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**An Evaluation of How Grammar is Taught in The
Algerian Third Year Secondary School Textbook
*"New prospects"***

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English Language Sciences

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Abstract

The present study attempts to investigate the way grammar is taught in the Algerian Secondary Schools. Particular, it is concerned with the effectiveness of third year secondary school textbook "*New Prospects*" in presenting the grammatical component and the teachers' perception and views towards grammar teaching. In order to verify the validity of our hypothesis which stated that if third year secondary school textbook "*New Prospects*" provides sufficient content for grammar understanding, then the textbook would be effective. Textbook evaluation of third year secondary school textbook "*New Prospects*", a classroom observation of third year secondary school classes and a questionnaire which was administered to secondary school teachers who have taught terminal classes in Jijel were conducted. The evaluation of "*New Prospects*" demonstrates that the grammatical component is adequately presented in the textbook. This means that the English grammar lessons, examples, excercises are adequately introduced in the textbook. Moreover, the results of the teachers' questionnaire and the classroom observation reveal that the Algerian secondary school teachers of English are aware of the importance of teaching grammar in English language classes, and that the textbook is effective in presenting grammar to third year secondary school students in Algeria. Furthermore, the results show that secondary school teachers are satisfied with the textbook content in terms of grammar which gave learners the opportunity to use language fluently and accurately in speech and writing.

List of Abbreviations

BAC :Baccalaureate

CBA: Competency Based Approach

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

GTM: Grammar Translation Method

IPA: International Phonetic Association

L1: First Language

L2: Second Language

LMD: License Master Doctorate

NA: Natural Approach

OM: Oral Method

RM: Reform Movement

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TL: Target Language

UG: Universal Grammar

Q: Question

%: Percentage

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Résumé

ملخص

General Introduction

English is the first international language that plays a significant role in different parts of the world. For that reason, Algeria places great emphasis on teaching English as a foreign language through different materials namely the textbooks. For many researchers, textbooks are the most effective materials of English language teaching. They are considered as key components in most English language teaching programs because they serve as a guide for both teachers and learners when conducting lessons. The evaluation of these textbooks is considered as an important pedagogical contribution in the teaching /learning process.

In fact, one of the most important aspects of language that heavily required the use of a textbook is grammar. Indeed, making learners use foreign language relies on teaching them how to produce it correctly. This means to use the right rules in the appropriate situations. Furthermore, teaching English as a foreign language requires essentially the teaching of its grammar ; Since grammar plays an important role in the teaching of foreign languages, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving mastery of language and developing the learners' accuracy in speech and writing. Therefore, third year secondary school students have to comprehend and master the English grammatical rules in order to use language language successfully . Thus learning grammar is a very significant act in the process of foreign language learning in general.

1. Statement of the Problem

Grammar teaching and learning is essential in any educational program. It is central to the teaching and the learning of languages. Without grammar spoken and written words lose much of their meaning and value ; if students are unable to understand grammar they will struggle to read, speak or write clearly in any area of education. Correct grammar keeps

students from being misunderstood and let them effectively express their thoughts and ideas. Thus, teaching grammar needs to be conducted properly and adequately through the use of effective materials such as the textbooks in order to improve and monitor learners' progress in this competence. However, most specialists in the field considered the mastery of English grammar as a complex task. It is one of the most difficult aspects of a foreign language to master. In fact, this study is designed to examine third year secondary school textbook "*New Prospects*" effectiveness in dealing with the grammatical issues. It is intended to find out whether the Algerian classrooms provide sufficient content for students' grammatical understanding. Moreover, the main objective of teaching English in Algeria is to be able to communicate effectively which cannot be reached unless the grammatical structures are fully mastered.

2. Research Questions

The present research raised the following questions :

- 1- Do foreign language teachers give the adequate importance to the grammatical component ?
- 2- Is the grammatical component adequately presented in the third year secondary school textbook "*New Prospects*" ?
- 3- Does third year secondary school textbook "*New Prospects*" provide sufficient content for understanding the grammatical component ?

3. Aims of the Study

The present study aims essentially to evaluate the grammatical component of the coursebook "*New Prospects*" which is the last official textbook designed for the third year in Algerian secondary schools. It aims to investigate the effectiveness of this textbook in

presenting the grammatical points. It aims also to shed light on the importance of teaching grammar and the role that it plays in communicating effectively.

4. Hypothesis

On the basis of what has been stated, it is hypothesized that :

If third year secondary school textbook "*New Prospects*" provides sufficient content for grammar understanding, then the textbook would be effective.

5. Research Methodology

For the sake of confirming or refuting the research hypothesis and providing this study with sufficient information on the effectiveness of the textbook in introducing grammatical issues three data collection methods will be used. The first one is textbook evaluation of the textbook "*New Prospects* " which will investigate the place of grammar in the Algerian curriculum and determining the effectiveness of this teaching material in presenting and practicing the grammatical structures. The second data collection method is a classroom observation which was used in order to collect information about the study under investigation from third year secondary school teachers and students in the field of study itself. Moreover, a questionnaire was administered in order to determine teachers' perceptions and views on the textbook effectiveness in terms of grammar in the Algerian secondary schools. The Teachers' questionnaire was distributed to different secondary school teachers in Jijel whom were chosen randomly and given enough time to answer all the questions.

6. Structure of the Study

The present study is divided into two main chapters : The first chapter reviews the related literature while the second chapter is devoted to the practical part of the study . The first

chapter consists of two sections. Section one is entitled "grammar and aspects influencing grammar teaching" deals with general issues related to grammar teaching ; it provides a definition of the term "grammar", then it discusses the following issues : Types of grammar, approaches to teach grammar, teaching grammar directly/indirectly, presenting and explaining grammar in classroom, the importance of teaching grammar, aspects influencing grammar teaching/learning, and the teaching challenges facing teachers and learners. Whereas the second section is entitled "textbook evaluation and the Algerian educational system" contains information about evaluation, its types, its importance, in addition to textbook definition , its types,its importance, and its advantages and disadvantages . The second chapter which is the last one includes the practical part of the research deals with the evaluation of the textbook "*New Prospects*" , and then an analysis of the data collected by means of the teachers' questionnaires and the classroom observation.

Chapter One : Grammar and Textbook Evaluation

Section One :Grammar and Aspects Influencing Grammar Teaching/Learning

Introduction

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1.8.6. Large Classes

Conclusion

Introduction

The present section discusses important issues related to grammar teaching and learning such as : The definition of the term " grammar ", approaches to teach grammar, teaching grammar directly /indirectly, presenting and explaining grammar in classroom, the importance of teaching grammar, and finally the aspects influencing grammar teaching and learning.

1.1. Grammar Definition

Grammar is a very important part of language, and it is impossible to learn a language without mastering its grammar. It is agreed that grammar is a set of rules which help in combining correct sentences . In fact , views about grammar differ from one writer to an other. In Oxford Learner 's Pocket Dictionary (2008, p.193), grammar is defined as "rules for forming words and making sentences ". Ur (1991, p.75), defines grammar as " the way words are put together to make correct sentences ". On his turn Thornbury (1999, pp.1-2), argues that grammar is the study of possible forms or structures within a particular language, he also states that " grammar is a description of the rules that govern how language's sentences are formed " . In other words, grammar does not accept all types of sentences ; there are sentences that can be accepted while others cannot . Thornbury (1990, pp.1-2), explains this by the following examples :

" we are not at home right now "

" right now we are not at home "

" not we at right home are "

(why the last one is not accepted)

This sentence is not accepted because it has no meaning ;words are arranged randomly without taking into account or respecting any grammatical rule. Thus, from Thornbury's explanation, grammar can be defined as the study of word order.

Grammar can also be defined by Williams (2005, p.2), as " the formal study of the structure of a language and describes how words fit together in a meaningful construction". According to Harmer (1987, p.1)," the grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence".

For many writers (Al-Moutawa & Kailani ,1989 ; Harmer,2001;Thornbury,1999; Ur, 1988) grammar is the study of syntax and morphology; by syntax, it is meant the study of word order or how words are combined in a sentence. However, for morphology, it is meant, the study of word formation ;that is to say how sounds are related to meaning,thus, grammar is important in conveying meaning . On the other hand ,Woods (1995,p.1), describes grammar as " that science which treats the principles and the rules of spoken and written language ". On this light, the aim of teaching grammar to English Foreign Language (EFL) learners is to make them able to express their ideas correctly either in speaking or writing . Al-Moutawa and Kailani (1989,p.69), state that all theories agree on the fact that grammar is " the internal organization of language". In fact, many linguists advocate the central role that grammar plays in the study of language, they argue that without grammar no language would exist. (Musumeci,1996).

1.2. Types of Grammar

1.2.1. Traditional Grammar

Traditional grammar started in the the fourth century B.C with the study of Greek and Latin. It refers to the collection of prescriptive rules and concepts about the structure of

language. Williams (2005), states that traditional grammar is prescriptive because it emphasized the distinction between what people can do with language and what they should do with language according to a particular criterion. In fact, Al-Moutawa and Kailani (1989,p.70), summarize the significant role of traditional grammar as follows :

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

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

1.2.2. Structural Grammar

According to Al-Moutawa and Kailani (1989,p.70),"this type of grammar is descriptive. It postulates that language has a set of grammatical patterns in which words are arranged to convey meaning which is determined by word form, function words, words order and intonation patterns such as stress, pitch and junctions ". Indeed, structural grammar started first with Ferdinand De Saussuer (1916) in which he distinguishes between Langue and Parole. Langue refers to the abstract linguistic system (full of rules) shared by all the members of the community, whereas, Parole refers to the actualization of Langue, it is all that

which is spoken or written. According to Lyons (1974), structural grammar shows the relationship between forms and meanings in a particular language system at a particular point in time, it also takes into account the relationship between entities.

1.2.3. Transformational (Generative) Grammar

In 1957, Noam Chomsky introduced Transformational (Generative) Grammar as a reaction against structuralism, however, transformational grammarians adopted certain principles of structural grammar. It involves the use of defined operations called transformations to produce new sentences from existing ones, it is called generative because it generates structures and distinguishes between the structures which can be permitted and those which cannot. Besides, generative grammar attempts to define rules that can generate the infinite number of grammatical (well-formed) sentences possible in a language. An example of transformational generative grammar is the idea that sentences have surface structure and deep structure levels.(Hudson, 1992). Chomsky distinguishes between competence which is defined as the ideal speaker-hearer of a language, and performance which is defined as the actual use of language in concrete situations. Chomsky 's distinction is similar to DeSaussure distinction of Langue and Parole. Indeed, Richards (1985,p.145), claims that " the theory of transformational grammar captured our ability to realise propositions in sentence structure through rules for the construction of words, phrases and clauses ;through the choice of grammatical categories, such as subject, predicate and complement; and through grammatical processes such as ellipses pronominalisation, reordering and transformation". Therefore , transformational and generative grammar together were the starting point for the growth in linguistics studies since the 1950s.

1.3. Teaching Grammar through Approaches

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

1.3.1. Grammar Translation Method

Grammar translation method (GTM) is a method of teaching which was used in the early years of learning foreign languages such as Greek and Latin. It was wide spread in Europe and many other countries from the 1840 's to the 1940 's. GTM was commonly known as the traditional approach to the teaching of grammar, it became the common way of teaching foreign languages in the nineteenth century.(Richards &Rodgers ,1986). The main aim of this method is to help students read and appreciate foreign language literature, it is based on the idea that language is a set of structurally related elements and that language learning is acquired after mastering the rules governing the language and developing the ability of translating sentences from and into the foreign language. According to Richards and Rodgers (1986) and Thornbury (1999), GTM emphasizes the study of grammatical rules, the memorization of foreign language vocabulary items and short literary texts in the target language (L₂) and learning how to translate sentences from and into the target language. Thornbury (1999), also points out that grammar is the basic of instruction, that is to say;the syllabus or the classroom lessons are turned around studying the grammatical points. Moreover, in this method, grammar is taught deductively or implicitly, that is to say, the study of the grammatical rules is presented before giving the examples. Besides, the written language was the main focus at the expense of the oral skills, in other words, reading and writing are emphasized while little attention is given to speaking and listening.

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

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

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

1.3.2. The Reform Movement

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

Grammar within the Reform Movement (RM) is taught inductively (implicitly), that is to say the teacher first starts with some examples, and then encourages the students to discover the rules themselves through the relevant examples. The purpose is to put the grammar in communication. Moreover, no translation in this approach is allowed, although the teacher can use the first language to explain new words or to check whether the students have understood or not. Furthermore, the prominent scholar Wilhelm Viëtor (cited in Richards &

Rodgers, 2001) argues that training in phonetics is very helpful for teachers to have accurate pronunciation. The linguists' efforts became known as the "Reform Movement" in language teaching which mainly focuses on teaching items in context and phonetics teaching. The RM is interested in teaching/ learning second language according to natural approach and it attempts to make the second language learning more like first language learning, because in natural speech, using the first language, no emphasis is given to the grammatical rules, this led to the development of a new method or the so-called "The Direct Method".

1.3.3. The Direct Method

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

Richards and Rodgers (2001, p.12), demonstrate the basic principles of the direct method and the guidelines of it for teaching the spoken form of language. They are shown in detail in figures '1' :

- 1- Classroom instruction was conducted exclusively in the target language.
- 2- Only everyday vocabulary and sentence were taught.
- 3- Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes .
- 4- Grammar was taught inductively .
- 5- New teaching points were introduced orally .
- 6- Concret vocabulary was taught through demenstration, objects and pictures ; abstruct vocabulary was taught by association of ideas.
- 7- Both speech and listening comprehension were emphasized .
- 8- correct prononciation and grammar were emphasized.

Figure 01: The Principles of the Direct Method in the Classroom Practice.(Richards & Rodgers,2001,p.12).

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

1.3.4. The Oral Method

The oral method refers to a teaching approach which was developed by British linguists in the 1920's the 1930's. It was used in Algeria through LG Alexander's *Practice and Progress* (1967). This textbook was used for the three secondary school years .

In this approach, the focus is mainly on the spoken form of language. The foreign language teacher presents the material first orally and then in the written form, only the target language should be used in the classroom, the new items are presented and introduced according to a given situation (at the bank , at the post office...). The oral method teaches simple grammar forms before the complex ones. Reading skills is emphasized and

vocabulary is one of the most important aspects of language learning. An important feature of this method is that the structures of language are presented by the use of physical demonstration of notions and objects, utterances are illustrated by simulation of pictures, actions and other real objects. Teachers' role within this method is like a model for students to imitate, they just listen to and repeat what teachers have said.(Richards &Rodgers, 2001).

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

1.3.5. Communicative Approach to Language Teaching

Communicative approach to language teaching emerged in the early 1970 's as a result of the work of the council of Europe. It is an approach rather than a method.(Richards & Rodgers, 2001). This approach to language teaching can be traced back to the work of Chomsky when he talked about competence and performance. In fact, Chomsky states that competence is " the speaker-hearer's knowledge of his language", while performance is "the actual use of language in concrete situations". (1965, p.3). Furthermore, the concept of competence and performance was later on developed by Hymes as "communicative competence ". According to Thornbury (1999, p.22), " communicative competence consists of more than simply the knowledge of the rules of grammar ". Thornbury (1999) also states that many researchers agree that " grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence ". Moreover,Thornbury (1999), claims that communicative competence aims at knowing how to use the grammar and vocabulary of a particular language in order to achieve communicative goals and identify the way to do this in a social way. CLT emphasizes the oral skills rather than the written ones,

besides, little attention is given to grammar, it is taught as a language tool rather than a language aim. Therefore, the main goal of this approach is to help students become communicatively competent through interaction and the appropriate use of language in the appropriate social context. In fact, students are the center of the learning process ; the tasks , activities and texts are choosen according to their needs, interests and abilities, in other words this approach is more learner-centered.

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

1.3.6. Task-Based Language Teaching

Task-based language teaching emerged from the Banglore Project of N.S. Prabhu ;an advocate of the second version of CLT. In his project, Prabhu "attempted to replicate natural acquisition process by having students work through a syllabus of tasks for which no formal grammar instruction was supposedly needed nor provided." (Thornbury,1999,p.22). As a proponent of Task-Based Language Teaching (TBLT), Willis (1996), presents this approach as a logical development of CLT because both CLT and TBLT shared some principles.

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

Seehouse (1999), states that task based language teaching was criticized for the idea that how the entire learning/teaching process focuses only on the use of tasks. (cited in Harmer, 2001).

1.3.7.Competency Based Approach

In contrast to the previous approaches which focus only on one skill, Competency Based Approach (CBA), as an approach to language teaching, focuses on the four skills for the purpose of developing the learners' competences, it seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life.(Richards & Rodgers, 2001). According to Chelli and Khouni "CBA is a very popular approach which focuses on measurable and useable knowledge, skills and abilities ." (2001,p.1). In fact , CBA is one of the modern approaches of the twenty first century. It is basically learner-centered. In this approach, language is taught in relation to the context in which it is used. Moreover, CBA focuses on the outcomes of learning, it addresses on what the learners are expected to learn rather than what they are expected to learn about.(Richards & Rodgers, 2001). Furthermore, it is believed that CBA is a continuity to communicative approach to language teaching ; both CBA and CLT shared certain principles and procedures

such as developing functional communicative skills in learners.(Richards &Rodgers, 2001).

Besides, Wong (2008, p.180) states that :

CBLT is a teaching approach which focuses on the outcomes of language learning. CBLT emphasizes what learners are expected to achieve with the target language. In other words, the approach sees outputs very importantly rather than the learning process. This means, starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction and assessment to make sure this learning ultimately happens.

This quotation implies that the CBA is more learner-centered, it focuses on developing the students abilities in the target language, its main emphasis is on the students' products,i.e. what learners are expected to do with the language.

Therefore, CBA aims at establishing three competences in learning :

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

In this approach, grammar structures are presented inductively, in other words, teaching grammar is integrated in teaching other skills. Indeed, the learners within CBA are expected to be the center of the teaching and learning process, they learn by doing and they construct their own knowledge, while the teacher's role in this approach is just a guide or a facilitator of the learning process to the learners.(Richards &Rodgers, 2001).

1.4. Teaching Grammar Directly / indirectly

There has been a continuing debate about the best way to teach grammar, either in a direct or in an indirect way. Thus, different views, approaches, methodologies have been emerged as a result of this debate.

1.4.1. Explicit versus Implicit Grammar Teaching

Explicit knowledge represents the declarative knowledge of grammar while the implicit knowledge represents the procedural knowledge of grammar. According to Pachler (1999,p.67), the explicit grammar or the declarative knowledge is acquired through "form-instruction", in other words, the grammar rules are presented directly in a formal setting. Widodo (2006) and Schmidt (1990), states that explicit grammar teaching is the deliberate study of the grammatical rules which creates awareness and leads to conscious learning. However, implicit knowledge implies that the grammatical rules are acquired unconsciously, that is to say, learners are not aware that they are acquiring the grammar rules, they are like children acquiring their mother tongue. According to Brown (2007) implicit knowledge is the unconscious internalised knowledge of language, in other words, grammar rules are acquired when learners are engaged in real life communicative tasks. Ellis (2001,p.252), agrees that implicit knowledge refers to "the knowledge of a language that is typically manifest in some form of naturally occurring language behavior such as conversation".

1.4.2. Deductive versus Inductive Grammar Teaching

In the EFL classroom, inductive and deductive teaching methods are two different methods used in teaching grammar. In fact, deductive teaching is a traditional approach to teach grammar in which the grammar rules are presented at the beginning of the language course and continued through examples. This approach is usually used in classes where the main goal is to teach grammar structures. The principles of this approach are similar to those of the GTM where the main emphasis is on the grammar structures. According to Nunan

(1991), the explanation of the grammar points commonly initiate the language course. Moreover, Thornbury (1999,p.29) and Widodo (2006,p.128), state that deductive approach is called "rule-driven learning" , i.e. the teacher presents the rules first then gives examples to clarify them, and then he gives students activities to better understand what have been taught. This approach is more teacher centered.

In contrast to the deductive approach, inductive approach as a grammar teaching method starts with the examples first and then the rules are discovered by the students from the given examples. Thus, this approach is more learner centered. Thornbury (1999,p.29) and Widodo (2006,p.129), refer to the inductive approach as "rule-discovery learning", in other words, inductive approach involves giving the students examples of language and working with them to come up with grammatical rules, they are expected to discover the rules themselves. Moreover, inductive activities are generally more stimulating and require greater students' participation. Since students are more actively involved in acquiring knowledge (rather than just passively sitting and receiving information) at the end they end up learning with deeper understanding. Indeed this rule-discovery learning is typical for language acquisition, hence it is mainly used by the Direct Method and the Natural Approach. It is premised on the way how little children learn the language, they learn it slowly, without any knowledge of rules, only through repeating examples and creating their own similar sentences even on the assumption that they may be wrong.(Thornbury,1999).

1.4.3. Descriptive versus Prescriptive Grammar Teaching

Descriptive grammar describes the rules that people do or can say,i.e.the description of how people speak and write. These descriptive rules are natural, known intuitively and

needed not to be taught," they provide a much more detailed look at language than most prescriptive grammar do", i.e. "information about the wide range of structures in a language" (Oldin, 1994, p.3). According to Greenbaum (1988, p.26), descriptive rules are "generalizations based on observations of the data" and are "accurate or inaccurate, depending on whether they accurately reflect the data". Moreover, Swan (2005,p.66), states that "descriptive rules are simply accounts of linguistics regularities". However, prescriptive grammar prescribes rules governing what people should or should not say, they are not natural, they need to be taught or learned in formal settings such as schools. In fact, prescriptive rules based on the evaluation of what is correct and what is not, which usage should be emphasized and which usage should not be emphasized. (Greenbaum & Nelson, 2005).

1.5. Presenting and Explaining Grammar in Classroom

The most important stage in teaching grammar in classroom is the way teachers are presenting and explaining the grammatical rules. However, this task is very complex and difficult. Ur (1996), states that grammatical structures of a foreign language are very difficult to be presented and explained. Thus, teachers need to know the grammatical structures they are going to teach and how to present this set of knowledge in a way that can be understood by learners.

To present and explain a foreign language grammatical structure is a difficult work for teachers. Firstly, a teacher must understand a structure himself and must be able to assume the level of difficulty for learners. Secondly, he must find the way of demonstrating and explaining a structure as clearly, accurately, simply and helpfully as he is able to do. He must be aware of an oversimplification and an inaccuracy which can both cause major difficulties for learners to absorb a new grammatical structure in its correct and precise way.

1.5.1. Presenting and Explaining Grammar as Rules

When the grammar rules of a particular language are known by learners, this means that they are in a situation where they can produce an infinite number of correct grammatical rules. In fact, learning a foreign language means learning its grammatical system embedded in the form of rules.(Harmer, 2001). Thus, many specialists argue that presenting and explaining grammar as rules is very helpful for students to speak and write the language fluently and accurately.

1.5.2. Presenting and Explaining Grammar as Forms

Form can be defined as the grammatical category of a word, or as "the actual words (written) or sounds (spoken) used to express something in language, as opposed to meaning or use. Form is synonymous with structure.".(Hubbard et al.,1991,p.327). For many researchers such as Larson-Freeman (2001), presenting and explaining grammar as forms is very important in order to improve learner's accuracy. Moreover, Thornbury (1999,p.22), states that " learners are more accurate the more time they have available. They can use this time to plan, monitor and fine-tune their output ", in other words, teachers while teaching the grammatical structures, need to be aware of the significant role that time plays in making students able to achieve a level of accuracy. In order to achieve this goal teachers need to use activities which ensure correct production of the forms, they also need to correct learner's mistakes and make them aware of the importance of accuracy. According to Purpura (2004), focusing only on grammatical forms is not sufficient for successful communication to take place.

1.5.3. Presenting and Explaining Grammar as Meaning Resource

Teachers who focus on teaching grammar as meaning resource aim at improving learners' fluency over accuracy, that is to say, improving learners' " ability to process language

speedily and easily".(Thornbury,1999,p.93). One way to achieve this goal is to provide learners with activities such as information gap tasks which encourage both learners motivation and real life communication. In fact, it is difficult for learners to focus on both form and meaning at the same time, however, teachers need to make a balance between the two (form and meaning).(Thornbury,1999). Therefore, presenting and explaining grammar as rules, forms or as meaning resource is appropriate in certain specific circumstances.

1.6. The Importance of Teaching Grammar

Grammar is a very important component of language that learners need to learn and master, without correct grammar communication is clearly impossible, since correct grammar leads to a better understanding of ones' ideas and thoughts. It is due to grammar that learners can use the language accurately and effectively. According to Hedge (2000), teachers give a great attention to grammar while teaching the foreign language in the classroom because of the significant role it plays. Pachler (1999), argues that learners need to master the grammatical rules in order to facilitate communication, i.e. grammar helps in producing infinite number of sentences with a limited number of words and utterances. Besides, Nunan (1991), states that grammar is beneficial for learners to better perform in the target language. Brown (1994), also emphasizes the role of grammatical structures in understanding people's ideas and thoughts, he affirms that without grammar language would not be clear and appropriate. In addition, Widodo (2006,p.2), states that grammar is not limited only to the structure of a sentence and how words are combined together in order to have a full sentence, but it also takes into account and effects the four language skills ;reading, writing, speaking and listening. In speaking and writing, students cannot write a passage or talk fluently if they do not have a fondemental level in grammar, otherwise, how they can construct correct grammatical sentences. In listening and reading students also need to have basic knowledge of the grammatical rules otherwise, they cannot interrelate the different parts of the discourse

in order to grasp the intended meaning. In fact, Ur (1988), states that grammar is very important for the acquisition of language, since people need to know how to combine appropriately the different units of language in order to use it successfully. Ur (1996) also stresses the importance of knowing the grammatical rules in mastering a particular language.

1.7. Aspects Influencing Grammar Teaching

Grammar is the spinal cord of any language and the user's mastery of it determines his competence and performance in the language. In fact, grammar teaching is influenced by many aspects among them; language acquisition, rule presentation and explanation, pragmatics and discourse.

1.7.1. Language Acquisition

Language acquisition is one of the strongest aspects which influences grammar teaching, this concept was introduced by Krashen (1982), in his distinction between language learning which is "formal instruction, typically in grammar, and is of limited use for real communication ; it is a conscious process which results in conscious knowledge about the language. On the other hand, language acquisition " is a natural process...by which the first language is picked up, and by which other languages are picked up solely through contact with speakers of those languages".(Harmer, 2001, p.71). According to Harmer (2001, p.71), studying grammar has no significant effect on communication, since the language learned by students "is not available for spontaneous use" but serves only "to monitor" communication. However, if people control what they would say this will results in artificial language. In fact, the crucial attention that is given to language acquisition led to a de-emphasis of grammar teaching since instruction does not lead to the acquisition of grammar rules and results only in confusing the learners. Odlin (1994,p.18), argues that it is important for the teacher to concentrate on the students' "readiness" to learn certain grammatical structures

before introducing any grammatical point. Moreover, Nunan (1994), argues that foreign language teachers need to teach students the grammatical points that are not beyond their current level of development. Besides, Harmer states that teaching grammar is related to the use of drills and controlled practice, however, studies and researches have shown that the use of drills and controlled practice do not lead to the acquisition of grammatical items, since "it is impossible to show a direct connection between drilling of any particular grammatical item, for example, and the acquisition of that item" (2001, p.71). On his turn, Pienemann (1985) (cited in Nunan,1994,p.257), affirms that "instruction can only promote language acquisition if the interlanguage is close to the point when the structure to be taught is acquired in the natural setting (so that sufficient processing prerequisites are developed)". Indeed, teaching grammar is significantly influenced by language acquisition.

7.2. Rule Presentation and Explanation

The first and the most important stage in grammar teaching is the appropriate presentation and explanation of the grammatical features. Therefore, teachers should pay a crucial attention to some guidelines regarding the way of the presentation of the grammatical structures. Moreover, teachers can present the grammatical rule inductively or deductively, explicitly or implicitly depending on the lessons and the students' needs.(Larsen-Freeman, 1991). In fact, during the 1960's, a lot of studies have been conducted for the purpose of knowing how to teach grammatical rules to learners. It was found that the explicit or the deductive approach to grammar teaching has no significant role than the other approaches. (Crookes & Chaudron,1991). Accordingly, different approaches, particularly CLT method affirms that deductive approach is not necessary in presenting rules, however, their attention was particularly given to the inductive approach. Furthermore, an important issue that is related to grammar teaching and learning is that, when students are exposed to a grammatical form for the first time, they nevertheless need explanations. Indeed, Close (1981,p.17)

argues that the explanations "must be accurate, strictly in accordance with genuine acceptable usage and as clear as possible". According to Crookes and Chaudron (1991), teachers while presenting and explaining grammatical rules, need to take into account certain aspects such as the necessity for explicit description, whether a rule is isolated or not, deductive or inductive presentation, the person who provides the explanation, whether the language is abstract or not, and whether the explanation is provided orally or written. Besides, teachers should also take into account whether their explanations are clear and sufficient especially to the extent of students' comprehension. In addition, teachers should give students an opportunity to demonstrate comprehension through activities and exercises. (Crookes & Chaudron, 1991). According to Ur (1996), for the structures to be perfect, teacher should focus on both oral and written forms, and on both meaning and form, in addition to the contextualized examples and visual materials for better understanding the grammatical structures. In fact, explaining the grammatical rules would be helpful for learners only if they have a good knowledge and a sufficient experience of the target language otherwise no explanation is needed. (Willis, 1996).

1.7.3. Pragmatic and Discourse

It is commonly known that grammar is the study of combining words together to have a full sentence, instead grammatical knowledge is more than that ; it is the study of selecting the appropriate forms for the appropriate contexts to express a particular meaning. Thus, grammar is related to form, meaning and context, that is to say grammar is related to pragmatics. In fact, pragmatics is the ability to select the appropriate structures for the appropriate situations and contexts. (Larsen-Freeman, 1991). Larsen-Freeman (1991), states that it is beneficial for students to work with pragmatics and that practice would help them in selecting the appropriate structure that suit the current context. He also states that changing the social context would result in changing the choice of forms. Keh (1991), states that it is very

important to make students work with grammar beyond the sentence level. That is to say, grammar does not only operate at the sentence level but also at the discourse-level where the decisions and the choices the writer makes are more significant.

1.8. The Teaching Challenges Facing Teachers and Learners

1.8.1. Grammar difficulties

The problems in learning English grammar extend to other concerns. Larsen Freeman (1991) considers that, for example, "it is neither the form nor the meaning of the English tenses that presents the greatest long-term challenge to ESL/EFL students; rather it is when/why to use one tense and not the other. In other words, it is the pragmatic usage of the tenses that is the major obstacle to their mastery". (p.289).

Accordingly, Lock (1996) states that a description of the grammar of a language needs to do more than simply lay out the forms and structures of the language, instead it needs to show what they are for and how they are used in order to be of real use to language learners and teachers. Regarding grammar as being "a prescriptive enterprise" represents another difficulty. Biber, Conrad and Reppen (1998), state that it is a common belief to view grammar as a matter of listing and specifying the grammatical rules required for 'correct' speech. They explain, "rules such as 'do not end a sentence with a preposition' and 'be consistent in the use of tense throughout a sentence' are prescriptive rules that many students associate with English grammar" (p.55). Another problem with grammar rules pertains to their easiness or difficulty and the degree of explanation they necessitate. Harmer (2001), gives the example of the rule of the use of "s" third person singular. He explains that one of the easiest rules to explain is the use of the "s" morpheme on the third person singular of the present simple, it is always added with the pronouns "he", "she" and "it". This is a straightforward rule, but it needs qualifying immediately. It can be restated by saying that

adding "s" to all verbs for the third person singular of the present simple, unless they are modal verbs (must, can, will, should, etc.). So a simple rule has become slightly less simple.

Tarone and Yule (1989), argue that the problem in rule explanation is not that the teacher does not know the rule or does not illustrate how language works, but the difficulty arises "when the learner asks why a particular form is used". The problem occurs when the rule presented is 'too simplistic' and does not account for the different contexts where a particular form is used. Therefore, if the learner meets a sentence such as "Eric said that Susan is ill", but previously was taught the 'tense harmony' rule in reported speech, the learner will likely be confused as it is illustrated in the following example (pp.15-16) :

Eric: "Susan is ill"

What did Eric say?

Eric said that Susan was ill.

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

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

1.8.2. Learners Difficulties

English learners may face many difficulties in their learning process which may harden their understanding of the learned materials. Yorkey (1974) (cited in Peck, 1991), gives the

example of Arabic (without any distinction). He said that in Arabic, there is a use of coordination, not subordination, in written paragraphs. A tightly organized English paragraph with its topic sentence, controlling and supporting ideas, is a manner of expression which is foreign to Arabic-speaking students, and one which they often interpret as "cold and calculating". To overcome these difficulties, Yorkey suggests to make students practise subordinate clauses (particularly adverb clauses of time and place, result, concession, cause, purpose and condition) through writing and identifying the various constituents of the paragraph like the topic sentence and other components.(pp.367-368). Aitken(1992), argues that "some errors are caused by 'mother tongue interference'; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents."(p.9).

Richards (1981,p.401), states that "contrary to what is often presented in popular grammar books, the progressive is not a tense (a grammatical form which depicts time) but an aspect (a grammatical form which depicts how an action unfolds)". Such distinctions then may not find their place in the classroom because of the complexity of explaining such grammatical systems to the students. Berry (1998), highlights that the difficulty of learning certain grammatical forms not only produces errors, but also avoidance of certain of these forms in the structures learners produce. This avoidance, which may stem from learners' noticing of precedent errors, in turn, results in the use (and sometimes over use) of simple structures.

1.8.3. The Use of Grammatical Terminology

Grammatical terminology or what is known as metalinguistic knowledge refers to the different terms that are used while explaining and presenting the grammatical structures, during formal teaching of grammar. It includes terms as nouns, verbs, prepositions and so on. Since many learners are unable to remember the range of terms introduced after a grammar lesson, grammatical terminology represents many difficulties for EFL learners. Stern (1992,p.327), in metalinguistic discussion, refers to Metalinguistic knowledge as one of the

characteristics of explicit grammar teaching. According to Burgess and Etherington (2002,p. 444), teachers believe that their students see grammatical terminology as useful and that its use does not present a particular difficulty for students. Descriptive grammars acknowledge the fact that language is dynamic and its use is constantly changing, although not in major ways. The problem for ESL/EFL learners, however, is that there is a time-lag between the awareness of such changes and their acceptance as the proper use of the language. In fact, Halliwell (1993), states that if students are encouraged " to learn terminology, they may develop an ability to talk about the language rather than to use it for communication". (cited in Borg,1999,p.96). In this sense, learners may have analytical knowledge about the language (formation of rules) without being able to use it to communicate.

As Morelli (2003), has observed "Grammar can be taught traditionally or contextually, but student perception should be considered by teachers in the decision-making process. Students need to feel confident that educators have met their needs . . . and educators should be willing to consider the attitudes and perceptions of students when making decisions about how to teach grammar".(pp.33-34). Indeed, many teachers prefer not to bother their learners with grammatical terminology, since possessing such knowledge does not necessarily lead to speak and write the language well.

1.8.4. Learners' Negative Attitudes towards Grammar Teaching and Learning

Researchers in the field of psychology and education, especially language learning, have shown that the type of attitudes each individual learner possesses can play a crucial role in his learning process. In fact, learners' positive attitudes towards the learning process will motivate learners to learn and acquire a language.(Dubin & Olshtain,1988). Indeed, the term attitude is defined by many researchers from different perspectives. Based on the theory of planned behavior, Montano and Kasprzyk (2008,p.71) piont out that :

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

The above quotation implies that an attitude refers to a belief and a person who has a positive attitude will bring about positive results which is not the case if that person has negative attitudes, i.e. He will bring about negative results.

Moreover, attitude is considered as an essential factor influencing language performance (Visser, 2008). Achievement in a target language relies not only on intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning a particular language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009) (cited in Tella et al.,2010), investigate that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English. Furthermore, attitudes to grammar change and differ in the language classroom content. Such attitudes are most of the time dictated by both policy and syllabus makers. In this respect, Meiring and Norman (2007), postulate that "There can be little doubt that policy and syllabus requirements shape teacher perceptions, which in turn account for changing attitudes towards grammar in the classroom" (p.58).

De Bot et al.(2005), affirm that teachers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and the tendency to acquire the grammatical rules to communicate with others, this learner will possess a negative attitude and will not be motivated in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language. Richards (1985), explains that the success of any language programme may depend largely on how well it matches the learners' values, expectations and learning styles.

According to Hinkel and Fotos (2002), the majority of learners are demotivated and have negative attitudes towards grammar learning. However, such negative attitudes about grammar didn't last for ever, sooner educators began to realize that abandoning grammar in the language teaching/learning sphere as problematic. Firstly, because most psychological theories have proved that language acquisition is a process when learners need to focus actively on noticing grammatical structures and secondly, because "Explicit instruction of grammar is necessary for developing a higher level of L₂ accuracy. If there is no grammar teaching, there will be stagnation" (p.137).

1.8.5. Learners' Lack of Motivation

Motivation is a key term in language learning, it serves as a tool that helps learners to enhance their learning process. In fact, Students differ in their level of motivation to learn English in general and grammar in particular. They may or may not feel great need to become proficient and accurate in English language. This is because of such factors that influence their learning desire. Mcgroarty (2002), implies that if students see learning as meaningful and know why they learn they are likely to raise their level of motivation. Mihalas et al. (2009) and Kozminsky (2002), discuss the teacher-student relationship and

come up with the conclusion that the student-teacher relation is a factor that can motivate students to learn more and that this relation could be a reason for making students demotivated. Deci and Ryan (1985), describe the inner motivation as something you do because you just want to, not because of a reward, but from the lust of learning. Furthermore, Covington (2000), describes outer motivation as something you do because you want some kind of reward, like a grade. Ames and Archer (1988), stress the importance of the inner motivation and argue that this kind of motivation has the best effect upon learning something new.

Learners classroom demotivation can be the result of various factors, according to Littlewood the low marks the students obtained in exams and tests are more likely to result in de-motivation ; he states that "Failure may produce negative attitudes which may help to breed further failure".(1989,p.56)". On his turn, Covington (2000) writes that motivation for L₂ learning created from people, and suggestes that motivation come from different surrounding environment of school and places where teaching takes place. He argues that for effective motivation, L₂ learning should have different kind of groups cooperating to gether success or failure. Furthermore, learners' anxiety have a significant impact in making students demotivated, unfortunately, many learners feel so, because either they come to the class with negative learning experiences or they possess a low proficiency level.

1.8.6. Large Classes

The size of the class refers to the number of the students in a given course or classroom. In fact, it is remarkable that the Algerian secondary school classroom consists of 30 to 50 students; this big number of students leads to a kind of diversity in learning styles and makes

the classroom overcrowded and leads the teacher to work in a chaotic state, the teacher instead of focusing on the objectives of a particular lesson, he most of the time tries to calm down the students wasting his time and efforts. According to Fischer and Grant (1983), the size of the class significantly affects the level of cognitive skills used by students in the classroom. Moreover, Harmer (1991) argues that teaching a large class has faced the teacher with a lot of challenges and make it impossible for him to gain control over the whole class, he states :

It is clearly the case that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in schools.(in Medjahed, 2011, p.75).

Furthermore, Stones (1970) surveyed over 1000 students and found that 60 percent of them reported that the presence of a large number of people in the class prevent them from asking questions even if the teacher encourages them to do so. This fact has a negative influence on the teaching-learning process in general and grammar teaching-learning in particular.

Conclusion

There is no doubt that learning a foreign/second language involves the learning of its grammar, and that learners need to master their grammatical structures in order to use language effectively while speaking and writing. This section deals with important issues

related to grammar teaching and learning . It also deals with the different approaches and methods (either direct, indirect ; implicit, explicit ; deductive, inductive) used to teach grammar and the role of grammar in language teaching and learning. Moreover, it deals with the aspects influencing both teachers and learners when teaching/learning grammar.

Chapter One : Grammar and Textbook Evaluation

Section Two :Textbook Evaluation and the Algerian Educational System

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1.12.3. Predictive versus Retrospective Evaluation

Introduction

The success or failure of language teaching depends on several components including teachers, students, textbook and methodology; however, the textbook remains the main source of medium in language teaching since teachers rely heavily on it, the textbook presents the subject matter defined by the curriculum. This teaching material should be well presented and well organized in order to achieve the learners' needs as well as the instructional requirements. This section deals with a brief description of the Algerian Educational System, the different approaches used to teach English in Algeria, the importance of teaching English in Algeria, then it discusses important issues related to evaluation such as the definition of evaluation, its types and its importance. Furthermore, this chapter highlights textbook definition, its role, its advantages, disadvantages, its types and finally it deals with the different approaches to textbook evaluation.

1.1. Algerian Educational System

In the Algeria, official educational system began by French colonists who forced the Algerian children to go to schools and learn European languages especially French. There were only few number of schools in Algeria and only few number of people were able to receive education. However, when Algeria got its independence things have changed.

The education system in Algeria is structured as follows :

1.1.1. The Pre-School and the Primary School

1.1.2. The Middle School

1.1.3. The Secondary School

1.1.4. The Higher Education

1.1.1. The Pre-School and the Primary School

At the age of five (5) years, the Algerian children go to the pre-school and then, at the age of six, they stay at the same school and start their primary education. In fact, Students start learning French as a first foreign language from the second year of primary education where English language is not taught now. At the end of this stage children should pass an exam to be able to move to the middle school.

1.1.2. The Middle School

At eleven (11) years old, the Algerian pupils begin the four years middle education. In fact, English is introduced in the first year of Middle Education, at the beginning it is considered as the second foreign language. It is taught for four (04) year. New syllabuses have been designed and new textbooks have been published. Indeed, by the end of the fourth year, pupils need to pass the national education exam Brevet d'Enseignement Moyen "BEM" which grants them access to the Secondary Education.

1.1.3. The Secondary School

This stage begins when pupils are fifteen (15) years old and finishes when they pass the Baccalaureate examination (BAC) before they proceed to one of the universities, state technical institutes, or vocational training centres which fall under the responsibility of the Ministry of Higher Education and Scientific Research.

1.1.4. The Higher Education

The Algerian Ministry of Education has begun, in recent years, a global reform of the system of higher education to meet new system requirements imposed by the new socio-economical needs of the country as well as those of science and technology. The choice fell on the "LMD: License-Master-Doctorate" system. This system is set to introduce a degree structure based on the new French model of Licence, Master and Doctorate degree (License, Master, Doctorate)

1.2.English Teaching Approaches in Algeria

The Algerian Ministry of Education has set different approaches and methods to teach English as a foreign language. In the 1960's, the Grammar Translation Method dominated the English language teaching field at all educational levels. In 1967 the Situational Approach was used in Algeria through L.G.Alexander's *"Practice and Progress"*. Moreover, in the 1970's, the Algerian education system implemented the Aural-Oral Approach through *"Success with English Course book I"* (1970) and *"Success with English Course book II"* (1971). Later, the Direct Method was used in the Algerian education system through the text books *"Andy in Algeria, Learn English with Us, 3 ème AM"* (1977) and *"Madjid in England, Learn English with Us 4 ème AM"* (1977). In addition, the Structural Approach and Communicative Approach to Language Teaching were adopted to teach English as a foreign language in Algeria. In 2005, Competency Based Approach was introduced by the Algerian Ministry of Education and has been adopted in the new textbooks and English program.

1.3. Why Teaching English as a Foreign Language in Algeria

The Algerian Ministry of Education adopts and encourages the teaching of English as a foreign language because of the significant role that English plays not only in education but in all fields of human life such as economy, politics, culture...etc. According, to Burshfield (cited in Louznadgi,2003,p.78) "Any literate, educated person on the face of the globe is deprived, if he does not know English". This quotation shows the importance of teaching English in all school curriculum throughout the world not only in Algeria.

1.4. Evaluation Definition

The term evaluation has been defined by different researchers and scholars such as Hutchinson and Waters (1987,p.96) who state that " evaluation is the process of judging the suitability of particular purpose ". On his turn, Lynch (1996,p.2) defines evaluation as " the systematic attempt to gather information in order to make judgements or decisions ". Besides,

McDonald (1973,pp.1-2) points out that " evaluation is the process of conveying, obtaining and communicating information for the guidance of educational decision making, with regard to a specific program ". Moreover, the term evaluation is defined by Alderson (1986,p.5) (cited in Brown and Rodgers,2002,p.227) as " the process of seeking to establish the value of something for some purpose... ". Therefore, Nunan (1992,p.185) states that evaluation " involves not only assembling information but interpreting that information-making value judgments ". An other definition is given by Rea-dickens and Germaine (1994,p.4) who claim that "evaluation is an intrinsic part of teaching and learning" .

From the above definitions, different researchers argue that evaluation is the systematic collection of data about a particular object to measure its value and decide whether everything is appropriate or there is a need for modification for the purpose of improvement.

1.5. Types of Evaluation

There are different types of evaluation depending on what is being evaluated and the purpose of evaluation. Some of them include the following :

1.5.1. Formative Evaluation

According to Scriven (1967) and Brown (1989), formative evaluation is used for the purpose of assessing a program and checking whether it is feasible, appropriate and acceptable before it is fully implemented. It helps to refine and improve a program. Formative evaluation is usually conducted when starting a new program or when an existing one is being adopted or modified. This type of evaluation needs to answer such questions as :

-How well is the program being delivered ?

-What strategies can be used to improve this program ?

1.5.2. Summative Evaluation

Summative evaluation is conducted at the end of the program design, it gives information about the program which helps in deciding whether to continue or end this program. Summative evaluation is used to assess whether the results of the program meet the stated goals.(Scriven, 1967). It may answer such questions as :

-Should this program be continued or ended ?

1.5.3. Process Evaluation

According to Scriven (1967), process evaluation is conducted as soon as the program implementation begins in order to determine whether a program has been implemented as planned. It is used to determine why an established program has changed overtime. Process evaluation focuses on the changes in comprehension, attitudes, behaviors and practices that result from program activities. This type of evaluation can be very useful in determining whether a program should be continued, expanded upon, refined or eliminated. Process evaluation describes the inputs to the delivery of services such as :‘who’,‘what’,‘where’,‘how many’ and ‘how much’. It answers questions such as :

- How external factors influenced program delivery ?

- Did your program continue to be met its goal for recruitment of program participants ?

1.5.4. Outcome Evaluation

Outcome evaluation measures the effectiveness of the program for changing the targeted attitudes, knowledge, values, skills and behaviors of participants and the extent to which a program achieves its outcome-oriented objectives. It is conducted to establish and measure

clear benefits of the program.(Stufflebeam & Shinkfeld,1985) . Outcome evaluation may answer questions such as :

- What benefits changes occurred to people as a result of your program's efforts ?

1.5.5. Impact Evaluation

Impact evaluation assesses the program's progress in achieving its ultimate goals. It focuses on long term results of program activities. This type of evaluation requires long period of time (longitudinal studies). It aims at providing feedback to help improve the design of programs and policies.(Stufflebeam & Shinkfeld, 1985). It answers such questions as :

-What effects would a program participants miss out on without this program ?

1.6. The Importance of Evaluation

Evaluation refers to the process of gathering information for the purpose of determining whether a program is effective in achieving the stated objectives and anticipated results .

Evaluation is important in assessing and adapting programs and activities to ensure that they are effective as they can be. It is also helpful in identifying areas to improve program design and implementation. Besides, evaluation is helpful in demonstrating program success or progress. In addition, evaluation helps in guiding future plans and ensuring that the objectives are met and identifying problems and weaknesses so they can be rectified .

1.7. Textbook Definition

Although recent technological innovations have helped teachers to teach in new ways and to reach new goals, published textbooks are still the most commonly used source material for most instructional situations. This instructional material has been defined by different specialists in the field. For example, Richards and Schmidt (2002,p.550) define the textbook as

" a book on specific subjects used as a teaching-learning guide" . An other definition by Oxford Dictionary (2008,p.1530) indicates that it is "a book that teaches a particular subject and that is used especially in schools and colleges ".In fact, textbook can be referred to as a published book designed particularly to help language learners improving their linguistic and communicative abilities. (Sheldon, 1987). Besides, textbooks are designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students (Mares, 2003) and foster effective and quick learning of the language (Cunningsworth, 1995). Textbooks play an essential role in ELT classroom all over the world. (Dendrinis, 1992; Lee, 1997; Williams, 1983).

1.8. Advantages of Textbook

According to Sheldon (1988), one advantage of using the textbook in language classroom and program is that the printed textbooks and published materials have more credibility than other materials. An other benefit suggested by Hutchinson and Torres (1994), who indicate that the textbooks can help teachers since the changes introduced gradually and it can create frame upon which teachers build their own methodology through different activities, readings and explanations. Textbook provides a readily available source of ELT materials for teacher to focus on doing the real work of teaching and not having their energy dispersed by preparation of teaching materials (Edge & Wharton, 1998). The way textbook chapters are designed and structured can provide a blueprint of how lesson can be conducted.(Hutchinson & Torres,1994). Textbook can also serve as a tool to motivate and stimulate language learning . (Allwright,1981 ; Lee,1997; Skierso,1991). Secondly, textbook can serve as a reference point for teachers managing their teaching progress and also help to provide focus for teaching (Tomlinson, 2008). One of the major motivations in using textbooks in the ELT environment is that textbook can serve as a good monitor for measuring progress of teaching and learning. Textbook can have a similar function of a map, showing the teaching progress and can provide

directions and ideas in how lesson can be delivered (McGrath, 2002 ; O'Neil, 1982 ;Ur,1996 ;Tomlinson,2008). Textbooks are effective tools in terms of allowing for carefully planned and systematic presentation of the syllabus of an ELT program and facilitate curriculum change. (Ur ,1996 ; McGrath, 2002).

1.9.Disadvantages of Textbook

Although there are many advantages of using ESL/EFL textbook as stated by many theorists, a number of researchers (Allwright, 1981; Harwood, 2005; Swales, 1980), highlight the disadvantages regarding the use of textbooks. At one extreme, the wide use of textbooks can be seen as educational failure (Swales,1980). No textbook can effectively address individual learning styles, differences of learners and the requirement of every classroom setting (Tomlinson,2003 ;Ur,1996 ;Williams,1983). At its worse, the teachers may become totally reliant on the textbook and not spend time preparing their lessons. (Ur,1996 ; Tomlinson,2008). This would ultimately lead to an adverse situation in which the teacher teaches the book rather than teaching the language itself (McGrath, 2002 ;Reynolds, 1974). Allwright (1981) argues that textbooks, in some situations, may effect learners involvement in the language aquisition process. He suggests that pre-packaged textbooks are inadequate to sufficiently cater for the complex dynamics of the process of language acquisition.

The structure of textbook may inhibit creativity and imagination during the learning and teaching process (Ur,1996). Teachers may even be led to believing that the activities and tasks of textbooks are always superior to their own ideas (McGrath ,2002). Moreover, learners may dislike the topics covered by the textbook and this may lead to association with boredom in English lessons .(Lee,1997 ; Ur,1996).

After all, language learning should be interactive and should not be limited to the structure imposed by the textbook (Tomlinson, 2010). No matter how pedagogically sound the textbook

is, learners will quickly lose interest if they find the materials not interesting (Cunningsworth, 1995). Tomlinson (2010) points out that a big potential disadvantage of using textbook is that only a minority of textbook writers have actually applied language acquisition principles when writing the materials (Reynolds, 1974; Tomlinson, 2010).

1.10. The Importance of the Textbook in EFL Classroom

There are many important materials used in EFL and ESL classrooms and programs. Among these materials textbooks. In fact, textbooks are the most essential components of English language teaching. Indeed, the importance of textbook in EFL classroom is so extensive that it is almost a universal element in ELT teaching and it is crucial to any ELT program. (Hutchinson & Torres, 1994; Litz, 2005; Sheldon, 1988). Research has suggested that it is extremely common to see ELT professionals incorporating the use of textbooks for daily teaching purposes and very few of them would not use published ELT materials at some stage of their career (Byrd, 2001; Cunningsworth, 1984; Harmer, 1991; Litz, 2005; McDonough & Shaw, 1993). Even though the importance of using textbooks in ELT has been justified by many different researchers, opinions on whether textbooks can actually help or hinder the teaching and learning process seem to be polarized.

1.11. Type of Textbook Evaluation

Scholars in textbook evaluation, such as Sheldon (1988) states that evaluation checklists should cover some criteria related to characteristics of textbooks such as layout, organization, methodology, aims and the degree to which a set of materials is not only teachable, but also fits to the needs of the teachers' approaches as well as the organizations of general curriculum. Besides, textbook evaluations should include criteria related to gender and cultural components and the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs and interests as well as those of the teacher and/or institution.

Ellis (1997) distinguishes three types of evaluation, namely predictive or pre-use evaluation, in-use evaluation and retrospective evaluation.

1.11.1. Predictive evaluation

A predictive evaluation is designed to examine the future or potential performance of a textbook and to make a decision regarding what materials to use. Teachers who are required to carry out a predictive evaluation determine which materials are best suited to their purposes.

1.11.2. In-Use Evaluation

The in-use evaluation designed to examine materials that are currently being used. It can help to examine the suitability of the textbooks while using them or by observing how they are actually being used.

1.11.3. Post-Use Evaluation

Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for them, and this type of evaluation is called retrospective or post-use evaluation.

All of these types of evaluation help teachers make appropriate judgement concerning the effectiveness of their teaching including the materials they used.

1.12. Approaches to Textbook Evaluation:

Textbook evaluation can take three forms: impressionistic versus in-depth, for potential versus for suitability, predictive versus retrospective.

1.12.1. Impressionistic versus In-Depth Evaluation

According to Cunningsworth (1995), textbook evaluation is approached in an impressionistic way when a general overview of its possibilities, strengths and weaknesses is operated. However, when they become more penetrating as to its approach and how specific items are dealt with in relation to the learners' needs and syllabus requirements, then it means that an in- depth evaluation is undertaking.

1.12.2. For Potential versus for Suitability Evaluation

When there is no predetermined use in mind in terms of what situations the textbook can be used in, then it is evaluation for potential. However, when evaluation is tackled against a set of criteria, then it is evaluation for suitability. (Cunningsworth, 1995).

1.12.3. Predictive versus Retrospective Evaluation

Predictive evaluation aims at enabling the evaluators to make decisions as to what materials are to be used in respect to their suitability to the objectives. The teachers can either rely on evaluations conducted by experts, or carry on their personal evaluations thanks to several checklists and guidelines as helping tools. Retrospective evaluation occurs after the textbook has been used to determine its weaknesses and strengths, to what extent it has been successful in achieving the predetermined objectives, and to what degree it needs renewal and/ or modification.(Cunningsworth,1995; Ellis,1997).

Conclusion

Textbook is the main material that links the stated program and the teaching situation, they are considered as the sole materials that should be presented in any teaching / learning process. In the Algerian Education System, the English Language Syllabi are based on the designed

textbooks to ensure that all the classes all over the country would use the same textbook, the same progression as well as the same content. Textbook evaluation is a very important tool that help in checking whether the designed textbook is effective and suitable for the learners needs and level.

Chapter Two : Data Analysis

Introduction

2.1. Textbook Evaluation

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2.1.2. The Place of Grammar in the Textbook

2.1.3. Presentation of "New Prospects" Textbook

2.1.4. Evaluating the Grammatical Component

2.2. Classroom Observation

2.2.1. Classroom Observation Description

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Limitations of the Study

Conclusion

Introduction

For the purpose of checking the effectiveness of the Algerian third year secondary school textbook "*New Prospects*" in presenting the grammatical structures and investigating the teachers' perceptions about the suitability of this teaching material, three data collection methods will be used : First a textbook evaluation will be conducted in order to evaluate grammar teaching in the Algerian secondary schools, then a classroom observation will be designed for the purpose of observing how grammar is taught in the field itself. After that a questionnaire was conducted. The questionnaire consists of 22 questions which were developed and given to English secondary school teachers in Jijel since their views and opinions are very important to test our hypothesis .

2.1. Textbook Evaluation

To find out the strengths and weaknesses of the third year secondary school course book "*New Prospects* " and whether it is effective in presenting the grammatical structures, the present research provides the following checklist drawn substantially from the theoretical framework and more specifically from the guidelines and the checklists adopted from Cunningsworth (1995) :

- 1- Is grammar taught in real-life contexts ?
- 2- Are the examples interesting ?
- 3- Are there contextualized examples of grammatical structures?
- 4- Is the grammatical structures in the textbook explained in the students' mother tongue or in the language they are learning?
- 5- Are newly introduced items related to and contrasted with items already familiar to the learners?
- 6- Does the grammar items included in the textbook correspond to the learners' language needs ?

- 7- Is grammar taught explicitly?
- 8- Is grammar taught implicitly?
- 9- Is grammar taught inductively?
- 10- Is grammar taught deductively?
- 11- Are the grammatical points repeated and reinforced in subsequent lessons?
- 12- Do the grammatical points receive sufficient practice through exercises and activities?
- 13- What grammar items are included?
- 14- How balanced is the treatment of form and use?
- 15- Do the presentation and practice activities include the integration of skills in realistic context?
- 16- Are the new grammatical points presented in a meaningful context to facilitate understanding?
- 17- Are the explanations easy to understand?
- 18- Are there enough examples accompanying the explanations?
- 19- Are the grammar rules presented in a logical manner and in increasing order of difficulty?
- 20- Is there an emphasis on language form?
- 21- Which approach is used to teach grammar ?
- 22- Do large classes affect the students' participation ?

To start with, it is obligatory to provide some information about the textbook before dealing with grammatical criterion.

2.1.1.General Information about the Textbook

- Name of the textbook : "*New Prospects*".
- Intended learners' level : Third year secondary school .
- Authors :S.A. ARAB.
B. RICHE.
M. BENSEMMANE.
- Publisher : The National Authority for School Publications.

- Year / place of publication :2007/Algeria.
- Number of pages : 270.

2.1.2. Presentation of the Textbook "*New Prospects*"

"*New Prospects*" is an official textbook designed by the Ministry of National Education to teach English for third year students in the Algerian secondary schools. The major aim of this teaching tool is to enhance in learners the three main competencies: interpreting, interacting and producing by adopting the competency-based approach to language teaching. This textbook consists of six units following approximately the same organisation and structure. Each single unit deals with a specific topic suggested by the curriculum designers and contains four main sequences. The six units and their themes are presented in table 1 as follows :

The Units	The Themes
Exploring the past	Ancient civilization
Ill-gotten giants never prosper	Ethics in business :Fighting Fraud and Corruption
Shools :different and alike	Education in the world :comparing educational systems
Safety first	Advertising , consumers and safety
It's a Giant leap for Mankind	Astronomy and the solar system
we are a family !	Feelings ,emotions, humour and related Topics

Table 01:Themes and Units' Organization of New Prospects (Curriculum of English 3AS, 2007,p.137)

The units are structured as follows :

- Presentation of the the project outcome
- Two parts: Each part contains two sequences divided into rubrics.
- Take a break (a relax section for students)
- Research and report (section in which students work individually or in groups to check whether they have achieved the designed objectives)
- Project outcome
- Assessment
- Time for...
 - ✓ Part One : contains two sequences :
 1. Listen and consider
 2. Read and consider

These sequences contain the following rubrics:

- Language outcomes (to state linguistic objectives)
- Getting started
- Let's hear it (for the **Listen-and-consider** section)
- Taking a closer look (for the **Read-and-consider** section)
- Around the text (comprises grammar and vocabulary tasks through grammar explorers and vocabulary explorers.)
- Pronunciation and spelling
- Think, pair, share
- ✓ Part Two :also contains two sequences :
 - 1- Listening and speaking
 - 2- Reading and writing

These sequences contain the following rubrics:

- Skills and strategies outcomes
- Before listening or before reading
- As you listen or as you read
- After listening or after reading
- Say it in writing or writing development

This part ends with a project outcome which is presented at the very beginning of the each unit. (English Seminar, 2007)

The following items are found at the end of the textbook New Prospects :

- a. Listening scripts
- b. Grammar reference
- c. Resources portfolio

2.1.3. The Place of Grammar in the Textbook

In the textbook "*New Prospects*" learners are exposed to different language forms in order to know how to use English language. This textbook consists of six units which are mentioned previously .

These units try to make a balance between topics related to science and technology, and other topics related to language and humanities. Throughout the six units learners are exposed to different activities that reflect real life situation and allow them to use English in a creative way. Besides, it seems that grammar is emphasized in the learners' textbook "*New Prospects*". In fact, introducing any particular grammatical point relies on listening or reading a passage which help in improving learners' spoken and written production. In "*New Prospect* ", learners have the opportunity to revise grammar structures on their own through

coming back to the grammar reference rubric (a section which consists of all the grammatical lessons). It is remarkable, in the "*New Prospects*" that within the same units, grammatical points are repeated, this gives learners an opportunity to revise and practice them. Thus, a full mastery of grammatical structures. Moreover, grammar is taught inductively , i.e. the students discover the rules themselves . In fact, there is no agreement on the appropriate method to teach grammar.

2.1.4. Evaluating the Grammatical Component

As it is mentioned above "*New Prospects* " includes six units each of which is organized around a given topic. However the evaluation will focus only on the second unit whose theme is " Ethics in Business". The evaluation of only one unit is because of the fact that all the units have the same organizational structures.

In this evaluation the first thing that have been noticed is that the textbook includes the learning objectives the students should reach. In each section there is a rubric that is called "language outcomes" which contains the learning objectives of each section. For example the first section includes the following :

Language outcomes

- Expressing wish and desire with wish and it's high time
- Asking for and giving advice and warning using should, ought to and had better.
- Pronouncing words ending in - ies
- Making a public statement

Figure 02 :An Example of Language Outcome. (New Prospects, p.46)

In fact grammar in "*New Prospects* " is taught following the principles of the inductive approach in that the learners are expected to discover the rules themselves and apply those rules in various exercises .

The grammar items that are included in unit two are as follows :

Themes	Functions	Grammatical structures
Ethics in Business	Describing	- Present Simple - Present Continuous - Passive
	Advising	- Should/ Ought to /Had better + bare infinitive
	Expressing Obligation and necessity	Must / Must not / Have to - Due to / For/ As / Since
	Expressing Cause and effect	- So + adj + that - Such + adj +noun+ that - So/As a result / Consequently/ Thus - As long as / Provided
	Expressing condition	that - If conditional(type 2)
	Expressing Opinion	- verbs for expressing opinion (think , believe...)
	Expressing wish and regret	- I wish,it's high time+subject+past simple and past perfect

Table (02): A Sample of Grammar Lessons Presented in the Textbook (English textbook (3AS), 2007, p.8)

In the evaluation of unit two, it is found that learning about "providing that" and "as long as" to introduce condition is not included as an objective in "Language outcomes" rubric.

This fact does not help the teachers to structure their lessons and the students to focus on what should be learned during each lesson.

In unit two page 47, the grammar focus is on the linking words (providing that, as long as) which introduce condition. The students are provided with two sentences which are :

- We **will** eradicate corruption **providing (that)** we act now.
- The chances of eradicating corruption **will** increase **as long as** all countries are committed to fighting it. (New Prospects, p.47).

These sentences are related to the unit's theme (ethics in business) not to the students real life communication. However this kind of examples will help students to enrich their vocabulary. In fact, students are asked to consider the above sentences and then answering the questions that follow, this will help the students to discover the rules, for example, question "A" which says :

- Which of the following items do you think can be used instead of the words in bold ?

a. even if b. but only if c. except if d. even though.

(New Prospects, p.47).

This question gives the students an impression of what they are going to learn and what is the function of "providing that and as long as". Moreover, after presenting the rules inductively using CBA, students are given a task to check whether they have achieved what they have been taught. The task is in page 48 in which the students are asked to connect each pair of sentences with one of the given words (providing that, as long as) and to make changes when necessary. The sentences that are used in the task are contextualized (related to the unit's context not to the student's real life context) for example :

a. The Mayor (elect) for a second term .

b. He manage to avoid corruption scandals. (New Prospects, p.48).

Indeed, this task helps students to know how to link two sentences using "providing that and as long as" and which tense to be used, this task also helps them to acquire new vocabulary items that are related to this unit. The teacher here is just a guide helping the students to achieve the defined objectives. At the end of each grammar lesson the teacher refers students to see the "grammar reference" to check their answers and memorize the learned rules.

An other example of grammar lessons is present in page 48 in which the students are provided with a set of examples (which express regret , advice, desire) such as :

A. I wish our fellow citizens **had heard** our call for fighting corruption earlier than now.

B. I **wish** the present anti-corruption laws **were** tougher.

C. **It's high time** we organized ourselves into an anti-corruption association . (New Prospects, p.48).

These examples are related to the context of the unit's theme, here the principles of the CBA are implemented and grammar is taught inductively. Following the given examples a set of questions are raised, these questions help the students to discover the rules themselves, for example :

1. Sentences A and B express regret. What tenses are the verbs following **I wish** ? Match these sentences with the time references below :

a. Regret about the present.

b. Regret about the past. (New Prospects, p.48).

After being introduced to some basic rules concerning the use of "wish and it's high time", students are given two exercises; in the first exercise (page 49) students are asked to rewrite

given sentences using "it high time" and to express their impatience with bureaucratic malpractices. An example of the given sentences is the following :

A. You think that the government should take measures to stop tax evasion.

B. You think the something should be done to eradicate the 'underground' economy in our country. (New Prospects, p.49).

This task puts students in a situation where they feel as they are working in a real life situation. That kind of tasks helps students to master the learned material and use this material while using the language either is speech or writing . On the other hand, in the second exercise (page 49), students are asked to respond to some given situations in which they are asked to write certain sentences starting with "wish" and make changes in the tense of verbs when necessary. This exercise is related to the context of the present unit through the use of contextualized examples such as :

A. Someone regretting having stolen the public funds.

B. Someone wishing himself home and not in prison. (New Prospects, p.49).

In doing these exercises, students are not only going to apply the rules but they are also going to gain some useful knowledge and develop their vocabulary.

In the same page (49) a new grammatical structure is present (had better) in which students are provided with two examples which contain the expression "had better" and which are related to the unit's theme. These examples are :

1. Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.

2. They **had better not** say that the fight against corruption is not their own business.

(New Prospects, p.49)

For the purpose of understanding and knowing the function of **had better** in the above examples a series of questions are raised, these questions are :

A. What do the items in bold type express ?

B. which of the items in the box bellow could you use to express the same ideas as in sentences 1 and 2 above ? use them to rewrite the sentences.

May-could-ought to-should-must-have-if I were you-might

C. What is the short form /contraction of the words in bold type ? In which of the two sentences could you use this short form ?

D. Use the modal should in an interrogative sentence of your own ? (New Prospects, p.49)

Such questions help students in discovering and understanding the rules and applying them while speaking or writing. For the purpose of assessing and testing the students' understanding of the learned expressions, a task (in page 50) is used in which students are asked to rewrite certain sentences using "had better" or "had better not", those sentences are contextualized. Examples of these sentences are the following :

1. I have to meet our manager in 20 minutes .I must go now or I'll be late.
2. "Should I keep these files in a safety deposit box ?" "yes, you should. They contain top secret information about your company ".(New Prospects, p.50). In fact such contextualized examples help students to rich their vocabulary .

Within the same unit (page 55), students are provided with certain pair of sentences (related to the unit's context) and asked to link those pair of sentences using "so + adjective + that" or "such + noun phrase + that". These sentences are :

- a. There are many marketed imitations of these brands.
- b. Consumers have lost confidence in these brands.
- a. Copies of brands are cheap .
- b. Some consumers don't hesitate to buy them.
- a. Counterfeits are of bad quality .
- b. It is a waste of money to buy them. ".(New Prospects,p.55).

Using these pair of sentences the rules are explained inductively. After that, students are provided with two exercises to check the students' achievement of the defined objectives. In the first exercise (page 55), students are asked to pick out two sentences from the text (page 54-55) that are similar to those given in the previous task, this shows that there is a relation between the lessons as well as between the exercises. Moreover, in the second exercise, students are asked to go back to the sentences they had picked out from the text and then answer these questions :

- A.What are the main clauses in the two sentences ?Underline them once.
- B.What are the subordinate clauses in the two sentences ?Underline them twice.
- C.What do the subordinate clauses in both sentences express ?
- D.Rewrite the two sentences so that they mean the same using the following link words : **so, as a result, as a consequence, or consequently.** (New Prospects, p.55).

These questions are helpful for students to know and master the learned grammatical rules.

Furthermore, in page 56, the grammar focus is on the passive and active voice ; students are provided with the following sentences :

1. A counterfeit is something that is forged, imitated.
2. Products of all sorts are being copied everyday by counterfeiters. (New Prospects, p.56).

The first sentence is in the active form while the second is in the passive form, after that a set of questions are raised for the purpose of explaining the rules and making them clear. Then students are given a passage (a short businessman's memo, p.56) and asked to rewrite it using the passive form and make the necessary changes. This passage is related to ethics in business which is the theme of the unit under evaluation.

Within the same page (56), a new grammar lesson is presented through which the students are asked to pick out (from the last paragraph of the text page 54-55) sentences that express prohibition and obligation, after that students are asked to answer the following question :

- A. Which two models are used to express obligation / necessity ?
- B. Which model is used to express prohibition ?
- C. Which model can be used to express lack of obligation ? Use it in a sentence of your own. (New Prospects, p.56).

These questions help students to know the different modals and their functions. In fact the second part of the last question help students to develop their abilities to use language correctly.

At the end of each unit, students are provided with an evaluation grid that help them to assess and test their abilities to use what they have learned and become aware of their progress.

The analysis of the "*New Prospects* " (unit two) proved that grammar is taught inductively focusing on the principles of the competency-based approach .i.e, the students are supposed to

study the grammatical structures within a communicative framework. The contextualized examples are used while presenting the grammatical structures. In fact, the textbook need to provide plenty of contextualized examples related to the grammatical structure which would help students better understand it. However, the textbook does not use real-life contexts to teach grammar, which is not beneficial for the students because teaching grammar according to the students' real-life contexts help them to use language appropriately and successfully in speech and writing particularly for de-motivated learners. With *"New Prospects"*, learners have the opportunity to revise grammatical structures on their own. They are allowed to do so by coming back to the grammar reference rubric. What is remarkable in *"New Prospects"* is that some grammatical points are repeated periodically in the same units. This constitutes a valuable opportunity to learners, to revise and practice them repeatedly. Moreover, the textbook contains exercises that are clear and simple for learners to understand and complete, in addition the grammatical structures covered in the exercises are clear and not mixed with other grammatical phenomena. Also the vocabulary in the grammar activities does not take the students' attention away from the taught grammar. However, most of the proposed exercises which are meant to introduce and attract the learners' attention to certain grammatical structures that exist in the learners' textbook do not fully comply with the ones proposed in the Baccalaureate examination. Indeed, all the grammar structures in the textbook are explained in the language the students are learning, that is to say, the textbook does not use the students' mother tongue. However teachers, from time to time, use the mother tongue for the purpose of making all the students, especially de-motivated learners and learners who have negative attitudes towards English in general and grammar in particular, understand the grammatical lessons. In the light of all the already mentioned realities, *"New Prospects"* remains a largely functional textbook rich with the grammatical structures. All in all, third year secondary school textbook *"New Prospects"* provides

sufficient content for grammar understanding, in other words, "*New Prospects*" is effective in presenting the grammatical structures to third year secondary school learners.

2.2. Classroom Observation

2.2.1. Classroom Observation Description

For the purpose of knowing how grammar is taught in Algerian secondary schools and evaluating the effectiveness of third year secondary school textbook "*New Prospects*" in presenting the grammatical structures, a classroom observation was conducted. In fact, a classroom observation is a formal observation of teaching while it is taking place in a classroom or other learning environment. It is one effective mean of learning how certain teaching methods are employed in the schools, how classrooms are organized, and how students respond to the classroom environment. (Reed & Bergemann, 2005, p.9). In the present research the classes were observed for two weeks : each class was observed for two or three hours a week. The aim behind this is to make learners more familiar and less distracted, since "...If the observer...is present during several lessons, students may become accustomed and consequently revert back to their normal classroom behavior" (Cohen, 1998,p.33). Moreover, when there is a direct contact between the researcher and the class, the data observed would be more valid and reliable.

The number of students under investigation was between thirty eight (38) to forty per class, but not all of them attended regularly, during the observation. Besides, In order to collect the necessary data ;The researcher sat at the end of the class and relied on taking notes about how grammar is taught (inductive, deductive, implicit, explicit...), the approach used by the teacher to introduce new grammatical items, the learners' motivation and interest, learners' attitudes towards grammar learning, the effectiveness of the textbook...etc. In addition, an observation grid was also used.

2.2.1. Classroom Observation: Analysis of the Results

This section is devoted to the analysis of data gathered during classroom observation, which was meant to provide a thorough picture of what really happens inside the language learning classroom. The purpose is to see how the procedures are going on in the field itself. During the classroom observation, it was noticed that the majority of students have negative attitudes towards learning English in general and learning grammar in particular. Many classroom behaviors have shown so; the students' lack of interest, during English lessons in general, their little attention, their lack of participation and mainly their lack of involvement in classroom activities. Although motivation is an important factor that helps students to master the grammatical rules, it was noticed that the majority of third year secondary school students are not motivated. In fact, classroom observation helps us in finding out numerous factors that have directly or indirectly influenced the teaching and the learning of EFL grammar in general. These factors were summarized in what follows:

1- The Use of Grammatical Terminology

For many students, grammatical terminology is considered as a difficult task in mastering the grammatical rules. Many researches and studies have shown that the grammatical terminology or what is known as metalinguistic knowledge creates a lot of challenges for EFL learners and it is concerned as a major factor which influences grammar learning. In fact, these views were proved through what has been observed during classroom observation. It was noticed that a lot of students find various obstacles when it comes to use the grammatical terminology.

2- Learners Negative Attitudes towards Grammar Learning

Learners attitudes in general are considered as an essential factor which plays a crucial role in the learning process. Students' achievement of the target language does not only rely on their internal abilities but also on their attitudes towards learning ; as far as the students'

attitudes towards grammar learning is concerned, the classroom observation have shown that most third year secondary school students especially repetitives, whose previous learning experiences affected the learning process, have negative attitudes towards learning English in general and grammar in particular.

3- Large Classes

According to what has been observed, the number of students in most terminal classes exceeds thirty five (35) learners. This big number of students would creates a lot of difficulties for both teachers and learners and affect grammar teaching and learning. It has been also observed that the teacher instead of presenting and explaining a lesson he spent most of his time trying to calm down and manage his classroom students. we conclude that overcrowded classes affect negatively both teachers and learners to teach and learn English in general and grammar in particular.

4- Learners' Lack of Motivation

One of the most important factors that help students to develop their learning process is to be motivated all along this process. Unfortunately, it has been observed that most of third year secondary school students are not motivated ;The students lack of motivation can be due to different reasons such as :large classes, students' negative attitudes, learners' anxiety about the language learning atmosphere.

Furthermore, we have observed that most teachers rely on a deductive approach to grammar teaching rather than an inductive one, and a mix of methods instead of focusing only on one particular method, although the main objective of third year secondary school textbook "*New Prospects*" is to teach English implementing the CBA which focuses on an inductive approach. In fact, teachers use a mix of methods and rely on the deductive approach to teach grammar for the purpose of making the students better understand the learned material. Moreover, it was noticed that all the classrooms are overcrowded ;The average number of

students per class is thirty five (35) or more, this large number affects negatively the learning process . In addition, teachers, while presenting the grammatical structures, they heavily rely on the textbook and use both the Arabic and the English languages. It was remarkable that some of the grammatical points are repeated and reinforced in subsequent lessons. Besides, it was also noticed that most of the teachers focus on preparing third year secondary school students for the Baccalaureate examination and not teaching English for communicative purposes.

2.3. Teachers' Questionnaire

2.3.1. Administration of the Questionnaire

The sample of the questionnaire consists of thirty eight (38) teachers randomly chosen from eleven (11) secondary schools in Jijel : Algeria. One at El Emir Abd Elkader, two at Kaous, one at Tassoust, five at Jijel, two At Taheer municipality, all of them have been teaching third year secondary school students . Some teachers were given a period of one hour or more to answer the questions, but some of them took from two to three days simply because they did not have enough time. Teachers who answer the questionnaire are both novice and experienced, since it is believed that questioning experienced as well as novice teachers may add insights on situation under investigation.

2.3.2. Description of the Questionnaire :

The recent questionnaire aims at examining the effectiveness of the third year secondary school coursebook "*New Prospects*" in presenting the grammatical component. The questionnaire consists of twenty one (21) questions which are a mixture of closed questions where the teachers were asked to answer by "yes" or "no" or to tick up the answers from a number of choices, and open ended questions where the teachers were requested to suggest other alternative answers when necessary.

Section One : General information (Q1-Q3)

The first section of the questionnaire consists of three questions which are related to the teachers in the field of teaching English. The first two questions were concerned with the teaching experience, whereas the third question sought to collect data about the average number of students in their classes.

Section Two : Teaching Grammar (Q4-Q13)

The second section involves nine (09) main questions concerning the teachers' perceptions about teaching grammar. The first two questions aim to uncover the teachers' objectives of teaching English in general and grammar in particular to third year secondary school students . Q6 and Q7 were designed to ask teachers about the teaching approaches and methods they implement while teaching grammar issues. Q8 was asked to know teachers' perceptions about the language that should be used to teach grammar. Q9 and Q10 aimed at finding out the time given to teach grammar and the teachers' perception about the desire time to teach such component of language. Q11 was designed to uncover the language teachers use while presenting the grammatical points. In Q12 teachers are required to express their attitudes towards the importance of grammar. The last question in section one was intended to know if teachers consider the mastery of the grammatical structures as a way that would enable students to communicate effectively.

Section Three :Aspects Influencing Grammar Teaching/Learning (Q14-Q16)

The aim of this section is to investigate the aspects influencing grammar teaching/learning. Q14 and Q15 were designed to indicate the difficulties that faced teachers / learners when teaching/learning grammar. In Q16 teachers were required to identify the main causes of third year secondary school students weaknesses.

Section Four : Grammar in the Textbook (Q17-Q21)

The last section includes five main questions concerning grammar and the textbook . Q17 was directed for teachers to know whether they rely only on the textbook when teaching grammar. If 'no', they are requested to specify the other teaching materials they use. Q18 and Q19 were asked to check if the textbook contains sufficient grammatical knowledge and whether this knowledge help the students in improving their grammatical competence. Q20 was designed to demonstrate the effectiveness of the textbook in presenting the grammatical points. Q21 was used to know the teachers 'suggestions to improve the students' grammatical abilities.

2.3.3. Presentation and Discussion of Data

Before introducing the results, it is important to mention that not all the secondary school teachers have answered the questionnaire. We have distributed more than 60 questionnaire, yet some teachers did not want to answer, some were not interested, and others answer few questions, thus the population is limited to 38 Secondary School teachers.

In this section the obtained results will be presented in the form of tables to present a clear idea about these results. All the results are represented separately in the form of tables and followed by a description of the obtained results. The results were divided into two main sections : the obtained scores plus the percentage of each score. After the presentation of each question, the obtained results will be analyzed.

Section One : General Information**Q1- How long have you been teaching English at the secondary school ?**

Options	Number of Teachers	Percentage (%)
Less than 05 years	11	28.94%
Between 05-10 years	9	23.68%
Between 10-15 years	4	10.52%
More than 15 years	14	36.84%
Total	38	100%

Table 03 : Teaching Experience at Secondary School

The results show that the majority of teachers fourteen (14) representing 36.84% have a long experience in teaching English language at the secondary school. Eleven (11) teachers representing 28.94% have taught at this level for less than 05 years, other nine (09) teachers representing 23.68% have taught from 05 to 10 years, however four (04) teachers representing 10.52% taught between 10 and 15 years. That is to say, the results revealed that the population under study provides a number of experienced and less experienced teachers in the field of teaching English as a foreign language. This will make our study more reliable by mixing opinions of experienced teachers and less experienced ones.

Q2 - How long have you been teaching third year secondary school classes?

Options	Number of Teachers	Percentage (%)
Less than 05 years	18	47.36%
Between 05-10 years	4	10.52%
Between 10-15 years	3	7.89%
More than 15 years	13	34.21%
Total	38	100%

Table 04 : Teachers' Experience

Teachers in this question were required to give the number of years they have been teaching English for third year classes. As shown in the table above, 47.36% of the participants represent teachers who have an experience for less than 05 years, followed by teachers whose experience in teaching third year classes is between 05 and 10 years with 10.52% , then three (03) teachers representing 7.89% had between 10 and 15 years experience, thirteen (13) teachers representing 34.21% had more than 15 years teaching terminal classes. From the experience of these teachers, it can be confirmed that they know how to evaluate their students' achievement.

Q3- What is the average number of students in your class ?

Options	Number of Teachers	Percentage (%)
20-25	0	0%
26-30	2	5.26%
31-35	5	13.15%
36-40	20	52.63%
41-more	11	28.94%
Total	38	100%

Table 05 : Students' Number in Class

From the above table we can see that the high percentage is the category between 36-40 which represent 52.63%, then eleven (11) teachers representing 28.94% said that the average number of students in each class is more than fourty one (41) students. The classes between thirty one (31) and thirty five (35) representing 13.15%, while classes between twenty six (26) and thirty (30) represent just 5.26%, this means that the large classes in Algerian Schools are very spread.

Section Two : Teaching Grammar

Q4- According to you, what is the objective of teaching English to third year secondary classes ?

Options	Number of Teachers	Percentage (%)
Improve their proficiency in English	4	10.52%
Have to some extent a good command of English	5	13.15%
Prepare pupils for the Baccalaureate exam	29	76.31%
Total	38	100%

Table 06 : The Objective of Teaching English

This question was intended to tape information about the objectives behind teaching English to third year secondary school students according to the majority of teachers' perspectives. According to the obtained results, the majority of teachers (29) representing 76.31% considered that the English language teaching should be targeted towards preparing learners for the Baccalaureate exam. While four (04) teachers representing 10.52% have reported that their aim is to improving their learners ' proficiency level, five (05) respondents representing 13.15% believed that having to some extent a good command of the target language is the real objective characterizing their teaching. Thus, one can conclude that providing the learners with a preparation for the Baccalaureate exam is the major concern of third year secondary school teachers.

Q5- What do you take into account when you teach grammar to third year secondary classes ?

Options	Number of Teachers	Percentage (%)
Achieve a level of proficiency in English either in speaking or writing	07	18.42%
Prepare your pupils for the Baccalaureate exam	25	73.68%
Provide them with the necessary grammatical knowledge appropriate for their level	06	15.78%
Total	38	100%

Table 07 : The Objective of Teaching English Grammar

Along with the above table, the majority of teachers (25) representing 73.68% seemed to be sharing one objective, of preparing learners for the Baccalaureate exam. On the other hand, six (06) teachers representing 15.78% reported that their purpose for teaching English grammar was providing their learners with the necessary grammatical knowledge appropriate for their level. Seven (07) informants representing 18.42% of the whole research sampling linked grammar teaching with achieving a proficiency level in speaking or writing. According to such results, the majority of teachers are influenced by the BAC exam importance and thus, they direct all their efforts towards preparing their pupils for achieving an appropriate grade in such exam.

Q6- When teaching grammar in the classroom, which teaching method do you implement to introduce new grammar issues?

Options	Number of Teachers	Percentage (%)
The Grammar Translation Method	0	0 %
The Reform Movement	0	0 %
The Direct Method	02	5.26 %
The Oral Method	00	0 %
The Communicative Approach to Language Teaching	04	10.52%
The Task Based Language Teaching	00	0
The Competency Based Approach	30	78.94%
A mix of methods	02	5.26%
Total	38	100%

Table 08 :Grammar Teaching Approaches

According to the Algerian Ministry of Education, the Competency Based Approach is normally the exclusive method used in teaching not only English but all the modules in the school ; in fact, the results, as it is presented in the above table, show that the majority of teachers (30) representing 78.94% are using CBA in their teaching. However, only four (04) teachers representing 10.52 % implement the CLT. In addition, as it is shown in the table, no teacher use the GTM , the RM, the OM and TBLT, besides, only two (02) teachers representing 5.26 % who implement the DM this proportion is also shared by teachers who are teaching grammar using a mix of approaches.

Q7-How do you teach grammar

Options	Number of Teachers	Percentage (%)
Deductive	10	26.31%
Inductive	28	73.68%
Total	38	100 %

Table 09 : Grammar Teaching Methods

The results of this question show that when teachers teach new grammar issues in the classroom, the majority of teachers representing 73.68% use the inductive approaches. They felt that teaching grammar inductively helps students' oral as well as written abilities. Ten (10) teachers representing 26.31% use a deductive approach when introducing a new grammatical structure since they think that a deductive approach can help students to understand grammar clearly and easily. Although different teachers would employ different teaching methods in their classrooms, all teachers will expose their students to different grammatical structures and exercises.

Q08- How do you think grammar should be taught ?

Options	Number of Teachers	Percentage (%)
English	21	55.26%
Arabic	0	0%
Both	17	44.73%
Total	38	100 %

Table 10 :Grammar Language Teaching

The results of this question show that the majority of teachers (21) representing 55.26 % think that grammar should be taught using only the English language, however, none of them think that grammar should be taught using Arabic. Seventeen (17) from thirty eight (38) teachers representing 44.73% think that grammar should be taught using both English and Arabic languages.

Q09- How often do you teach grammar in your classroom ?

Options	Number of Teachers	Percentage (%)
Every day	21	55.26%
Once a week	12	31.57%
One or twice a month	5	13.15%
Never	0	0%
Total	38	100 %

Table 11 :Frequency of Grammar Teaching

This table represents the teachers' thoughts on how often grammar should be taught in the secondary school, it shows that twenty one (21) teachers representing 55.26% answered that grammar is taught every day in their classroom, while twelve (12) teachers representing 31.57% said that they teach grammar once a week in their classroom. Only five (05) teachers representing 13.15 % teach grammar once or twice a month. None of them suggest that grammar should never be taught.

Q10- How often do you think grammar should be taught ?

Options	Number of Teachers	Percentage (%)
Every day	18	47.36%
Once a week	20	52.63%
One or twice a month	00	00%
Never	00	00%
Total	38	100 %

Table 12:Teacher's Opinions about Grammar Teaching Frequency

This question focuses on the frequency of grammar teaching in teachers' Opinions; teachers show the amount of time they spent in teaching grammar. This table shows the teachers' answers to the question "How often do you teach grammar in the classroom?". Eighteen (18) teachers representing 47.36% believed that grammar should be taught every day. However the majority of teachers (20) representing 52.63% answered that grammar should be taught once a week. None of the teachers think that grammar should be taught once or twice a month or should never be taught.

Q11- When you teach grammar, do you speak in English in the whole process ?

Options	Number of Teachers	Percentage (%)
Yes	17	44.73%
Partly	21	55.26%
Never	00	00%
Total	38	100 %

Table 13 :The Use of English in Grammar Teaching

The examination of this item revealed that the majority of teachers (21) corresponding to 55.26% said that they partly use English language while teaching grammar, however, seventeen (17) teachers corresponding to 44.73% said that they speak in English in the whole process. None of them said that they never use English when teaching grammatical structures.

Q12- How important is teaching grammar compared to teaching listening speaking, reading and writing ?

Options	Number of Teachers	Percentage (%)
Less important	03	7.89%
Important	19	50%
more important	16	42.10%
Total	38	100 %

Table 14 :The Importance of Grammar Teaching

As shown in the table above, nineteen (19) teachers corresponding to 50 % believed that grammar teaching is as important as listening, speaking, writing and reading. Sixteen (16) teachers representing 42.10% believed that grammar teaching is more important than those

learning components, however three (03) teachers corresponding to 7.89% indicated that grammar teaching is less important. Thus, the majority of teachers are aware of the importance of teaching grammar to EFL learners.

Q13- Do you think that mastering the grammatical structures enable pupils to communicate effectively ?

Options	Number of Teachers	Percentage (%)
Yes	37	97.36%
No	1	2.63%
Total	38	100 %

Table 15 : Mastering Grammatical Structures for Effective Communication

This table reveals that the majority of teachers (37) corresponding to 97.36% believed that the mastery of the grammatical structures enable students to communicate effectively, while only one (01) teacher representing 2.63% thinks that mastering the grammatical features is not necessary for effective communication. That is to say, the majority of teachers stresses the importance of grammar in successful communication.

Section Three :Aspects Influencing Grammar Teaching/Learning

Q14- What types of difficulties have you encountered when teaching grammar to third year secondary school ?

Options	Number of Teachers	Percentage (%)
a-Demotivated learners	3	7.89%
b-Learners negative attitudes towards English	6	15.78%
c-Large mixed-ability classes	4	10.52%
a-b-c (All of them)	25	65.78%
Total	38	100 %

Table 16 : Teachers' Awareness of the Difficulties Faced when Teaching Grammar to Third Year Secondary School Students

This question requires teachers to report the type of difficulties they have encountered when teaching grammar to their learners. Before any discussion of the obtained results, it is necessary to note that a great majority of teachers ticked more than one answer . A great majority of informants (25) teachers, that is a ratio of (65.78%) have reported that demotivated learners, learners negative attitudes towards English in general and grammar in particular, large mixed-ability classes are the major difficulties teachers have encountered when teaching grammar to third year secondary school students. On the other hand, three (03) teachers representing 7.89% have asserted that they encounter motivational difficulties when teaching such component of language. Six (06) teachers corresponding to 15.78% said that they face a lot of difficulties when they teach grammar to learners who have negative

attitudes towards learning English in general and grammar in particular. Four (04) teachers representing 10.52 % of the whole requested teachers have confirmed that their difficulties are rather contextual, that is resulting from the large - mixed ability nature of most terminal classes . Thus, according to the obtained results, teachers encounter problems of motivation, negative attitudes and large mixed ability classes.

Q15-What types of difficulties do your pupils regularly encounter when completing tasks ?

Options	Number of Teachers	Percentage (%)
Grammatical accuracy	2	5.26%
Lack of relating meaning and structures	8	21.05%
Inability to use their knowledge of grammar to communicate in speaking and writing	28	73.68%
Total	38	100 %

Table 17: The Main Difficulties Pupils encounter when Practicing Grammar

This question further explores learners' sources of difficulties when completing grammar tasks. The results show that the greatest ratio of teachers, that is 73.68% said that their learners were unable to use the knowledge of grammar to communicate. On the other hand, eight (08) informants, that is a ratio of (21.05%) have asserted that the learners failure to relate meaning to grammatical structure, while just two (02) respondents admitted that their pupils lacked grammatical accuracy. This results show that the majority of pupils are unable to use their grammatical knowledge while speaking or writing.

Q16- According to you ,what are the main reasons behind third year students' grammar weaknesses ?

Options	Number of Teachers	Percentage(%)
Complexity of grammar structures	02	5.26%
Complexity of grammatical terminology	13	34.21%
Insufficient teaching time for classroom practice	08	21.05%
Pupils' own demotivation and negative attitudes	15	39.47%
Total	38	100 %

Table 18 : Students' Grammatical Weaknesses

This question invites teachers to interpret the reasons behind their learners' sources of weaknesses. The highest ratio of teachers (39.47%) believed that their learners' weaknesses are due to students' own demotivation and negative attitudes. The second important proportion included thirteen (13) respondents; that is a ratio of (34.21%) who linked such difficulties to the complexity of the grammatical terminology (metalinguistic knowledge) as the primary cause for most learners' weaknesses. Eight (08) informants viewed that the teaching time is not sufficient for classroom practices. On the other hand, two (02) other respondents pointed to be the complexity of the grammatical structures. Thus, on the light of the obtained results, a great deal of teachers attributed their students' weaknesses to the lack of motivation, negative attitudes and complexity of metalinguistic structures.

Section Four : Grammar in the Textbook

Q17- Do you rely only on the textbook when teaching grammar to third year secondary classes?

Options	Number of Teachers	Percentage (%)
Yes	31	81.57%
No	07	18.42%
Total	38	100 %

Table 19 : Teachers Reliance on the Textbook

As shown in the table above, the majority of teachers (31) corresponding to 81.57% rely on the textbook when teaching grammar to third year secondary school students. Seven (07) teachers representing 18.42% do not rely on such material while teaching grammar. This means that teachers are aware of the importance of using the textbook in teaching a foreign language.

Q17-1- If no, specify please.

The results show that seven (07) teachers representing 18.42% answer "No", i.e. when teaching grammar to third year secondary school students they do not rely on the textbook but on other materials such as :

- ✓ English grammar in use .
- ✓ Internet.
- ✓ Grammar books .
- ✓ Teaching materials.
- ✓ External books.

- ✓ Books dealing with authentic grammar.

Q18-Does the textbook "New Prospects" offer enough grammatical knowledge ?

Options	Number of Teachers	Percentage (%)
Yes	31	81.57%
No	7	18.42%
Total	38	100 %

Table 20 : The Grammatical Knowledge in the Textbook

According to the results recorded in the table, the majority of teachers (31) corresponding to 81.57% believed that "*New Prospects*" provides a lot of grammatical knowledge. Whereas only seven (07) teachers representing 18.42% think that the textbook does not offer the needed grammatical knowledge.

Q19-Do grammar windows in the textbook help the learners in developing their grammar competence ?

Options	Number of Teachers	Percentage (%)
Yes	35	92.10%
No	3	7.89%
Total	38	100 %

Table 21:the Development of Students' Grammatical Competence through the Textbook

As shown in the table above, the majority of teachers (35) representing 92.10% asserted that the grammatical points presented in the textbook are helpful for EFL learners in

developing their grammatical competence. However, only (03) teachers corresponding to 7.89% think that the grammar windows in the textbook does not help learners in improving their grammatical competence.

Q20- Is the textbook effective in presenting grammatical points ?

Options	Number of Teachers	Percentage (%)
Yes	28	73.68%
No	02	05.26%
To some extent	08	21.05%
Total	38	100 %

Table 22: The Textbook Effectiveness in terms of Grammar

This question was intended to examine the effectiveness of third year secondary school textbook in presenting grammatical structures. The majority of teachers twenty eight (28) representing 73.68% affirmed that it is effective, while eight (08) teachers corresponding to 21.05% said that third year secondary school textbook is "to some extent" effective in presenting grammatical points. On the other hand, only (02) teachers reported that this textbook is not effective in presenting the grammatical structures to third year secondary school students.

Q21- As a secondary school teacher, what do you suggest to improve pupil's abilities in terms of grammar ?

Whereas many teachers avoid answering this question, there are some other teachers who provided this short study by different suggestions. In fact, the majority of teachers suggested the following :

- ✓ They agreed that Grammar is the basic factor for a successful language learning.
- ✓ Some teachers suggested that third year secondary school students should blindly follow the textbook since the BAC examination questions turn around the textbook.
- ✓ Other teachers focus on the importance of vocabulary and phonetics without neglecting the grammatical aspects of the English language.
- ✓ Teachers suggested that students, in order to be skillful they need to learn the grammatical structures of English and try to avoid mistakes in speech and writing.
- ✓ They also suggested that the textbook is in need for more grammatical exercises .

2.3.4. Interpretation and Analysis

The aim of this questionnaire is to know the teachers' attitudes towards teaching grammar in the Algerian secondary schools and the effectiveness of the textbook in introducing such component of language. The results of the analysis of the teachers' answers show that most teachers are aware of the importance of grammar. Besides, the majority of them assert that their aim behind teaching English in general and grammar in particular to third year secondary school classes is to prepare them for the BAC exam. 78.94% of teachers work with the CBA, since it is the new adopted and the approach that is expected to be used in teaching English in the Algerian secondary schools. However, only few number of teachers are still working with the old methods (the communicative approach to language teaching, the direct method, or a combination of methods).

As far as the deductive and the inductive grammar teaching is concerned ,twenty eight teachers (28) from thirty eight (38) representing 73.68 % affirm that they use the inductive method to teach grammar . They affirm that teaching grammar inductively help learners so much in improving their proficiency level. Twenty (20) teachers think that grammar is better learned when they use the English language and not the mother tongue. The majority of

teachers assert that they teach grammar every day, however, an important proportion of teachers state that it is better to teach it only once a week.

Teachers also show awareness about the difficulty of teaching grammar to third year secondary school students, the majority state that teaching grammar is difficult as a result of many obstacles. Some of which claimed to be pedagogical including the high number of students in classes. Other obstacles are related to the teaching process in itself including the complexity of the grammatical structures and terminology, the students lack of motivation (a significant number of teachers assert that their students are not motivated to learn grammar though all the teachers use certain techniques to encourage their students to build their positive self-esteem), and their negative attitudes towards English learning in general and grammar learning in particular.

As regards to the teachers perception about the relationship between grammar and communication; we have noticed that the majority of teachers (37) said that mastering the grammatical structures enable students to communicate effectively. In addition, most of the teachers corresponding to 73.68 % show that most third year students are unable to use their knowledge of grammar to communicate effectively in speech and writing.

From the results it is noticed also that 81.57 % of teachers state that third year secondary school textbook "*New Prospects*" provides sufficient grammatical knowledge for learners, moreover, 92.10 % assert that this knowledge helps students in developing their grammatical competence. Furthermore, concerning grammar windows in the textbook, the majority of the questioned teachers agree that the presentation of the grammatical issues in the textbook is effective. Twenty eight (28) teachers from thirty eight (38) said that the textbook is effective in presenting the grammatical structures. Besides, some suggestions are provided by teachers since it is impossible for the textbook to be perfect. All in all the obtained positive results

confirm our hypothesis. That is to say, the textbook "*New Prospects*" is effective in presenting the grammatical component to third year secondary school students.

Limitations of the Study

1. The Time Constraints

Since there was not enough time to attend more sessions and deal with a large sample of teachers, the number of the attended sessions was reduced only to two weeks, moreover, the number of the questioned teachers was reduced to 38 teachers. Therefore, it is difficult to generalize the obtained results. Longer time would give a chance to conduct an experimental study that will enrich our results.

2. Limitations of the Questionnaire

Even though questionnaires are widely used as tools of research, they have some limitations. The first one is that respondents do not always demonstrate their real attitudes. The second is about handing back the questionnaires; some respondents did not give back their questionnaires that diminished the research.

Conclusion

In conclusion to chapter two, we can say that the results obtained from the textbook evaluation, classroom observation and the questionnaire (which was administered to secondary school teachers in Jijel) proved the suitability of the Algerian third year secondary school textbook "*New Prospects*" in presenting the grammatical component. Furthermore, secondary school teachers claim that the textbook provide enough content sufficient for understanding the grammatical structures.

Pedagogical Recommendation

Although the research findings showed that third year secondary school textbook "*New Prospects*" is effective in presenting the grammatical component, some more general recommendations and suggestions are provided :

- The selected grammatical content would better if related to students' social and cultural background.
- The inclusion of a variety of attractive illustrations that can stimulate creativity.
- The inclusion of more activities that cover the use of the learned grammatical points.
- The inclusion of other materials like CDs , cassettes, data show to introduce the new grammatical rules.
- Train teachers of how to teach grammar (inductively) through organizing seminars .
- Reduce the number of students in secondary school classes.
- Raise learners' motivation through introducing grammar in contexts that match their needs, age, sex, social and cultural backgrounds.
- Make learners aware of the importance of grammar for successful foreign language learning.
- Concerning grammar teaching, students need to be taught grammar through various methodologies and approaches to cater to their individual styles of learning, and educators should consider students' attitudes and perceptions when making decisions about how to teach grammar.
- The Algerian Curriculum and material developers should show an understanding of learners' and teachers' difficulties, and provide sufficient guidance and help in the curriculum document and the teachers' book showing how the potential difficulties could be addressed in planning their classroom activities. Teachers may be given examples of mediating tasks, which would mitigate the difficulties.

- Teachers would do well to understand and address their learners' concerns in planning their lessons and classroom activities, and use supplementary materials, if necessary, to help learners cope with the difficulties .

Finally, this study aims at evaluating the effectiveness of third year secondary school textbook "New Prospects" in presenting the grammatical structures ; however, more investigations and studies concerning this issue under other different parts of the issue or other conditions and circumstances is needed for better improvement in the field of education in Algeria and other ESL contexts in the world .

General Conclusion

The present study was primarily designed to highlight the effectiveness of third year secondary school textbook "*New Prospects*" in presenting the grammatical component. Since teaching a foreign language entails the teaching of its grammar .

This dissertation is composed of two main chapters, the first chapter constitutes the descriptive part which is related to the literature review. While the second chapter was devoted to the practical part. The first chapter contains two sections, the first section provided some theoretical issues related to grammar teaching and the aspects influencing such process. The second section deals with the Algerian educational system and textbook evaluation and an outlining of its basic principles. Whereas, the second chapter was devoted to the practical part in which a textbook evaluation (third year secondary school textbook "New Prospects"), a classroom observation and a questionnaire (directed to secondary school teachers in Jijel) were used to check whether the coursebook is effective in presenting the grammatical issues.

Through this study it was hypothesized that if third year secondary school textbook "*New Prospects*" provides sufficient content for grammar understanding, then the textbook would be effective. The results of this study have confirmed our hypothesis. In other words, because secondary school textbook "*New Prospects*" provides sufficient content for grammatical understanding, the latter is effective, however the problem is the application of this material by teachers (for example, the use of mix approaches and deductive methods), besides, learners' negative attitudes towards learning English in general and grammar in particular, their lack of motivation and interest, large classes affect negatively the efficacy of instruction.

In this research, three questions were raised ;The first one is: Do foreign language teachers give the adequate importance to the grammatical component ? The second one is : Is the grammatical component adequately presented in the third year secondary school textbook

"New Prospects"? The third one is: Does third year secondary school textbook *"New Prospects"* provide sufficient content for understanding the grammatical component ?

Through the analysis of the textbook, classroom observation and the questionnaire, it was proved that English language teachers and the textbook gave a significant importance to the grammatical structures. In the second question, it was proved that the third year secondary school textbook *" New Prospects"* is effective in presenting the grammatical component. Concerning the third question, the obtained data show that the textbook contains sufficient content for understanding the grammatical component.

All in all, the results of this dissertation confirmed the hypothesis and demonstrated that third year secondary school textbook *" New Prospects"* is effective in presenting the grammatical component.

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Appendix A

The Teachers' Questionnaire

The questionnaire :

Dear Teachers,

The present work is a research tool for a dissertation leading to a master degree in language science. It aims at examining the effectiveness of the third year secondary school coursebook "*New Prospects*" in presenting the grammatical component.

You are kindly requested to answer the following questionnaire. Your answer is very important and it will help us in completing the research work. Please tick (×) the appropriate box or make full statement when necessary.

I would like to thank you in advance for your cooperation.

Section One : General Information

1- How long have you been teaching English at the secondary school ?

- a) Less than 05 years
- b) Between 5 - 10 years
- c) Between 11 - 15 years
- d) More than 15 years

2- How long have you been teaching third year secondary school classes?

- a) Less than 05 years
- b) Between 5 - 10 years
- c) Between 11 - 15 years
- d) More than 15 years

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

- a) 20-25
- b) 26-30
- c) 31-35
- d) 36-40
- e) 41-more

Section Two : Teaching Grammar

4- According to you, what is the objective of teaching English to third year secondary classes ?

- a) Improve their proficiency in English
- b) Have to some extent a good command of English
- c) Prepare pupils for the Baccalaureate exam

5- What do you take into account when you teach grammar to third year secondary classes ?

- a) Achieve a level of proficiency in English either in speaking or writing
- b) Prepare your pupils for the Baccalaureate exam
- c) Provide them with the necessary grammatical knowledge appropriate for their level

6- When teaching grammar in the classroom, which teaching method do you implement to introduce new grammar issues ?

- a) The Grammar Translation Method
- b) The Reform Movement
- c) The Direct Method
- d) The Oral Method
- e) The Communicative Approach to Language Teaching
- f) The Task Based Language Teaching
- g) The Competency Based Approach
- h) A mix of methods

7- Do you teach grammar :

a) Deductively

b) Inductively

8- Do you think that grammar should be taught in :

a) English

b) Arabic

c) Both

9- How often do you teach grammar in your classroom ?

a) Every day

b) Once a week

c) One or twice a month

d) Never

10- How often do you think grammar should be taught ?

a) Every day

b) Once a week

c) One or twice a month

d) Never

11- When you teach grammar, do you speak in English in the whole process ?

a) Yes

b) Partly

c) Never

12- How important is teaching grammar compared to teaching listening, speaking, reading and writing ?

a) Less important

b) Important

c) More important

13- Do you think that mastering the grammatical structures enable pupils to communicate effectively ?

- a) Yes
- b) No

Section Three :Aspects Influencing Grammar Teaching / Learning

14- What types of difficulties have you encounter when teaching grammar to third year secondary school pupils ?

- a) Demotivated learners
- b) Learners' negative attitudes towards English
- c) Large mixed-ability classes
- d) All of them

15- What types of difficulties do your pupils regularly encounter when completing tasks ?

- a) Grammatical accuracy
- b) Lack of relating meaning and structures
- c) Inability to use their knowledge of grammar to communicate in speaking and writing

16- According to you, what are the main reasons behind third year students' grammar weaknesses ?

- a) Complexity of grammar structures
- b) Complexity of grammatical terminology
- c) Insufficient teaching time for classroom practice
- d) Pupils' own demotivation and negative attitudes

Section Four : Grammar in the Textbook

17- Do you rely only on the textbook when teaching grammar to third year secondary classes?

- a) Yes
- b) No

- If no, specify please.....

18- Does the textbook "*New Prospects*" offer enough grammatical knowledge ?

a) Yes

b) No

19- Do grammar windows in the textbook help the learners in developing their grammar competence ?

a) Yes

b) No

20- Is the textbook effective in presenting grammatical points ?

a) Yes

b) To some extent

c) No

21- As a secondary school teacher, what do you suggest to improve pupil's abilities in terms of grammar ?

.....

Thank you for your help .

Appendix B

Observation Grid

- When teaching grammar in the classroom, Which teaching approach /method is implemented to introduce new grammatical issues. ?
- Which language does the teacher use when teaching grammar points (English, Arabic ,both) ?
- What is the role of the teacher in the classroom ?
- Do teachers teach grammar deductively or inductively ?
- How many students are there in the classroom ?
- Are large classes affect the students' participation ?
- Are the students motivated ?
- Are the students interesting in learning the grammatical points ?
- How often grammar is taught per week ?
- Are there any difficulties teachers face when teaching grammar points ?
- Do teachers rely only on the textbook, or are there any other teaching materials they rely on ?
- Do the students have positive or negative attitudes towards grammar learning ?
- Is the textbook effective in presenting the grammatical structures ?
- Does the textbook contain enough sufficient content for grammatical understanding ?

Grammar Explorer I

● Consider sentences 1 and 2 below and answer questions A-D that follow.

1. We **will** eradicate corruption **providing (that)** we act now.
 2. The chances of eradicating corruption **will** increase **as long as** all countries are committed to fighting it.
- A. Which of the following items do you think can be used instead of the words in bold ? a. **even if** b. **but only if** c. **except if** d. **even though**
- B. What do **providing that** and **as long as** express ?
- C. Which clauses in the sentences are subordinate clauses, and which ones are main clauses ?
- D. Which tenses are used in the clauses ? What time do they refer to ?
- Draw the rule for the use of these tenses with **providing that** and **as long as**.

See Grammar Reference p. 218.

● **Task:** Link each of the pairs of sentences below using **providing/provided that** and **as long as** with the right tenses for the verbs in brackets. One of them is in the passive voice.

- A { a. Banks (lend) you money to start a business.
b. You (promise) in writing to pay them back.
- B { a. Your business (continue) to prosper.
b. You (keep) your probity and integrity.
- C { a. The Mayor (elect) for a second term.
b. He (manage) to avoid corruption scandals.
- D { a. Algeria (attract) more foreign investments.
b. It (pass) stricter anti-corruption laws.
- E { a. The government (regain) the confidence of the citizens.
b. They (fight) bribery, embezzlement, and nepotism.

Grammar Explorer II: Revision

Consider sentences A-E and do the tasks that follow.

- A. I **wish** our fellow citizens **had heard** our call for fighting corruption earlier than now.
- B. I **wish** the present anti-corruption laws **were** tougher.
- C I **wish** our government **would pass** a law giving the citizens the right to know how public funds are spent, and the sooner the better.
- D. **It's high time** we **organised** ourselves into an anti-corruption association.
- E. **It's about time** we **fought** this pollution.

- ① Sentences A and B express regret. What tenses are the verbs following **I wish**? Match these sentences with the time references below:
1. Regret about the present 2. Regret about the past
- ② What does sentence C express: regret or desire? What's the relevant time reference?
- ③ Sentences D and E convey advice about what to do although it is already a little late. Rewrite them using the modal **should** in the past. Start like this: We should have _____.

See Grammar Reference pp. 218-219.

① Rewrite sentences A-D below using **it's (high/about) time** to express your impatience with bureaucratic malpractices.

- A. You think that the government should take measures to stop tax evasion.
- B. You think ~~the~~ something should be done to eradicate the 'underground' economy in our country.
- C. You feel strongly that speculators of all sorts should be jailed.
- D. You think that public authorities should make anti-smuggling laws more stringent.

② Respond to each of the situations below by writing a sentence starting with the verb **wish**. Pay attention to the tenses.

- A. Someone regretting having stolen public funds.
- B. Someone wishing himself home and not in prison. (Use the auxiliary **be**)
- C. Someone wishing himself out of the affair. (Use the auxiliary **be**)
- D. Someone expressing the wish (to the judge) to be given a second chance.
- E. Someone expressing the wish of being capable of eradicating nepotism.
- F. Someone expressing the wish to live in a corruption-free society someday.

Grammar Explorer III: Revision

Consider sentences 1 and 2 below. Then discuss questions A-C that follow.

1. Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.
2. They **had better** not say that the fight against corruption is not their own business.

- A. What do the items in bold type express ?
- B. Which of the items in the box below could you use to express the same idea as in sentences 1 and 2 above ? Use them to rewrite the sentences.

may – could – ought to – should – must – have – If I were you – might

- C. What is the short form/contraction of the words in bold type? In which of the two sentences could you use this short form ?
- D. Use the modal **should** in an interrogative sentence of your own.

See Grammar Reference pp. 219-220.

Grammar Explorer I

① Link the pairs of sentences below with **so+adjective +that** or **such +noun phrase+that**.

A { a. There are many marketed imitations of these brands.
b. Consumers have lost confidence in these brands.

B { a. Copies of brands are cheap.
b. Some consumers don't hesitate to buy them.

C { a. Counterfeits are of bad quality.
b. It is a waste of money to buy them.

② Find two sentences in the text (§1 and §3) built on the same pattern as the sentences you have written in task 1 above. Check your answers to task 1 with the sentences you have picked out from the text.

③ Go back to the sentences you have picked out from the text and answer the following questions.

A. What are the main clauses in the two sentences ? Underline them once.

B. What are the subordinate clauses in the two sentences? Underline them twice.

C. What do the subordinate clauses in both sentences express ?

D. Rewrite the two sentences so that they mean the same using the following link words : **so, as a result, as a consequence, or consequently**.

See Grammar Reference pp. 226-227.

Grammar Explorer II

Consider sentences 1 and 2 below and answer the questions that follow.

1. A counterfeit is something that is forged, imitated.
 2. Products of all sorts are being copied everyday by counterfeiters.
- A. What voice of the present tense is used in the second/ subordinate clause of the first sentence ? Rewrite it starting as follows :
A counterfeit is something that counterfeiters _____
- B. What voice of the present tense is used in the second sentence ?
- C. Rewrite it starting as follows : *Counterfeiters _____*
- D. Explain the difference in structure between the sentences from the text and the ones you have written.

Have another look at the **passive** in SE2 Grammar Reference, pp.199-200.

- **Task:** Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in **bold** type. Make the necessary changes.

Memo

Many Internet users are infringing our **copyright**. They are uploading and downloading **our music hits**. They are putting **these copyright thefts** in pirate sites in order to swap them with other Internet users. We **must** remind them that swapping music illegally is causing us **a great deal of financial loss**.

Grammar Explorer III: Revision

Pick out from the last paragraph of the text on pages 54 and 55. The sentences that express obligation and prohibition and answer these questions.

- A. Which two modals are used to express obligation/necessity?
- B. Which modal is used to express prohibition ?
- C. Which modal can be used to express lack of obligation ? Use it in a sentence of your own.

Have another look at **must** and **have to** in SE1 Grammar Reference, p.198.

Résumé

Dans cette étude, On mit l'accent sur la manière de présenter les leçons de grammaire de la langue Anglaise au sien des écoles secondaires Algériennes. Nous avons opté à présenter l'efficacité du manuel de la 3AS " New Prospects" en présentant les éléments de la grammaire et la perception des enseignants et leurs points de vues sur l'enseignement de la grammaire. Afin de vérifier la validité de notre hypothèse qui a supposé que "si le manuel "New prospects" fournit un contenu suffisant pour la compréhension de la grammaire ; il serait efficace" .De ce fait; l'évaluation de ce manuel scolaire a été mené à partir d'un questionnaire présenté aux enseignants de ce palier qui enseignent les classes de terminale; et une observation de classe. L'évaluation de ce manuel scolaire démontre que les composants grammaticaux sont présentés de manière adéquate. cela signifie que les leçons de grammaire Anglaise, les exemples, les exercices sont correctement introduits dans le manuel. En plus , les résultats de questionnaire des enseignants et de l'observation en classe montrent que les enseignants du secondaire Algériens de l'Anglais sont conscients de l'importance de l'enseignement de la grammaire pour l'apprentissage de la langue anglaise ,et que le manuel est efficace pour la présentation et la simplification de la grammaire à l'école secondaire .En outre, les résultats montrent que les enseignants de secondaire sont satisfait du contenu des manuels en termes de grammaire qui ont donné aux apprenants la possibilité d'utiliser la langue avec aisance et précision dans la parole sur le plan et l'oral ainsi que l'écrit.

ملخص

تهدف هذه الدراسة الى فحص كيفية تقديم القواعد لتعليم اللغة الإنجليزية في المدارس الثانوية في الجزائر؛ والأهم من ذلك، أنها تهتم بفعالية كتاب السنة الثالثة ثانوي "New Prospects" في تقديم العناصر القواعدية و آراء الأساتذة حول تدريس القواعد النحوية . للتحقق من صحة الفرضية المعتمدة في هذه الدراسة ،قمنا بتقييم كتاب السنة الثالثة ثانوي "New Prospects" ، كما قمنا بتقديم استبيان لأساتذة اللغة الإنجليزية في ولاية جيجل بالإضافة الى ملاحظة كيفية التدريس في أقسام السنة الثالثة ثانوي . نتائج تحليل الكتاب المدرسي "New Prospects" ، أكدت أن العناصر القواعدية قد قدمت بشكل جيد في هذا الكتاب وهذا يعني أن دروس القواعد الإنجليزية ، الأمثلة ، والتمارين قد قدمت بشكل جيد في الكتاب ، من جهة أخرى ، أظهرت النتائج المتحصل عليها عن طريق استبيان الأساتذة و ملاحظة كيفية التعليم في الأقسام أن أساتذة اللغة الإنجليزية على علم بأهمية تدريس القواعد النحوية في أقسام اللغة الإنجليزية وأن الكتاب المدرسي فعال في تقديم القواعد لتلاميذ السنة الثالثة ثانوي .