People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Seddik BenYahia. Jijel

Faculty of Letters and Languages

Departement of English

Evaluating Grammar Teaching in Second Year at Makhlouf Hassnaoui Ibn El Moukhtar Secondary School - Jijel

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

Submitted by :   Supervised by :

 ❖ **Ikhlas BAMOUR**   **Pr. Ammar BOUKRIKA**
 ❖ **Sofia MOUSSAOUI**

Board of Examiners

❖ **Chairperson**: Mrs. Sarra LEKKAT, University of Mohamed Seddik BEN YAHIA-Jijel

❖ **Supervisor :** Pr. Ammar BOUKRIKA, University of Mohamed Seddik BEN YAHIA-Jijel

❖ **Examiner**: Dr. Slimane BOUKHENTACHE, University of Mohamed Seddik BEN YAHIA-Jijel

2022/2023

I

Dedication

My praise is due to Allah, the most mercful and grateful.

It is an absolute honour to dedicate this humble work :

To the source of my current state of being; the person who has been the driving force behind my growth and accomplishements, the most special woman my mother ''Houda'', your trust in me has lifted my spirits during moments of doubt, reminding me of my potential and pushing me to strive for success. Thanks for your sacrifices, endless love, constant encouragement and support.

To the person who unstintingly supported me and believed in me throughout the whole course of my life, my father ''Mourad'' I am truly lucky to have you by my side.

To my only sister ''Salsabil'', my dearest brother ''Islam'' and my little ''Mohammed''.

To my source of strength, encouragement and motivation, the guiding light when the path seemed difficult, my Fiancé ''Oussama'' there is no word can adequatly express the depth of my gratitude for your presance in my life.

To each and everyone who has been there for me, supported me, beleived in me and seen the good in me, to all those I have forgotten to mention their names but they are always in my Heart, thank you all.

IKHLAS

Dedication

In loving memory of the two irreplaceable persons that could not be here today, 'My Grandparents'. Your absence is deeply felt, and my heart yearns for the comfort only you could provide. This work is dedicated to you, your presence may be gone, but your spirit remains close and your impact on my life remains eternal.

*To my parents, my sister **'Elya'** and my adorable little brother 'Houssem', to my cherished aunt 'Nora' the wellspring of love and care, to my friend 'Amina' who has been by my side responding to my inquiries along this journey, to my confidant **'Chou'** who has been my unwavering source of love, support, understanding and encouragement, your presence has played an enormous role in shaping me into a better version of myself.*

*Last but not least, i dedicate this work to the person who deserves the credits : **Me.** This work represents my determination, perseverance, and personal growth throughout the research and writing process. I am proud of the effort and commitment i have put into this endeavor.*

SOFIA

Acknowledgements

Abstract

The present research seeks to evaluate teaching grammar in the second year secondary school by exploring the different teaching practices of two teachers at second year Secondary School of Makhlouf Hassnaoui, Jijel, during their teaching of grammar. Besides, the challenges that affect their teaching came under scrutiny. It is assumed in the present study that the second year teachers of English of Makhlouf Hassnaoui Secondary School, Jijel, adopt the recommended methods (The textbook, the CBA and the three dimensional grammar teaching framework) and strategies in grammar teaching and strive to follow the syllabus and textbook in grammar teaching, they encounter no problems and they have the same perceptions about such teaching. In order to validate the highlighted assumption, a quantitative research method was adopted. Two research tools were used, a classroom observation and a teacher interview with two teachers from this secondary school. The findings demonstrate that the teachers partly depend on the textbook and syllabus in grammar teaching, that the common method used in EFL classrooms was the inductive/implicit together with some strategies, and that the teachers do not teach the use dimension of grammar. Furthermore, the study has revealed that grammar teaching in EFL classrooms of the mentioned school is mainly challenged by the level of students as well as their attitudes and motivation towards learning grammar. The results also showed that teachers have, to a large extent, the same perceptions about grammar teaching.

Keywords: grammar teaching, second year, secondary school, quantitative, EFL classrooms

List of Abbreviations

2AS: Deuxiéme Année Secondaire

CBA : Competency Based Appraoch

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

L1: First Language

L2: Second Language

MT : Mother Tongue

P: Page

PPP: Presentation Practice Production

Q: Question

List of Figures

List of Tables

Contents

General Introduction

Chapter One: Grammar Teaching and Evaluation

Section One: Grammar Teaching

Section Two: Evaluation in the Educational Process

Chapter Two: Fieldwork

Appendices

Résumé

ملخص

<center>**General Introduction**</center>

Introduction

      The significance of grammar and the various methods and approaches that provide learners with chances to acquire a foreign language have long been a subject of heated debate in the realm of language teaching and learning.

      In secondary schools, grammar is regarded as the means to attain communicative goals. A thorough understanding of English grammar has consistently been recognized as a fundamental component of the curriculum, with the objective of enhancing language proficiency and fostering accuracy among learners. Consequently, it is essential for secondary school students to comprehend and acquire a solid command of English grammar rules to effectively utilize the language. The methods employed to teach grammar have garnered significant attention among teachers, as they strive to identify the most effective strategies that foster productive classrooms. This involves efficiently allocating time to explain various linguistic aspects and implementing diverse tasks in a manner that optimizes learning outcomes.

      It is within this context that our study comes, for it focuses on the evaluation of teaching practices in second year secondary school. This choice of the topic is prompted by the fact that evaluation is an essential aspect that can help teachers to improve the way grammar rules are taught and to develop more suitable methods to teach grammar.

Background of the Study

      According to Larsen-Freeman, grammar should help students use the correct, significant and authentic language structures (Larsen-Freeman, 2001). In teaching grammar, teachers need to pay more attention and attach more importance to rules, since this will lead to their students' mastery of not only grammar, but also of the whole language. But the issue of how to teach grammar successfully has been questioned by

<center>1</center>

many researchers, who have attempted to discover the most suitable ways for teaching grammar. One of them was Larsen Freeman (2001), who claimed that teaching in terms of form, meaning, and use means mastering the whole system of the language. Learners can convey messages and participate in authentic communication by knowing how language works, its structures and the nuance of meaning. Grammar teaching is one of the most interesting areas of study as many researchers embarked on studies in such an academic area. Another study was presented by Thornbury (1999) in his book entitled *How to Teach Grammar,* in which he emphasized teaching grammar in meaningful communicative context and argued that learners acquire grammar effectively when using it to convey real messages as they are more likely to internalize grammar when they connect it to their personal experiences and interest through discussions writing tasks and role plays. Petraki and Hill (2010) investigation discussed English teachers' beliefs about grammar teaching. Finding was that 55% of teachers agreed that grammar should be both integrated with other skills and taught on its own, while 37% believed that it should be taught integrated with other skills and 8% thought it should be taught on its own.

A subsequent research was by Madaoui and Nait Messaoud (2017) to investigate the teaching of grammar in third year Secondary School Tizi Ouzou, researchers wanted to check if the grammar activities enable the learner to communicate effectively and which method is used by the teacher to introduce the rules. The results demonstrated that teachers use the inductive method and do not follow the textbook since it didn't fit the learners' level and had no focus on developing their communication in real life. In regard to the methods of teaching grammar, Thornbury (1999) advocated for an inductive approach, rather than presenting grammar in a deductive manner since learners are guided to discover grammar patterns through exposure to meaningful language use and authentic texts. He believed that that deductive instruction may lead to a superficial understanding of grammar

as learners may struggle to transfer it to real language use. The issue was also introduced by Nunan (2003), he claimed that the choice of the method depends on the grammar point being taught, and the learning style ofthe student. Nunan (2003) added that the favoured approach for students is deductive because it requires less mental effort and induction demands greater mental effort and which will result in more effective learning in the longer term, but that it takes more time for learners to come to an understanding of the grammatical point in question. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function. For example, when teaching the passive voice lesson, teacher should show 'Why' the passive voice is used to place the emphasis on the action rather than the doer.

In the field of classroom research about language learning, it was found out that affective factors can interfere to block acquisition. The affective filter hypothesis is a key component of krashen's (1982) theory of SLA, which refers to a psychological barrier that can hinder language acquisition when it is high but allow for optimal language learning when its low. Factors as motivation, attitude and emotional state play significant role in language acquisition, for instance, learners who have positive attitudes and feel comfortable are more likely to acquire language actively and effectively. These factors are playing a crucial role in success or failure in language learning, they deserve greater attention in the instructional process.

The teaching process in the secondary school is a subject that merits in-depth analysis. Thus, our stdudy comes to explore if secondary school teachers of English are applying the right strategies in teaching grammar for acheieving communicative competence, making efforts to help learners overcome difficulties, raising their motivation and changing their negative attitudes.

Statement of the Problem

Grammar teaching is one of the aspects of teaching that aids in teaching and learning a language adequately. Most secondary school pupils maintain that English grammar is complex and difficult to master, one of the factors that can help them change their perceptions about such a state of affairs is the teacher. The latter can aid students through facilitating the process of knowledge transmission and applying the adequate strategies and methods. As a result, the teaching process will help students develop different language skills. When the process of teaching grammar is a failure, it can have several consequences on the learners' use of the language, including inaccurate language use, lack of clarity, incoherence, and reduced language proficiency. Though different methods have been used in teaching grammar and the focus is now placed recently on competency-based approach in the Algerian context, the outcome, as we often hear from secondary school English language teachers, is not really satisfactory and pupils continue to make grammar mistakes and fail to use the grammar rules they were taught for communicative purposes. Hence the need has been felt to investigate the teaching instruction in language teaching.

Aim of the Research

In an attempt to address the problem stated above, the present study comes to find out about the methods and strategies used by English language teachers in Makhlouf Hassnaoui Secondary School, Jijel, in grammar teaching and evaluate their teaching practices, to explore the challenges affecting the grammar teaching process, and to investigate these teachers 'perceptions about grammar teaching.

Research Questions

1. What are the different grammar teaching practices of English language teachers at Makhlouf Hassnaoui Secondary School?

2. Which challenges affect English grammar teaching at Makhlouf Hassnaoui Secondary School's classrooms?

3. Do English language teachers in EFL classrooms of Makhlouf Hassnaoui Secondary School have the same or different perceptions about grammar teaching?

Assumptions

1. English language teachers of second year at Makhlouf Hassnaoui Secondary School adopt the recommended methods and strategies and strive to follow the syllabus and textbook in grammar teaching.

2. English language teachers of second year at Makhlouf Hassnaoui Secondary School encounter no challenges in grammar teaching.

3. English language teachers of second year at Makhlouf Hassnaoui Secondary School have the same perceptions about grammar teaching.

Methodology

The choice of the research tools is based on the nature of our research. Since our topic is concerned with the evaluation of grammar teaching in second year secondary school classrooms, we determined that the appropriate method to use in conducting this study is the descriptive design and quantitative research methods. In order to collect data, two tools were used. The first tool is classroom observation, to observe the implementation of the teaching practices in their natural context, to check the startegies and methods the teachers use in explaining and presenting the grammar lessons, and to see whether they apply what they have already taught in different contexts including different tasks. During

the observation phase, we created five (05) checklists in which we organized different tasks. The second tool, is a semi-structured interview, which we conducted with the observed teachers of English with the aim of gathering their perceptions about grammar teaching.

Significance of the Research

The significance of the study lies in that it will be beneficial to the teachers; as it will help them provide a comprehensible output to students and adopt more appropriate effective grammar teaching practices. It will be beneficial to the curriculum designers since it will help them design a program that will better fit the student's grammatical needs and abilities. And finally, it will serve the future researchers as a basis for further study on teaching practices.

Structure of the Study

The current dissertation is divided into two chapters starting with a general introduction and ending with a general conclusion. The first chapter is theoretical and consists of two sections. The first section, entitled *Grammar Teaching*, reviews grammar teaching methods, challenges and teaching frameworks. The second section, entitled *Evaluation in the Educational Process,* deals with different dimensions of teaching evaluation, such as types and tools of evaluation, with particular reference to grammar teaching evaluation. The second chapter is practical and consists of two sections. The first part is dedicated to the first research tool and the second part is for the second research tool. The chapter presents the methodology used to collect data in order to answer our research questions, and then the description and the analysis of the data collected before summarizing the whole chapter.

Chapter One: Grammar Teaching and Evaluation

Section One: Grammar Teaching

Introduction

Nowadays, English is the most spoken language in the world, thus almost every country has adopted the English subject in schools. As any other language, English has structural features that are regarded as the key for mastering the language, and those features are learned in the grammar subject. Therefore, grammar has a crucial role in language education programs. In brief, grammar is a base and an indispensable element that plays a key function in performing language skills and aids in conveying meaning coherently.

In the present section, some elements underlying the teaching of grammar are explored. The chapter begins with introducing an overview of grammar in foreign language teaching and learning, following the different methods and approaches of teaching grammar, as well as the instructional techniques and challenges that teachers and students face in EFL classrooms, and ultimately, it discusses some frameworks of teaching grammar.

1.1 Grammar in English Language Teaching and Learning

Curriculum designers accord grammar a notable place in the school's curriculum since grammar is considered the backbone of combining units of the language to form the whole language system, and hence an essential part of attaining language fluency. In Nelson and Greenbaum's language (2002), "Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one

hand, and the system of meaning, on the other" (p.1). Additionally, Thornbury (1999) stated that:

> Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language sentences are formed. (p.1)

Language learners must learn grammar to help them produce meaningful words and sentences, which contributes to developing their writing and speaking skills. According to Ur (1988, p.4), grammar is the combination of words in any language to form meaningful sentences; moreover, the mastery of grammar results in well-structured language forms.

In the twentieth century, grammar teaching was the dominant aspect of language learning instruction. It was argued that "if you know the grammatical rules of the language, you will be able to use it for communication" (Richards & Renandya, 2002, p.145). However, the adoption of this principle in language teaching instruction was questionable. In the early 1970's, in an investigation carried out by Richards and Renandya (2002, p.145), they proclaimed that other arguments have appeared claiming that language competency involves knowing both grammar rules and their use in real communication. Language teachers need to develop teaching strategies that help learners to comprehend the correct structures in order to produce well-structured and correct messages. Ellis (2006) believed that:

> Grammar teaching involves any instructional techniques that draws the learner's attention to some specific grammatical form in such a way that it helps them either understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it. (p.84)

Consequently, the purpose of grammar teaching is to help students understand the structures of language and use it correctly in daily life interaction.

1.1. Methods of Grammar Teaching

In EFL classrooms, there are two distinct approaches to teach grammar which teachers usually adopt in teaching in order to create a successful learning environment and help learners acquire grammar rules successfully. These two approaches will constitute the core of discussion in the next subsection.

1.2.1. Deductive vs. Inductive

The first approach is the deductive approach. According to Fortune (1992, p.160), it is the most preferred approach in grammar workbooks. Following this approach, "Learners study grammar rules before applying these rules in doing exercises. In other words, they work from the general to the particular" (Fortune, 1992, p.160). Nunan (2003, p.58) also explained that in this approach the teacher first presents the grammar rule and second the exercises to reinforce their understanding of rules. Thornbury (1999, p.29) named the deductive approach *the rule-driven approach* because it emphasizes presenting rules and principles as the starting point in any grammatical lesson and then presenting examples followed by different practices. Thornbury (1999) simply described it as an approach that "(…) starts with the presentation of a rule and is followed by examples in which the rule is applied" (p.29). Adding that "the grammar rule is presented and the learner engages with it through the study and manipulation of examples" (p.49). An example of a deductive lesson would be to present the lesson on subject and object pronouns and then practice them in fill-in-the-gaps activities (Walker & Elsworth, 2000, p.1).

The second approach is the inductive approach, the opposite of the deductive approach. It is derived from the term *induction* which is "a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (rules, laws, theories)" (Felder & Henriques, 1995, p.26). This approach is known as *the rule-discovery*

approach for the reason that learners are the ones who discover the grammar rules through examples. Ellis (2006) explained that "learners are first exposed to exemplars of the grammatical structure and are asked to arrive at a metalinguistic generalization on their own; there may or may not be a final explicit statement of the rule" (p.97). In other words, it is a reversed process since learners are exposed to samples of language and guided to discover rules by themselves (Nunan, 2003, p.158). In simpler words, "an inductive approach starts with some examples from which a rule is inferred" (Thornbury, 1999, p.29).To exemplify this approach, teachers may write examples of some sentences in the present simple with a final S and without a final S, then ask students to identify which pronouns have a final S in their verbs, and lastly, students are asked to apply this rule in different exercises (Maple, 1988 as cited in Thornbury, 1999, p.53).

To sum up, when the deductive path is followed, the rules are given explicitly either by the teacher or the textbook, and then the learner is asked to practice the rule learned for better understanding. Conversely, when an inductive path is taken, learners take examples as the basis for understanding grammatical rules and thus making generalizations about the function of different elements. "The deductive route is at the core of much of traditional grammar teaching, whereas an inductive route, in which learners become aware of rules through their interaction with language, is often favored in more recent approaches" (Newby, 2007, p.100). In fact, the deductive approach was long implemented in the history of grammar teaching whereas the inductive approach became most-liked in the current period.

1.2.2. Explicit vs. Implicit

In EFL classrooms, there are two debatable methods of teaching grammar rules. Some teachers believe that grammar should be taught explicitly while others believe that grammar should be best taught implicitly. Explicit instruction is generally associated with

the deductive method while implicit instruction is associated with the inductive method of inferring rules.

On the one hand, implicit knowledge acquisition is about learning language naturally and subconsciously in the same way as a child does with his first language (Widodo, 2006, p.125). In EFL classes, according to Ellis et al. (2009, p.16) Implicit approach empower learners to deduce rules without conscious awareness, the objective is to expose learners to specific examples of rules or patterns while their focus is on understanding rather than active learning. Consequently, learners internalize the underlying rule without explicitly directing their attention to it. As confirmed by Ling (2015, p.557), implicit grammar teaching emphasize students' natural acquisition and learning of grammar through situations. Moreover, ''Implicit grammar teaching is also known as suggestive method, mainly adopting the inductive thinking method, and inducing the grammar rules through communicative use of the language'' (Ling, 2015, p.557). To simplify the point, in implicit teaching, teachers do not present grammar rules straightforwardly; instead, their focus is placed on the context rather than the form and structure of language. By the end of the instruction, learners will be able to learn rules unintentionally and unconsciously and produce correct responses naturally.

On the other hand, explicit knowledge is a deliberate procedure with the awareness of learning the grammar rules in classroom settings (Widodo, 2006, p.125). Ellis (2004) defined it as ''the conscious awareness of what a language or language, in general, consists of and/or of the roles that it plays in human life'' (p.229). In explicit grammar teaching instruction, the main focus is on form and this method stresses learning grammar rules deliberately which leads to the mastery of language elements (Ling, 2015, p.557). Following explicit teaching, learners are directed to learn the structures of language rules. This goes in line with Longman Dictionary's definition of this term: "an approach in which

information about a language is given to the learners directly by the teacher or textbook" (Richards & Schmidt, 2010, p.211). During the lesson, the teacher presents and explains clearly the rules and examples and guides students to practice those rules through drills and writing activities. Thus, students will be able to recognize and memorize grammatical structures effectively.

Explicit grammar teaching and implicit grammar teaching are two distinct methods, but can be used in combination for teaching a variety of materials, objects, situations, and stages (Ling, 2015, p.559).

1.3. The Competency-Based Approach in Algerian educational system

With the political, social, and economic changes in the world, the Algerian Ministry of national education in July 2002 adopted an approach in the Algerian educational system called the competency-based approach to consolidate the quality of the teaching-learning process. The new Algerian curriculum was developed by the national commission of educational reform and formed the educational area of Algeria (Adjeroud, 2020). Competency-based language teaching is based on a functional and interactional perspective on the nature of language. It seeks to teach language in the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes (Richards & Rodgers, 2001, p.143).

The programmes in which this approach is used, are centered around the specific learners' language needs in a different context and aim to teach the language skills used in that context. The beginning of a lesson course opens with the determination of an activity related to a particular situation and the speech requirements associated with it, as in the role of a restaurant employee or a factory worker. The core of a course is based on pointing out the essential competencies to achieve high-quality production (Richards, 2006).

Initially, Grammar under the CBA permits the learners to discover the rules without the teacher's guidance. The teacher presents a discussion sample where the students are required to find out grammatical rules and recognize the grammatical changes. In addition, the grammar rules are learned through participating in real-life situations (Boutebakh & Debbache, 2022).

1.3.1. Teacher's Role

The teacher has different roles in the CBA, he eases the communication process, he is involved with an ongoing interaction and engagement with students over an extended duration of time, he directs the classroom by guiding the students towards efficient resources and tasks, and he also examines the students' demands and proposes progressive items to meet their requisites (Kemiha & Chioukh, 2015).

1.3.2. Students' Role

For Adjeroud (2020), since the CBA is learner-centered, "learners are not supposed to rely on the teacher as the sole source of knowledge. Rather, they should engage in the route leading to autonomy'' (p.54). The students look for information and verify it in different references and informants, they apply intellectual, emotional, and inspiring methods to relate the previously learned information to the recent (Bentamra, 2015).

1.4. Instructional Techniques in Grammar Teaching

Teaching techniques are diverse and differ in many aspects, namely the teachers' role, the students' role, the learning process and the teaching activities. However, In all the instructional techniques, the teachers try their best to adopt the right strategies that best suit the students' learning styles and needs to achieve the learning outcomes.

1.4.1. Teacher-centered Instruction

In teacher-centered instruction, the students have a passive role while the teacher has an active one. He is seen as the center of the classroom, having control of the language. This thwarts the students from actively participating in the learning process (Al-Zu'be, 2013, p.25). Al-Zu'be (2013) also added that "it is the teacher/instructor who chooses and decides on what topics to teach the students. The instructor also exercises the power to decide how and when to teach the topics depending on the ability of the students" (p.26). This technique affirms that the teacher is the only transmitter of knowledge to students. He is in charge of teaching, evaluating, and correcting the learners based on his personal teaching criteria. The role of learners is restricted to only receiving that knowledge through listening, memorizing, and absorbing information, considering that the teacher is solely responsible for their learning (Thamraksa, 2003). From Killen's (2009) point of view:

> Simple forms of direct instruction include lectures and demonstrations are teacher-centred approaches in which the teacher delivers academic content in a highly structured format that direct the activities of learners and maintain a focus on academic achievement. The teacher controls the time for various instructional activities. The teacher organizes and controls the sequencing of lesson activities. (p.118)

That is to say, it is an approach that encourages students to completely depend on their instructors and that prevents them from expressing and engaging themselves in self-learning.

1.4.2. Student-centered Instruction

Here, the student's needs and abilities are the core of the learning process. The teacher is not the only commander but he also invites students to take part in the learning decisions and choices (J. K. Brown, 2008, p.30). As reported by H. D. Brown (2000), "Learner-centered instruction includes: techniques that focus on or account for learners' needs, styles, and goals. Techniques that give some control to the student (group work or strategy training, for example)" (p.46). The student–centered approach gives students the

power to construct their own knowledge and develop critical thinking using collaborative work. The students have great expectations concerning this approach since they are solving problems, and building multiple points of view and it allows them to engage personally in classroom instruction (Agrahari, 2016, p.133). Thamraksa (2003) highlighted that in this approach, the teacher has shifted from the role of a director of the teaching process to a guider and a supporter who create an environment for students to acquire knowledge constructively and actively. For instance, teachers may present decision-making activities to improve students' cognitive processes. Moreover, students have also changed the principle of receiving knowledge from teachers to constructing their knowledge and changed their position from being passive to being active through participating in designing and achieving learning goals (Thamraksa, 2003).

1.5. Challenges in Teaching Grammar

English is the most frequently taught second and foreign language, thus, secondary schools consider that English grammar plays a vital role in mastering the language. Yet, it is regarded as the most challenging skill in both teaching and learning. Teachers and students alike face a number of challenges inside the classes during grammar sessions.

1.5.1. Challenges Faced by Teachers

Teachers of English face challenges in teaching English, specifically the grammatical components such as teaching isolated structures, the amount of rules to teach and the weak level of students.

a) *Teaching of isolated structures and forms.* Grammar books usually present each rule separately from other similar rules even though they can be used in the same situation; thus, the teacher encounteres difficulties in connecting similar rules together in a different context (Mishra, 2010, p.174). Mishra (2010) outlined that

"The task of the teacher, therefore, is to create a context in which such types of different structural and grammatical items are used together" (p.175). Dehghani, Bagheri, Sadighi, and Tayyebi (2016) claimed that "EFL learners may learn some particular grammatical aspects and categories in isolation, but they may not be able to use the taught rules in real-world context'' (p.210). Since everyday communication is a combination of related rules together, such rules should be taught together.

b) ***Amount of rules to teach.*** For Mishra (2010, pp.172-173), the teacher faces the challenge of deciding the number of rules to teach. He is challenged with the task of choosing the appropriate communicative rules and getting rid of non-existent and complex rules. There is no point in teaching a grammar category that does not exist in English today. Mishra (2010, p.173) also concluded that an over-teaching of rules, especially irrelevant ones, leads to insignificant learning.

c) ***Standard of the students***. One of the common problems that teachers face is the poor standard of students. Students in high schools neglect the basic rules of grammar learned at the previous levels. Before teaching, the teacher should know the level of students; otherwise, the whole teaching process will be meaningless since constructing a solid structure is not feasible when the foundation is weak (Mishra, 2010).Grammatical items should be taught gradually from the simplest to the complex and each new item should be related to the one before. The selection and grading of structures should be based on the learners' background with a continuous practice of everyday language structures (Mishra, 2010).

1.5.2. Challenges Faced by Learners

Grammar difficulties are one of the common challenges that learners face in learning English language. These can be identified as contrasts with other languages, learners' attitude and their lack of practice.

a) *Contrasts with other languages*. As Harmer (2015) puts it:

Many students who learn English as a second language already have a deep knowledge of at least one other language. Where that L1 and the variety of English they are learning come into contact with each other, there are often confusions which provoke errors in a learner's use of English. (p.156)

The contrast can be in grammar where the first and second languages have different forms of language; for example, French students are confused with the present perfect tense since they have the same form in their language that they use in different context (Harmer, 2015, p.156). This challenge is named by H. Mohammed (2018) as *negative transfer*, it means "using the same structure of source language when rendered into the target language. All languages have their own structures, and learners attempt to adopt their native language structure with the second language" (p.1384). It is a hard task for students to remember the native language rules besides other numerous and complicated English grammar rules.

b) *Learners' attitude*. The feelings that learners may develop toward language learning may influence language learning. Learners who react badly to the learning process will end up unmotivated, unconfident, stressed, anxious, and afraid of making errors. Hence, this negative attitude will alter the language learning process (H. Mohammed, 2018, p.1385). Students are bothered in grammar sessions since they think that grammar is uninteresting, and a subject that cannot be taught in a diverting and enjoyable way. This can be owing to teachers' lack of creativity in teaching grammar (Iqbal, Akbar & Ahmed, 2017, p.58).

c) *Lack of practice*. English language students often have a lack of grammatical knowledge and make grammatical errors because they study grammar just for passing the exams. As soon as the examination period ends, the rules learned will not be practiced again. This educational system aims at testing the students' memorization skills only without testing their intelligence which makes the

students learn the rules by heart just for the examination period and then forget about them; they do not use them for daily situations (Kannan, 2009, p.2). Another reason for the lack of practice is caused by the limited time advocated for teaching grammar in EFL classrooms. Teachers have a lot of content to cover in a limited amount of time, and most of the time, they are restricted to presenting one grammar rule with only a few exercises.

1.6. Grammar Teaching Frameworks

Many questions in language teaching emerged about 'How' to teach grammar. In order to respond to this question, some frameworks have been developed, namely the three dimensional grammar frameworks and the presentation-practice-production model.

1.6.1. The Three Dimensional Framework

According to Larsen-Freeman (2001), "Grammatical structures not only have (morphosyntactic) form; they are also used to express meaning (semantics) in context appropriate use (pragmatics)'' (p.252). She believed that grammar should be taught and learned as the four language skills so that students can use the grammatical forms ''accurately, meaningfully, and appropriately'' (Larsen-Freeman, 2001, p.255). Key point is that grammar needs to have a communicative purpose since it is not only concerned with structures but also with semantics and pragmatics. Larsen-Freeman and Celce-Murcia (1999, p.4) referred to this as the three dimensions of form, meaning, and use. They illustrated the concept in a 'Pie chart' containing arrows relating the three dimensions to each other to shed light on their connectedness and to understand that the change of one dimension will affect the other (Larsen-Freeman & Celce-Murcia, 1999, p.4).
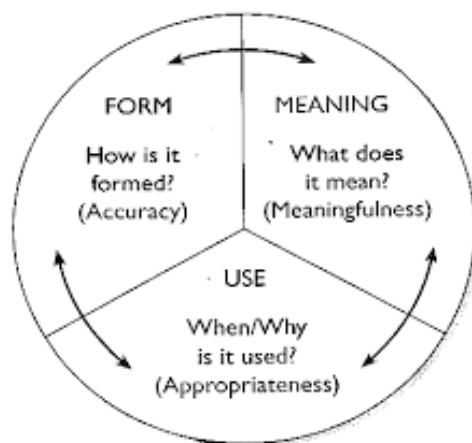
Figure 1. *Larsen-Freeman & Celce-Murcia three dimensions of grammar (1999, p.4)*

In the pie chart of Figure 1, there are three wedges. The first one deals with form, Larsen-Freeman (2001) described it as "(…) those overt lexical and morphological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text" (p.252). Crawford (2013, p.4) further elaborated that accurate English language proficiency necessitates the presence of specific forms and a structured approach. These forms represent the way speakers use the rules and their perspective of grammar. The second wedge connected to the wedge of form in the pie chart represents meaning. It refers to the meaning of grammatical forms, Larsen-Freeman and Celce-Murcia (1999) explained it as "what systematic contribution it makes whenever it is used" (p.4). The meaning can be explained in two ways: the grammatical way; as explaining what the rule means, or the lexical way; as defining terms from a dictionary for example (Larsen-Freeman & Celce-Murcia, 1999, p.4). The final wedge at the bottom presents the dimension of use. Generally speaking, it signifies the use of language in context (Larsen-Freeman, 2014, p.258). It is concerned with the decisions that speakers make concerning the structure of the language when speaking or the reason and the moment that mandate the speaker's choice of a particular form over another in a specific context (Larsen-Freeman & Celce-Murcia, 1999, pp.4 -5). A main point, in Larsen-

Freeman's view (2014), is that "A teacher of grammar might begin by asking the questions posed in the three wedges of the pie" (p.258). Moreover, the form, meaning, and use framework can help the teacher in selecting the grammar content of teaching (Crawford, 2013, p.5).

As a matter of fact, the presentation-practice-production model can be seen as a way to teach the three dimensions of grammar.

1.6.2. The Presentation-Practice-Production Framework

The model syllabus in traditional grammar teaching suggests the application of three stages in lessons, which are presentation, practice, and production. This is often called the PPP approach (Larsen-Freeman, 2014, p.262). Richards and Schmidt (2010) demonstrated that the approach is "a procedure used in traditional British based-language teaching methodology which refers to three stages in a language lesson, particularly one that is grammar-based" (p.447). Firstly, in the presentation phase, "the teacher highlights one or two specific forms and illustrates their meaning" (Sadeghi & Fazelijou, 2012, p.118). The teacher explains the grammatical items and may also highlight the differences between L1 and L2 (Larsen-Freeman, 2014, p.262). Secondly, in the practice stage "new items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice" (Richards & Schmidt, 2010, p.448). The language sample presented is later practiced in different ways of reproduction such as repeating grammar items under the teacher's conduct or individually (Harmer, 2015, p.65). The last phase of production is "seen as the culmination of the language learning process, whereby the learners act upon their linguistic knowledge, where they perform their competence and become users of the language" (Mawaddah, 2018, p.8). Richards and Schmidt (2010) defined it as a *transfer stage* and *free practice* in which "students use the new items more

freely, with less or little control by the teacher" (p, 448). The students are required to apply autonomously all the previously learned forms in free practices and use their understanding of language structures in interaction.

Section Two: Evaluation in the Educational Process

Introduction

Evaluation plays a critical role in education by providing valuable insights into the effectiveness and quality of educational programs and practices. Through evaluation, educators can identify effective teaching practices and enhance the overall quality of grammar instruction in secondary schools. Since the teacher has the challenging task to meet up with the educational needs on the society, good evaluation is necessary to examine the importance of grammar instruction, analyze teacher pedagogy and discover their impact on students' level competency.

This section discusses the general definition of evaluation, educational evaluation with its types, the participants involved in the evaluation, tools of evaluation and the purpose of conducting an evaluation. Another sub-section is dedicated to teaching evaluation including the process of evaluating teaching, criteria of evaluation and guidelines for evaluating grammar teaching.

1.2.1. Definition of the Term Evaluation

In our daily life, evaluation means judging the worth of something. Harmer (2015) posited that evaluation is "the systematic gathering of information for purposes of decision making. Evaluation may use quantitative methods (e.g. tests), qualitative methods (e.g. observation, rating), and value judgment" (p.206). Another definition provided by Prakash (2016) is that evaluation" is concerned with the application of its findings and implies

some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values" (pp.2-3). When conducting an evaluation, certain questions need to be formulated concerning, for example, the quality of the performance of a tool according to some criteria, the comparison of the performance of two tools, the outcome of the tool's application, and the value or importance of this tool (Scriven, 1967).

1.2.2. Evaluation in Education

Evaluation in education involves the assessments of various components within the educational system namely students, teachers, curriculum, institutions and policies. The present section primarily revolves around evaluating teachers' teaching.

1.2.2.1. Definition of Educational Evaluation

Pal (2012) defined educational evaluation as:

> The process in which measurement of the decisions related to education and of the traits and activities of the persons concerned with education is carried out and the results of such measurement are analyzed on the basis of predetermined standards (Norms) and on its basis the relative results are declared and suggestions for improvement in them are given. (p.24)

As an example, educational programs evaluation is concerned with gathering data in the first phase to improve the program, creating a base for update revision in the second phase, and discovering its success in the last phase after the application of the program. Further, the evaluators' job is to gather information about all the students and curriculum, and aspects of the program to register the results, form opinions about the program's value, and determine the program's revisions (Oermann & Gaberson, 2009, p.10).

1.2.2.2. Types of Evaluation

Evaluation types are various. These types contrast in terms of principles, focus, purpose, the participants involved in the evaluation, the period of conduction and the methodology used.

1.2.2.2.1. Formative Evaluation

According to Richards and Schmidt (2010), formative evaluation is "the process of providing information to curriculum developers during the development of curriculum or program, in order to improve it. Formative evaluation is also used in syllabus design and the development of language teaching programmes and materials" (p.227). The aim is to find out the point of weaknesses and strengths in the medial edition of a new program (Scriven, 1967) and to sharpen the next program in question, and thus develop its production (International NGO training and research centre [INTRAC], 2017). In this type of evaluation, the evaluator organizes the initial outline of the educational element to be evaluated for further interpretation of its phases and then asks for agreement from the experts; it can be through an interview, questionnaire, or rating scale (Pal, 2012, p.24).

1.2.2.2.2. Process Evaluation

For Madaus, Scriven, and Stufflebeam (2002), "process evaluation involves determining whether planned activities are carried out in the manner called for by the program plans and whether they are of the quality expected'' (p.140) and "an ongoing check on the implementation of a plan" (p. 132). Process evaluation is used in many conditions but preferably in those in which the aim is to know the effect of the interior system of an instruction or plan on the outcome (INTRAC, 2017). Dziekan et al. (2013) claimed that "process evaluation focuses on the means and procedures by which a measure is implemented. It begins during project development and continues throughout the life of

the project" (p.17). Its goal is to evaluate the program's tasks, and negative and positive circumstances affecting the assessment procedure for providing data to direct and advance the program (Dziekan et al., 2013, p.17). In short, it provides an understanding and evaluates the process without seeking to change any aspect involved in the evaluation.

1.2.2.2.3. Summative Evaluation

Summative evaluation is carried out after finishing the course or in a particular period of the educator's profession to form decisions about the success of a program or a tutor. These decisions will help to promote and recompense the effectiveness as prizes and bonuses in pay and these decisions also help to decide about the modifications to specific courses, syllabuses, and instructional tasks. Summative evaluation in universities is conducted at the conclusion of the academic year to discover the outcomes of the teaching process (the Senate Committee on Teaching and Learning [SCOTL], 2002, pp. 3-4). Richards and Schmidt (2010) explained it as "the process of providing information to decision-makers, after the programme is completed, about whether or not the programme was effective and successful" (p.227). The primary purpose of summative evaluation is to answer questions concerning the achievement of objectives, the effectiveness of the teaching-learning instruction, the coordination of teacher-student-material contributed to the learning, the teaching methods and medium and audio-visual means appropriate and appropriately distributed, and also if there is accordance in classrooms situations for students (Prakash, 2016, p.8).

1.2.2.3. Participants in Evaluation

According to Richards (2001, p.296), there are two types of participants involved in educational evaluation: insiders and outsiders.

Insiders are the ones concerned with the program's improvement and application such as teachers and students. Teachers may use the evaluation to check the effectiveness of the course and materials, the difficulties faced, and the changes that contribute to the conduction of the program. Teachers may ask questions such as "How well did I teach?" (p.295). While students can participate in evaluation where they are the centre by providing information about their level of proficiency and the importance of the learning to their requirements, the question of "How will this help me in the future?" (p.295) may be asked. The participation of the insiders is a key factor for an effective evaluation process since they are the most influenced by the evaluation outcome. On the other hand, outsiders are not directly participating in the program but may give their perspectives about it. Again, for Richards (2001), outsiders might be "consultants, inspectors, or administrators whose job it is to supplement the teachers' perceptions of what happened in a course with independent observation and opinion" (p.296). As outsiders, curriculum developers need to ask "What aspects of the course need replacing or revising?" (p.295). Administrators often ask "Were clients' expectations met?" (p.295).

1.2.2.4. Tools of Evaluation

Different tools exist for gathering information regarding specific variables of a study, they are employed in the data collection phase to achieve results. Most of the tools listed below can be used for the evaluation process, to assess the value and appropriateness of an educational programme, project or a process.

1.2.2.4.1. Observation

Ignou (2017) stated that "from the earliest times, observation has been an important tool for data collection and as a technique of evaluating various aspects of overt/external human behavior in controlled and uncontrolled situations" (p.63). Observation is the

precise documentation of different conducts, situations, and conditions. Multiple settings can be observed in the surrounding environment such as actions and social communication. For a coordinated observation process, the recognition of goals, the audience to be observed and the methodology should be pre-determined first so as to have a structured series of the noticed performance. Many types of observation exist, mainly structured or direct observation, in which the observation results are reported in an approved checklist (INTRAC, 2017).

1.2.2.4.2. Checklists

According to Kumar et al. (2016), "a checklist consists of a series of items which needs response from the respondent. The presence or absence of an item may be indicated by *YES* or *NO*" (p.10). Checklists are used to examine the conduct of the participant while checking an index of attitudes and performance, for example, a classroom observation of the teaching-learning process (Richards & Schmidt, 2010, p.75). Moreover, checklists in classroom observation are indispensable tools that help ensure comprehensive and consistent evaluation and detailed assessment of teaching practices.

1.2.2.4.3. Case Studies

According to Richards and Schmidt (2010), a case study is "the intensive study of an aspect of behaviour, either at one period in time or over a long period of time" (p.69). This tool gives the opportunity to gather specific data which can be missed by other methods. In other words, case studies are a description of in-depth information about a feature of a program in which this information can be used thereafter to present a full view of a course's aspects. The teacher can apply this method by registering his lesson plans throughout the whole program or even tracking down the development of a student (Richards, 2001, p.302).

1.2.2.4.4. Questionnaires

Questionnaires are one of the most used and easy tools to design. "A questionnaire is a set of questions designed to elicit information upon a subject, or sequence of subjects, from a respondent" (Josselin & Le Maux, 2017, p.22). It is the most common means to elicit credible facts and obtain organized numerical information and the presence of the questionnaire's designer is unnecessary at the time of direction. Moreover, the statistics are direct and easy to interpret, since the questionnaire seeks to explore the different human perceptions through answering close questions which contain restricted responses of YES or NO, and open questions which require the participants to provide unconstrained responses (Ignou, 2017, p.62).

1.2.2.4.5. Interviews

Unlike the questionnaire, the interview questions are conducted orally directly face to face, with the use of a tape recorder or any other tool to record the interviewee's responses even if the interviewee is distant from the interviewer (Ignou, 2017, p.63). Dziekan et al. (2013) affirmed that "its objective is to gather qualitative information and opinions of persons involved in a particular programme – those in charge of designing programming documents, programme implementation, and its direct or indirect beneficiaries" (p.48). Informal interviews, semi-structured, guide-based interviews, and structured interviews are types of interviews that differ in form and goal. The interview has many benefits such as, not only knowing more about the dimensions of a project and discovering complex matters but also permitting the interviewee to reveal his or her real point of view using his or her words to express significant items (Dziekan et al., 2013, p.48).

1.2.2.5. Purpose of Evaluation

In general, one of the evaluation purposes is to provide responses about choosing, approving, promoting, and deciding the value of educational mediums or tasks (Bharvad, 2010, p.72). Bharvad (2010) expressed that evaluation "helps in identifying the necessary improvements to be made in content, teaching methods, learning experiences, educational facilities, staff-selection and development of educational objectives" (p.72). Next, evaluation can be for the purpose of curriculum or program development. It requires reports from all the staff involved in an educational program for an effective execution of the evaluation. The teacher, for instance, is an essential element since it is the only reliable source about classroom conditions rather than the evaluator (Rea-Dickins & Germaine, 1992, p.25). Another major purpose of the evaluation is to evaluate teacher self-development; it helps expand knowledge of the teaching-learning process and real classroom contexts to both teachers and practitioners in the same field. Teachers tend to discover the context of teaching to develop the teaching-learning instruction (Rea-Dickins & Germaine, 1992, p.26).

1.2.2.6. Teaching Evaluation

Teachers are among the essential constituents of schools along with successful instruction that contributes to academic progress. The following subsections will present the reader with teaching evaluation, the process of teaching evaluation, and criteria and principles for grammar teaching evaluation.

1.2.2.6.1. Definition of Teaching Evaluation

Ifeoma (2022) mentioned that "evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teacher about their teaching and the learners about their learning" (p.127).

A researcher's evaluation of teaching may assess the teachers' planning and preparation, the learning space and teachers' teaching on its own, and also investigate the teachers' commitments, like their participation in the educational progress connected with the local community and engagement in professional development endeavors (Santiago & Benavides, 2009).

1.2.2.6.2. Teaching Evaluation Process

Before conducting an evaluation, it is important to identify some research questions related to the study. Wallace and Van Fleet (2001) suggested an "evaluation action plan" (as cited in Powell, 2006, pp.4–5) about the main questions that the evaluator needs to ask:

1. What's the problem?

2. Why am I doing this?

3. What exactly do I want to know?

4. Does the answer already exist?

5. How do I find out?

6. Who's involved?

7. What's this going to cost?

8. What will I do with the data?

9. Where do I go from here?

First, the evaluator should select the focus of the evaluation means, decides about the specific data he wants to collect and determines the purposes of the evaluation study. Second, the evaluator organizes the research plan, including the approach and the assessment to be used (Powell, 2006, p.114). In Powell's own words (2006),

> The evaluator must decide what must be measured, choose an evaluation method, select the data collection techniques to be employed, plan the construction and/or

purchase of data collection instruments, plan the data analysis, develop a budget for the evaluation study. (p.114)

It is advised to use one method or more in research studies for achieving credible and valid results (Powell, 2006, p.114).

1.2.2.6.3. Criteria of Evaluation

According to Richards and Farrell (2011, pp.92-93), there are many aspects in a lesson presentation. The following are examples of the aspects that can be possibly observed during the teaching-learning instruction. However, during the evaluation process, the evaluator needs to choose few elements to focus on in his classroom observation since it is hard to observe several items at once.

a) *Lesson structure.* The way the lesson opens, develops, and closes, the number of activities that constitute the lesson.

b) *Classroom management strategies.* The way of setting up groups, maintaining order, time management, seating arrangements.

c) *Types of teaching activities.* Whole-class activities, pair and group activities, individual activities, teaching strategies, presenting tasks, and organizing practice.

d) *Teaching techniques.* The teacher's use of materials, use of the textbook, use of other resources.

e) *Teacher use of language.* Use of instructional language, use of questions, feedback techniques and explanations of vocabulary and grammar.

f) *Student use of language.* Use of language in group work, use of the mother tongue during class, problems with grammar and problems with pronunciation.

g) *Student interaction.* Time on task, questioning behaviours, student-to-student talk.

Some features can be directly observed while others can be concluded from different behaviors of the participants (Richards & Farrell, 2011, p.92).

1.2.2.6.4. Evaluating Grammar Teaching

To attain effective and quality instruction in grammar, a teacher must cover some principles in his teaching process. Teachers can be judged competent if they cover three main aspects in EFL classrooms. Nunan (2003, pp.158-160) presented these principles as follows:

i. Integrate both inductive and deductive methods into grammar teaching. The teacher uses a combination of the two approaches, that is to say, sometimes he gives an explanation of a grammatical rule followed by different practices and sometimes the opposite. The choice of the method depends on the grammar lesson and the students' learningstrategies. The researcher can investigate this aspect by observing teachers' method of delivering the grammar lesson in the classroom. For instance, in some lessons the teacher starts with a clear explanation to students and sometimes allows students to induce the rules themselves with little guidance on his part. An evaluator can confirm his deductions by adding another tool as students' and teachers' questionnaires or interviews.

ii. Make clear the relationship between grammatical form and communicative function. The teacher presents grammar in meaningful context and not items in isolation as the school textbooks suggest, students should learn the communication function of the learned grammatical rule. A researcher can investigates this relationship by examining if teachers demonstrate to students the use of grammatical forms in real life situations and daily communication, engage students to practice communicative activities to apply what they have learned in spontaneous talk as debates, or even presents them with authentic materials as TV shows. The evaluator's job is to figure out if students are engaging in real-life context in the classroom to develop their communicative competence.

iii. Focus on the development of procedural rather than declarative knowledge. Declarative knowledge consists in knowing the rule only, while procedural knowledge consists in both knowing the rule and using it in communication. An ideal teacher assists students in attaining mastery of the grammatical items of the language. This idea can only be achieved if the teacher teaches the grammar rules for the purpose of real communication and not for the task of memorization. When a teacher focuses on procedural knowledge, this means he transfers knowledge about how to do things. The teacher can also focus on intensive practice, authentic tasks and positive feedback and scaffolding as well. Using different evaluation tools, like interviews, classroom observations, questionnaires, case studies and students' assessment, the researcher can have insights about the teachers' strategies of teaching. The researcher can confirm if the teacher adopts the principle of "learning by doing" using one or two of the tools listed above.

Conclusion

In conclusion, this chapter attempted to clarify the different aspects of grammar teaching. English language teachers adopt various methods, strategies and frameworks in their instruction and are affected by many factors during such instruction. All these facts were highlighted in the first section of the chapter through a review of the relevant literature. Likewise, the second section showed that different tools are used in education, including the evaluation of teachers' instruction. Additionally, the appropriate criteria on which the evaluation of grammar teaching can be based were identified.

Chapter Two: Fieldwork

Introduction

This chapter of the research is concerned with the methodology used for data collection procedure, in addition to the data analysis and findings. With the objective of addressing our research inquiries, two data collection tools were used. Initially, the first part is devoted to the first research tool, which is classroom observation. It provides the description and the aim of the observation along with the population, the sampling targeted in the present study, the duration and the place of observation conduction. Furthermore, it discusses the main findings of the data collected. The second part is dedicated to the second tool, which is teacher interview. It presents the aim behind using this tool, together with the procedure followed for the selection of the sample and the analysis and interpretation of the results. Moreover, all the research findings from the two instruments are discussed. The chapter finally unveils the limitations encountered while conducting the present study.

2.1. Classroom Observation

Classroom observation is a process in which an individual or a group of individuals observe and evaluate the teaching and learning that takes place within a classroom setting. In Dzieken et al. (2013) words "Observation assumes that evaluators collect data by direct participation in the measures undertaken or observation from an external point of view. The idea is that you are going to the place where the measure is implemented and thus better understand the context of the measure and how the user/target group experiences it" (p.52). The information gathered from the classroom observation is used for our research purposes and serves as a basis for formulating the teacher interview questions.

2.1.1. Aim

The aim behind choosing classroom observation as a data collection tool for our study is to gain direct and clear insights about the instructional practices and the overall dynamics within the classroom. We hold the view that this tool allows us to form judgment about the teaching instruction within its natural setting along with qualifying the observed behaviors of teachers.

2.1.2. Setting

So as to evaluate grammar teaching in the second year secondary school in Algeria, two classes from Makhlouf Hasnaoui Ibn El Moukhtar Secondary School, Jijel, were targeted for classroom observation. The first one is a class of the Literary and Philosophy stream, which consisted of thirty (30) pupils instructed by a female English teacher. The second one is a class of twenty four (24) pupils of the Literary and Foreign Languages stream taught by a male English teacher. It should be mentioned that not all the students attended regularly during the observation, in addition, female pupils were surpassing in number male pupils in both classes. The classroom observation started from April 16th to April 27th during the academic year 2022- 2023.Though grammar instructions are emphasized during the observation phase, teachers ignored the specific aspects we wanted to observe. We attended five (05) sessions with both English teachers (two sessions with the class Literary and Philosophy stream and three sessions with the Literary and Foreign Languages stream).

2.1.3. Data Collection and Analysis

We conducted a non-participant observation; as observers, we remained passive and did not participate in the setting being studied, we sat at the back of the classroom and observed the performance from an external standpoint. The conduction of research on

evaluation requires the use of specific means, which is why an adapted checklist was used as a means of merging the observation notes. The study used five (05) checklists, with the research questions and aims in mind, these checklists incorporated criteria based on our examination of the varied educational aspects in the classroom: each time an interactive feature was produced by the teacher or the learners, it was checked in one of the five checklists.

This part presents the data gathered from the classroom observation. The data related to the classes that were the object of the classroom observation in our study is presented below.

Table 1: Description of the overall classroom setting

The first class Literary and Philosophy	➢ Students are always late to take their seats ➢ The class is noisy even when the teacher enters the classroom ➢ They are arranged in three rows ➢ Almost all students did not have the textbook or have one at a table ➢ One session lasted 45 minutes in Ramadan ➢ The second session lasted 60 minutes after Ramadan
The second class	➢ Students take time to have their seats ➢ The class is calm after the teacher is there

Literary and Foreign Languages	➢ They are arranged in four rows
	➢ Most of the students have two books at the table
	➢ The two sessions lasted 45 minutes in Ramadan
	➢ The third session lasted 60 minutes after Ramadan.

The classroom observation helped us discover different aspects related to the teaching-learning instruction represented in the following checklists. The first part is about evaluating teaching practices, it includes several checklists based on our first research question. One is about the extent to which teachers stick to the syllabus and textbook and CBA principles; to discover if teachers adapt, modify the content of the textbook, use additional resources to match the students' level, and implement the CBA. A second checklist is about the aspects covered in grammar teaching (form, meaning, and use); to uncover whether teachers are integrating form, meaning, and use in their grammar teaching since the combination of the three elements is the key to achieve communicative competence. The third checklist is about the teachers' methods of teaching grammar, since the teacher is the one responsible for the teaching-learning process, it is important to evaluate their choice of the methods used and their ability to ease the students' involvement and understanding. Another checklist is about the occurrence of some teaching strategies in the EFL classroom; to trace the teachers' strategies to enhance students' acquisition of grammar. The second part of our second research question has a separate checklist, which is about the challenges affecting grammar teaching in the secondary school classroom. The goal is to explore if teaching is affected by some factors

interfering negatively in the teaching process. The classroom activities were classified into a Likert scale in which we organized them according to their occurrence frequency as follows: 3=always, 2=sometimes, 1= never.

2.1.3.1. Teaching Practices

- **The extent to which teachers adhere to the syllabus and textbook**

Table 2: Checklist representing the extent to which teachers adhere to the syllabus and textbook instruction

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Selecting the exercises of the textbook			✓	✓		
Presenting practices from other resources	✓					✓
Adhering to the CBA principles		✓			✓	

Note. 3=always, 2=sometimes, 1= never.

The grammar lesson under study is untitled Reported Speech. Concerning the lesson structure, the female teacher of the Philosophy stream in the first session opened the lesson with writing some examples on the board that are not from the textbook, next she asked students questions about types of sentences and verb tenses and then asked them to report them. The examples she wrote are:

- He says, 'I was sick.'

- He declared, 'My company has lost a lot of business this year.'

The teacher asked students first to identify the tense of the verb and once they identified it, she presented the rule of transformation of that verb into indirect speech. She wrote the rules on the board and added examples in different tenses which were, again, not from the school textbook. In brief, the English teacher of the Philosophy stream presented an activity at the end of the session and she was emphasizing more at giving examples of direct and indirect speech during the whole session without relying on the textbook at any point in the whole hour.

During the second session, the Philosophy stream teacher chose to focus solely on practical exercises. Her intention was to ensure that the students retained their understanding of the principles. Instead of relying on the textbook, she introduced an activity from an alternative source and continuously provided additional sentences for transformation throughout the entire session. The activity contained many direct sentences in different tenses, here are some examples of the activity's sentences to report:

- She wanted to know: 'Are you angry with me?'
- 'Did you like the dress?' He asked me.
- She will answer: 'I don't know.'

On the flip side, the teacher of the Foreign Languages class at the beginning of the lesson asked students to open their books on p.121 and to give him two (02) examples of direct speech, which are:

- The reporter asked teenagers: 'Have you experienced an emergency situation?'
- He asked them: 'Did you contribute anything to help?'

The teacher compiled a concise table, incorporating input from the students, outlining the rules of direct and reported speech, accompanied by explanations. This table served as a summary of the key points and was not directly copied from the textbook.

Afterwards, the teacher prompted the students to provide reported speech examples, specifically examples 'A, B, C, D' found on p.121 of the book. That is to say, the male teacher adhered to the organization and examples presented in the textbook, while adding his own explanation of the rules, which were not covered in the textbook.

In the second grammar session, the Foreign Languages stream teacher focused on practicing the direct and indirect speech. In the first place, the teacher instructed the students to refer to p.122 and carefully read through Activity 1, which involved a series of questions. The teacher reported the first sentence to assist the students in recollection. Then, the pupils were tasked with reporting four (04) to five (05) sentences from the activity. During the remaining half an hour, the teacher conducted a whole-class activity based on p.123. To conclude, the exercises presented were primarily derived from the textbook with no additional ones introduced by the teachers.

In the present research, an additional session was scheduled with the teacher of the Foreign Languages class. The aim was to discover if students were integrating the grammar rules into other tasks. This third session was a writing session, the teacher took the initiative to analyze errors present in a paragraph from p.129 of the textbook. Although the activity itself did not directly focus on reported speech, the teacher instructed the students to identify the direct sentences within the paragraph and convert them into indirect forms. For example, the teacher asked to transform these sentences:

- 'Where are they going all together like that?' He asked.
- 'They're taking food to their neighbors who have lost their homes.' He replied.

In conclusion, the observation notes together with Table 1, indicate that the teacher of the Philosophy stream did not rely on the textbook at any moment during teaching, learners were not opening their textbooks in both sessions and neither was the teacher. She

had multiple papers and a notebook in which different examples and practices were written down. While the teacher of the Foreign Languages class adhered closely to the content presented in the textbook, which was his sole source in teaching the grammar lesson. Both teachers allocated two separate sessions for the grammar lesson, with one session dedicated to explaining the rules and another session focused on practical exercises and application. However, the CBA principles were not respected as it appeared that the teachers did not assess the individual language mastery of the students, nor did they encourage authentic communication as required by the CBA. Instead, their primary focus seemed to be ensuring that the students memorized and achieved mastery of the grammar rules by the end of the lesson rather than achieving communicative competence.

- **The aspects covered in teaching grammar**

Table 3: Checklist representing the aspects covered in grammar teaching

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Form		✓		✓		
Meaning	✓			✓		
Use			✓			✓

Note. 3=always, 2=sometimes, 1= never. This checklist is based on Diane-Larsen Freeman (2001) three dimensional grammar teaching framework explained in the theoretical part.

Concerning teaching form, on the one hand, we have noticed that in all the sessions, the teacher of the Philosophy stream was paying attention to sentence structure, but not to a great extent. She tended to focus more on the correct responses rather than

their form, when a student submitted an answer, the teacher frequently focused more on assessing the correctness of the response rather than providing feedback on the sentence structure. For example, possessions and markers in the sentence were sometimes neglected. On the other hand, the teacher of the Foreign Languages stream gave huge importance to the form of sentences, even the comma and the dot were given more than their due in his presentation: Even though the lesson did not specifically revolve around markers and punctuation, the teacher still paid attention to and evaluated the correctness of these elements in the students' answers. The teacher increased students' notice of patterns each time they started writing a given sentence, For instance, he always reminded pupils that quotation marks and colons must be omitted in Reported Speech with adding a dot at the end.

Concerning covering meaning, both teachers of the Philosophy stream and the Foreign Languages stream devoted time to explaining what the rule means as well as the meaning of the lexical words that were ambiguous for learners. Both were making sure that the point is clear before moving to another. As an example, in the Reported Speech lesson, the female teacher of the Philosophy class wanted to make it clear to students what is indirect speech. She stated: 'It is a form of speech for reporting something that was said by another one'. Both teachers took the initiative to explain various words during the lesson, sometimes the students asked for clarification, while at other times, the teachers provided explanations without being asked. For example:

- Students of the Philosophy stream asked the teacher to explain the meaning of 'development' and 'company', she explained to them in English and Arabic.
- Students of the Foreign Languages stream asked about the meaning of, 'sponsored', and 'self-made man' and the teacher explained 'pie-chart' which they encountered in

Activity p.123. The teacher drew the pie chart on the board with using English and Arabic for explaining words meaning.

Finally, concerning teaching use, the teachers of the two streams were content with explaining the rules and practicing them in a few exercises that do not reflect real life situations. Students were encouraged to apply the learned rules neither in speaking (communication in real-life situations) nor in writing (producing something on real-life topics). It was remarked that even though free time was available at the end of most observed sessions, students and teachers finished the activities and kept summarizing the previous points for memorization rather than introducing something useful for students' daily communication, students were not giving their own examples or asked to report each others' words.

- **Teachers' methods of teaching grammar**

Table 4: Checklist representing teachers' methods of teaching grammar

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy Stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Inductive/ implicit	✓			✓		
deductive/ explicit			✓			✓
Teacher centeredness	✓				✓	
Students centeredness			✓		✓	

Note. 3=always, 2=sometimes, 1= never.

Based on the checklist presented in Table 4, both the Philosophy stream teacher and the Foreign Languages stream teacher followed the inductive/implicit method. The grammar lesson commenced with teachers initially showcasing different examples, subsequently, students were encouraged to analyze theses examples with the assistance of the teachers and were prompted to uncover the rules independently by observing the differences among the examples displayed on the board. In this lesson, the students were tasked with identifying the distinctions between direct and indirect sentences, focusing particularly on verb tenses. With the assistance of the teachers, the learners made efforts to comprehend the sentences and deduce the transformation of the verbs based on the provided examples. Following this, both streams' teachers summarized the verb transformations and wrote them on the board, allowing students to practice them in subsequent tasks. In a nutshell, both teachers started by writing examples without presenting the rule and finished by writing tables of direct and indirect forms after the students' participation.

When examining the type of the instruction employed in the two EFL classrooms, we noticed a different approach in the first classroom of the Philosophy stream. This approach is the teacher-centered approach. In this particular setting, the female teacher took a central role, dominating the majority of the classroom discourse. She organized and sequenced the lesson while students were passive receivers of the information, pupils were trying to learn but many were mostly dependent on the teacher to do the entire job including doing the exercises.

Conversely, in the Foreign Languages classroom, we noticed the opposite situation. The teacher, indeed, was explaining the lesson but students were also making significant contributions to the progress of the lesson. Their active engagement in the instruction allowed the teacher to assume the role of a guide and facilitator. During the lesson, pupils

were asking multiple questions about the verb tenses, trying to discover the correct rule individually, giving various examples when asked by the teacher, and discussing activities with each other which led us to conclude that students were the controllers of the grammar lesson.

- **Strategies used by the teachers in the EFL classroom**

Table 5: Checklist representing the extent to which teaching practices are present in the EFL classroom

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Clear statement of objectives to students			✓			✓
Repetition of previous grammar points at the beginning of the session			✓	✓		
Encouraging students' collaborative work (pair work, group work)			✓		✓	
The use of the mother tongue in explanation	✓				✓	
Correction of students' grammatical errors	✓			✓		
Summarizing grammatical points at the end of the sessions		✓				✓

Note. 3=always, 2=sometimes, 1= never.

It was observed that the English teachers of the Philosophy stream and the Foreign Languages stream exercise some teaching practices. Table 5 provides the different practices performed by English teachers in the classroom during teaching.

The Philosophy stream teacher identified the lesson's procedure and the lesson's objective in the school teachers' notebook, but did not state the learning objective to the students. Both the organization of the lesson and the lesson objective were only accessible to her and other school staff, EFL students were only aware of the grammar lesson title.

In the Philosophy stream class, the first session was the starting of a new lesson which is the Reported Speech. At the onset of the second session, the teacher opted not to reiterate the previous rules of Reported Speech to the students. Instead, she instructed them to recall the rules themselves, observing whether they still retained the knowledge of those concepts. The teacher said:

- 'We have seen previously how to report a statement. Follow the rules and try to give me the answers.'

Moreover, the teacher of the Philosophy stream did not encourage collaborative work such as pair or group work. Each pupil thought alone and answered individually in every sentence of the activities, we assumed that it might be due to the fact that she wanted to avoid the classroom noise and she was sure that students will end up talking rather than solving the activity since they were always chatting with each other.

In the grammar sessions, when students gave wrong answers or made mistakes at the sentence level, the teacher always took the time to correct them. She used the mother tongue overly when correcting them or when explaining the lesson, we noted as well that students prefer the MT and tend to understand better when she used Arabic. For instance, when a girl provided an incorrect answer, the teacher refrained from directly informing her of the mistake, she simply transcribed the answer as it was on the board and posed the question to the class, inquiring whether the sentence was correct. Despite giving numerous students the opportunity to respond, they were unable to identify the error. The teacher was

obliged to re-explain the rule right from the beginning using the MT to make it simpler to understand.

During the grammar sessions in the Philosophy class, the female teacher adopted an inclusive approach by providing various students with the opportunity to answer questions. She allowed them ample time to contemplate and assisted them in arriving at the correct answers. The teacher prioritized a diverse range of students attempting to respond, rather than relying on the same students who consistently provided accurate answers. Through her positive feedback, the teacher fostered students' engagement, even if they provided incorrect answers.

At times, towards the conclusion of the sessions, the teacher summarized key grammar points. For example, she asked the students to recall and articulate a recapitulation of the rule. Subsequently, she noted that the present simple tense transforms into the past simple, the past simple transforms into the past perfect, and the imperative into the infinitive.

Moving on the Foreign Languages class, the teacher took on the responsibility of organizing the lesson plan and establishing the lesson objectives. However, rather than explicitly stating these objectives to the students, he documented them in the school notebook as we have witnessed in our classroom observation.

In the sessions we attended, except for the first one since it was the beginning of a new lesson, the teacher started by exposing the previous points of the grammar lesson of the Reported Speech to check the students' understanding of the lesson. For instance, in order to make them remember, he wrote verb tenses in Direct Speech as present simple and past simple and asked pupils to give the reported form of these tenses.

Additionally, in terms of practice, the teacher of the Foreign Languages stream diversified the types of activities he gave to the students: he sometimes asked them to work individually and sometimes in pairs depending on the type of activity. While in Activity 1, p.122, learners worked in pairs, they worked individually in Activity 1, p.123.

During the delivery of the lesson when students made mistakes, the teacher was always patient and took time to correct them, whether the mistake was at the sentence level or the context level. For instance, a girl reported a sentence and answered 'had contribute' instead of 'had contributed' without noticing her mistake. The teacher wrote her sentence and asked her to give him the form of the past perfect with an extra example in the past perfect tense and compare it to the previous answer. At the end of the discussion, she was able to recognize her mistake of forgetting to transform the verb 'contribute.'

The teacher of the Foreign Languages class did not like to use the MT but from time to time he was compelled to do so when students failed to understand a given item; He stated that he does not want to use Arabic but he is obliged in this kind of situations. Moreover, to enhance certainty about their comprehension, the teacher passed through all the students in every session to check their understanding of the rules and help them solve the activities. An example of this teaching practice was in Activity 1, p.122. The teacher passed through the four (04) rows to explain to them what they needed to change and help them with the reporting form. In this situation, the teacher typically utilized the native language in the explanation. This form of feedback offered by the teacher served as a driving force for heightening students' motivation to learn.

Another notable observation is that the teacher of the Foreign Languages stream did not find it necessary to provide a summary of the lesson at the conclusion of the session. The students comprehend the grammatical points effortlessly and proficiently, as

evidenced by their accurate responses to questions and activities. The teacher preferred to conclude the lesson by assigning tasks and engaging the students in practice exercises.

2.1.3.2. Factors Affecting Grammar Teaching in the Second Year Classroom

Table 6: Checklist representing the extent to which factors affect grammar teaching in the second year secondary school classroom

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Insufficient/ unclear teacher's explanation		✓				✓
Lack of students' Interest and motivation	✓					✓
Lack of practice		✓			✓	
Lack of real life context		✓		✓		
Active students 'participation			✓	✓		

Note. 3=always, 2=sometimes, 1= never

Starting with the Philosophy stream female teacher, we noticed that her explanation of the grammar rules was somehow insufficient. We assumed that the reason for this might be the pupils' misguided behavior, disturbance, and their low level of English as they ignored even the basic rules. In every observed session, the teacher found herself obliged to repeat the simplest rules that were not the subject of the lesson and tried to keep the classroom environment as quite as possible. In this Philosophy stream classroom, for

example, the teacher asked students to define in which tense is 'She doesn't' in the sentence and they were not capable to answer correctly on the maiden attempt. It is certainly a tiring task for the English teacher to always teach every rule existing in English grammar and the presence of noise that poses an additional hindrance that does not aid her.

The initial observation that caught our attention was that the students of the Philosophy stream are so noisy from the beginning to the end of the session. Many students were interrupting the lesson with silly behaviors; the English teacher was always wasting most of the time telling them to keep quiet and to pay attention to the lesson. Plenty of learners showed neither motivation nor interest in learning English grammar namely the students in the final row who were eating and talking during the lesson's presentation.

Despite the unfavorable classroom's environment, we observed that the teacher tried to balance the time for the explanation and the time for practice. She gave students many examples and always added examples of her own in the explanation of the Reported Speech rules. The second hour was for practice only, but even though she dedicated an entire session to practicing grammar points, she only provided a single brief task which contained a few sentences reflecting real-life context whereas the majority didn't reflect daily communication. Here are some examples:

- He asked her: 'Where do you live?' (Daily communication).
- He declared: 'My company has lost lot of business this year.' (Infrequent communication).

In this particular classroom, there was minimal participation and engagement from the students in the Philosophy stream. Based on the previous information, it becomes apparent that the lack of participation is related to their low interest to learn grammar, the class had students who participated during the grammar lesson whith others continuously

answering wrongly. Accordingly, the teacher occasionally felt compelled to answer the question herself when no student participated or consistently provided incorrect answers, in order to avoid wasting time.

Shifting focus to the other teacher of the Foreign Languages stream, he was clearer in his explanation. The explanation was sufficient, he went straight to the point, and he was able to make the lesson move smoothly using his skills and he was able to allocate ample time for completing all tasks due to the peaceful atmosphere in the classroom. Unlike the other classroom, the Foreign Languages students demonstrated high interest in the English subject and grammar lessons. They were motivated to learn as they were extremely focused with the teacher in his explanation of the Reported Speech rules.

The teacher of the Foreign Languages stream provided some practice to students. They solved exercises from the book which helped them in reinforcing their understanding of the grammar rules. Yet, it was not really sufficient for them to fully master the grammatical points. Additionally, since the teacher relied on the textbook for practice, the real-life context was missing. In this context, the textbook's exercises on Reported Speech lesson that learners practiced were about Bill Gates on pp.122/ 123 and a report on the Algerian Red Crescent on p.120. Aside from the textbook activities, students were not employing grammar rules in other contexts.

As previously stated, the students of the Foreign Languages stream had a strong level of interest in learning English grammar. Hence, every student enthusiastically and actively engaged in participation and student-to-student interaction. They were open to answering, regardless of whether their answers were incorrect. When the teacher asked questions, the entire class raised their hands and wanted to answer, the teacher also gave the opportunity to every single one of them to answer.

2.2. Teacher Interview

A teacher interview is a head-to-head conversation between one or more interviewers with a candidate from a specific teaching position. Richards and Schmidt (2010) defined it as "a conversation between an investigator and an individual or a group of individuals to gather information. Interviews are used to gather data for linguistic analysis and may be used in needs analysis" (p.298). The participant's answers are recorded by the interviewer using a phone for further description and analysis.

2.2.1. Aim

The objective behind adding this data collection tool is to obtain more detailed and reliable replies from the teachers about their grammar teaching perceptions. An interview is also a valuable tool that encourages the teacher to express his valid conceptions and honest impressions in their own words. Besides, the interview gives us, as researchers, the chance to clarify and follow up on the teachers' responses.

2.2.2. Selection Procedure

The interview sample includes two English language teachers of Makhlouf Hassnaoui Secondary School, Jijel. The male teacher of the Foreign Languages stream has a twelve-year (12) teaching experience, and the female teacher of the Philosophy stream has a nine-year (09) teaching experience. The rationale behind selecting these teachers' classes is due to the importance of English in both streams. In simpler terms, the English subject has a higher coefficient than the scientific streams. Accordingly, we inferred that lessons are more specific and teachers are striving harder to teach effectively.

2.2.3. Description of the Interview

A semi-structured interview was conducted with the above-mentioned English language teachers. The interview took place during the teachers' free time in an empty classroom. Each teacher was interviewed separately for about twenty (20) minutes. The first interview was conducted with the first teacher on 26th April 2023 and the second interview was conducted with the second teacher on 27th April 2023. The interview is composed of fourteen (14) questions that covered their teaching perceptions about a wide range of educational elements such as teaching methods and strategies, the students' level, feedback techniques, and teaching challenges.

2.2.4. Teachers Interview Analysis

The following comprises the questions that were pits the interviewed teachers.

General Information

Before conducting the interview, general information were gathered which are related to the teachers general information in the field of teaching English, the teaching degree and teaching experience at secondary school, in addition to the average number of students in their classes.

Table 7: Personal information of English teachers

	Teacher 1	Teacher 2
Class	Literacy and Philosophy	Literacy and Foreign Languages
Gender	Female	Male
Degree	ENS	ENS
Teaching experience	Nine (09) years of teaching	Twelve (12) years of teaching
Number of pupils	Thirty (30) pupils	Twenty-four (24) pupils

Q01.Do you focus in teaching grammar on form, meaning or use?

Both teachers answered that they focused on use more than on form and meaning. For the teacher of the Philosophy stream, the aim of teaching grammar is to be able to use it for communicative purposes such as for writing and speaking. The two teachers' personal perceptions may be due to the fact that under the CBA the focus is on producing students that are competent in communication and not well-versed in learning rules for memorization. Nevertheless, we didn't notice teaching use in classroom observation, students in both streams were not applying the previously learned rules in real-life situations. Still, the number of sessions observed and the number of teachers interviewed were not adequate to provide an affirmation of teaching use.

Q02.Do you balance in teaching between grammar and communication?

The male teacher of the Foreign Languages class argued that teachers are supposed to balance between all the skills not only speaking. The teacher of the Philosophy class confirmed that learning grammar aims to communicate. In her words, grammar is seen as a means to an end and not an end in itself. They affirmed that they give students topics in which they apply and practice the rules learned. Since we have attended a couple of sessions only, we weren't able to confirm that grammar rules are applied in speaking or writing. In all our classroom observation, we didn't notice that teachers balanced between teaching grammar and using it to communicate. In addition, we had one writing session with the Foreign Languages teacher in which the Reported Speech lesson was covered but in an inauthentic context that does not reflect daily communication.

Q03. Does the Ministry of Education, through its inspectors and the administration, impose on you the adoption of CBA? And do you apply it personally?

The teacher of the Foreign Languages stream confirmed that the CBA approach was the one imposed, but most teachers are incapable of implying it effectively due to the learners' weak level as such an approach relies heavily on the learners' competencies. While the teacher of the Philosophy stream shared the same answer, she also added that there is a possibility to use different approaches as long as it serves the same purpose, which is reaching the targeted objective.

The two teachers of the Philosophy stream and the Foreign Languages stream claimed that they are trying hard to apply the CBA, both claiming that it is easy to apply when they have a class of top-performing students, nonetheless, when the level of the majority of students is average, they face difficulties in applying it successfully. In fact, we have confirmed this situation during our classroom observation of the sessions of the

Philosophy stream. That is to say, students' low level and current competencies did not permit them to learn adequately under CBA. Another point worth mentioning is that the instruction in both classes was one-size-fits, the teachers delivered the lesson in a uniform manner to the entire class, without adapting the instruction to cater to the unique needs and preferences of each student. Also, the classroom focused mainly on rules memorization and had minimal focus on real-world application.

Q04.Do you keep yourself updated with the latest approaches developed in grammar teaching and discuss with your colleges the possibility of adopting new approaches of teaching grammar?

Both teachers answered 'Yes', maintaining that they always keep themselves updated. The teacher of the Philosophy stream added that, generally, the approach adopted in teaching grammar is the competency-based approach in Algerian schools. The reason behind the teachers' interpretations is to ensure that they are well-informed about new methods so that they enhance their instructional practices and provide students with effective and recent strategies for learning grammar. Both teachers stated that they usually discuss different approaches but do not have the possibility to change the approaches proposed by the Ministry of Education. Teachers discuss new approaches to teaching grammar since they all have the same idea, which is seeking to provide students with a better approach than the one imposed by the Ministry of Education, since it seems that it is not applicable in most English classes.

Q05. Do you organize a lesson plan and specify objectives? If yes, do you make it clear to students?

The two teachers said that they organize a lesson plan with the objectives but they do not make them clear to students, it is done only for the inspectors. The English teachers

put forward that the lesson plan organization of teachers is necessary whether or not they make it clear to student, they hold the belief that students do not need to be aware of the lesson plan and objectives because it is the teacher's responsibility to deliver the instructional content. As observed in EFL classrooms, a plan is a way to ensure that the lesson is moving smoothly and in a systematic way as it was written in the school notebook; it makes the lesson easy to learn for students and easy to teach for teachers.

Q06. What method do you use in your teaching?

The teacher of the Philosophy stream answered that she adopts the inductive method; she presents grammar in context first, and then the rule presentation. She believes that writing rules as a starting point is an old method and the students are the ones who are asked to infer the rule themselves, and then move on to practice. The teacher of the Foreign Languages stream, for his part, said that he uses an eclectic method: he tries to take advantage from different methods and adopt it in teaching grammar. The Philosophy class teacher chose the right method since it was a way for her to make her inactive class engage in the learning process and encourage them to participate and discover the rules. The Foreign Languages class teacher claimed to vary between methods and doesn't stick to a clear one, but based on our classroom observation, the method adopted in grammar lesson of the Reported Speech was the inductive/implicit instruction as well.

Q07. What do you rely on in preparing your grammar lessons?

On the one hand, the teacher of the Philosophy stream answered that sometimes she relies on the textbook and other times on different sources. On the other hand, the teacher of the Foreign Languages stream affirmed that he takes into consideration the prerequisites of students as the starting point, and based on their level, he decides if there is a need to add extra sources or just stick to the textbook. We observed that the female teacher of the

Philosophy stream did not use the textbook in teaching the grammar lesson and we witnessed that she preferred to bring information from other sources, while the other teacher of the Foreign Languages class only used the textbook for teaching grammar.

Q08. Do you follow the rules and activities as they are presented in the textbook?

Both English teachers replied that they follow the grammar rules in the textbook, but the activities are sometimes modified and adapted to suit the students, on top of that, the teacher of the Foreign Languages class appended that some activities do not fit learners' understanding and needs. In this way, both teachers do not think that the textbook is their ideal guide, because they first take into consideration their classroom level and then decide whether the textbook content is sufficient and suitable. If not, they adapt and modify different activities as we have noticed in a class. The teacher of the Philosophy stream presented the rule with examples and practical assignments other than the ones in the English textbook.

Q09. How can you tell if the students have understood the lesson?

The mutual answer was 'in practicing different tasks and activities'. In other words, teachers can evaluate learners' understanding when they apply what they have learned such as in writing tasks. In our classroom observation, we perceived that both teachers always present activities after the rule, and devote a whole hour for practice. Teachers also may add one or two examples in the activities if students encounter understanding's problems, to ensure that students at the end of the lesson would acquire the targeted knowledge. As it was observed, students appeared to grasp the rule during the teacher's explanation, but when it came to the activity, they encountered difficulties in answering it.

Q10.What types of challenges do you face when teaching grammar?

Both teachers agreed that the main difficulty is the learners' level. The teacher of the Philosophy class affirmed that pupils are ignorant even of the simplest rules, hence it would be difficult for them to learn other complex rules such as the passive voice, which requires the mastery of the auxiliary 'To be' in different tenses. She also stressed that motivation is also important for learning, and the major problem nowadays is that pupils do not care about learning grammar, so it is difficult to teach someone who does not want to. Indeed, the major difficulty that the teacher of the Philosophy stream faced was the students' weak level of competency and low motivation. She was always faced with the task of teaching not only the new lesson but also recapitulating the one that was supposed to be learned at an earlier time, and despite her major efforts, she was not able to make them retain all the English grammar rules. In the course of classroom observation of the Foreign Languages class, we noticed that the teacher had not encountered any difficulty and the lesson had moved easily without any obstacle. Possibly, he was referring to other streams in his answer.

Q11. Do you introduce additional strategies to help pupils overcome grammar difficulties?

The Foreign Languages stream teacher said that most of the time he is obliged to re-explain in the MT to make the matter simple to his students, for him, this is the only possible strategy. On the other hand, the Philosophy stream teacher counterpart believed that additional practices are the fundamental aspect to overcome grammar difficulties. That is accurate for the Foreign Languages class teacher; he was sometimes obliged to use the MT when his students were incapable to understand a particular point. For the Philosophy stream teacher, she used the MT as well, but practices for her were the most adequate

strategy to make students overcome grammar difficulties. The teacher was always adding examples and sentences both during her explanation of the rule and in activities.

Q12. What are the students' attitudes towards grammar?

The mutual answer was that most students have positive attitudes towards learning grammar since they find it easy to apply a rule in an exercise rather than carrying out a productive task. In the class of Foreign Languages, we observed that all students have positive attitudes toward learning English and particularly grammar. To elucidate, their high motivation, active participation, and strong interest have answered the question above. However, although the female teacher of Philosophy class asserted that her students had positive attitudes as well, we did not notice any feature that confirmed her words; many students were chatting most of the time, with no attention and focus to the teacher's explanation or questions, and only few students demonstrated interest through their engagement and participation in the lesson.

Q13. How would you assess 2AS pupils' grammar performance?

The answers regarding the performance of second year pupils were different. The first teacher claimed that the Philosophy stream students' particularly are slower, so as not to say weak, in comparison with other streams. The second teacher of the Foreign Languages stream class declared that some pupils are not weak and some are excellent, but generally speaking, the level is average. Throughout classroom observation, we recognized that the students of the Philosophy class are weak at grammar, the fact that they were not able to answer the simplest questions and do the easiest tasks, have demonstrated to us that they have a low level of English language. Whereas, the Foreign Languages stream students were very good at answering questions and solving tasks. But still, it is hard to know students' grammar performance based on a limited grammar sessions.

Q14. Do you think the time devoted to teach grammar is sufficient for your pupils to improve their competencies?

The Foreign Languages stream teacher expressed that it is sufficient since grammar lessons are the ones learned in the first year; many of them are repeated as a revision. The other teacher of the Philosophy stream asserted that it is sufficient for good pupils to attain the lessons' objectives, while it is difficult for slow ones and they may take more time in achieving the targeted objective. Based on the witnessed class period, the Foreign Languages students' level does not require them a long period to master a grammar rule. A couple of hours are often enough to get the grammar point and to move into another one. The Philosophy stream teacher, on the contrary, may find it difficult to make slow students reach the instructional objective, she may lose a lot of hours repeating the same rule and giving different activities, as we have noticed.

2.3. Research Findings and Discussion

The present study aimed to evaluate grammar teaching at the second year secondary school. To begin with, teachers' grammar teaching practices observed in the classroom setting at Makhlouf Hassnaoui Secondary School, Jijel were identified; through the analysis of four aspects: the extent to which they adhere to the textbook and CBA principles in grammar teaching, the methods they adopt in it, the coverage of teaching grammar form, meaning and use, and the strategies they use in it. Then, the possible challenges that could affect grammar teaching in EFL classrooms were explored. Finally, the perceptions of the two interviewed teachers about grammar teaching also came under scrutiny. For this reason, classroom observation and a teacher interview were conducted to accomplish the aim set behind the study at hand and to answer the research questions introduced at its very beginning.

From the analysis of the gathered data from the classroom observation and in the light of what has been reported in the teacher interview, the extent to which the teachers in Makhlouf Hassnaoui Secondary School adhere to the textbook was deduced. One teacher, of the Foreign Languages stream, followed the textbook completely in presenting the lesson and activities. While the other teacher of the Philosophy stream, conducted the grammar lesson completely independent of the textbook. Besides, it was concluded that both teachers are facing challenges regarding the application of the CBA in the EFL classrooms.

The results have revealed that in the teachers' framework of teaching grammar, the three dimensions of form, meaning, and use were valued differently. Teachers were not giving the same importance and focus to the three dimensions. To clarify, the form and meaning dimensions were given absolute priority, teachers tended to focus on the sentences' punctuation, order, capitalization and markers before moving forward in the lesson. Then, the dimension of meaning was discussed once the grammar lesson started, either grammatically; when students asked their teacher to provide a clearer explanation of the grammar rule, or lexically; when students asked about the meaning of an ambiguous word. The two dimensions of form and meaning were mostly present in all the grammar sessions unlike the dimension of use. In other words, despite the presence of practice, it did not adequately reflect real-life application. The English teachers neglected the practical implementation of the rule in authentic context, for example: use was disregarded when teacher of the Foreign Languages class adhered to the textbook, given that its content lacked meaningful context that could enable students to apply the rules in spontaneous communication. In fact, both classes acquired knowledge of the rules but lacked opportunities to apply them in discussions or understand the practicality and appropriate

usage of the rules in real life-interactions, regardless of whether or not the teachers utilized the textbook during instruction.

Teachers used the inductive/implicit approach in grammar teaching but they differed in the type of instruction. The inductive/implicit and student-centered instruction, suitable for Foreign Languages classes, facilitated increased noticing and engagement among students, allowing them to explore various grammatical features. However, in the case of the Philosophy stream teacher, although she utilized the inductive/implicit method, its effectiveness varied among students. This discrepancy may be attributed to the teacher unintentionally becoming the center of the classroom when learners encountered difficulties in learning the English due to their general level. Again, according to the findings, both teachers found themselves applying some strategies and which were imposed by the classroom environment and the students' requirements for understanding. Consequently, the application of strategies such as using the native language during their grammar explanation, continuous correction of students' mistakes, rules summarizes, and additional examples.

The analysis has also revealed the main challenges affecting second year EFL classrooms. In light of the results, it has come to a close that students' motivation and level played a central position in the teaching-learning instruction. The two observed classes were having distinct levels of motivation and interest, along with the proficiency and competence level. The teaching process proved to be challenging and exhausting for the Philosophy stream class, as the students lacked motivation and had a below-average level of proficiency. The teacher faced the difficult task of imparting knowledge to students who not only exhibited slow learning progress but also displayed limited interest and ambition to learn. The results obtained from the second classroom, namely the Foreign Languages classroom, were different. The teacher dedicated uninterrupted time to teaching grammar,

which contributed to the success of the process. The teacher's skills and organization played in ensuring effective instruction with the contribution of the students as they possessed a good level of proficiency and demonstrated high motivation and interest. The combination of the teacher's efforts and the students' positive attributes created a supportive atmosphere for successful grammar instruction.

The study has also revealed teachers' perceptions about grammar teaching. Both teachers of the Philosophy stream and the Foreign Languages stream confirmed that the main purpose of teaching English grammar rules is to enable pupils apply the rules in productive skills and use them in real communication (but we observed that students did not put into action the Reported Speech lesson). In their teaching of grammar, they asserted that CBA is the approach advocated. Still, both teachers acknowledged facing difficulties in applying this approach effectively due the unsatisfactory level of the pupils' background knowledge and abilities. Moreover, the two teachers' perceptions about the appropriate strategy to foster pupils' understanding resembled. They both relied on practice and exercises and agreed on the fact that practice is a way of ensuring students' comprehension and enhancing understanding. Though they sometimes face challenges in their teaching owing to the overall classroom setting and the pupils' level of English. Nevertheless, the teachers diverged in their perceptions about the suitable method to use. The teacher of the Philosophy stream preferred to teach grammar inductively, whilst the teacher of the Foreign Languages stream declared that he does not follow a particular method, he instead opts for an eclectic one. During our observation, we observed that he used the inductive method for the Reported Speech lesson.

The overall results obtained from the classroom observation and the teacher interview showed that Makhlouf Hassnaoui Secondary School, Jijel, contained some English language teachers who struggled in the application of the CBA and took a different

position regarding the use of the textbook in the classroom. Adding that both teachers adopted the inductive method and one class was student-centered and the other was mainly teacher-centered. They also used different strategies imposed by the classroom environment, the teachers were always trying to offer students the best learning experience and fit the whole classroom environment. Another point that was reached as a conclusion is that the effectiveness of teaching instruction in second year EFL classrooms was dependent not only on the teachers' training but also on the classroom setting in general and the learners in particular. To finish with, the two teachers of English shared to a large extent many perceptions regarding the teaching of grammar.

2.4. Limitations of the Study

Before conducting our research, we planned to attend and observe multiple sessions of teaching grammar in order to gather reliable data and solid evidence for our study. However, we faced some barriers and obstructions. Our research study required authorization to enter the secondary school to conduct the classroom observation and to conduct the teacher interview. Unfortunately, the Directorate of Education of Jijel refused our plea in the first place. They reconsidered our request and accepted it after almost two months had passed. Time was passing and it was disadvantageous to us because the grammar lessons were about to finish and teachers were just revising the previous lessons. Moreover, the duration of fifteen days that was given to us was very limited for conducting our research since teachers rarely teach English grammar lessons for the second year classes.

Conclusion

This chapter presented the methodology used to answer our research questions. It presented the analysis and discussion of the results of the fieldwork. From the classroom

observation of two classes of different streams of Makhlouf Hassnaoui Secondary School, Jijel, and the teacher interview, some features have been traced from the teaching grammar instruction. The general findings in the chapter addressed the different teaching practices of the English language teachers, including sticking to the textbook and syllabus, the methods used, the aspects covered in grammar teaching and the different strategies employed by the English teachers, in addition to the challenges encountered during grammar teaching. The chapter then revealed how teacher's perceptions of grammar teaching coincided in many respects and varies in some of them. The limitations of the study in the chapter situate the research in its real context by exposing those hindrances that restrained the effectiveness of the investigation.

General Conclusion

The present study was divided into two main chapters. The first chapter was concerned with the theoretical part of the research while the second was devoted to the fieldwork. The pivotal focus of this piece of research was to evaluate grammar teaching practices in the second year Secondary School Makhlouf Hassnaoui, Jijel. The evaluation of grammar teaching covered a wide range of instructional features in EFL classrooms intending to answer our research questions. Firstly, the purpose was to identify the different grammar teaching practices of English language teachers at Makhlouf Hassnaoui Secondary School, though identifying the level of adherence to the school textbook and the CBA, the methods of grammar teaching, the focus of teaching (the three dimensions of grammar), and the various strategies employed in EFL classrooms. Secondly, the aim was to discover which possible challenges that affect English grammar teaching in second year classrooms. Eventually, the study sought to explore the perceptions of the interviewed teachers of the Philosophy and the Foreign Languages streams about grammar teaching.

It was assumed that English teachers of second year at Makhlouf Hassnaoui Secondary School, Jijel, embrace the recommended methods and strategies and strive to follow the syllabus and textbook in grammar teaching. Furthermore, it was presumed that English language teachers of second year encounter no problems in grammar teaching and that they share similar perceptions on grammar instruction.

To answer our questions and to conduct an effective evaluation, a five (05) session classroom observation and a teacher interview of fourteen (14) questions were carried out. The assumption that teachers adopt the recommended method and strive to follow the textbook was partly confirmed. Based on the collected and analyzed data, the use of the textbook in grammar teaching was adopted in the class of Foreign Languages and absent in the class of Philosophy stream. We also concluded that the recommended method by the

66

Ministry of Education, which is the CBA, was not fully adopted. Since teachers used the MT, lacked adopting collaborative work, lacked attributing students' autonomy in learning, and lacked teaching real-life contexts to achieve communicative ends. According to the English teachers, the difficulty of adopting the CBA arose due to the second year students' lack of prior knowledge and their inability to develop their own competencies. Besides, the common method used in grammar teaching was the inductive/implicit method. According to Nunan (2003) and Thornbury (1999), the inductive/implicit method is a suitable method that raises the students' participation through the discovery of rules. The inductive method proved to be a beneficial approach, not only in the Foreign Languages class with good-performing students but also in the less active class of the Philosophy stream. It was certainly more effective in the classroom of the Foreign Languages, but overall speaking, it was efficient in both scenarios as it encouraged students to participate in the Reported Speech lesson, through answering questions and giving examples, regardless of their initial level of engagement or accuracy in answering. English teachers were also applying additional strategies adequate for the grammar learning process. In addition, it was also deduced that the emphasis in teaching English grammar was primarily on the dimensions form and meaning, rather than on grammar use in practical communication. As a result, students were not effectively developing their grammatical competence, as they were not applying the learned grammar structures in real-life conversations. Thus, the assumption that the teachers are implementing the recommended three-dimensional teaching framework proposed by Larsen-Freeman (2001) has only been partly confirmed, as the aspect of grammar use was not receiving adequate attention.

In the conduction of our study, we discovered that the primary challenge impacting teaching instruction was the level of motivation and proficiency among students. We observed that the Foreign Languages classroom, characterized by a quiet environment and

strong motivation, experienced a more successful teaching and learning process compared to the classroom in the Philosophy stream. In the latter, the teacher consistently faced difficulties in transferring the knowledge due to the students' low interest in the subject. As a result, it can be asserted that the success or failure of grammar teaching was closely tied to the specific dynamics of the EFL classroom itself. The assumption that English teachers in Makhlouf Hassnaoui Secondary School are encountering no challenges in teaching grammar has been partly disconfirmed, as evident challenges were identified in one of the classes.

Moreover, there was a high level of consensus among English teachers at Makhlouf Hassnaoui Secondary School regarding their perspectives on teaching grammar. Based on the findings, it was concluded that the assumption that English teachers have the same perceptions about grammar teaching is largely confirmed. Teachers demonstrated a high level of agreement on many aspects of grammar teaching. Specifically, the additional strategies employed including the use of MT and various practice activities. They also shared a common idea that the main challenge affecting their teaching is the students' level and the difficulty of CBA implementation. In addition, they shared the perspective on the aim of teaching grammar and the organization of lesson plans. Still, there was slight difference in the chosen methods for grammar teaching. The research findings are to a large extent similar to those of Madaoui and Nait Messaoud (2017) who, as seen before, investigated the teaching of grammar in a third-year Secondary School Tizi Ouzou. The method used by the English teachers in their study was the inductive method the same as found out in the present study. In addition, the teachers did not stick completely to the textbook as it lacked grammar teaching for communicative purposes, a claim also made by the two interviewed teachers in the present study.

In conclusion, it should be noted that the evaluation conducted in the study cannot offer a generalization to all cases of grammar teaching. The scope of the study was specifically focused on evaluating the teaching of English grammar in the two streams at the level of second year of Makhlouf Hassnaoui Ibn el Moukhtar Secondary School, Jijel.

Pedagogical Recommendations

To contribute to the field of grammar teaching, some pedagogical recommendations and suggestions are provided:

1. There is a need to raise learners' motivation through introducing grammar in contexts, rather than in isolation, that match their needs, age, social and cultural backgrounds.

2. English teachers' should know the different learning styles of their students.

3. English teachers should encourage authentic students' discussion and real-life examples.

4. The textbook should serve as a guide, not as a rigid rulebook.

5. Collaborative work should be encouraged more and more by the English language teachers.

6. Provide students with choices in their grammar learning such as topics and activities.

References

Adjeroud, S. (2021). *Investigating the Effectiveness of the Competency-based Approach in Developing Learners' Writing Proficiency* (Unpublished Doctoral Dissertation). Frères Mentouri University, Constantine 1.

Agrahari, R. (2016). The nature of educational reform and change: From teacher-centred to student-centred learning. *Educational Quest-An international journal of Education and Applied Social Sciences, 7(2),* 113-139. Retrieved from https://ndpublisher.in/admin/issues/EQV7N2j.pd

Al-Zu'be, A. F. M. (2013). The differences between the learner-centered approach and the teacher-centered approach in teaching English as a foreign language. *Educational Research International, 2(2),* 24-31. Retrieved from http://www.erint.savap.org.pk/PDF/Vol.2(2)/ERInt.2013(2.2-04).pd

Bentamra, S. (2015). *Investigating CBA Applicability in Algerian Secondary School: Congruency between Textbooks and Programmes in English* (Master's thesis, Djillali Liabes University, Sidi Bel-Abbes). Retrieved from http://rdoc.univ-sba.dz/handle/123456789/642

Bharvad, A. J. (2010). Curriculum evaluation. *International Research Journal, 1(12),* 72-74. Retrieved from https://d1wqtxts1xzle7.cloudfront.net/56610318/CURRICULUM_EVALUATION.pdf

Boutebakh, I., & Debbache, S. (2022). *Evaluating the Grammar Component of the Algerian Middle School Textbook: "My Book of English Three"* (Master's thesis, University of Mohamed Seddik Ben Yahia, Jijel). Retrieved from

http://dspace.univ-

jijel.dz:8080/xmlui/bitstream/handle/123456789/11503/420.505.pdf?sequence=1

Brown, H. D. (2000). *Teaching by principles: An interactive approach to language*

pedagogy (2nd ed.). New York, NY: Pearson Education Limited.

Brown, J. K. (2008). Student-centered instruction: Involving students in their own

education. *Music Educators Journal, 94(5)*, 30-35.

doi:10.1177/00274321080940050108

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL / EFL*

teacher's course (2nd ed.). United States, US: Heinle & Heinle.

Crawford, W. J. (2013). *Teaching grammar* (S. C. Farrell, Ed.). Virginia, US: TESOL

International Association.

Dehghani, A. P., Bagheri, M. S., Sadighi, F., & Tayyebi, G. (2016). Investigating difficulty

order of certain English grammar features in an Iranian EFL setting. *International*

Journal of English Linguistics, 6(6), 209-220. Doi:10.5539/ijel.v6n6p209

Dziekan, K., Riedel, V., Muller, S., Abraham, M., Kettner, S., & Daubitz, S. (2013).

Evaluation matters, *a practitioners' guide to sound evaluation for urban mobility*

measures. Munster: Waxmann Verlag.

Ellis, R. (2004). The definition and measurement of L2 explicit knowledge. *Language*

Learning, 54(2), 227-275. Doi:10.1111/j.1467-9922.2004.00255.x

Ellis, R. (2006). *Current issues in teaching of grammar*: *An SLA perspective*. Auckland,

New Zelanda: University of Auckland.

Ellis, R., Loewen, S., Elder, C., Erlam, R., Philp, j., & Reinders, H. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. Bristol, UK: Multilingual Matters.

Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. *Foreign Language Annals, 28(1),* 21-31. Doi:10.1111 /j.1944-9720.tb00767.x

Fenner, A. B., & Newby, D. (Eds.). (2007). *Coherence of principles, cohesion of competence: Exploring theories and designing materials for teacher education.* Strasbourg, Cedex: Council of Europe.

Fortune, A. (1992). Self study grammar practice: Learners' views and preferences. *ELT Journal*, *46*(2), 160–171. https://doi.org/10.1093/elt/46.2.160

Harmer, J. (2015). *The practice of English language teaching: Teachers at work* (5th ed.). Harlow : Pearson / Longman.

Ifeoma, E. F. (2022). The role of evaluation in teaching and learning process in education. *International Journal of Advanced Academic and Educational Research, 13(5),* 120-129. Doi: 2726145223713511

Ignou, S. (2017). Unit 12 techniques and tools of evaluation. Retrieved from https://egyankosh.ac.in/handle/123456789/8930

International NGO training and research centre (INTRAC). (2017). Types of Evaluation. Retrieved from https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Types-of-Evaluation.pd

Iqbal, M. J., Akbar, M., & Ahmed, M. (2017). Problems in teaching grammar to English learners at secondary level. *Asian Innovative Journal of Social Sciences & Humanities, 1(1),* 55-65. Retrieved from https://fr.scribd.com/document/485653190/3PROBLEMSINTEACHINGGRAMM ARTOENGLISHLEARNERSATSECONDARYLEVEL-1#

Josselin, J. M., & Le Maux, B. (2017). *Statistical tools for program evaluation: Methods and applications to economic policy, public health, and education*. France: Springer.

Kannan, R. (2009). Difficulties in learning English as a second language. *ESP World*, *8(5),* 1-4. Retrieved from file:///C:/Users/qsze/Downloads/difficulties-in-learning-english-as-a-second-language.pdf

Kemiha, H., & Chioukh, I. (2015). *An Evaluation of the Grammatical Components in the First Year Secondary School Textbook 'At the Crossroads'* (Master's thesis, University of Mohammed Seddik Ben Yahia, Jijel). Retrieved from http://dspace.univ-jijel.dz:8080/xmlui/handle/123456789/5461

Killen, R. (2009). *Effective teaching strategies: Lessons from research and practice* (5th ed.). South Melbourne, Vic: Cengage Learning Australia.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Kumar, H., Kuma, S., Dalabh, M., Ahmed, J., Chandan, J., Khan, A., Kothari, C., & Koul, L. (2017). *Measurement and Evaluation* in *Education*. New Delhi: Vikas Publishing House Pvt. Ltd.

Larsen-Freeman, D. (2001). Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp.251-266). Boston, MA: Heinle & Heinle.

Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp.256-271). Boston, MA : National Geographic Learning.

Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students in university. *Sino-US English Teaching*, *12(8)*, 556-560. Doi:10.17265/1539-8072/2015.08.00

Madaoui, K., & Nait Messaoud, S. (2017). *Investigating the teaching of grammar in the Algerian secondary school: the case of third-year level* (Master's thesis, University of Mouloud MAMMERI, Tizi-Ouzou). Retrieved from https://www.ummto.dz/dspace/bitstream/handle/ummto/5645/Mas.%20Ang.%20296.pdf?sequence=1

Madaus, G. F., Scriven, M., & Stufflebeam, D. L. (Eds). (2002). *Evaluation models: Viewpoints on educational and human services evaluation* (2nd ed.). Boston : Kluwer Academic Publishers.

Mawaddah, S. (2018). *The Effect of Applying Presentation*, *practice, production (ppp) approach on the students' writing achievement* (Master's thesis, University of Muhammadiyah Sumatera Utara, Medan). Retrieved from http://repository.umsu.ac.id/handle/123456789/3643

Mishra, P. (2010). Challenges and problems in the teaching of grammar. *Language in India 10(2),* 169-181. Retrieved from

http://www.languageinindia.com/feb2010/prashantchallengegrammar.pdf

Mohammed, M. H. (2018). Challenges of learning English as a foreign language (EFL) by non-native learners. *International Journal of Social Sciences and Economic Research, 3(4),* 1381-1400. Retrieved from https://ijsser.org/more2018.php?id=97

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

Nunan, D. (Ed.). (2003). *Practical English language teaching.* New York, NY: McGraw-Hill Companies.

Oermann, M. H., & Gaberson, K. B. (2009). *Evaluation and testing in nursing education* (3rd ed.). New York, NY : Springer Publishing Company.

Pal, K. (Ed.). (2012). *Educational measurement and evaluation*. New Delhi, India: USI Publication.

Petraki, E., & Hill, D. (2010). Theories of grammar and their influence on teaching practice: Examining language teachers' beliefs. *University of Sydney Papers in TESOL, 5(5)*, 65-99. Retrieved from

https://www.sydney.edu.au/content/dam/corporate/documents/faculty-of-arts-and-social-sciences/research/research-centres-institutes-groups/uos-papers-in-tesol/volume-5/article03.pdf

Powell, R. R. (2006). Evaluation research: An overview. *Library Trends, 55(1),* 102-120. Doi: 10.1353/lib.2006.0050

Prakash, S. (2016). Educational evaluation. In T. Manichander (Ed.), *Evaluation in education* (pp. 1-44). Solapur: Laxmi Book Publication.

Rea-Dickins, P., & Germaine, K. (1992). *Evaluation* (C. N. Candlin & H. G. Widdowson, Eds.). Oxford: Oxford University Press.

Richards, J .C. (2006). *Communicative language teaching today*. Cambridge, UK : Cambridge University Press.

Richards, J. C., & Renandya, W.A. (2002). *Methodology in language teaching: An anthology of current practice.* New York, NY: Cambridge University Press.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001)*. Approaches and methods in language teaching.* New York, NY: Cambridge University Press.

Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching : A reflective approach.* Cambridge, UK: Cambridge University Press.

Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and principles and applied linguistics* (4th ed.). Harlow: Pearson/Longman.

Sadeghi, K., & Fazelijou, E. (2012). The role of task-supported language teaching in EFL learner's writing performance and grammar gains. *3L The Southeast Asian Journal of English Language Studies, 18(1)*, 117-127. Retrieved from https://www.semanticscholar.org/paper/The-role-of-task-supported-language-teaching-in-EFL-Sadeghi-Fazelijou/6db6b48c9051a542628e58899c774b04f84d21f8

Santiago, P., & Benvides, F. (2009). *Teacher evaluation: A conceptual framework and examples of country practices.* Paris: OECD Publishing.

Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R, M. Gagne, & M. Scriven (Eds.), *Perspectives of curriculum evaluation* (pp. 39-83). Chicago: Rand McNally.

Thamraksa, C. (2003). Student-centered learning: Demystifying the myth. *Studies in Language and Language Teaching, 12,* 59-70. Retrieved from https://www.bu.ac.th/knowledgecenter/epaper/jan_june2004/chutima.pd

Thornbury, S. (1999). *How to teach grammar.* Harlow: Pearson Education Limited.

Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. (S. Thornbury, Ed.). Cambridge, UK : Cambridge University Press.

Walker, E., & Elsworth, S. (2000). *Grammar practice for pre-intermediate students: With key*. Harlow: Pearson/Longman.

Widodo, H. P. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique, 5(1),* 122-141. Retrieved from https://www.academia.edu/24545903/Approaches_and_procedures_for_teaching_grammar

Appendices

Classroom Observation Checklists

Appendix A

Checklist 1: Representing the extent to which teachers adhere to the syllabus and textbook instruction

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Selecting the exercises of the textbook						
Presenting practices from other resources						
Adhering to the CBA principles						

Note. 3=always, 2=sometimes, 1= never.

Appendix B

Checklist 2: Representing the aspects covered in grammar teaching

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Form						
Meaning						

Use						

Note. 3=always, 2=sometimes, 1= never. This checklist is based on Diane-Larsen Freeman (2001) three dimensional grammar teaching framework explained in the theoretical part.

Appendix C

Checklist 3: Representing teachers' methods of teaching grammar

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy Stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Inductive/ implicit						
deductive/ explicit						
Teacher centeredness						
Students centeredness						

Note. 3=always, 2=sometimes, 1= never.

Appendix D

Checklist 4: Representing the extent to which teaching practices are present in the EFL classroom

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Clear statement of objectives to students						
Repetition of previous grammar points at the beginning of the session						
Encouraging students' collaborative work (pair work, group work)						
The use of the mother tongue in explanation						
Correction of students' grammatical errors						
Summarizing grammar points at the end of the sessions						

Note. 3=always, 2=sometimes, 1= never.

Appendix E

Checklist 5: Representing the extent to which factors affect grammar teaching in the secondary school classroom

Unit 6	No man is an island					
Title of the lesson	Reported Speech					
	Teacher of the Philosophy stream			Teacher of the Foreign Languages stream		
	3	2	1	3	2	1
Insufficient/ unclear teacher's explanation						

Lack of students' Interest and motivation					
Lack of practice					
Lack of real life context					
Active students 'participation					

Note. 3=always, 2=sometimes, 1= never

Appendix F

Teacher Interview

The institution : Makhlouf Hassnaoui Ibn El Moukhtar, Jijel.

Interviewers: Bamour Ikhlas and Moussaoui Sofia.

Interviewee(s): Two (02) English teachers.

Questions:

1- Do you focus in teaching grammar on form, meaning or use?

2- Do you balance in teaching between grammar and communication?

3- Does the Ministry of Education, through its inspectors and the administration, impose on you the adoption of CBA? And do you apply it personally?

4- Do you keep yourself updated with the latest approaches developed in grammar teaching and discuss with your colleges the possibility of adopting new approaches of teaching grammar?

5- Do you organize a lesson plan and specify objectives? If yes, do you make it clear to students?

6- What method do you use in your teaching?

7- What do you rely on in preparing your grammar lessons?

8- Do you follow the rules and activities as they are presented in the textbook?

9- How can you tell if the students have understood the lesson?

10- What types of challenges do you face when teaching grammar?

11- Do you introduce additional strategies to help pupils overcome grammar difficulties?

12- What are the students' attitudes towards grammar?

13- How would you assess 2AS pupils' grammar performance?

14- Do you think the time devoted to teach grammar is sufficient for your pupils to improve their competencies?

DISCOVERING LANGUAGE

Before you read

❶ **Look at the symbols and answer the questions below.**

A. What does each of them represent?

B. What do they have in common?

C. Do the people working for them get paid? Why or why not?

D. In what emergency situations do they intervene?

E. Which of the duties in the box below do they fulfil?

1. fund raising	4. cleaning affected areas after disasters
2. collecting food aids	5. helping with medical care
3. preventing man-made disasters	6. providing assistance in emergency situations

How Charitable are our Youth?

It is generally believed that young people today do not feel concerned about community issues. The older generation is deeply worried that society can't face up to problems, such as floods and earthquakes, because they consider that the youth have become less charitable and thoughtful about other people than their elders used to be. The magazine *Youth 2010* has recently carried out a survey about charity among secondary school children to check out on these two questions. §1

Let's find out by looking at some of the questions *Youth 2010* asked its informants and how they responded to its questions. *Youth 2010* asked the teenagers if they had ever experienced an emergency situation. Interestingly, forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the *Youth 2010* reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them answered that they had donated either money or blood. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food aid. §2

The data gathered by *Youth 2010* suggest that our youth are more thoughtful and charitable than some parents think. They know that they will live through highly risky times and that in such times every little contribution can help. §3

elbassair.net 120

❷ **Read the report above and answer the following questions.**

A. What is the report about?
B. In which paragraph does the author speak about the findings/results, and in which one does he give the interpretation?
C. Why does the reporter use **interestingly** in the second paragraph?
D. Does the report confirm the older generation's worry about society or not? Why?

After you read

GRAMMAR DESK   ▭ ▢ ✕

Read the **questionnaire** and the **sentences** from the report. Then answer the questions below.

QUESTIONNAIRE: How Charitable are Our Youths?

Have you ever experienced an emergency situation?   *Yes 40 No 30*
Did you contribute anything to help?   *Yes 60 No 10*

Sentences from the Report

A. **Youth 2010** asked the teenagers if they had ever experienced an emergency situation.

B. *Forty of them said that they had experienced a natural or man-made disaster.*

C. The **Youth 2010** reporter asked them whether they had contributed anything to help during emergency situations.

D. *Twenty of them told the reporter that they had donated either money or blood.*

1. Which tense are the verbs in the reporter's questionnaire?
2. Which verb is used to report the **questions** in the report? Which tense is it?

3. Are there any differences between the tenses in the reporter's questions and the way they are reported in the description of the results? Why?
4. Which verbs are used to report the **informants'** answers?

See Grammar Reference N°13, pp.205-206 〉 ⌄

PRACTICE

❶ **Pair work: Read the interview in the box below . Then ask and answer questions reporting what is said in the interview.**

Example

You: What did the interviewer ask Bill Gates?

*Your partner: S/he asked him **when** he had started Microsoft.*

You: And what did he say/answer?

Your partner: He said/told him that _____ .

Interview with Bill Gates,

(Man of the Year for 2005)

Bill Gates

Interviewer: Where did you grow up?

Bill Gates: In Seattle, Washington.

I: Where did you discover your interest in software?

G: At the private Lakeside School.

I: When did you begin computer programming?

G; At the age of 13.

I: When did you enter Harvard University?

G: In 1973.

I: Did you develop the first microcomputer there?

G: Yes, that's where I did it.

I: How long have you been Head of Microsoft .

G: For more than 20 years.

I : Why have you set up the Bill Gates Foundation?

G: I have always been thoughtful about others, you know. That's why I did it.

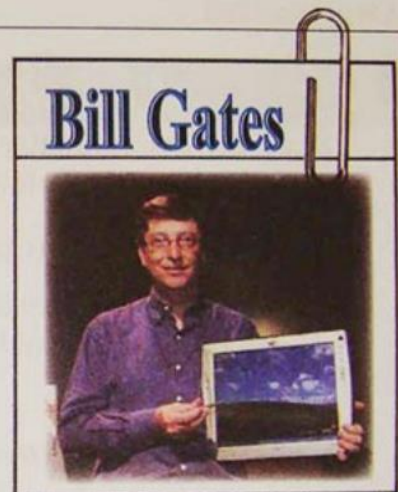*I:* How much money have you donated this year?

G: $3.2 million.

I: Which charities have you supported so far?

G: So far, I have supported organizations working in the fields of health and learning.
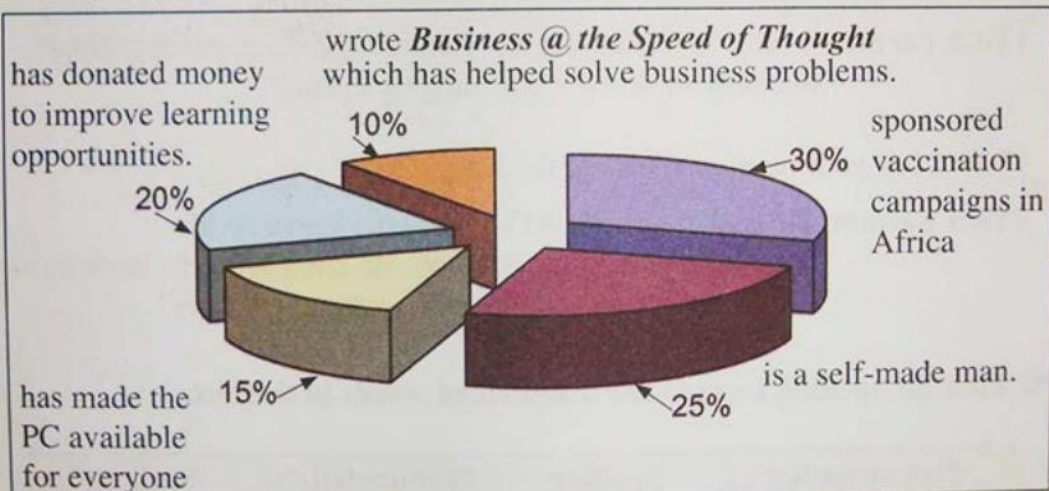
I: Has your wife helped you?

G: Yes, she has.

---

❷ **Turn the quotes into reported speech using the verbs given to you.**

A. " I doubt whether present-day Americans have become any happier since their grandfathers settled in the country." **Albert Einstein**
  - Albert Einstein doubts/ doubted _____.

B. " No man is an island."   **John Donne**
  - John Donne writes/ wrote _____ .

C. " Three passions have governed my life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind."
    - Bertrand Russel says/ said _____.   **Bertrand Russell**

❏ **Write it right**

Use the information in the pie chart and the layout that follows to write a report about why Americans elected Bill Gates Man of the Year for 2005. Pick up appropriate verbs from the yellow box.

has donated money
to improve learning
opportunities.

wrote *Business @ the Speed of Thought*
which has helped solve business problems.

10%

20%

sponsored
30% vaccination
campaigns in
Africa

has made the 15%
PC available
for everyone

25%

is a self-made man.

think - believe - consider - regard - reckon - state

LAYOUT

Why was Bill Gates elected Man of the Year?

Introduction:
  Bill Gates was elected Man of the Year for 2005. We have carried out a public opinion survey to find out about the reasons why he was so elected.

Here are are our findings. 30% of our informants _____

_____

_____.

These results suggest/show that _____.

READING AND WRITING

❶ **Look at the picture below and guess to whom the women are taking food and why they are doing it.**

❷ **Read the newspaper report and check your answers to task one above. There are some punctuation mistakes in the first paragraph. Ignore them for the moment.**

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Bourmedes, I met a group of women carrying plates of *kouskous*. Where are they going all together like that ? I asked Rafik, my Algerian friend and translator. They're taking food to their neighbours who have lost their homes he replied. After a few minutes, he added, People have always helped each other over here. But this earthquake has considerably increased that sense of neighbourliness. §1

Rafik stopped talking for a few minutes before he resumed his speech. "This earthquake has made everyone of us show his best", he said pointing to the debris of a fallen building. I didn't understand what he meant by that. So I asked him to explain. "The youths have played a heroic role in the first minutes of the disaster," he answered. "Did you see that young man shown on TV last night?" he asked. I said that I did. "That young man has become our local hero. Yesterday, he saved two children from certain death," he told me. §2

As I listened further to Rafik, I understood that disasters could certainly kill people, but in some way they are like hammers that weld the brotherly spirit of humanity. §3

129

Résumé

La présente recherche a pour but d'évaluer l'enseignement de la grammaire en deuxième année au lycée. Elle cherche à découvrir les différentes pratiques d'enseignements des enseignants pendant leur enseignement de la grammaire ainsi que les facteurs qui affectent le processus d'enseignement. Cette étude est basée sur l'hypothèse que les enseignants de deuxième année secondaire de Makhlouf Hassnaoui Jijel utilisent les méthodes recommandées (Le manuel, l'évaluation basée sur les compétences (CBA) et le cadre d'enseignement de la grammaire tridimensionnelle) et certaines stratégies pour enseigner la grammaire, qu'ils essayent de suivre le syllabus et le livres scolaire, qu'ils ne rencontrent pas des problèmes dans l'enseignement de la grammaire et qu'ils ont les mêmes perceptions quant à l'enseignement de la grammaire. Afin de vérifier la validité des hypothèses mises en évidence, un modèle qualitatif a été adopté. Deux outils de recherche ont été utilisés: une observation en classe et un entretien avec deux enseignants du même lycée. Les résultats montrent que les enseignants dépendent partiellement sur le livre scolaire et le syllabus, que la méthode couramment utilisée dans les classes d'anglais comme langue étrangère est la méthode inductive/implicite et que les enseignants utilisent un certain nombre de stratégies dans l'enseignement de la grammaire, et qu'ils n'enseignent pas la troisième dimension de la grammaire. Il a été démontré que l'enseignement de la grammaire dans les classes d'anglais est principalement entravé par le niveau des étudiants ainsi que par leurs attitudes et leur motivation à l'égard de l'apprentissage de la grammaire. Les résultats ont également démontré que les enseignants ont en général les mêmes perceptions sur l'enseignement de la grammaire.

Mots clefs: l'enseignement de la grammaire, deuxième année, école secondaire, quanitatif, classes EFL

ملخص

الغرض من هذا البحث هو تقييم تعليم القواعد في السنة الثانية من المدرسة الثانوية، فهو يسعى إلى الكشف عن الممارسات النتدريسية لأساتذة السنة الثانية من التعليم الثانوي بثانوية مخلوف حسناوي بالإضافة إلى التحديات التي تؤثر على عملية التدريس. تستند هذه الدراسة إلى فرضية أن معلمي السنة الثانية في مخلوف حسناوي جيجل يعملون جاهدين على اتباع الكتاب المدرسي والمقرر الدراسي في تدريسهم لقواعد اللغة الانجليزية، ويتبعون المناهج الموصى بها (الكتاب المدرسي، التقييم المستند إلى المعايير (CBA) و إطار تدريس القواعد ثلاثية الابعاد) ويطبقون استراتيجيات مختلفة لتدريس هاته القواعد، وبأنهم لا يواجهون مشاكل في تدريس القواعد ولديهم التصورات نفسها عن تدريس القواعد. من أجل التحقق من صحة الفرضية التي تم تسليط الضوء عليها، تم اعتماد المنهج النوعي. تم استخدام أداتين بحثيتين: ملاحظة أجريت على حصص من الفصل الدراسي ومقابلة مع معلمين من هذه المدرسة الثانوية. أظهرت النتائج أن المعلمين يعتمدون جزئيا على الكتاب المدرسي و المقرر الدراسي وأن الطريقة الشائعة الاستخدام في فصول اللغة الإنجليزية كلغة ثانية هي الطريقة الاستقرائية/الضمنية، وأن المعلمين يلجأون إلى عدد من الاستراتيجيات في تدريسهم للقواعد وأنهم لا يعمدون إلى تدريس البعد الثالث في تدريس القواعد و المتثمل في الاستعمال، وأن عملية تدريس القواعد في فصول اللغة الإنجليزية كلغة أجنبية يعوقها بشكل أساسي مستوى الطلاب بالإضافة إلى مواقفهم ودوافعهم لتعلم القواعد. كما أظهرت النتائج أيضا أن المعلمين في الغالب لديهم التصورات ذاتها عن تدريس القواعد.

الكلمات المفتاحية: تدريس القواعد، الصف الثاني، المدرسة الثانوية، المنهج الكمى، فصول اللغة الإنجليزية كلغة أجنبية