interlanguage is close to the point when the structure to be taught is acquired in the natural setting (so that sufficient processing prerequisites are developed)”. Teaching grammar appears then to be significantly influenced by language acquisition. Taking into account the sequence in which grammatical items are acquired is an aspect teachers are required to consider salient in grammar instruction.

In addition to that, Harmer (2001:71) affirms that grammar teaching was heavily attacked for the use of drills and controlled practice (considered to be “traditional forms of language teaching”). Many studies have shown that the use of drills and controlled practice do not lead to the acquisition of grammatical items, or at least, “it is impossible to show a direct connection between drilling of any particular grammatical item, for example, and the acquisition of that item” Harmer (ibid).

2.5.2. Rule Presentation/Explanation

In the presentation phase of the grammatical rules, the teacher has several options: he can present the rule inductively or deductively, and can also make it explicit or not

Freeman (1991: 286). Traditionally research was centered on the issue of how to present grammar rules to learners. The results concluded that a deductive approach to grammar (i.e. explicit teaching) has no extra merits than the other approaches. Crookes and Chaudron (1991: 49). According to this affirmation, CLT methods stressed that a deductive approach is not necessary to rule presentation, and rather showed a tendency towards an inductive model.

A further aspect related to grammar teaching/learning is that, when students are exposed to a grammatical form for the first time, they nevertheless need explanations. Close (1981: 17) argues that, because of their abstract nature, these explanations “must be accurate, severely in accordance with real acceptable usage, and as clear as possible.” Crookes and Chaudron (1991) stress that the teacher has to take into consideration several factors, these include the necessity for explicit description, whether a rule is isolated or not, deductive or inductive presentation, the person who provides the explanation, whether the language is abstract or not, and whether the explanation is provided orally or written.

They also emphasize that “teachers should pay attention to the clarity and sufficiency of their explanations; especially to the point of student comprehension ... [they] should never assume that their explanations are understood or “learned”. Students need to be given the opportunity to show comprehension, and preferably not only by solicitation of a “yes” or a nod”. This demonstration can be apparent through activities, tests, or tasks (ibid). Nevertheless, Willis (1996: 6) draws attention to the fact that “explanation of rules only helps if the learner has sufficient experience of the TL to make sense of it, in which case there may be no need for the explanation at all.”

2.5.3. Pragmatics and Discourse

Contrary to what is commonly thought, grammar represents more than combining words in the right order. “Grammatical knowledge extends to the knowledge of selecting the right form for the right context to express a particular meaning. In other words, grammar is form, meaning and context”; context is identified with pragmatics. According to Freeman (1991: 288-289) pragmatics is linked to the ability “to select the right structure or form of a structure for a particular context”. She writes:

Working on pragmatics will also involve the type of learning known as multiple discrimination;

i.e., students will have to select, from among the repertoire of exponents that they control, the one which best suits the pragmatic conditions of a given context

Freeman states that it would be very productive and profitable for the student to work within the pragmatic aspect where “the changes in the social variables affect the choice of form they make.” Practice “will provide students with an opportunity to choose from two or more forms with the most appropriate to the context. Students would receive feedback on the appropriateness of their choice” (ibid). Keh (1991:17) shares this belief, and insists on making students work with grammar beyond the sentence level. She explains that the “grammatical decisions student analysts make may depend on consideration of more than two sentences. They may have to consider a paragraph or the entire essay to make their decision concerning word choice, phrases, tense, and structure” (ibid). In other words, grammar does not only operate at the sentence level but also at the discourse-level where the decisions and the choices the writer makes are more significant.

2.6. Grammar and the language learner

2.6.1. Grammar Difficulties

The worries about the usefulness and effectiveness of grammar in language teaching and learning were mainly due to the identification of grammar with rules (pedagogical rules), a misconception about what really grammar is and what rules are, and this view existed for a long time. According to Odlin (1994: 16) the use of pedagogical rules presents three major problems: establishing the nature and the extent of the regularity or generalization, finding an appropriate formulation for the generalization, and finding a safe generalization. Freeman (2000:10) regards these rules as static. She explains that “they don’t allow for change, yet language is changing all the time, the generalizations that rules capture are rarely broad enough. There are always exceptions”. On the other hand, grammar “is exquisitely flexible, allowing for the expression of new meanings” (ibid).

Freeman (ibid: 10) gives the following example “I am loving every minute of my class”. The rule in English says that “the –ing of the progressive aspect cannot be attached to a stative verb such as love.” However, native speakers would agree on that, arguing that it has “the special effect of intensifying the emotion expressed by the verb.” It is “conversationally acceptable and meaningful in English.” Accordingly, Lock (1996: 3) views grammar from a functional perspective. He considers that:

To be of real use to language learners and teachers...a description of the grammar of a language needs to do more than simply lay out the forms and structures of the language. It needs to show what they are for and how they are used.

Biber, Conrad and Reppen (1998:55) regarding grammar as being “a prescriptive enterprise” represents another difficulty., it is a common belief to view grammar as a matter of listing and specifying the grammatical rules required for ‘correct’ speech. They explain that “rules such as ‘don’t end a sentence with a preposition’ and ‘be consistent in the use of tense throughout a sentence’ are prescriptive rules that many students associate with English grammar”. In addition, many teachers and students often are against descriptive grammar to prescriptive grammar. This opposition is not appropriate because, both are conscious verbalizations. For Freeman (2000: 10), prescriptive grammars is “prescribe how people are supposed to speak or to write according to the rules of grammar”, whereas descriptive grammars “describe how people actually do speak and write.” Concerning terminology, the majority of grammarians have the same opinion that it is one of the major difficulties teachers and students meet in grammar instruction.

Greenbaum (1988: 42) confirmed that the difficulty lies in the fact that “there is no standard terminology for grammar”. Richards (1981: 398) suggests the example of tenses. In some grammar books, the term “tense” refers to all types of English tenses including aspect, like the progressive, while in others the term “tense” is often distinguished from “aspect”. For instance, the present simple is a tense, whereas the present continuous is an aspect of the present. The explanations they give often confuse both the students and the teachers. Berry (1998:32) explains that, since the rules written by applied linguists are principally intended for teachers and learners, the choice of what terms are to be used to formulate the rules can become problematic mainly because of the users’ repertoire. (Ibid: 32) recommends that “new terminology should be introduced sparingly and complex/opaque terms from scientific grammar should be avoided”.

Another problem with grammar rules pertains to their easiness or difficulty and the degree of explanation they necessitate. Harmer (2001: 15) gives the example of the rule of the use of –s third person singular. He explains that:

One of the easiest rules to explain is the use of the s morpheme on the third person of the present

simple... We always add it with the pronouns *he*, *she* and *it*. This is a straightforward rule, but it needs qualifying immediately. We can restate it by saying that we add *s* to all verbs for the third person singular of the present simple unless they are modal verbs (*must*, *can*, *will*, *should*, etc.), thus ruling out **he musts*. So a simple rule has become slightly less simple.

The obvious easiness or difficulty of a rule is not a measure that determines the degree of explanation it needs. This is often a difficult task for the teacher, especially for certain grammar points. Aitken (1992: 5) considers the case of tenses because many teachers find them difficult to teach. She considers that:

Some of the mistakes ... are undoubtedly caused by the teacher, sometimes by his failure to understand fully the nature of the tense he is teaching, where the pitfalls are, how it differs from the mother tongue, why an English speaker selects one tense rather than another, and how to choose examples and illustrations which help, rather than hinder, understanding.

She adds that a teacher has to understand “the ‘subconscious’ contexts of different verb tenses” in order to be able to understand them and to explain them to his students.

Close (1981: 19-21) gives two examples about the difficulties with rule presentation and explanation: the present continuous and the definite article. A simple rule for the use of the present continuous says that it is used “for an action performed at the time of speaking”. Close illustrates the rule as follows: “Now we are going to the University, if the statement were made while we were actually on our way there.” However, the previous rule does not apply for this example: “John is already eighteen: he is going to the University now, when that information was imparted at a moment when John was at home oversleeping after a late night.”

Another problem with the present continuous is related to the unnatural examples some teachers give to their learners, such as “I’m opening my book, now I’m closing it, I’m switching on the light, I’m putting my pen on the desk” which he considers as unnatural illustrations of what is happening now; they are just brief and “could only be seen in a progressive state if performed very slowly”.

Close proposes that, to explain the present progressive, “it would be more realistic to choose a verb referring to an activity having duration as in please be quiet for a minute or two, I’m writing an important letter, or a verb referring to a series of momentary acts, as in hurry up or we’ll be shut in. The caretaker is locking all the door” (ibid: 21).

For the definite article “the”, Close gives the following rule: “the definite article is used to indicate a solitary example.” However, this is also the rule for the indefinite article like in the following example: “This is a table when there is only one table to be seen.” Another use of the definite article is “to indicate an object of which there are many examples present” as he proposes in the following example: “I see a street full of houses and myself wearily walking from one to another, looking for the one to which I have been invited, and wondering, Which is the house?” Close considers this example “a distinction between ‘the Shakespeare we study’ and ‘the Shakespeare his mother knew’ ”, and supposes how students are going to react if they come across it in a textbook. He affirms that the students will try to apply the rule of “the” to indicate “an object of which there are many examples present”, but the problem is that Shakespeare is a person and not an object, and there is only one we all know unless there is another one existing somewhere. The students will be confused, and then, will become conscious about the limitations of the rule they have been given. For this example, other distinctions will intervene. (ibid: 19) explains:

The definite article in English helps...to isolate the identified object or objects from another or from others. In English, we do not feel the need for such a device with a proper noun: we feel that the name itself is enough to identify the object we have in mind. It is only when we begin to form more than one image of the object bearing that name, and wish to distinguish one of those images from another, that we use the article as a signal that we are making such a distinction.

Consequently, explaining such distinctions to the students may be difficult if they have not yet reached a certain degree in comprehending how English works, especially if they still consider it as equivalent to their mother tongue, and if they learn such distinctions in the abstract without enough realistic examples.

Tarone and Yule (1989: 16) argue that the problem in rule explanation is not that the teacher does not know the rule or does not illustrate how language works, but the difficulty arises “when the learner asks why a particular form is used.” The problem occurs when the rule presented is ‘too simplistic’ and does not account for the different contexts where a particular form is used. Therefore, if the learner meets a sentence such as “Eric said that Susan is ill”, but previously was taught the ‘tense harmony’ rule in reported speech, the learner will likely to be confused as it is illustrated in the following example

from Tarone and Yule (1989:15):

Eric: 'Susan is ill'

What did Eric say?

Eric said that Susan was ill

They explain that such explanations present at least two 'dangers':

- Language teachers do not always have an explanatory rule to offer. They may not have heard of a rule to explain a particular phenomenon, or they may not even be sure that an accurate description of a rule exists to cover a particular case;
- if the rule is probabilistic, but is stated as categorical, then the teacher is providing the learner with a solid basis for future confusion, or even error."

Over-simplification is another problem related to rule presentation/explanation. Close (1981:18) stresses that some rules are difficult to teach because of the 'teachability' aspect, as the case of tenses which use is sometimes difficult to explain to the students. Therefore, teachers resort to over-simplified rules that are "easily teachable but are only a part of the truth" (ibid). Consequently, such rules are only 'half-truth' and their validity does not last very long. Harmer (2001:15) agrees with this claim and gives the example of some and any. An over-simplified rule of 'some' and 'any' is that "some is used with affirmative sentences whilst any is used with question and negative sentences" (ibid).

Close (1981: 24) affirms that such rules are of limited help. They momentarily help the students and may have the following consequences:

- Hours are wasted not only on lessons teaching half-truths as if they were the whole truth, but also on doing exercise which require the student to choose between two constructions, both of which can be perfectly acceptable, though one of the two is falsely supposed to be "wrong".
- Over-simplified rules will often remain firmly imbedded in the learner's mind.
- an insufficient basic rule will sooner or later have to be modified by a series of sub-rules and exceptions which may cause far more trouble in the end than a basic rule that is more accurate though less likably teachable." However, oversimplification must not be confused with accuracy (going straightforward to the use) and clarity (formulation in simple terms that can be understood, thus avoiding technical or scientific terminology), two important criteria according to Westney (1994: 76).

The problems in learning English grammar expand to other concerns. Larsen-Freeman (1991: 289) considers that, for example, “it is neither the form nor the meaning of the English tenses that presents the greatest long-term challenge to ESL/EFL students; rather it is when and why to use one tense and not the other. In other words, it is the pragmatic usage of the tenses that is the major obstacle to their mastery.” She suggests making students practice two tenses in a situation that contrasts them to draw their attention to the difference in using them, like for example when to use the present perfect versus when to use the past tense.

Other problems are the difference between the TL and the native language. According to Desmond (1983), this difference often results in contradictions in the explanations the teachers provide particularly in grammar. Sometimes, the teacher fails to present correctly grammatical forms or structures supplied with adequate examples and sufficient practice.

2.6.2. Learner Difficulties

Native language (L1) interference represents the principal difficulty learner’s face in grammar learning. Aitken (1992: 9) argues that “some errors are caused by ‘mother tongue interference’; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents.” This often happens in areas such as grammar and writing. L1 interference is related to the rhetorical and grammatical differences between the L1 of the learners and the TL. Yorkey (1974 cited in Peck 1991: 367) gives the example of Arabic (without any distinction). He writes

In Arabic, there is use of coordination, not subordination, in written paragraphs. A tightly organized English paragraph, with its topic sentence, controlling idea, and supporting ideas, is a manner of expression which is foreign to Arabic-speaking students, and one which they often interpret as “cold and calculating.

To overcome these difficulties, Yorkey (ibid) suggests making students practice subordinate clauses (particularly adverb clauses of time and place, result, concession, cause, purpose, and condition) through writing, and identifying the various constituents of the paragraph like the topic sentence and other components Peck (1991: 368). Others like

Yorkey worked on the grammatical problems Arabic-speaking learners face in English (here, Arabic is referred to as a standard language). For example,) the most problematic areas of grammar for Arabic-speaking students are verbs, prepositions, articles, and relative clauses. Scott and Tucker (1974 cited in Peck (1991: 368).

Students' expectations represent another problem in grammar learning. Though they are not the most problematic aspect in learning, they may increase difficulties. According to Aitken (1992: 144) learning an L2 is something very hard from the learners, because they have to remember many things at the same time. Sometimes, students suppose that TL to be similar to their mother tongue, but when they engage in the learning process, their expectations turn to be false. For example, Richards (1981: 401) explains that "contrary to what is often presented in popular grammar books, the progressive is not a tense (a grammatical form which depicts time) but an aspect (a grammatical form which depicts how an action unfolds)." Such distinctions then may not find their place in the classroom because of the complexity of explaining such grammatical systems to the students as it was mentioned earlier.

Avoidance is another problem. It is not a problem in itself but a result of difficulty. Berry (1998: 33) highlights that the difficulty of learning certain grammatical forms not only produces errors but also avoidance of certain of these forms in the structures learners produce.

2.7. The Need of Teaching Grammar in Authentic Contexts

Many educators today maintain that an over emphasis on traditional grammar exercises teach students to read and write parts of language rather developing in them the skills necessary for useful arranging and comprehending. Barnitz (1998: 609) states some points concerning this need of teaching grammar in authentic contexts:

1. An awareness and knowledge of grammar is necessary for producing "edited, formal American English", but that studying how language works should have a supportive not dominant role in teaching reading and writing.
2. Teaching about traditional grammatical concepts does not significantly influence growth in reading and writing.
3. Too much instruction on syntactic forms can be counterproductive to the acquisition of functional composing and comprehending.

4. Too much classroom time spent on grammatical analysis is time not spent on writing and reading natural discourse of authentic texts, so necessary for literacy abilities and literate language skills to be acquired.

Grammar instruction has its place as long as there is sufficient classroom time for reading and writing authentic, challenging texts.

Conclusion

When we talk about teaching grammar, we are talking about learning a language .It is a difficult task to give the exact definition of teaching grammar in context because of the various ways in which it is presided by learners and teachers, and the several aspects to be taken into consideration. The issue of whether grammar improves the students' learning EFL or not is stills a difficult matter and this is due to several problems grasp to grammar instruction, the relation of grammar to its context and meanings and its influence on language learning in general. Even if the teacher presents the lessons with different teaching methods but he need a sufficient guidance of how teaching grammar in meaningful context.

Chapter Three

Filed of the Work

Chapter Three: Filed Work

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Chapter Three: The Field Work

Introduction

This chapter aims at checking out the hypothesis formulated in this research work. To show whether and what extent we can adapt learning and teaching grammar in context. It also intends to show if the pupils and the teachers are satisfied with the way they are learning and teaching. For this purpose, two questionnaires were administered to both teachers and third year pupils in different middle schools in Biskra and Bourj Bou Arridj, and Tizi Ouzou. The questionnaires were used as an instrument to collect the data and then to give explanation to the findings to see if there is any application to the method of teaching grammar in context.

3.1. Teachers Questionnaire

3.1.1. The Sample

The teachers who responded to this questionnaire are teachers in middle school from different places. The total number of the teachers is twenty seven; we have chosen fifteen from Tizi Ouzou, two from Biskra, and ten from Bourj Bou Arridj. Some teachers refused to answer because of the limited time or because they are busy. So, 30 questionnaires were handed by the researchers and by colleagues but 27 questionnaires were returned.

3.1.2. Description of the Questionnaire

The teachers' questionnaire consists of 15 questions. Most of the questions were close-ended, unless two questions which were open-ended as a request to provide us with suggestions. The first question clarifies why grammar is best taught in context and the second one to suggest the appropriate method to teach grammar in the classroom. The questions were divided into two sections (see Appendix 2)

Section One: General Information.

The aim of this section is to gather information from teachers of middle school. First, general information, about the teachers themselves. We have asked such questions because most pupils suffer from the work of females who are most time absent especially the married ones to check if it hinders. The aim of the second and the third questions is to know the method used by the respondents. Hamrick (2008, 14) stated that teaching grammar is important because he studied it and now he is a teacher. The rest of the questions are

aim to check if the career of the teacher, the number of the classes and the large classes affect the way the teachers present their lessons.

Section Two: Teaching Grammar.

In this section, the objective is to know the attitudes of the teachers via the methods applied in teaching grammar. These attitudes are determined if the teachers are applying the same method which is proposed in the text book CBA or if they are using the appropriate method they think it can help the development of pupils' level. To do so question 7 we have been check if they teach grammar, as an introductory question to the rest. Question 8 considered as an important one because it is determine the most approach used in teaching. The questions 9, 10, 11, 12 questions are specially very helpful to test the hypothesis and aimed to know if the teachers tried teaching grammar in context and if it is better teaching it in context or isolation in addition to explore the opinion of the teachers about the level of the students and its relation with the method used. The questions 13, 14 questions are aimed at seeing if teaching grammar in context can help students in communication and to prove that most teachers are not care about the grammatical mistakes. The last question is an open-ended question; it aims to see if the teachers suggest teaching grammar in context as the best method to improve students' skills in terms of grammar.

3.1.3: Interpretation of the results.

Section one: General Information.

The sex of the teacher:

Female: 18 teachers

Male: 9 teachers

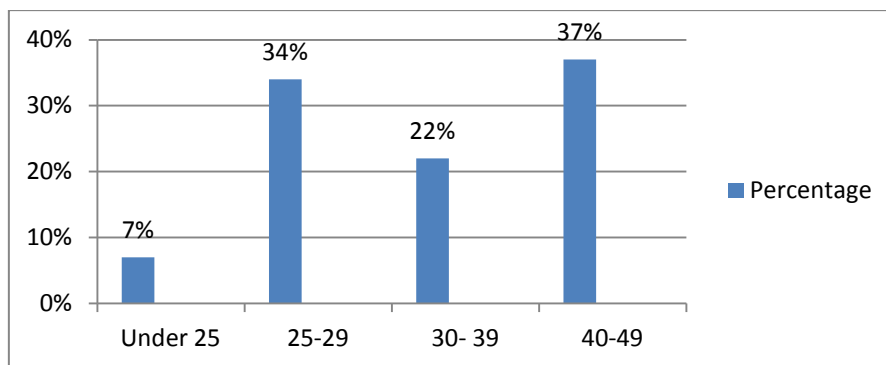
We can note that the large numbers of the teachers are female which are presented 67% from the total. The rest percentages are presented the males teachers 33%.

1. The age of the teacher:

The ages of the teachers responded the questionnaire is between 25 and 49 years old. Most teachers are old teachers which means they learned according to the traditional methods.

The age	Number	Percentage
Under 25	2	7%
25-29	9	34%
30- 39	6	22%
40-49	10	37%

Table.3.2.1: The age of the teacher



Graph3.2.2: Teachers' age

1. Academic Degree:

It is obvious that most teachers hold the BA degree, i. e., 82% .In other hand 15% from the total percentage studied in Institutions of Foreign Languages.

The degree	Number	Percentage
Institute:	4	15%
License:	22	82%
Master:	1	3%

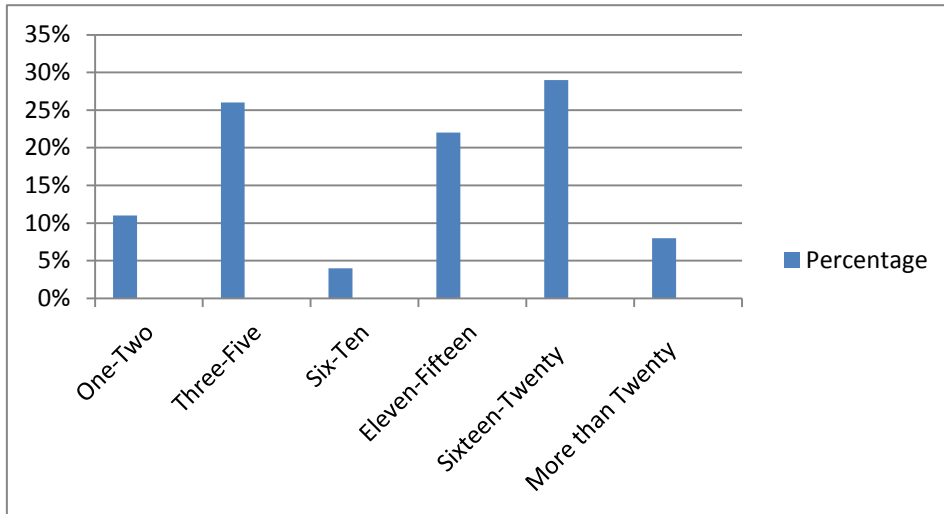
Table 3 : Academic degree of the teachers in the middle schools.

2. Teachers' career

This result can shows as that the large number of the teachers is who have long experience for the two categories (16-20) 29% /(more than 20) 8% from the whole teachers 'answer. Moreover, the rest have short experience as we can note in teaching.

The period	Number	Percentage
1-2	3	11%
3-5	7	26%
6-10	1	4%
11-15	6	22%
16-20	8	29%
More than 20	2	8%

Table3.2.2: Teachers' career



Graph 5: The

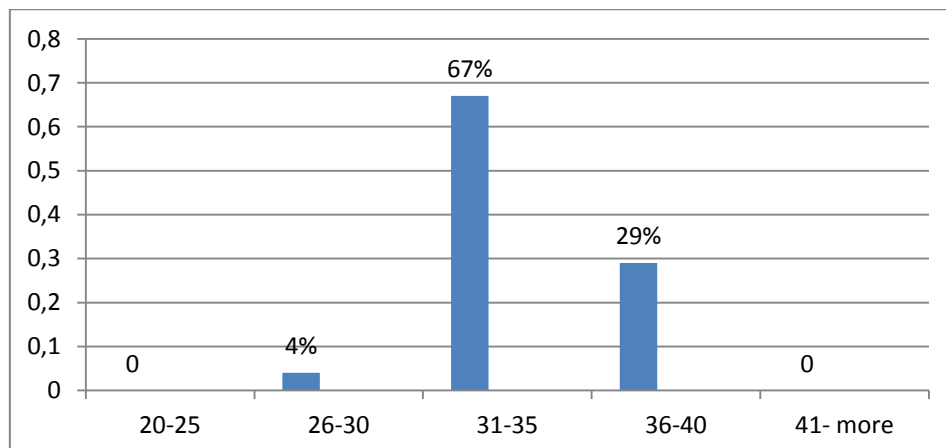
career breaks of the teacher.

6. The number of the pupils

This question is qualitative one, counting the number of the pupils in the class. From the above table we can see that the high percentage is the category between 31-35 and then 36-40. Which means that the large classes in Algerian Schools are very spread. The classes between 26-30 represent just 4%.

Option	Number	Percentage
20-25	/	0
26-30	1	4%
31-35	18	67%
36-40	8	29%
41- more	/	0

Table 3.2.3: The number of the student in the class.



Graph 3.2.4: The number of the student in the class.

Section Two: Teaching grammar.

8. Teach grammar in the classroom.

All the teachers' answers were (yes). In other word, 100% it means that all of them concenter teaching grammar in the classroom as a very important in learning foreign languages.

9. The methods implementing in the classes.

The percentages shown in this graph presents the most dominant methods used in the classrooms in the middle school. First, the use of GTM is clearly obvious is not applying nowadays 44 % of teachers stated that they use it rarely. The same remark for the DM and the ALM which is rarely taught. In the other hand, CLT 33, 33% used often by the teachers and 37, 03% sometimes used. To compare all the previous methods with the CBA we can remark that CBA is the most method used in the classroom 25, 92% from the whole used often and the rest teachers 22, 22% always apply it.

	Always	Often	Sometimes	Rarely	Never
GTM	00%	3,70%	7,40%	40,74%	22,2%
DM	3,70%	3,70%	3,70%	59,25%	3,70%
ALM	3,70%	7,40%	3,70%	55,55%	7,40%
CLT	18,50%	33,33%	37,03%	00%	00%
CBA	22,22%	25,92%	00%	3,70%	00%

Table 3. 5: the methods implementing in the classes.

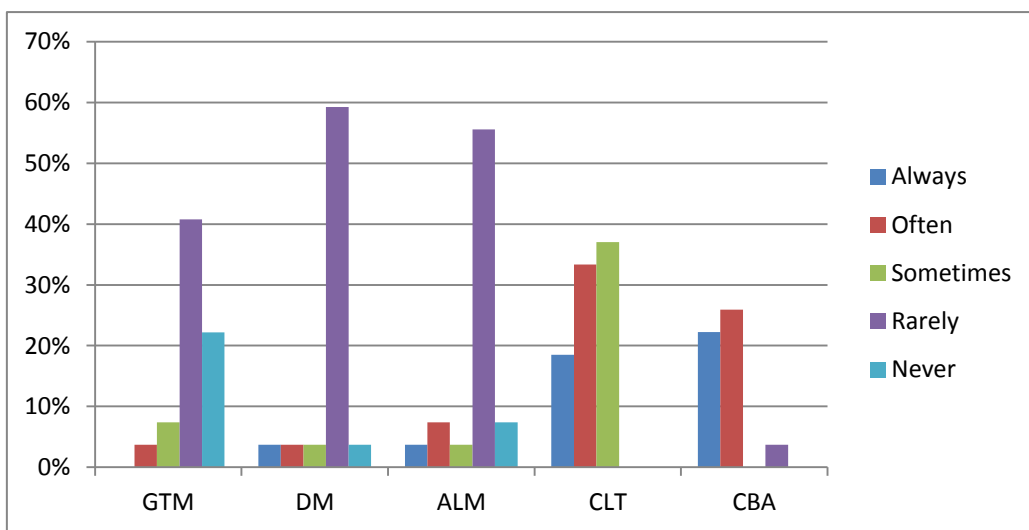


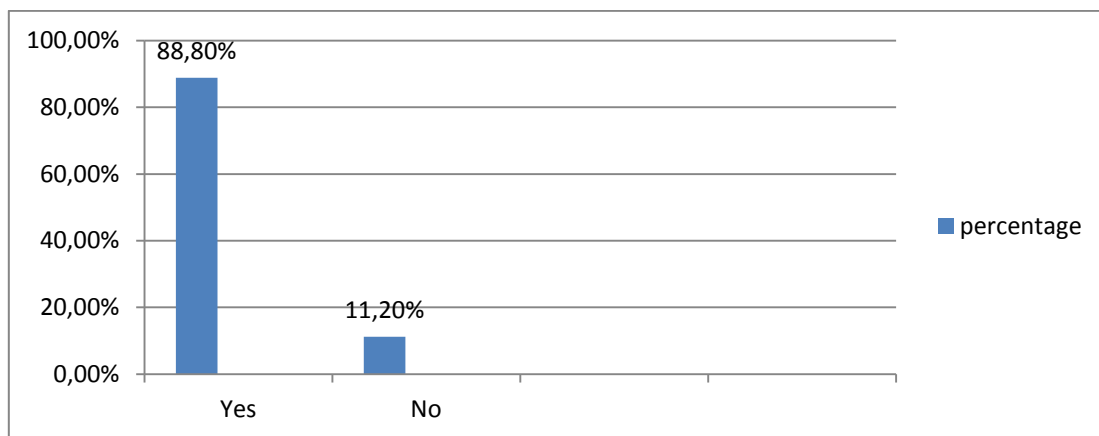
Table.3. 5: The methods implementing in the classes.

10. Teaching grammar in context in the classroom.

We have been noted that most of all the teachers tried teaching grammar in context in their classrooms especially with the application of the CBA which concedes the context as an important factor in the learning and the acquiring of the foreign languages. The rest are not teach grammar those teachers are whom teaching by applying GTM and DM.

	Yes	No
Teach grammar in context	88,8%	11,2%

Table 3.3.6: Teaching grammar in context in the classroom.



Graph 3.3. 6: Teaching grammar in context in the classroom.

11. Grammar is best taught in context.

More than half of the surveyed teachers (63%) think that the best method to teach grammar is to teach it through context. The following reasons are presented by some of them.

*It is sufficient to cover the majority of the aspects needed by the learner to enhance the skills of their pupils.

*The context accumulates many authentic sources which help the pupils as the presented type's bellows.

-Students world: is the main source of context used for language production, physical surroundings the pupils.

- Outside world: Use to present different conceptions we can also create situation where pupils speak because they are in those situation.

-Formulated information: the information which is presented in the form of notes, charts or pictures.

*It motivates the pupils especially when they are read, hear or discuss issues which are related to them.

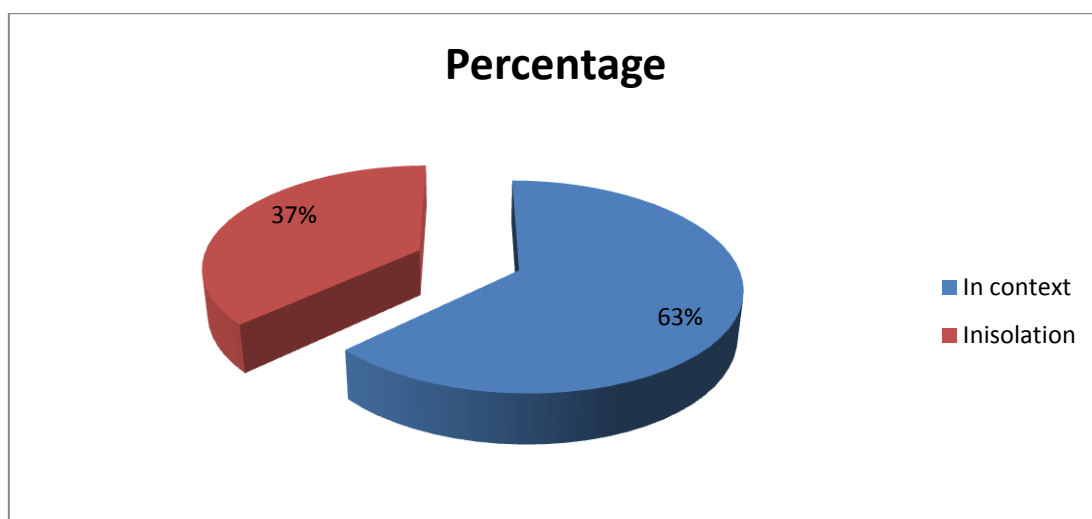
*Teaching grammar in isolation make pupils learn by heart the rules without making them learn how to communicate and how to produce.

*We have to apply it because it is implemented by the ministry

Those reasons had given by the teachers how teaching grammar in context is. The rest 37% gave different explanation like the large number of the pupils, the program which is little bit difficult to be taught others clarified that they adapt using the old methods and they think they are helpful sometimes.

	In context	In isolation
Grammar best taught	63%	37%

Table 3.3.7: Grammar is best taught in context.



Graph 3.3.7: Grammar is best taught in context.

12. The mastery of grammatical structures enables pupils to communicate in real language situation.

As the table shown most teachers (66, 60%) think that when the pupil master the grammatical structure it enable him to communicate in real language situation. In other word, it makes him know how to produce correctly without making serious mistakes. The

teachers who response no, means (33, 40%) think no relationship between the mastery of grammar and the communication.

	Yes	No
Option	66,6%	33,4%

Table 3.3.8: Tht mastery of grammatical structure enables real communication.

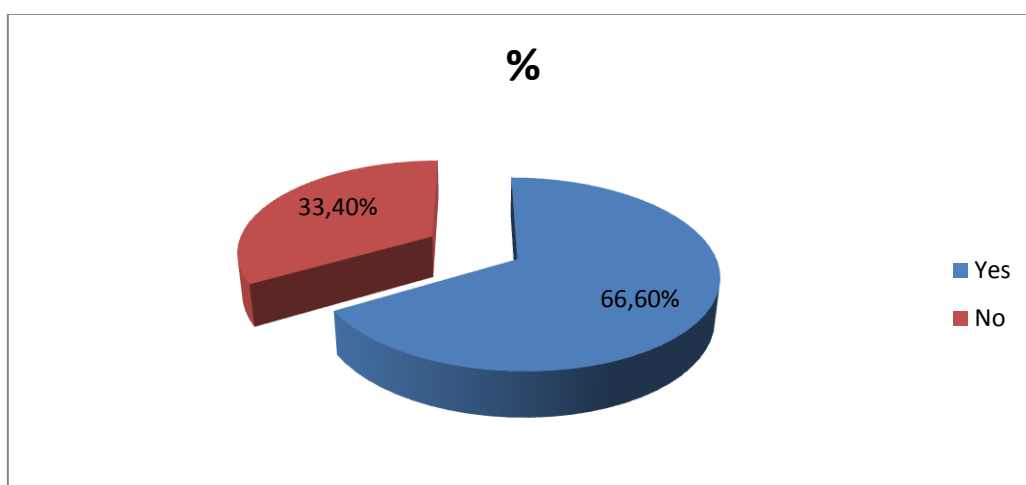


Table 3.3.8: The mastery of grammatical structure enables real communication.

13. Evaluate the pupils' level of grammar.

This Question asked to see if teachers are interesting in the level of their pupils and if they take into account the grammatical mistakes. The majority of the teachers' responds (81%) evaluate the pupils' level in terms of grammar and give it important role to determine the level of the productive skills of the pupils.

Why the teacher do not eveluate the level of pupiles in grammar when they product?

The teachers who stated that they do not evaluate their pupiles level of grammar because they think that:

- If the pupil wants to speak or to write he/she has to forget about their mistaks.
- The teacher must gives his/her pupiles the time to recognize the rules step by step.
- Correct all the pupiles' mistakes makes them decrease their willing in learn a language
- English is new language for the third year middle school even thought they studied it a year after. So, they automaticaly make mistakes.

	Yes	No
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Option	81,5%	18,5%
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Table 3.3 9: The evaluation of pupils' level of grammar.

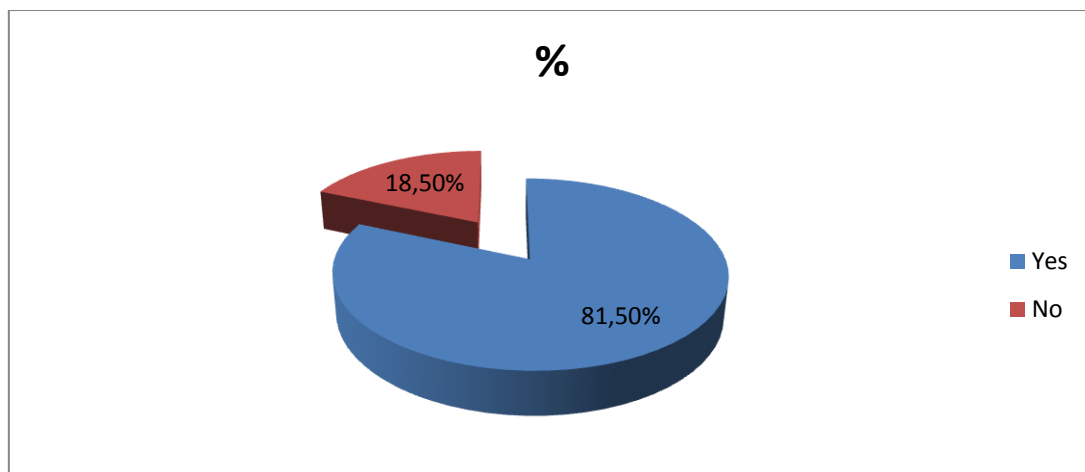


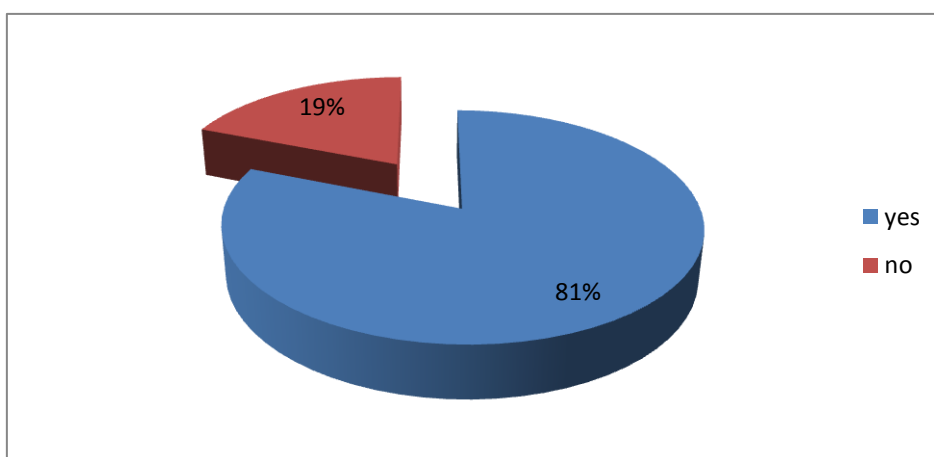
Table 3. 9. The evaluation of pupils' level of grammar.

14. The connection between what the pupils learn in grammar and their writing.

The results shown in the table presents teachers' thinking about what they are teaching in grammar course and what their students write. It means, if their pupils benefit from the grammar lesson in the classroom to enhance their writing skill. The large majority of the teachers (81%) believe that there is a linking between the grammar and writing skill of the pupils.

Connection	Number	Percentage
Yes	22	81%
No	5	19%

Table 3.3.10: Learning grammar and writing skill.



Graph 3.3.10: Learning grammar and writing skill.

15. The connection between what the pupils learn in grammar and their speak.

The following table presents the teachers' remarks about the relation between what they explain from grammar rules and their pupils speaking skill. The majority of the teachers (92%) think that there is connection and the pupils apply what they are learning in the classroom about grammar and develop their speaking skill.

Connection	Number	Percentage
Yes	25	92%
No	2	8%

Table 3.3.11: Learning grammar and speaking skill.

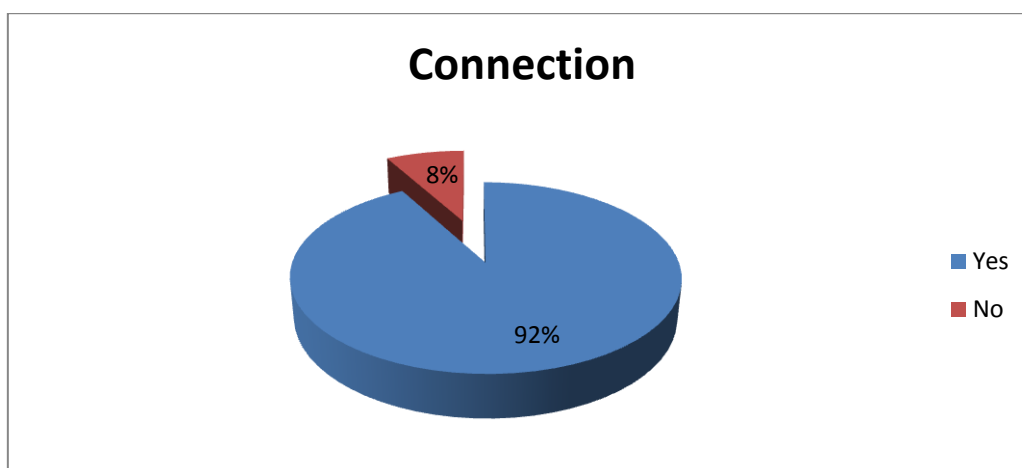


Table 3.3.11: Learning grammar and speaking skill.

16. Teachers suggestions to improve students' writing and speaking abilities in terms of grammar.

In this question we did not obtain all the (27) responses from all the teachers; some of them answer and gave important suggestions. In the other hand, other teachers did not answer.

The suggestions stated by the teachers who responded are:

- I suggest having laboratories of oral lectures, libraries (including interesting books of grammar.....etc)
- role play under teacher's supervision
- Listening tips
- using dictionaries

-I suggest to learn grammar by listening and learn it by compose sentences not grammar by words.

-we suggest to teach the pupils the correct bases of grammar and to let then freely even of they made mistakes and to teach them phonetic.

- in my opinion, I suggest that the pupils should practice their knowledge of grammar in speaking a writing (conversation, paragraph... etc).

-Apply the program which have been given by the minister because it is relying on precious strategies are very helpful for both the teachers and the pupils.

3.2.4. Interpretation of the Results.

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching grammar in context, their opinion about the actual approach, and their perception of the application of teaching grammar in context. In fact, we have been asked general information about the teachers because it has fundamental relationship with the performance of the teachers.

1. The female teachers which has presented more than the half (67%) affect negatively on the process of learning especially the married ones because they are almost the time absent which make the administration to check another teacher who has different methods and strategies. Or, to let the pupils without teacher for a long time. Both solutions do not give the right solution because when the pupils do not complete their program they will have gaps in their learning like the rules of grammar which will not repeated by the of the following year.
2. The age of the teacher can also has a role when the teacher is old, the category which presents the big percentage 37%, affects also negatively because they are feeling tired towards their work in addition they apply the traditional system that they have learned through it not the one which implemented by the minister. They still apply the GTM, DM, and ALM. They believe that they are the best approaches to make the pupils learn more. We noted that same teachers have been studied in the institutions of foreign languages rather than universities so the experience gave them the ways to deal with pupils and to teach them
3. Like we mentioned above there are a large number of teachers which have a long period in teaching (37%) for the teachers who have more than 16 year in teaching. They relies on experience not on Applying new methods and approaches, they have also problems with teaching by materials and understanding the new approaches because they found it difficult to apply.

4. The sixth question was about the number of the pupils. We can concede that the teachers suffering from the large classes (29%) between 36- 40 and (67%) between 31- 35. These large classes make the teacher fail in Applying teaching grammar in context efficiently because it needs deal each pupil individually.
5. Concerning teaching grammar in section two it is remarkable that in the middle schools all the teachers believe that grammar is very important in learning foreign languages. It helps in write and speaks formally without make series mistakes.
6. No teacher cans conceder grammar as secondary role in learning the language. The distinction appears in the method which is Applying in teaching grammar. As we presented in the ninth question. The most approach used always is the CBA (22, 22%). And the least approach which is not used the GTM (22, 2%). But when we compared the whom results we found that the CLT is the approach which used by all the teachers 33, 33 often used and 37% sometimes used. The previous purposes which we presented in the first section play a fundamental role in the teachers' choice of the approach. It is obvious that teachers do not relay much on the text book they just teach what they believe and make their experience as a basic to deal and to teach the pupil. One of the teachers whom we met when we administer the questionnaire stated that: "I prefer teach the first and the second years because they did not need a previews preparation, I learnt by heart their program; explaining grammar rules and memorizing particular vocabulary." In other word, this teacher and others whom have the same idea do not make any efforts to check if the actual approach is more appropriately in presenting grammar lessons effectively and beneficially.
7. Concerning teaching grammar in context, we have (88, 80%) from the whole had teach grammar in context in their classes. The rest (11, 20%) did not teach grammar in context at all. As the teacher surveyed suddenly without intention to make survey.
8. To explore that there still teachers did not change the approaches which had decades it is big problem in the educational system in Algeria because it reflects the level of the pupils which is not high despite the pupils whose makes individual efforts, it affects also on the pupils desire to learn foreign languages as we noted in the pupils questionnaire.
9. More than the half (63%) of the teachers have claimed that the best way to teach grammar is to teach it in context; they point out reasons for former as we mentioned in the analyses question eleven. The rest teachers (37%) had been confirmed that grammar is best taught in isolation. Some of them are from the category which prefers to teach as they learned, others they adapted teaching it in isolation. However, other teachers want to apply it but they face difficulties like the large classes and the lack of materials in most schools.

10. Several teachers notice in either the pupils' speaking, writing a link between the learners' grammatical knowledge and their production. Whatever the degree of this connection, what is important is to reinforce this link and develop the pupils' capacity to balance between their grammatical knowledge and their ability to speak and write ideas without being stopped by grammar.

11. In order to see if teachers take into account the pupils' grammatical mistakes, we asked them if they evaluate and correct their pupils' mistakes. Most teachers (81,5%) showed a positive attitude towards evaluating the pupils' level in terms of grammar. It is an important strategy to prevent pupils' repeating the same mistakes but the very important is to make them learn and enhance their level not to make them unprovoked and less eager.

3.2. The students Questionnaire.

3.2.1 The Sample

The students who responded to the questionnaire were chosen randomly among the total number of the pupils' populations (50 pupils) of the third year at the Middle School Ikhroua Barket in Biskra and Tohami Abd Rahman in Bourj Bou Arridj. The choice of the third year was based on the appropriate level of the student to understand and communicate gradually in English because it is the third year they are exposed to it and have already at least a simple background about the basics of the English language.

3. 2. 2: Description of the questionnaire:

The questionnaire involved eleven (14) closed-ended questions but sometimes the responders are asked to clarify their choice. The questions are divided into two sections (see Appendix 3)

-Section one: General Information.

The objective of this section is to discover the attitude of the responded pupils towards foreign languages and especially English. It includes three questions, the first is asked to see if the pupils are able to learn foreign languages (FL); they are also asked to clarify either their positive or their negative one. Also, it is worth noting the pupils' level is requested for the research to see if the actual method is effective, the third question aimed to see if they study English with the same teachers.

Section Two: Attitude toward grammar.

This section aims to get data about the pupils' attitude towards learning grammar. Q 6, 7, 8 are to see if the responders consider grammar important, if they learn their rules by heart

and their marks in English. We have been included Q 9, 10, which about having authentic background of English to communicate or applying what they have learned from rules by translating and if they rely on their teachers to improve themselves. However, 11 question is concerning the pupils who concenter grammar difficult; to see if their difficulty is in its rules which is different from their First Language (FL).

Section Three: Learning Grammar in Context.

This section is the core of our theses; it tackles the strategies that the pupils prefer to learn more through it. Moreover, to check out we aim also to see if linking grammar to context make the pupils remember more the grammatical aspects and if the use of authentic materials help pupils in the classroom and what are they if there are provided in the school. The last question is directed to the pupils who like English and they look to improve their level more to state what they are doing in order to improve themselves.

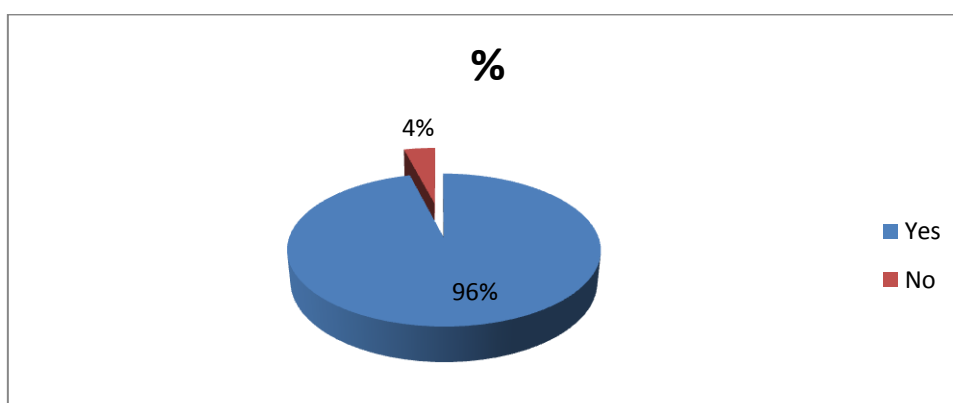
3.2.3: Analysis of the results:

Section one: Pupils attitude.

2. 3. 1: Learning foreign language is important.

	Number	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

Table: 2. 3. 1: Learning foreign language is important.



Graph: 2. 3. 1: Learning foreign language is important.

Most students 96% think that learning foreign language is important, and they look for learning it perfectly because of:

- The overuse of the internet.
- Foreign languages are important.
- Their famous idols are foreigners.
- they want to visit or travel foreign countries.
- To get good marks in their tests.

The pupils who have no intention to learn foreign languages have also their purposes.

- Foreign languages are very difficult to learn.
- The hate of the teachers whom are unfair because they do not give opportunity to the pupils who have bad level.
- Have no interesting to the education at all.
- The environment which they lived in has no interesting to the foreign languages.

2.3.2: How long have you been learning English?

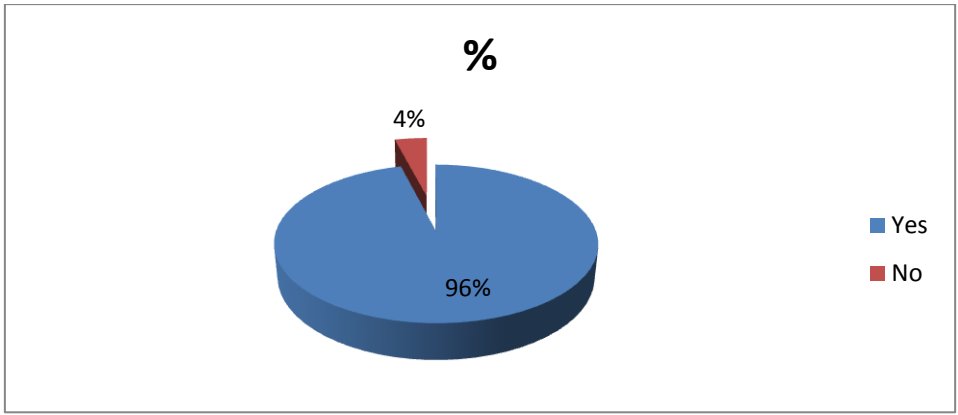
All the responders have three years studying English 100% none of them have studied English before. Their first experience with English was with their teachers of first year middle school. Even though they listen to native speakers in the TV programs, they were not able to understand.

2.3.3: Do you like English?

Almost, all the pupils like English 96% and concenter it as a preferable language to study and to communicate. English is the language which is used by most of the peoples in the world that is why all the pupils like it and have the desire to learn it in the classroom and outside the classroom. The rest percentage presented 4% they do not like English for one reason; they hate the teacher of English.

Option	Number	Percentage
Yes	48	96%
No	2	4%

Table 2.3.2: Liking English.



Graph 2.3.3 Liking English.

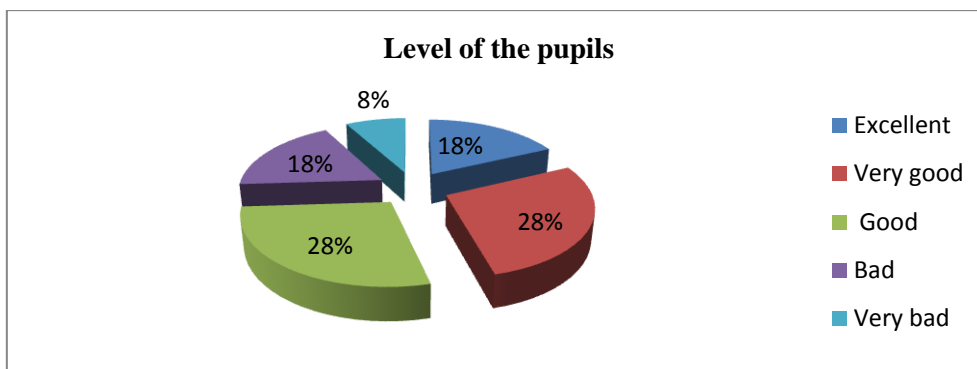
2. 3. 4: Your level in English.

We can note from the figure 3.1 that 18% of students have an excellent level in English as what has been shown in the table. We can also notes that the pupils who have an average level is taken the biggest part 28% for the students how are Very good and 28% for the students how are good. Those students have no problems in acquiring FL especially English which they like more and they are already to improve their level more. The second category is concerning the students how they are bad 18%. The rest responders are very bad 8% these categories clarify by stating different reasons:

- They have not teacher from the beginning of the year.
- They cannot understand what the teacher explains.
- The teacher is not doing his best to make all the students understand by changing the method according to the level of the students.

	Number	Percentage
Excellent	9	18%
Very good	14	28%
Good	14	28%
Bad	9	18%
Very bad	4	8%

Table 2. 3. 4 The students' level in English.



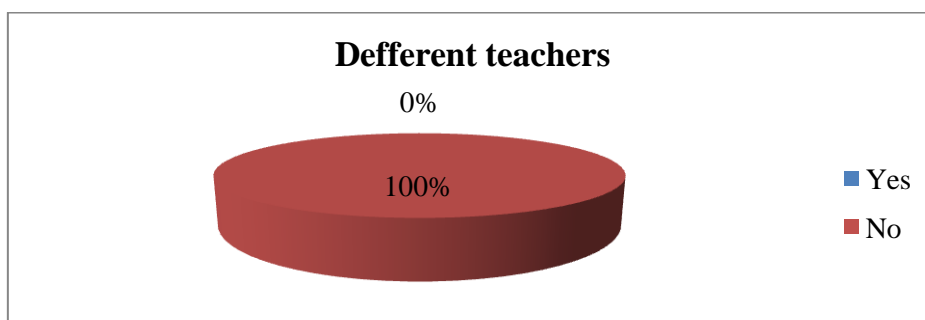
Graph2. 3. 4: The students' level in English.

2. 3. 5: The same teacher of English from the first year.

Both the graph and the table present that all the responders 100% have studied with different teachers of English. From the start studying English each year they meet with a different teacher a different method. Each teacher think that his method is the perfect so he completely changed the one which we adapted by the first teacher.

	Number	Percentage
Yes	0	0%
No	50	100%
Total	50	100%

Table2. 3. 5: The attitude of the teacher.



Graph2. 3. 5: The attitude of the teacher.

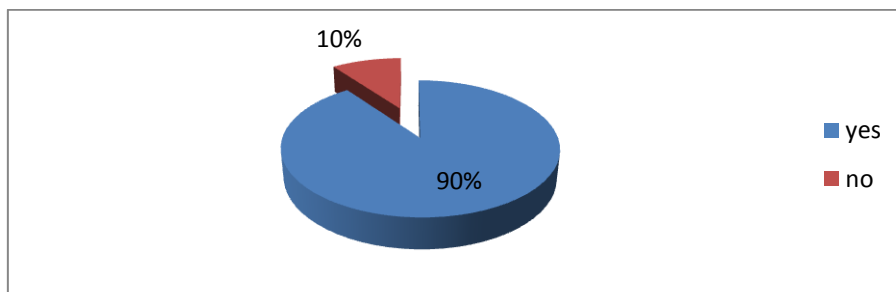
Section Two: Learning grammar.

2. 3. 6: Grammar is the most important part of learning.

The table below shows that 90% of the students believe that grammar is the most important part of learning. The rest percentage consider grammar as an unimportant part of learning may be because they hate to be a subject of ridiculer by their classmate when making mistakes or they learn it to help them in their communication.

	Number	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

Table2.3.6: Grammar is the most important part of learning.



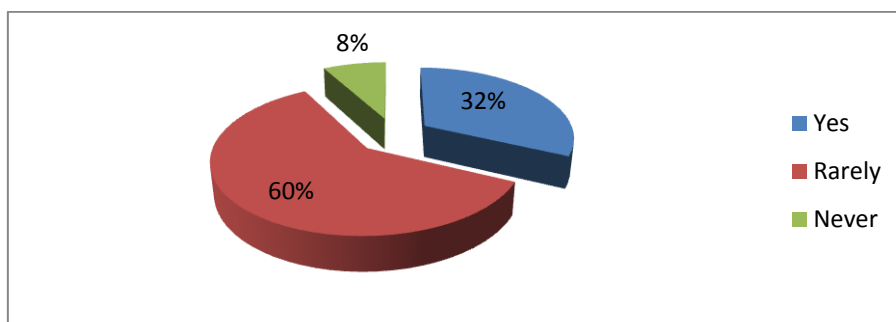
Graph2. 3. 6: Grammar is the most important part of learning.

2. 3. 7: Learn rules of English grammar by heart.

The following table shows the number of students whom are learning the rules of grammar by heart which is 32%. Those Pupils are from the pupils who take bad marks or have an average marks they learn grammar rules to solve their problem with the comprehension of context. And, 60% for the students whom rarely learn it they just understand what the teacher explains and just 8% for the students who are never learn it at all.

	Number	Percentage
Yes /Usually	16	32%
Rarely	30	60%
Never	4	08%
Total	50	100%

Table2. 3. 7: learn English grammar rules by heart.



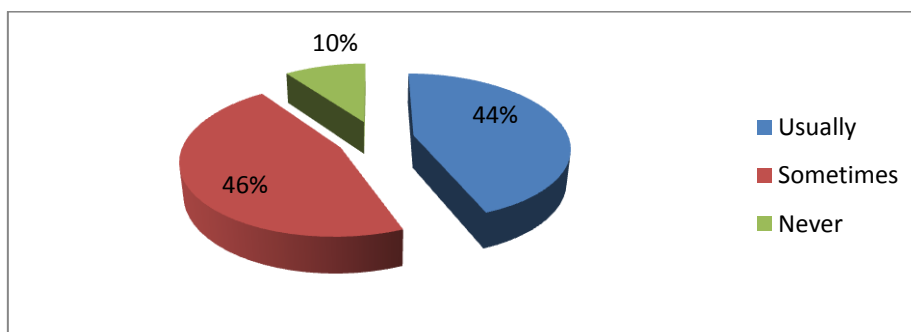
Graph2. 3. 7: learn English grammar rules by heart.

2. 3. 8: Results in English grammar tests.

The total numbers of pupils who are usually taking good marks in the tests are 44%; this category is between the pupils who are usually taken good marks in all the modules and the pupils who like working on improving their level of English. In addition, the pupils who sometimes take good marks are 46% from the category who like English but they do just listen to the teacher and revise lessons. However, the pupils who do not take good marks at all are 10% they do not participate in the classroom, do not revise their lessons and do not listen or communicate with native speakers. In brief, they hate grammar.

	Number	Percentage
Usually	22	44%
Sometimes	23	46%
Never	5	10%
Total	50	100%

Table2. 3. 8: The results in English grammar tests.

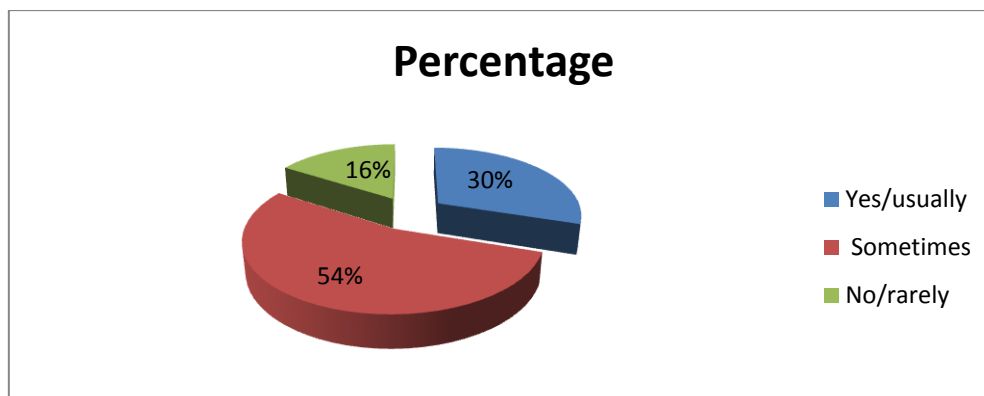


Graph2. 3. 8: The results in English grammar tests.

2. 3. 9: Thinking in the native language and then translate into English.

	Number	Percentage
Yes/usually	15	30%
Sometimes	27	54%
No/rarely	8	16%
Total	50	100%

Table2. 3. 9: Thinking in the native language and then translate into English.



Graph2. 3. 9: Thinking in the native language and then translate into English.

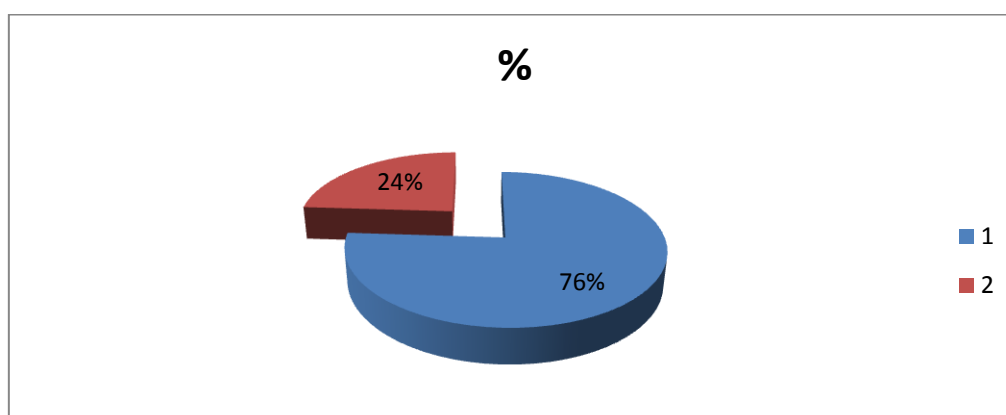
The table and the graph shows that more than the half of the pupils are thinking in their first language before they articulated in English they present the meaning in the native language transfer the rules and then produce in English; they cannot produce directly because they do not exposure to authentic discourses in or outside the classroom. In other hand, Just 16% who rarely or never translate or think firstly in the first language. They do it when they face a difficult word or ambiguous meaning.

2. 3. 10: preference of learning in the classroom.

- (1) To listen to your teacher and follow the textbook
- (2) Learning through struggling to communicate by you.

	Number	Percentage
1	38	76%
2	12	24%
Total	50	100%

Table2. 3. 10: preference of learning in the classroom.



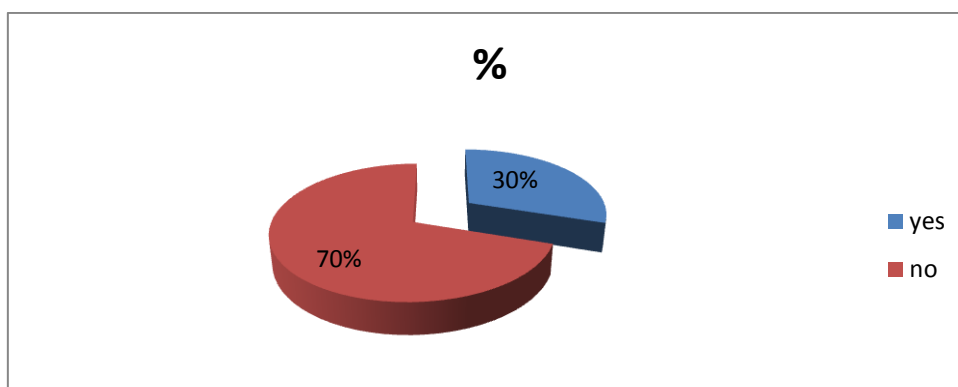
Graph2. 3. 10: preference of learning in the classroom.

The results of the table shown that most pupils prefer to listen to the teacher and follow the textbook. They find it very helpful in their acquisition; the teachers' language is easy to understand the information provided in the textbook are useful some teachers are providing the pupils the purpose of each element and its important which motivate the learners more. The rest whom are 24% prefer learning by working alone, they have the will to improve themselves without the need of the teacher. The teachers can not cover all the levels; they just interested with the pupils who have average level neither the high level nor the low one.

2. 3. 11: Grammar is difficult because it is so different from the grammar of your first language.

	Number	Percentage
Yes	35	30%
No	15	70%
Total	50	100%

Table2. 3. 11: English grammar is difficult because it is different.



Graph2. 3. 11: English grammar is difficult because it is different.

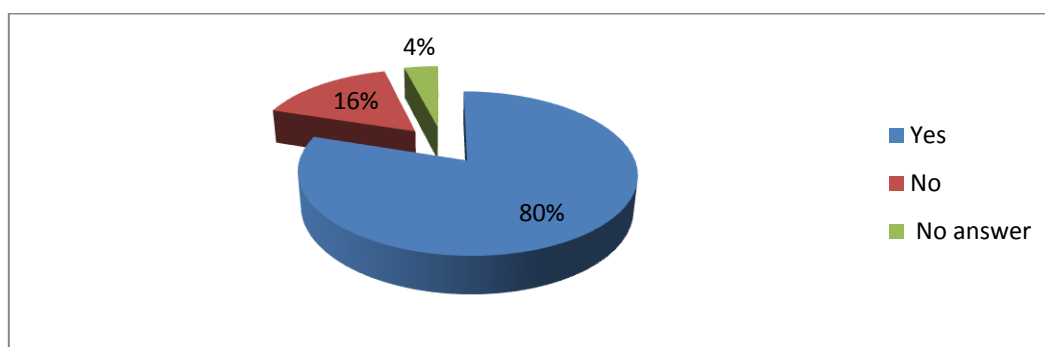
Both the table and the graph show that the different between grammar rules of the languages is not considering as an abstacle to learn the grammar rules of the foreign languages for most pupils 70% because they acquire English separately without compare it with their native language. The rest have problem with the different grammatical aspects because they translate what they are going to said and articulated in English.

2. 3. 12: Linking grammar to context helps the pupils to remember rules more.

This question aims to see if learning the language is like any other types of activities the more they are engaged in context the more they can learn the language. We discover that the majority of the pupils (80%) prefer learning English by listening to their teachers' explanations and applying their instruction to improve their level. Listen to a song; perform a dialogue or discuss a picture, a map. 16% from the whole think that the best way is by memorizing isolated rules without linking them to context. 4% did not give their opinion they live the blank empty.

Option	Percentage
Yes	80%
No	16%
No answer	4%

Table 2. 3. 12: Remember grammar rules in context.



Graph 2. 3. 12: Remember grammar rules by link it to context.

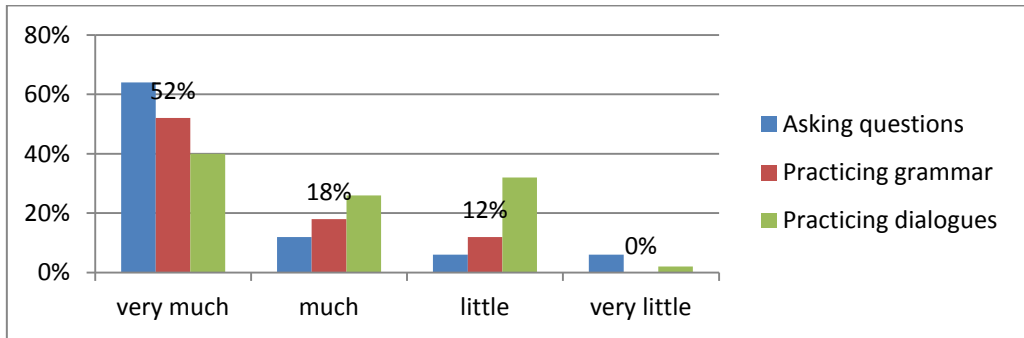
2. 3. 13: Learning grammar is depending on such activities.

Our objective in this question was to discover the pupils' preferences activity which they feel it is appropriate to them. It is obvious from the pupils' responses that, more than the half of the pupils prefer to study by practicing grammar in context (52%). However, asking questions while the teacher explains and practicing dialogues prepared by the pupils themselves are not interesting for them to that extent.

	Very much		Much		Little		Very little	
	nN	ù%	nN	%	nN	ù%	nN	%
Asking questions	332	664 %	112	12%	33	66%	33	6%
Practicing grammar in context	226	552 %	118	18%	66	112%	00	0%
Practicing	220	440	113	26%	16	332%	11	2%

dialogues		%						
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Table 2. 3. 13: Learning grammar is depending on such activities



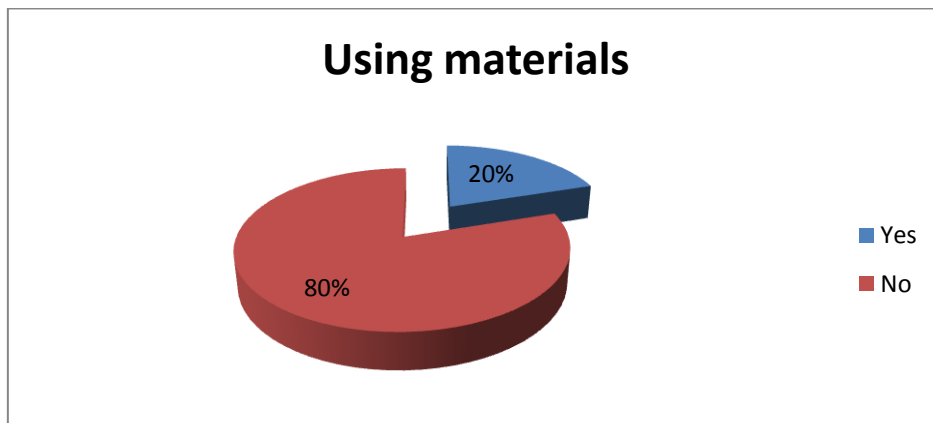
Graph 2. 3. 13: Learning grammar is depending on such activities.

2. 3. 14 Using authentic materials while explaining the lesson.

80% from the whole pupils responded that the teachers do not use any authentic material they just explain the lessons using talk and chalk. Such materials are just identifies in the textbooks. When the teacher reaches such activities, he passes to the other one. The rest 20% responses stated that their teachers use materials like dictionaries, pictures to discuss, and sometimes videos to wash or listen to natives. Note: The 20% are from the same middle school.

Option	number	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 2. 3. 14 Using authentic materials.



2. 3. 14 Using authentic materials.

2. 3. 15 Improving the skills

Some of the pupils have responded to this open ended question which represents 50% and their responses are as follows but it is remarkable that the pupils who responded whom are excellent and very good in English:

- Watching English TV programs, news, English animations.
- Contact with native speakers.
- Following the teacher's instructions.
- Trying to write in English.

3. Discussion

When we were analyzing the Students' questionnaire we find out that the most important points which are summarized as follows:

1. All the pupils prefer English and they have a positive attitude towards it even though the pupils who do not master it. They look for FL as well as English as a vital means to communicate and interact with others. So, they need to learn the language not for its rules but in a real context to facilitate their goals.
2. Most pupils are considering grammar as an important part in learning FL because when learning grammar but in its context the pupils will master both the use and usage of the FL.
3. We can note also that the pupils do not learn by heart the grammatical rules they need and prefer to exposure to authentic context to memorize them.
4. The link between the productive skills and grammar is vast. Because when we learn grammar through spoken or written context, the pupils can improve their writing and speaking skills. For example, when the teacher presents to the pupils authentic videos of English native speaker and ask them to pick up prepositions, present tense, or articles then write a paragraph about what they are listening for. Here the pupils can improve their listening skill by listening to natives and writing skill by writing what they had been listens. It is better than give the pupils a lesson about prepositions they will not later able to apply them in real situation.
5. The pupils who have not a previous background of English directly think in their first language and then translate what have been think to English by applying the rules which have already learnt from their teachers. So, they keep everything in their first language despite the language and the structure. But when we exposure the pupils to natives severally they will learn how to produce in English in such situations. Without the need to translate because they will know how natives say it.
6. The use of authentic materials help the pupils learning more, make them enjoying and benefit from all the side of language pragmatically, grammatically, vocabulary.

7. When the teacher explain the rules without using at least from time to time authentic materials the pupils will get bored and may be they will lose their ability acquire the language. Also, we can add that the pupils can remember what have been learnt when they exposure to real things. They will not just listen and try to understand, they will speak write and read in addition to listen improve all the four skills.
8. Nearly all the pupils are aware about the method which has been followed by their teachers and the lack of using materials even though their textbooks are including such activities.

Conclusion

This chapter is the practical part and the most important part in our thesis because it aims to test our hypotheses. We have describe both pupils' and teachers' questionnaires after administrated them in different schools in Algeria Biskra, Bourdj Bou Arriridj and Tizi Ouzou. Both pupils and teachers show a positive attitude towards teaching grammar in context. We have included also, the analysis and the interpretation of the results. At the end of the chapter, we add a discussion about all what we have seen previously and shed a light on the serious problems which related to the methods used in the classroom by teachers and applying on the pupils. On the whole, for both teachers and pupils, grammar is very important in the process of acquiring a language but when we put it in authentic context.

General Conclusion

Language is considered one of the most important characteristics that differentiate human beings from other creatures on earth. It is the main tool that helps people to communicate their thoughts, feelings and opinions. Since globalization emerged, the English has become the global language, and every language in the world has its pillars and fundamentals which are the rules of grammar. Grammar is a tool for adapting our communications in ways which present us and our message in different lights and it is dependent on many contextual issues.

The present study presents the idea that linking grammar instruction with its context enables students to improve their language. This is confirmed by the results obtained from the analysis of the data gathered from the questionnaire addressed to the teachers of middle school and the students of the third year in Algeria. The aim of the study is to determine whether it is possible or not to develop students' language by teaching of grammar in the context.

The research investigated the importance of English grammar teaching as a foreign language as well as the necessity of integrating grammar in English courses. This research was conducted to gain more insights about learning grammatical aspects in the right context and to focus on the use of these grammatical aspects to strengthen students' writing and speaking from a discourse viewpoint.

The conclusion we got from the analysis of the students' questionnaire was that students do not use the grammatical features appropriate to each context. They learnt the grammatical features in the classroom but when they come to communicate or use the foreign language they are not able even to perform a simple sentence. This is due to the absence of teaching grammar in context.

Concerning the teachers, they are aware that the time spent in the grammar courses is not enough to develop a good mastery of the language. The teachers claim that they are not bound to any specific method. But through their responses to the questionnaire, they showed

A strong efficiently will to ways teaching grammar.

Relating grammar to the context in teaching it needs to take into consideration the implementation of the contextualized grammar, as the students should know that grammar and context are complementary, written and speech texts should be seen as a good context to apply their grammatical knowledge. It is also important to take into account the time devoted because time is not enough in the classroom regarding what is expected from the students to learn. In addition, the teacher should emphasize more practice than theory, and carry out needs analysis which will reflect perceptions and priorities of the students. The efficiency of teaching grammar in context is partly dependent on well-organized framework as several elements including what types of text will be focused on, what grammatical aspects will be addressed in relation to these types and what procedures to follow. The teacher should ensure that there is a balance between grammar and content and make the learners move from mechanical stage to a communicative one. This balance will ensure that the students will not get bored

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Appendices

Mohamed Khider University.Biskra

Department of Foreign Languages

Branch of English

**Teachers' Perceptions on Teaching and Learning Grammar in middle Schools in
Algeria**

This survey questionnaire is designed for EFL teachers in middle school in Algeria. It aims to explore the appropriateness as well as the effectiveness of teaching grammar in context in secondary schools. We would very grateful if you could answer the following questions. Your input is very important and much appreciated.

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

Fariza Oumsalem

Khalida Djebarni

7. Do you teach grammar?

- Yes
- No

8. What teaching methods are you implementing in your classes?

	a l w a y s	O f t e n	So met ime s	R a r e l y	N e v e r
gramm ar transla tion metho d					
Direct metho d					
The audio lingual metho d					
Comm unicati ve langua ge teachin g					
Teachin g gramm ar in context					

9. Have you tried to teach grammar in context in your classes?

- Yes
- No

10. Is grammar best taught in isolation or in context?

- In isolation○
- In context○

11. Does the mastery of grammatical structures enable students to communicate in real language situation?

- Yes.....○
- No○

12. In your opinion, does teaching grammar in context help students develop their communicative abilities?

- Yes.....○
- No.....○

13. When you correct the student's exam papers, do you observe any connection between what they are learning in grammar and their writing?

- Yes.....○
- No.....○

14. When you correct students' exam papers, do you take in account mistakes of grammar?

- Yes○
- No○

If yes how?

- All the mistakes○
- Only major mistakes○

15. As a secondary middle school teacher, what do you suggest to improve students' speaking and writing abilities in terms of grammar?

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

Thank you

Mohamed Kheider University.Biskra
Department of Foreign Languages
Branch of English

**Students' Perceptions on Teaching and Learning Grammar in middle Schools in
Algeria**

This survey questionnaire is designed for EFL learners in middle school in Algeria. This survey aims to explore the appropriateness as well as the effectiveness of learning grammar in context in secondary schools. We would very grateful if you could answer the following questions. Your input is very important and much appreciated.

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

Fariza Oumsalem
Khalida Djebarni

Section One: General Information

Section one: Pupils attitude.

1. Is learning grammar important?

- Yes.....
- No

2. How long have you been learning English?

-

3. Do you like English?

Yes

No

4. What is Your level in English?

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

5. Did you have the same teacher of English from the first year?

- Excellent○
- Very good.....○
- Good○
- Bad○
- Very bad○

If your level is bad or very bad, say why.

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

Section Two: Learning Grammar

6. Do you believe that grammar is the most important part of learning?

- Yes○
- No○

7. Do you try hard to learn rules of English grammar by heart?

- Yes/ usually○
- Sometimes○
- No/ rarely○

8. Do you get good results in English grammar tests?

- Yes /usually○
- Sometimes○
- No /rarely○

9. Do you form what you want to say first in your native language and then translate it into English?

- Yes/usually.....○
- Sometimes○
- No/rarely○

10. You prefer to listen to your teacher and follow the textbook rather than learning through struggling to communicate by yourself.

- Yes
- No

11. Do you think that the English grammar is difficult because it is so different from the grammar of your first language?

- Yes/usually.....
- Sometimes.....
- No/rarely.....

12. Does Linking grammar to context helps the pupils to remember rules more?

Yes.....

No.....

13. When you are engaged in the following activities?

	Y o u l e a r n v e r y m u c h	y o u l e a r n m u c h	Y o u l e a r n l i t t l e	y o u l e a r n v e r y l i t t
--	--	--	--	--

				l e
Asking questions				
Practicing grammar				
Practicing dialogues				

14. Does your teachers use authentic materials while explaining the lesson?

Yes.....

No.....

15. In your opinion, how can you improve in grammar?

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

Thank you