

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Seddik Ben Yahia University-Jijel
Faculty of Letters and Languages



**Attitudes towards the Effectiveness of Classroom Discourse Management
in Grammar Classes**

**Case Study: First Year Students and their Teacher of Grammar at Mohammed
Seddik Ben Yahia University in Jijel**

**Dissertation Submitted in Partial Fulfilment of the Requirements of the Degree of
Master in the Didactics of English**

Submitted by:

Nadjet DJEGHRI

Siham BENAYACHE

Board of Examiners:

Supervisor: Redouane NAILI

Chairperson: Malika NOURI

Examiner: Fateh BOUNAR

Supervised by:

Redouane NAILI

University of Jijel

University of Jijel

University of Jijel

Academic Year 2019-2020

**Attitudes towards the Effectiveness of Classroom Discourse Management
in Grammar Classes**

**Case Study: First Year Students and their Teacher of Grammar at Mohammed
Seddik Ben Yahia University in Jijel**

**Dissertation Submitted in Partial Fulfilment of the Requirements of the Degree of
Master in the Didactics of English**

Submitted by:

Supervised by:

Nadjet DJEGHRI

Redouane NAILI

Siham BENAYACHE

Board of Examiners:

Supervisor: Redouane NAILI

University of Jijel

Chairperson: Malika NOURI

University of Jijel

Examiner: Fatch BOUNAR

University of Jijel

Academic Year 2019-2020

Dedication

In the name of GOD, the most merciful and compassionate

I dedicate this humble work to:

My parents, the most precious people to my heart, the two candles that enlighten my life, the ones without their help, support, tenderness, and love this work would never be brought to light. Thank you for your encouragement and understanding, I owe you so much that no words will express my thankfulness:

to Saida and Mokhtar;

*My beloved brothers: **Derar, Karim, and Hamza** for their endless love and support;*

*My lovely sisters: **Warda, Loubna, Yasmina, Iman,** and my sister in law **Nassima** for providing me with motivation and hope;*

*My nephews: **Ayoub, Ayman, and Hani;***

*My nieces: **Tasnim, Rahma, Chaima, and silya;***

*To my brothers in law: **Nassim, Hakim, Djemal, and Hakim;***

*I would also like to express my open-hearted gratitude to my partner in this work **Nadjet** for the time we spent together helping each other;*

*To my wonderful friend **Amira** whom she gave me endless support and constant help;*

I dedicate this work to each and every one who has been there for me and seen the good in me. Thank you all.

Siham

Dedication

In the name of GOD, the most Gracious, and Compassionate

I dedicate this humble work to:

The two candles of my life my parents “Nora” and “Ismail” for their never ending

love, tenderness, patience, and support during my learning journey;

My elder brother “Hassen” and younger brother “Amine”, you have always

been the shoulder I cry on and the backup I need. I love you so much;

My beloved and adorable sister “Narimen” for her vigorous support, encouraging words,

and kind heartedness that can never be replaced; May Allah bless you;

My friend and partner “Siham”, I would love to express my sincere appreciation for having her by my side and sharing memorable moments;

My wonderful friend “Amira” with whom I have shared pleasant memories, and delightful years at university;

*I dedicate this work to my beloved colleagues at **Fly High School** and my students especially “Ranim” who supported me all the way;*

To everyone who has provided us with support and encouragement, to complete this work.

Nadjet

Acknowledgements

We are Heartily thankful to the Almighty ALLAH for endowing us with the strength to fulfil this work. We would like to express our sincere appreciation and profound gratitude to our supervisor, Mr. Redouane NAILI for his supervision, valuable instructions, and insightful feedback without whom this dissertation will not be completed.

We would like to extend our thanks and appreciation to the broad of examiners to Dr. BOUNAR Fateh and Mrs. NOURI Malika for accepting to examine this piece of research. We will appreciate their careful reading and worthy evaluation.

An immense gratitude goes for the participant teacher for his collaboration and kindness.

We would like to thank first year students of groups one, two, three, and four for their participation to fill in our questionnaire and for providing us with the data required for the research.

Our acknowledgement would be incomplete without thanking our families who encouraged and help us in moments of despair.

I also wish to thank my friends and colleagues for encouraging us to tackle this work.

Abstract

This research paper dealt with attitudes of a teacher and his first-year licence students of English towards the effectiveness of classroom discourse management in grammar classes. It was hypothesized that if the teacher and students held the same beliefs about the nature of grammar teaching and learning, they would consider current classroom management as effective. The overall aim of the study was to find out whether the teacher and his students held similar beliefs about what constitutes effective grammar teaching and learning, and how those beliefs impacted on the management of time and talk in grammar classes. Two questionnaires addressed the same questions to one teacher of grammar and a sample of 65 of his students at Mohammed Seddik Ben Yahia university. Results revealed that both the teacher and students held similar beliefs about what makes the classroom discourse effective. They considered the inductive and explicit presentation of grammar rules using the target language only as more effective in acquiring the language structures. These beliefs were demonstrated in the importance both participants gave to interaction and communicative activities around grammatical points. However, learners were not satisfied with the amount of time given to them to explain grammar rules and they opted for the explanation and the practice as the main important part of the lesson while their teacher considered free discussion as the most beneficial aspect for students to meaningfully practice grammatical structures.

Key words: Discourse, Grammar

List of Abbreviations

ALM:	Audio- lingual Method
CBA:	Competency-Based Approach
CD:	Classroom Discourse
CI:	Classroom Interaction
CLT:	Communicative-Language Teaching
DA:	Discourse Analysis
DM:	Direct Method
EFL:	English as Foreign Language
FIACS:	FlanderInteraction AnalysisCategory System
FL:	Foreign Language
FLs:	Foreign Languages
GTM:	Grammar Translation Method
IRF:	Initiation- Response Feedback
L1:	First Language
L2:	Second Language
LMD:	License, Master, Doctorate
S:	Student
SETT:	Self-Evaluation Teacher Talk

T: **Teacher**

TBLT: **Task-Based Language Teaching**

TL: **Target Language**

TT: **Teacher Talk**

%: **Percentage**

List of Tables

Table 1.1. Bowers' Categories for Analysing Classroom Interaction.....	30
Table 1.2. Flander's Interaction Analysis Categories (FIAC).....	35
Table 1.3. Second Language Classroom Modes.....	37
Table 3.1. Preferences Regarding Focus on Form or Focus on Communication in Presenting Grammar.....	62
Table 3.2. Preferences about Inductive, Deductive, Implicit or Explicit Ways of Teaching Grammar.....	62
Table 3.3. Preferences about the Exclusive Use of English vs Codeswitching in Grammar Instruction.....	63
Table 3.4. Beliefs about the Effectiveness of Mechanical, Contextualized and Communicative Activities.....	64
Table 3.5. Opinions about the Effectiveness of Interaction in Grammar Lessons.....	64
Table 3.6. Teacher and Students' Opinions about Speech Modification.....	65
Table 3.7. Preferences about the Amount of Time for Explaining Grammatical Rules.....	66
Table 3.8. Student's View Toward the Amount of Talk Given to them.....	66
Table 3.9. Preferences of Students' Involvement in Explaining Grammatical Points...	67
Table 3.10. Opinions about the Amount of Time Allocated for Discussing Grammatical Activities.....	67
Table 3.11. Preferences about the Amount of Time Allocated for Students' to Express their Opinions.....	68
Table 3.12. Attitudes about Effective Ways of Taking Turns in the Classroom.....	68
Table 3.13. Preferences about Effective Strategies Responding to Teacher	69

Questions.....	
Table 3.14. Preferable Forms of Teacher Positive Feedback on Students' Responses.	70
Table 3.15. Attitudes about Effective Error Correction Strategies.....	71
Table 3.16. Preferences about Types of Errors that should be Corrected.....	71
Table 3.17. Teacher and Student's Perceptions about the Important Parts of the Lesson.....	72
Table 3.18. Students Suggestions.....	74

Contents

Dedication.....	2
Dedication.....	3
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Tables.....	8
Contents.....	10

General Introduction

Introduction.....	14
1. Review of Previous Research.....	14
2. Statement of the Problem.....	16
3. Hypothesis of the Study.....	17
4. Research Questions.....	17
5. Aims of the Study.....	17
6. Means of Research.....	18
7. Structure of the Study.....	18

Chapter One: Structure and Management of Classroom Discourse

Introduction.....	20
1.1. Classroom Discourse.....	20
1.2. Classroom Discourse versus Classroom Interaction.....	21
1.3. Development of Research on Classroom Discourse.....	22
1.4. Components of Classroom Discourse.....	23
1.4.1. Teacher Talk.....	23

1.4.2. Teacher questions.....	24
1.4.3. Patterns of Interaction and Turn-taking.....	25
1.4.4. Teacher Feedback.....	26
1.4.4.1. Positive Feedback.....	26
1.4.4.2. Negative Feedback.....	27
1.4.4.2.1. Explicit Correction.....	27
1.4.4.2.2. Recast.....	27
1.4.4.2.3. Clarification Request.....	28
1.4.4.2.4. Metalinguistic Feedback.....	28
1.4.4.2.5. Elicitation.....	28
1.4.4.2.6. Repetition.....	29
1.5. Approaches to Classroom Discourse Analysis.....	29
1.5.1. Discourse Analysis.....	29
1.5.2. Interaction Analysis.....	33
1.5.3. Ethnographic Analysis.....	36
1.5.4. Self-Evaluation of Teacher Talk as a Variable Approach.....	37
Conclusion.....	39

Chapter Two: Theoretical Perspectives on the Nature of Grammar and Grammar

Teaching and Learning

Introduction.....	40
2.1. Definition of Grammar.....	40
2.2. Theoretical Considerations in Teaching Grammar.....	41
2.2.1. Deductive Grammar Teaching.....	41

2.2.2. Inductive Grammar Teaching.....	43
2.2.3. Explicit Grammar Teaching.....	44
2.2.4. Implicit Grammar Teaching.....	44
2.3. Grammar in the Main Teaching Methods.....	45
2.3.1. Grammar Translation Method.....	45
2.3.2. Direct Method.....	46
2.3.3. The Audio-lingual Method.....	47
2.3.4. Communicative-language Teaching.....	48
2.3.5. Task-based Language Teaching.....	49
2.3.6. Competency-based Approach.....	50
2.4. Teachability and learnability of Grammar.....	51
2.5. The Status of Grammar in the LMD system.....	52
2.6. Activities in Teaching Grammar.....	54
2.6.1. Mechanical practice.....	55
2.6.2. Contextualized practice.....	55
2.6.3. Communicative practice.....	56
Conclusion.....	56
Chapter Three: Field Work	
Introduction.....	58

3.1. Data Collection Procedures.....	58
3.2. Population and Sampling.....	58
3.3. The Teacher's and Students' Questionnaire.....	59
3.3.1. Description and Administration of Teacher and Students Questionnaire.....	59
3.3.2. Analysis of the Teachers and Students Questionnaire.....	61
3.3.3. Interpretation and Discussion of the Teacher and Students Questionnaire Results..	75
3.4. Overall Analysis of the Results.....	77
Conclusion.....	79

General Conclusion

1. Putting it altogether.....	81
2. Pedagogical Recommendations.....	83
3. Limitations of the Study.....	84
4. Suggestions for Further Research.....	84

References

Appendices

Résumé

ملخص

General Introduction

Introduction

- 1. Review of Previous Research**
- 2. Statement of the Problem**
- 3. Hypothesis of the Study**
- 4. Research Questions**
- 5. Purpose of the Study**
- 6. Means of Research**
- 7. Structure of the study**

Introduction

Grammar offers a description of the regularities in a language that guide its usage in order to express and interpret meaning accurately (Ur, 1996, p.507; Thornbury, 1999, p.1). It has been argued that “Without grammar, language does not exist” (Nassaji & Fotos, 2011, p. 1).

One of the most heated topics in the field of language teaching and learning has been the role of grammar and the methods and approaches that offer learners the ultimate opportunities to learn the target language. Therefore, the way grammar is taught has become a subject of interest for teachers to determine the best strategies that make classrooms productive, effectively manage time for explaining language aspects, and carry out different tasks in such a way as to ensure better learning. Analysing classroom discourse is an essential aspect that can help teachers gain insights about the nature of grammar classes and manage interaction effectively.

1. Review of Previous Research

Many scholars investigated the role of classroom discourse and teacher talk in facilitating students' learning in the classroom. In their discourse analysis of the English used by teachers and students, Sinclair and Coulthard (1992) proposed a descriptive system that can be used as a coding manual in analysing classroom discourse. The system is hierarchical in nature and consists of five ranks; these are, from the lowest to the highest unit of classroom discourse: act, move, exchange, transaction, and lesson. They found that there is a typical exchange in the classroom in which a move consists of “an initiation by the teacher, followed by a response from the pupil, followed by feedback to the pupil's response from the teacher” (p. 3).

Cullen (2002) conducted a similar study based on video recording of secondary school English classes in Tanzania, in which he examined the language used by teachers in their

everyday classroom interaction. He found that teachers followed a pattern or acts of interaction called “follow-up moves”. These moves have two pedagogical roles: an evaluative and a discourse role. According to Cullen (2002), the function of the evaluative role is “to provide feedback to individual students about their performance” and it focuses on “the form of the learner’s response” (p. 119). The discursal role of the follow-up move is to pick out students’ contribution “in order to sustain a dialogue between the teacher and the class” and it emphasises the role of corrective feedback of language forms through the use of referential and display questions (p. 120). The results of this study showed that, in follow-up moves the teacher follows four specific strategies in order to make the learning process effective which are: reformulation, elaboration, commenting on of learners’ contribution, and repetition of individual student’s contribution (pp. 124-125).

Another study was carried by a group of colleagues in the UK in order to develop a teaching program called Thinking Together. According to Mercer and Littleton (2007), this program was designed to “ensure that children have educationally effective ways of talking and thinking together in their repertoires” (p.60). They viewed the teacher as a guide who enables children to understand better how language can be used as a tool for thinking and talking. This requires teachers to provide learners with well-designed activities for working in groups, in which they can practice applying and developing language skills by including topics directly relevant to the school curriculum. The results of this study indicated that this program had a positive impact on learners’ reasoning capabilities. It helped them to understand group activity, they learnt how to take part in interaction with teachers and among themselves rather than being ignored and discovered that dialogues have a powerful impact on learning (Mercer & Littleton, 2007, p.61).

The conclusion drawn from the aforementioned studies about effective classroom discourse is that teacher talk is a critical component of student learning and, in order to

guarantee the success of the process of teaching and learning, teachers should look for the best strategies to determine what should be done in the classroom, and who talks first and who talks next in a given lesson. In this vein, the present study is designed to gain greater insights about effective classroom discourse management in grammar classes and to discover teachers' and learners' attitudes about the best strategies to make grammar learning and teaching easier. However, previous research has not dealt with how much time should be given to each part of grammar lessons, and which specific parts of grammar lessons are considered more important in teaching and learning grammar. The current study attempts to fill in this gap in literature. Therefore, this maintains the importance of putting this research under investigation.

2. Statement of the Problem

Apart from preoccupations with which type of grammar or grammatical features are appropriate for teaching English as a foreign language classes, teachers need to be strategic in teaching grammar so as to manage their classrooms, on the one hand, and to enable their learners to acquire the basic aspects of the language, on the other hand. Some orientations guide the way grammar is learnt and taught. These include focusing on form or focusing on meaning, using explicit or implicit methods and relying on the target language alone or coupling it with the mother tongue. These approaches will have an impact on the way teacher and students interact in the classroom.

Classroom discourse serves several functions from explaining grammatical features, to managing who speaks and when, and specifying what students should do and say. Thus, students contribute to shaping the features of classroom discourse through participating in different interactions and activities. For this reason, the teacher and students should be aware and also agree on how they should interact in the classroom in terms of the form and amount of teacher talk, students' participation, types of activities, error correction, and teacher's feedback. This is because classroom discourse is an aspect which is manipulated in different

ways by different teachers and their students and these differences either foster or impede learning.

3. Research Hypothesis

The present study is based on the following research hypothesis:

- If the teacher and students hold the same beliefs about the nature of grammar teaching and learning, they will consider current classroom management as effective.

4. Research Questions

Within the context of the department of English, and targeting four groups of first year LMD students of English and their grammar teacher, the overall focus of this study is to answer the following questions:

1. Do the teacher and students hold the same beliefs about what constitutes effective grammar teaching and learning?
2. How do the teacher's and students' beliefs impact on the way classroom discourse is managed?
3. Which part or parts of the grammar lesson should be given more attention and time in order for it to be considered as effectively managed?

5. Purpose of the Study

In the current study, grammar teaching and learning has been chosen as a field of interest. Hence, the ultimate goal is to gain insights and directions on the effectiveness of classroom discourse management in enhancing the teaching and learning of grammar. Additionally, both the teacher's and his learners' attitudes will be investigated in order to identify the best approaches and strategies that help them to best manage grammar classes.

6. Means of Research

For the sake of investigating attitudes toward the effectiveness of classroom discourse in grammar classes, a student questionnaire was distributed to 65 first year students belonging to four groups from the department of English, and a teacher questionnaire was handed in to their teacher of grammar. The two questionnaires ask the same questions of both types of participants in order to explore attitudes and orientations that guide the way grammar is taught and learnt. Besides, they attempt to determine the best strategies that help the teacher and his students in managing their interaction in the classroom setting.

7. Structure of the Dissertation

The current study is divided into two parts, a theoretical part and a practical part. The theoretical part comprises two chapters. The first chapter presents the structure and management of classroom discourse, starting with a definition of classroom discourse, its developments, as well as its relation to classroom interaction. It also covers the components of classroom discourse including: teacher's talk, teacher's questions, patterns of interaction and turn-taking, and teacher's feedback. Later, it sheds light on the main approaches to classroom discourse analyses.

The second chapter explores theoretical perspectives on the nature of grammar and grammar teaching and learning. It starts with defining the notion of grammar as stated by a number of scholars and researchers, then it discusses the theoretical considerations of deductive, inductive, explicit and implicit teaching of grammar. Furthermore, it presents the main teaching methods of grammar and discusses its teachability and learnability as well as its status in the LMD system. The chapter is concluded with a presentation of the major activities that are used in teaching grammar classes.

As far as the third chapter is concerned, it describes the methodology followed and the research instrument used, then provides analysis and discussion of the results obtained.

Eventually, the overall results are discussed by means of answering the questions raised in the study and testing the hypothesis advanced.

Chapter One: Structure and Management of Classroom Discourse

Introduction

1.1. Classroom Discourse

1.2. Classroom Discourse versus Classroom Interaction

1.3. Development of Research on Classroom Discourse

1.4. Components of Classroom Discourse

1.4.1. Teacher Talk

1.4.2. Teacher questions

1.4.3. Patterns of Interaction and Turn-taking

1.4.4. Teacher Feedback

1.4.4.1. Positive Feedback

1.4.4.2. Negative Feedback

1.4.4.2.1. Explicit Correction

1.4.4.2.2. Recast

1.4.4.2.3. Clarification Request

1.4.4.2.4. Metalinguistic Feedback

1.4.4.2.5. Elicitation

1.4.4.2.6. Repetition

1.5. Approaches to Classroom Discourse Analysis

1.5.1. Discourse Analysis

1.5.2. Interaction Analysis

1.5.3. Ethnographic Analysis

1.5.4. Self-Evaluation of Teacher Talk as a Variable Approach

Conclusion

Chapter One: Structure and Management of Classroom Discourse

Introduction

Classroom discourse attracted the attention of many researchers and educators in the field of teaching English as a foreign language in order to overcome the various challenges that face teachers in managing the talk in their classes. Accordingly, this chapter covers components of classroom discourse and how it is managed and its analysed. First, it opens with defining classroom discourse and discussing its relation to the quite similar term of classroom interaction. It, then, provides a short historical account on the development of classroom discourse studies. Next, the chapter sheds light on the different components of classroom discourse, which consist of teacher talk, teacher questions, patterns of interaction and turn-taking, and teacher feedback. The discussion, then, moves toward illustrating approaches to classroom discourse analysis, namely, discourse analysis, interactional analysis, ethnographic analysis, and an eclectic and variable model for evaluating teacher talk.

1.1. Classroom Discourse

The concept of classroom discourse (CD) has been defined differently by many scholars. In the view of Nunan (1993), classroom discourse can be described as “the distinctive type of discourse that occurs in classrooms” (As cited in Behnam&Pourian, 2009, p.118). In the same vein, van de Walle, Karp, Lovin, and Bay-Williams (2016), considered CD as “the interactions between all the participants that occur throughout a lesson” (p. 20). In this regard, (Walsh, 2011,p.1) argued that CD is both dynamic and cooperative in which “the teacher and the learners cooperate and negotiate with each other in achieving certain instructional goals in the classroom” (p.7). In the light of the previous quotes, it can be understood that CD is a distinguished type of discourse which occurs only in the context of classroom and it looks for the particular exchange of roles between the teacher and learners and how it achieves certain learning outcomes. In other words, CD seeks to investigate how

everyday life is constituted through classroom instruction because teachers and their learners make use of language structures in order to communicate with each other. In particular, classrooms are characterized by a range of interactional features such as teacher elicitation strategies, learners' responses and teacher evaluation (Walsh, 2011, p.25; Tsui, 2008, p. 2).

1.2. Classroom Discourse versus Classroom Interaction

Classroom discourse and classroom interaction (CI) have been a subject of investigation for many researchers. Though the terms are usually used interchangeably, it is important to point that both of them have differences and similarities.

CD was defined as "all of those forms of talk that one may find within classroom or educational settings" (Jocuns ,2012, p.1). According to Jouibar and Afghari (2015, p. 19), CD deals with different issues that occur in language classroom. It seeks to discover how everyday life in classroom is built (Rex & Lee Green ,2007, p. 571). In other words, CD is the speech that occurs between the teacher and students in order to communicate in the classroom context to transmit knowledge. It seeks to discover how relations in the classroom are carried out and how the teacher gets in touch with students through the use of linguistic forms. That is, in CD, the teacher invests most of the talking, which leads to imbalance and inequality of power between the teacher and learners.

CI, on the other hand, refers to the patterns of communication that help teacher to check student's behaviours and enable students and their teachers to engage in the learning and teaching processes through the use of certain interactive strategies (Rex & Lee Green, 2007, p.571). In the same vein, the Longman dictionary of language teaching and applied linguistics (2010) defined CI as "the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms" (p.80). Therefore, CI reveals how language symbolizes the power relationship by studying the roles of the teacher and

students in the classroom. It involves learners in interacting with their teacher as well as among themselves through the use of verbal interaction like answering questions or making comments and non-verbal interaction like the use of gestures.

Although CD and CI differ somehow in terms of their definitions, they share some common similarities. Both of CD and CI are carried out to reach the aim of teaching and learning to enable teachers to interact with their students and reach specific learning objectives. Besides, they are used as a way to accelerate language development and give the chance to learners to develop their communicative skills through experiencing real communicative situations. Hence, through CD, teachers can provide suitable strategies that help in CI. Through CD, teachers can also evaluate the learner's interaction inside the classroom easily.

1.3. Development of Research on Classroom Discourse

CD has been a major subject of research in many fields mainly linguistics, applied linguistics, and education. According to Sinclair and Coulthard (1975), the interest in studying classroom language dated back to 1940s but expanded later on 1960s when linguists tried to investigate many areas of discourse including CD (p. 15). According to Tsui (2008, p. 2), since the classroom is a very complex setting to understand, studies of second language (L2) and foreign language (FL) classrooms were driven by the need of a "best" method for teaching and learning. For the search of the best method, various models of classroom discourse have emerged. The aim of these models was to bring insights into the analysis of instruction and the teaching practices inside the classroom. Moreover, it focused on investigating the nature of classroom activity and improving classroom work. Furthermore, it helped teachers in arranging their classes and facilitating the process of learning, on the one hand, and achieving the educational purposes on the other hand. However, since 1970s many studies have proliferated and the concern about the learning of language structures has

changed. Scholars argued that research on the classroom should focus not only on the teacher's language and behaviour, but also to shift the concern into the learners' behaviours (Tsui, 2008, p. 2). Previously, learning was understood as a separate process that can be done by the individual; social contexts and interaction patterns were excluded. However, more recent studies stressed the paramount role of communicative functions rather than language structures. In this vein, Gee (2014) argued that CD aims "to scaffold the performance of social activities (whether play or work or both) and to scaffold human affiliation within cultures and social groups and institutions" (p. 1). That is, in order to examine CD more holistically, teachers should take in consideration the social and the cultural perspectives of learning and provide learners with patterns of communication that are used in real-life contexts. However, it proved difficult for any research to reach all the things that occur in the classroom. In this regard, Skukauskaite et al.(2015) said "no single researcher can uncover all of the dynamic interactions or factors influencing what occur in classrooms" (p. 2).

1.4.Components of Classroom Discourse

The classroom is the place that brings together students from different background knowledge and abilities. It is the setting where students may challenge obstacles to acquire knowledge and to reach their needs. Therefore, to meet those needs, teachers always look for ways in order to manage their classes because a proper implementation of certain classroom components such as teacher talk, teacher questions, patterns of interaction and turn-taking, and teacher feedback would encourage students to take an active role in the learning process and to enhance their level of proficiency.

1.4.1. Teacher Talk

Teacher talk (TT) is an integral part of classroom discourse and instruction. In the view of Schmidt and Richards (1985), TT can be described as the variety of talk used by teachers during their process of teaching (p. 543). It is, thus,an indispensable portion in the

classroom as it deals not only with the management of the classroom but also with the processes of acquisition (Nunan, 1991, p. 189). Moreover, Allwright and Bailey (1991) stated that TT is an important tool for the transmission of information to learners, and “is one of the primary means of controlling learner behaviour” (p.193). Moreover, TT is important because it is the source of comprehensible input by means of which the teacher may inform, explain, describe the course materials, control learner’s behaviour and create a suitable environment for learning where students feel relaxed and ready to receive the input.

In short, TT plays a vital role to the success or failure in implementing teaching plans. It may provide students with opportunities to expose to the language, interact with each other and better classroom management; it may also hinder students’ engagement in the class. Thus, it is the role of the teacher to concentrate on their own use of language structures in the classroom.

1.4.2. Teacher Questions

Questions are the instructional cues that expose students to the content elements to be learned (Azerefegn ,2008, p. 12). They are viewed as familiar strategies used by English as a Foreign Language (EFL) teachers to create a powerful environment and to enable learners to acquire the language. In order to test students understanding, teachers should be aware about the purpose behind asking questions according to the function it serves and the time students need to formulate their responses. That is, if the aim of the teacher is to ask students about the content (knowledge checking), display questions, referring to questions to which the teacher already knows the answer, are preferred (Lee,2006, p. 692). In evaluating learners’ knowledge, the teacher’s role is to direct and guide students to avoid any irrelevant answers. In contrast, if the teacher wants to engage the students and make interaction, he/she may opt for referential questions, which are questions to which the teacher does not know the answer (Thornbury,

1996, p. 281). His/her main aim is to help learners to engender communication which requires more efforts from the part of students.

To sum up, questions are regarded as a central part used by teachers to control classroom instruction and interaction. They can be used to check how well students comprehend certain learning points and they serve also as a powerful strategy to help students communicate and promote interaction.

1.4.3. Patterns of Interaction and Turn-taking

Generally, in educational settings, teachers control most of the interaction in the classroom. According to (Shintani , Ellis & Suzuki, 2014, p. 168; Breen et al., 2001, p. 473) teachers dominate most of the talk in the classroom. According to them, teachers have control on the topic and turns given to students who are directed by the teacher and their reactions are based on the cues the teacher gives them.

Students involvement in negotiating comprehensible input depends greatly on the teacher's behaviour in managing classroom turn-taking. The teacher can either nominate or specify who is to take the turn or throw it open to the whole class. The resulting student's turn-taking can be divided into solicited turns and unsolicited turns. An example of the former is when a student answers a question after being specifically nominated (personal solicit). This type of turn has been referred to by Allwright and Bailey (1991, p. 124) as direct nominating. The teacher asks a question by addressing one student. It can be done verbally through calling student's name or non-verbally using paralinguistic techniques such as gestures, body language, eye contact, and head nod. An unsolicited turn is one in which a student initiates the turn (general solicit). The teacher addresses the whole class to answer a question or do a task by asking an open question in which all the students can answer. A common pattern found in the classroom is that the teacher starts with a general solicit, but when no answer is forthcoming, he/she resorts to personal solicit to sustain interaction, move the lesson forward

and cover more and more materials. The teacher may allocate turns for brighter students, from whom they are sure of getting good answers.

1.4.4. Teacher Feedback

Providing feedback to learners on their performance is one of the most significant aspects of teaching. Mackey (2007, p. 14) defined feedback as "the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances". That is to say, feedback refers to the response given by the teacher to the learner which indicates how successfully the objective of the learning activity has been accomplished. In fact, feedback can be classified into two major categories, positive and negative.

1.4.4.1. Positive Feedback. The teacher provides positive feedback to the learners when they give correct answers. In this regard Gass and Selinker (2001), stated that positive feedback "comes from the speech learners hear/ read and is thus composed of a limited set of well-formed utterances of the language being learned" (p.163). That is to say, positive feedback is used when the teacher wants to show that learners produced correct output and there is an improvement in their learning. In addition to acknowledgement and acceptance, the teacher may add expressions such as 'good', 'brilliant', 'well done' in order to praise the learner's answer or to repeat what the learner has said. According to Ahea (2016), "Good feedback practice can not only provide useful information to the students in improving their learning but also can offer decent information to teachers which is eventually improve the learning experience for the students" (p. 39). In this sense, giving positive feedback is a powerful way to enhance learning since it makes students aware of how and where they can improve, on the one hand, and helps teachers to have an idea about the students' progression and the effectiveness of students' performance in the learning environment, on the other hand. Moreover, it provides effective support to the learner and fosters motivation to continue learning (Ellis, 2009.p.3).

1.4.4.2. Negative Feedback. Negative feedback is also known as "corrective feedback" and "error correction". Chaudron (1977) considered it as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of, the learner's utterance" (p. 31). In other words, negative feedback is all sorts of remarks and information that the teacher provides to learners to point out to the utterances which consist of an error. In their study on feedback, Lyster and Ranta (1997) distinguished six different types of corrective feedback which are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition.

1.4.4.2.1. Explicit Correction. According to Lyster and Ranta (1997), explicit correction is "the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., "Oh, you mean", "You should say")" (p. 46). In other words, explicit correction refers to the teacher telling the student directly that the produced sentence is wrong and it consists of simply indicating that an error has been committed.

1.4.4.2.2. Recast. According to Veliz (2013), recasts is "a complete reformation of learner's ill-formed utterance and provide relevant information which is obligatory but is either missing or is wrongly used in the learners' utterance" (As cited in Hadzic 2016, p.8). That is to say, recast involves the teacher reformulation of the learners' incorrect utterances. Generally, recasts are implicit in which the teacher reformulates the ill-formed utterances without directly indicating that the student's answer was incorrect or providing correction (Lyster&Ranta 1997, p. 46). Recast can be clearly illustrated in the below example:

S: When I go to school yesterday.

T: You went to school yesterday?

S: Yes, I went to school yesterday (p. 84)

The teacher focused only on one word whereas other items remained the same. Despite the fact that the teacher corrects the error, recast is considered as an implicit corrective feedback.

1.4.4.2.3. Clarification Request. According to Lyster and Ranta (1997), clarification request is used when the teacher wants to indicate that the message has not been understood or that the student's utterance contained some kind of error, and that a repetition or reformulation is required. The teacher uses expressions like "Excuse me?" or "I don't understand" to indicate that an utterance has been misunderstood or it contains an error (p. 46)

1.4.4.2.4. Metalinguistic Feedback. Metalinguistic feedback indicates that there is an error somewhere and the teacher comments on the error being produced. Ding (2012) and Rassaei (2015), stated that metalinguistic feedback provides comments, information, or questions related to the students' ill-formed utterances without explicitly providing the correct form, as it is shown in the following example:

S: She speak two languages.

T: Use the third person singular -s.

S: She speaks two languages. (Ding, pp.83-85)

The teacher gives information related to the error when he/she asks a question to lead the learner to analyse the incorrect grammatical utterance. Metalinguistic feedback increases the students' understanding of the target language forms by providing metalinguistic information such as, "Do we say it like that?", "That's not how you say it in French", and "Is it feminine?" (Sheen, as cited in Rassaei, 2015, p.89).

1.4.4.2.5. Elicitation. Elicitation refers to those techniques that teacher uses to elicit correct answers from the student. Elicitation can be done by asking questions like Yes/ No questions or making the student fill in the answer e.g. "It is a..." which is called "elicit completion"

and the teacher may raise the intonation as a signal that the learner should complete the gap as in the following example:

L: I'll come if it will not rain.

T: I'll come if it? (Ellis, 2009, p. 99)

That is, the teacher tries to correct the learner illstructure by repeating a part of the student's sentence and pausing just before the error.

1.4.4.2.6. Repetition. As a type of feedback, repetition is used by the teacher to repeat learner errors in order to draw their attention to them and elicit the correct ones. Repetition of learner's wrong answers can be done in isolation or in context using the voice tone to highlight the wrong utterance.

To conclude, both positive and negative feedback are necessary to progress in the learning of the L2. Positive feedback motivates students to be engaged more in their learning while negative feedback provides students with necessary correction to their errors explicitly or implicitly.

1.5. Approaches to Classroom Discourse Analysis

Several models are used by researchers for investigating classroom discourse. This section reviews and illustrates discourse analysis, interaction analysis, ethnographic analysis, and an eclectic model for self-evaluating teacher talk.

1.5.1. Discourse Analysis

Discourse analysis (DA) is considered as a crucial field that many researchers have studied and given a plethora of definitions for the term. Bavelas, Ken wood, and Philips (2000, p. 103) referred to DA "as a cluster of methods and approaches with some substantial common interests rather than as a single, unitary technique. According to Flowerdew (2013, p. 1) and McCarthy (1991, p. 5) DA aims at investigating how language is used in specific context and to examine how language is used beyond the level of sentence in specific social

and cultural contexts. Moreover, DA takes into account many elements that shape language like the role of participants, world, and identities. In other words, it tries to discover how language can be formed depending on many factors (Paltridge, 2006, p. 2) .

Among the various methods that are used to carry out researches in the domain of DA Bower's and Sinclair models which are two instruments that will be explained.

➤ **Bower's Model**

This model determines the teaching functions that are used by teachers to enhance communication opportunities for students. By teaching functions Poliden stated that "teaching functions refer to teacher acts in urging the learners to participate in class discussion" (2012, p. 194). Bower found that the classroom discourse can be described on the basis of a category system which he called "Bower's Categories of Verbal Behavior". Those categories are the following: responding, sociating, organizing, directing, presenting, evaluating, and eliciting. Moreover, they are used to describe "moves", which are the smallest units of description in the model (p. 148).

The model aimed to distinguish between the purposes behind the use of some language utterances by the teacher in the classroom. The table below describes the teachers' acts applied during the process of teaching according to Bowers (1980).

Table 1.1.

Bowers' Categories for Analysing Classroom Interaction

Category	Description
Responding	Any act directly sought by the utterance of another speaker, such as answering a question.
Sociating	Any act not contributing directly to the teaching/learning task, but rather to the establishment or maintenance of interpersonal relationships.
Organizing	Any act that serves to structure the learning task or environment without

	contributing to the teaching/learning task itself.
Directing	Any act encouraging nonverbal activity as an integral part of the teaching/learning process.
Presenting	Any act presenting information of direct relevance to the learning task.
Evaluating	Any act that rates another verbal act positively or negatively.
Eliciting	Any act designed to produce a verbal response from another person.

(As cited in Poliden, 2012, p. 194)

Bower's model did not receive much success. It was criticized by Mehan (1979) who argued that the teacher does not necessarily follow a pattern of regular mood in the classroom. Learning language does not occur by following certain stages in presenting the lesson, but by engaging learners in discussions which may help them to acquire better. He also claimed that student should deal with complex patterns of communication inside the class and to participate in any topic at ease (As cited in Poliden, 2012, p. 194). In contrast, in Bower's model, the teacher presents the lesson in a series of questions then organizes and directs classroom's activities. At the end, the teacher evaluates his/her student which prevents students from acquiring language naturally.

➤ **Sinclair and Coulthard's Model**

In the 1970's, Sinclair and Coulthard set out a model to describe units of CD. According to them, the language of the classroom differs from many forms of spoken discourse. It is formally structured and controlled by the teacher-pupil talk. The two scholars believed that teachers and pupils speak according to a hierarchically structured system which they called 'ranks', which are divided into five ranks: interaction, transaction, exchange, move, and act (Sinclair & Coulthard, 1992, p. 2). In this regard, they said "The highest unit

of classroom discourse, consisting of one or more transactions, we call lesson. This unit may frequently be coextensive with the pedagogical unit period, but need not be” (p. 4). That is to say, the largest element of CD is the ‘lesson’ which is made up of units called ‘transactions’, which in turn are made up of ‘exchanges’. According to Sinclair and Coulthard (1992), the smallest units of discourse structure are "moves" and “acts”,

Moves and acts in discourse are very similar to words and morphemes in grammar. By definition, move is the smallest free unit although it has a structure in terms of acts. Just as there are bound morphemes which cannot alone realize words (p. 4).

A move is made up of acts which are equivalents to morphemes and words in grammar. Sinclair and Coulthard (1992, p. 2) said that grammatical morphemes are the smallest units, and they cannot be subdivided into smaller grammatical units. However, if one moves from the level of grammar to the level of phonology, morphemes can be shown to be composed of a series of phonemes. Similarly, the smallest unit at the level of discourse will have no structure, although it is composed of words, groups or clauses at the level of grammar. That is to say, without words and morphemes, clauses and sentences cannot be formed. In addition, Sinclair and Coulthard (1992) set up three classes of move: opening, answering and follow-up and they label those units IRF (Initiation, Response and Feedback) as shown in the following example of an eliciting exchange:

	I	with elicit as head
Teacher eliciting exchange	R	with reply as head
	F	with evaluation as head (p. 69)

That is, initiation opens the exchange when the teacher asks questions, the response constitutes a reply from student to the preceding initiation; and the teacher should give

feedback to the student's answer, to show whether the answer is right or whether it is the answer expected by the teacher.

To sum up, Sinclair and Coulthard's model is based on five ranks, namely: lesson, transaction, exchange, move, and act and the ranks are in a hierarchical relationship with lesson being the largest unit and act being the smallest. However, one of the critics of the model is that it was concerned more on the product of discourse rather than the process. In other words, it focused more on the steps that teachers follow in the class rather than the content to be taught.

1.5.2. Interaction Analysis

Interaction analysis (IA) is one of the prominent methods used to analyse CD. According to Richards and Schmidt (1992), IA is "any of several procedures for measuring and describing the behaviour of students and teachers in classrooms" (p. 264). Nunan (1992) stated that IA is concerned with both the linguistic and non-linguistic aspects of spoken language, and attempts to articulate links between the linguistically focused rhetorical routines and social aspects of interaction (p. 161). In other words, this method attempts to support the belief that there are inherent relationships between the learner's behaviours and the interactions created by the teacher when the lesson is being taught.

Amongst the most representative instruments to conduct research in this method, we have Bellack's model and Flanders's Interaction Analysis Categories System (FIACS).

➤ Bellack's Model

Bellack's model of interaction analysis was designed by Bellack with the collaboration of his colleagues in 1966. It was based on the interaction of fifteen teachers and 345 students. Bellak et al. (1966) classified a number of pedagogical moves into common teaching sequences as follows: Structure, Solicit, Respond and React. The following extract explains better this model,

T We're going to look today at ways to improve your writing	STRUCTURE
T Would you like to tell me one of the mistakes that you made?	SOLICIT
S The type of the verb	RESPOND
T The verb, it means there's a problem with the verb	REACT

(Walsh, 2006, p.41)

From this extract, the teacher initiates the lesson by presenting the content that will be taught (or the main teaching objective) in the first move. In the next move, the teacher elicits or solicits responses from students by asking questions in which they respond in the response move. React is the last move in which the teacher responds to the learners' answers and provides them with the needed explanation. The work of Bellack is considered to be one of the earliest system-based models and it was referred to later as Initiation-Response-Feedback (IRF) which has been already discussed. For instance, it was further advanced by Flanders (1970), whose assigned classroom interaction to various categories of teacher and student talk.

➤ **Flander's Interaction Analysis Category System**

Flander's Interaction Analysis Categories System (FIACS) is one of the techniques that are used by researchers to observe classroom interaction. It enables teachers to observe the kind of interaction they use and how students respond to them. Furthermore, FIACS gives insight into what a teacher does while teaching in order to create effective classroom learning (Amatari, 2015, p. 43). In this category system, all events are classified into three main sections: teacher talk, students talk, and silence or confusion. These three sections are divided into other sections to make interaction more meaningful. Teacher talk is divided to two sections. Indirect talk contains four observational categories: accepting feeling, praising or encouraging, and accepting ideas. Direct talk is divided into three categories: lecturing, giving directions, and criticizing or giving authority. Students talk contains two categories

responding to teacher or initiating talk. The last category is silence and confusion used to handle anything else that is not student or teacher talk.

Table 2.2.

Flander's Interaction Analysis Categories (FIAC)

<p>Teacher talk</p> <p>Indirect influence</p>	<p>1. Accepts feelings: accepts and clarifies the tone of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</p> <p>2. Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head or saying „um hm?“ or, “go on” are included.</p> <p>3. Accepts or uses ideas of student: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own idea into play, shift to category five</p> <p>4. Asks questions: asking a question about content or procedure with the intent that a student answers.</p>
<p>Direct Influence</p>	<p>5. Lecturing: giving facts or opinion about content or procedure; expressing his own idea asking rhetorical questions.</p> <p>6. Giving directions: directions, command, or orders which student are expected to comply with.</p> <p>7. Criticizing or justifying authority: statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out ; stating why the teacher is doing what he is doing; extreme self-reference</p>
<p>Student talk</p>	<p>8. Student talk-response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement</p> <p>9. Student talk-initiation: talk initiated by student. If „calling on“ student is only to indicate who may talk next observer must decide whether student wanted to talk.</p>
<p>Silence</p>	<p>10. Silence or confusion: pauses, short periods of silence, and period on confusion in which communication cannot be understood by the observer</p>

(Purba, Saragih&Ginting, 2016, p.4)

As a means of observing classroom interaction, Flander's system has both strengths and weaknesses. According to Evans (1970), a major strength of FIAC is that it enables the observer to differentiate between teacher behaviours and teacher characteristics since it has been a matter of confusion. Besides, the FIAC system tends to describe rather than evaluate teacher talk. However, one of the major weaknesses of the system is the negligence of non-verbal behaviours and the focus on the verbal one. Moreover, it failed to provide an account of student-student interaction (p. 5). Most importantly, it has been criticized for the amount of talk and attention that are given to the teacher at the expense of students.

1.5.3. Ethnographic Analysis

Ethnography as a qualitative research approach originated from sociological and anthropological researches. It differs from the previous approaches because it fundamentally represents claims about the nature of human behaviour and the best ways of coming to understand it. Ethnography was defined as the study of people's behaviour in naturally occurring settings in order to provide a description of what people do in real life situations (Nunan, 1992, p. 55; Waston-gegeo, 1988, p. 575). In addition, Hammersley (1985) stated that the task of ethnographers is to "document the culture, the perspectives and practices of the people in these settings. The aim is to 'get inside' the way each group of people sees the world" (p. 152). That is, ethnographic analysis provides insights about peoples' behaviours and cultures in real life settings and observes how they interact in their living environment.

Concerning the field of education, Griswold (1993) stated that "Ethnographic studies of schools have focused on both the structural and cultural components of the environment to understand the teaching-learning process that occurs in the classroom" (p. 398). In other words, an ethnographer in an EFL classroom is more likely to focus on the description of classroom organization and its cultural components and how this description helps teachers in

understanding what happens in the classroom setting. The aim behind ethnographic studies is to investigate issues which are difficult to address through experimental research, such as how societal and cultural processes play a significant role in language learning. Moreover, it seeks to gain a more holistic perspective on teacher/ student interactions in order to improve the teaching practices (Waston-gegeo, 1988, p. 578).

1.5.4. Self-Evaluation of Teacher Talk as a Variable Approach

The Self-Evaluation Teacher Talk (SETT) framework is an eclectic model for observing classroom discourse that was established by Walsh (2001). The SETT is based on four modes: the ‘managerial mode’, ‘materials mode’, ‘skills and systems’ mode and ‘classroom context’ mode. According to Walsh 2006 “Each mode is made up of specific interactional features (such as display questions, repair, and content feedback) and particular pedagogic goals”. Pedagogic goals represent the minute-by-minute decisions teachers make, their objectives and intended learning outcomes. Hence, they are based on the assumption that all interaction in the L2 classroom is goal-oriented and are demonstrated in the talk teacher and student’s talk during the lesson. As for interactional features, they can be regarded as language functions of teacher and learner talk (p. 65). The following table is a summary of the main pedagogical goals and interactional features of each mode.

Table 2.3.

Second Language Classroom Modes

Mode	Pedagogic goals	Interactional features
Managerial	To transmit information. To organize the physical learning environment. To refer learners to materials. To introduce or conclude an activity. To change from one mode of learning to another.	A single, extended teacher turn which uses explanations and/or instructions. The use of transitional markers. The use of confirmation checks. An absence of learner contributions.

Materials	To provide language practice around a piece of material. To elicit responses in relation to the material. To check and display answers. To clarify when necessary. To evaluate contributions.	Predominance of IRF pattern. Extensive use of display questions. Form- focused feedback. Corrective repair. The use of scaffolding.
Skills and systems	To enable learners to produce correct forms. To enable learners to manipulate the target language. To provide corrective feedback. To provide learners with practice in sub- skills. To display correct answers.	The use of direct repair. The use of scaffolding. Extended teacher turns Display questions. Teacher echo. Clarification requests. Form- focused feedback.
Classroom context	To enable learners to express themselves clearly. To establish a context. To promote oral fluency.	Extended learner turns. Short teacher turns. Minimal repair. Content feedback. Referential questions. Scaffolding. Clarification requests.

(Walsh, 2006 p. 66)

As previously mentioned, Walsh's SETT model is composed of four micro-contexts or four modes. The managerial mode focuses on how teachers deliver the lesson, organize its units, and manage the classroom environment. Material mode is about pieces of material to be used. Skills and system mode is used to teach the language skills including reading, writing, speaking, and listening, and the language components, like grammar and vocabulary. The last mode is classroom context mode which mostly focuses on student' oral fluency. It is used to provide learners with enough participation, turn taking, exchanging and expressing ideas using the language.

Conclusion

Classroom discourse is concerned with the study of discourse that occurs in the classroom and the investigation of the processes that happen inside the classroom. In order for classroom discourse to be effective, teacher talk should be comprehensible so that learners comprehend the learning points easily. Besides, the teacher should provide questions that stimulate learners and engage them in the classroom interaction and allow each student to take turns in classroom discussion. The teacher should also look for the best ways to deliver feedback, both positive and negative, on students' performances. For teachers to check the effectiveness of discourse management in the classroom, they can rely on different analytical models to develop a model that is compatible with their objectives following the example of the self-evaluation of teacher talk framework. They can also use interactive perspectives, discourse perspectives and ethnographic techniques in describing classroom events and discussing the learning and teaching issues.

Chapter two: Theoretical Perspectives on the Nature of Grammar and Grammar Teaching and Learning

Introduction

2.1. Definition of Grammar

2.2. Theoretical Considerations in Teaching Grammar

2.2.1. Deductive Grammar Teaching

2.2.2. Inductive Grammar Teaching

2.2.3. Explicit Grammar Teaching

2.2.4. Implicit Grammar Teaching

2.3. Grammar in the Main Teaching Methods

2.3.1. Grammar Translation Method

2.3.2. Direct Method

2.3.3. The Audio-lingual Method

2.3.4. Communicative Language Teaching

2.3.5. Task Based Language Teaching

2.3.6. Competency Based Approach

2.4. Teachability and learnability of Grammar

2.5. The Status of Grammar in the LMD system

2.6. Activities in Teaching Grammar

2.6.1. Mechanical practice

2.6.2. Contextualized practice

2.6.3. Communicative practice

Conclusion

Theoretical Perspectives on the Nature of Grammar and Grammar Teaching and Learning

Introduction

In learning any English as a foreign language, grammar is viewed as an integral part of most classes. Grammar teaching has been a subject of debate among scholars around the preferable way to teach and learn it. To this end, the present chapter sheds light on the different aspects focused on by specialists in defining the term grammar. Moreover, the chapter deals with various considerations teachers take into account during grammar lessons in terms of their delivery, deductively, inductively, explicitly and/ or implicitly. It, then, moves to explore the ways grammar has been taught in the main teaching methods. Next, it puts into question the teachability and learnability of grammar and discusses the teaching of grammar in the LMD system in the departments of English in Algerian universities. Activities used by teachers in teaching grammar are addressed in the final section.

2.1. Definition of Grammar

Grammar has been a subject of inquiry aiming to determine its nature and make decisions on what to focus on when teaching and learning it. Indeed, there are scholars who viewed grammar as form (syntax) while others considered grammar as meaning (semantics). On the one hand, Thornbury (1999, p. 1), Ur (1991, p. 75) and Cowan (2008, p. 3) agreed that grammar is a set of rules which help in combining correct sentences. In other words, grammar is regarded as the way words and phrases are arranged to create well-formed sentences. On the other hand, Radford (1997, p. 340) and Larsen-freeman (2001, p. 252) highlighted that grammar does not deal only with how words combine together but, it includes knowing how to interpret these combinations to comprehend meaning. Based on the above definitions, grammar is the study of language structure and how words are integrated to form phrase and sentences that communicate meaning.

2.2.Theoretical Considerations in Teaching Grammar

Broadly speaking, four theoretical considerations distinguish any teaching grammar: deductive or inductive approaches and explicit or implicit teaching. These approaches have the common goal of teaching grammar, but they differ in terms of the way of teaching it.

2.2.1.Deductive Grammar Teaching

The deductive approach is a traditional way of teaching in which rules and principles of the language are introduced at the beginning of the lesson then followed with explanation and examples. According to Thornbury (1999), "a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied" (p. 29). In the same vein, Widodo (2006) stated that "A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated." (p. 126). In the light of these quotes, it is clear that rules of grammar are explicitly presented to learners and then simplified through their application in examples of sentences. Once learners understand the basic principles, they are expected to apply these principles in various activities. Simply put, the main reason behind adapting this approach is to teach the grammatical structures of the language which raise the learners' attention to the problem discussed. According to Thornbury, in a deductive approach lesson, there are three principles that should be followed:

- In the opening of the lesson the teacher provides a detailed explanation of the grammar points.
- Secondly, teachers give examples of sentences where the rule is generally used by its expectations.
- Then students participate by giving their own examples and solve activities related to what had been required (1999, pp. 54-55).

Since the language structures are the major focus of this approach, there are some standards that teachers follow when delivering the lesson. Swain (As cited in Thornbury, 1999, p. 32) outlined six standards to be considered in applying the deductive approach.

1. Truthfulness of rules
2. Limitations on using a specific rule.
3. The rules need to be clear.
4. The rules should be simple.
5. The rules need to be introduced in relation to familiar concepts which learners already deal with.
6. The rules need to be relevant to what students need to learn.

The deductive approach has several advantages that facilitate the process of teaching and learning it. First, it is a time-saving approach, i.e. it gets straight to the point which allows learners to have much time for practice and the application of rules. Moreover, it respects the intelligence and maturity of learners since it follows cognitive processes in language acquisition and confirms learner's expectations toward the learning process. Further, this approach allows teachers to deal with language points as they are instead of preparing them before the instruction (Thornbury, 1999, P. 30). However, it was criticized for many reasons. It encourages mainly teacher-fronted classrooms, which makes learners passive participants, and it makes learners believe that learning the language is restricted to learning structures and rules rather than meaning. Also, starting the lesson with grammar items may de-motivate learners, on the one hand, and lead to teacher's laziness, on the other hand since the teacher will memorize those rules and deliver them in the form of presentations (Widodo, 2006, p. 127).

2.2.2. Inductive Grammar Teaching

The inductive approach can also be called rule discovery learning. It originated from inductive reasoning through the observation of certain instances of language and generalizing rules, laws, concepts, or theories from these instances (Widodo, 2006, p. 127).

According to Crystal (1994), inductive grammar instruction is a 'Bottom-up' approach of instruction which represents the grammatical rules implicitly. Firstly, students discover grammar structures from given examples or relevant communicative contexts. Then, they try to formulate grammar patterns and generalize rules. That is, students are the ones who cooperate and collaborate to co-construct knowledge and then receive formative feedback from the teacher i.e. the teacher provides regular and ongoing feedback to students to ensure that the language structures are acquired (p. 191).

Widodo (2006) identified different advantages that ensure the efficacy of this approach. In inductive grammar learning, students are more motivated to be involved in the learning process rather than being simply passive receivers of knowledge. Consequently, learners will have the chance to use and practice language structures in communicative contexts. This could enhance learning autonomy and self-reliance (p. 128). The inductive approach enables learners to negotiate meanings and provides them with many opportunities to construct knowledge on their own. This may help them to recognize rules after understanding the meaning of sentences while the teacher's task is to provide the appropriate context where a certain rule is used. That is to say, learners explore the grammar rules in a text or an audio tape rather than isolated sentences.

However, inductive grammar teaching has several disadvantages. According to Thornbury (1999, p. 54), learners may take a lot of time to extract the rules and by the end they may derive wrong language structures. Furthermore, the time taken to find out rules may

be better spent to do some practice. Besides, it requires heavy demands for teachers to prepare lessons and it seems difficult to select the appropriate data for present grammar rules.

2.2.3. Explicit Grammar Teaching

Explicit grammar teaching is the main teaching principle in traditional approaches to teaching grammar. It considered knowledge about language structures as the center of learning. Brown (2000) defined it as the following, “Explicit learning is a conscious awareness and intention to learn” (p. 217). In other words, learners are aware of the fact that they are learning items of language. He added that explicit learning involves “input processing to find out whether the input information contains regularities, and if so, to work out the concepts and rules with which these regularities can be captured” (p. 291). That is to say, the explanation of rules comprises a major part of instruction. In this respect, teachers explain and demonstrate rules then provide learners with examples such as giving them scrambled sentences to reorder, or fill-in-the-gaps activities. These types of activities help in directing students’ attention toward a specific learning objective. In fact, explicit grammar teaching is closely related to the deductive approach in the sense that it is very teacher-centered and rules are presented before giving any example.

2.2.4. Implicit Grammar Teaching

Implicit learning differs from explicit learning in the presentation of language structures. Ur (2011, p. 510) made a distinction between implicit and explicit grammar teaching as follows: “Implicit teaching means exposing students to or getting them to use grammatical forms and meanings but without actually discussing the rules, whereas explicit teaching involves verbal explanations of form and use”. In this regard, Ling (2015, p.556) defined implicit learning as “a kind of unconscious behaviour, namely the learners do not know the content they are learning in the process of learning”. To put it differently, implicit grammar teaching refers to the teaching methods in which grammar learning must be

naturally acquired. In his natural acquisition hypothesis, Krashen (1981) claimed that students learn the language unconsciously and there is no need for conscious awareness about grammar rules (p. 132). This unconscious acquisition is what is called implicit grammar teaching in which learning occurs without the intention to learn and without awareness of being really exposed to language rules. Implicit instruction aims to attract learners' attention to language structures as they occur in real-life contexts but does not seek to develop any awareness or understanding of the rules that describe these forms. In this regard, Ling (2015, p. 556) said that the implicit grammar teaching can provide more interaction between teachers and students and the classroom atmosphere will be more active relative to explicit teaching. That is to say, implicit knowledge enables learners to use the target language (TL) grammatical features accurately within a communicative language context.

2.3. Grammar in the Main Teaching Methods

Grammar holds a crucial importance in the field of language teaching and learning. It has been taught differently through many approaches, namely the grammar-translation method, the direct method, the audio-lingual method, communicative language teaching, task-based learning, and competency-based language teaching.

2.3.1. Grammar Translation Method

Grammar Translation Method (GTM) is an early approach which was used to teach languages such as Greek and Latin. It dominated European and foreign language teaching (FLT) from the 1840s to the 1940s. The main aim of GTM is to help students read and appreciate foreign language (FL) literature. Crystal (1994) claimed that in GTM a huge importance was given to reading and writing while speaking and listening were given little attention. Besides, grammar errors were not accepted (p. 193). Students also were asked to memorize FL vocabulary items and short literary texts (Thornbury, 1999, p. 4). Grammar is

the core component in this approach because language is acquired best by mastering grammar rules and following a deductive way of teaching.

The roles of both the teacher and students were different. According to Larsen-Freeman (2000, p. 17), students are passive receivers of knowledge whereas teacher plays a dominant role in the classroom. For instance, he/she decides about everything in the classroom like sitting order, time, content, and organization.

GTM created frustration for students and made the job easy for teachers. Furthermore, it caused boredom for students and made FL learning a daunting task for them. However, the approach is still used in some educational situations where the focus is studying literary text and less speaking skill is required.

2.3.2. Direct Method

The Direct Method (DM) was developed at the end of the 19th century in order to overcome the shortcomings of the GTM. It was called the Natural Approach because the main focus was to teach FLs in a naturalistic way without resort to the mother tongue (L1). According to Thornbury (1999, p. 21), in this method, the focus is on oral skills, reading and writing are postponed. Grammar is taught inductively and students learn grammatical rules of the TL the same way children acquire their L1.

Although the teacher directs the class activities, the student role is less passive than in GTM. Students are more like partner in the teaching /learning process (Larsen Freeman, 2000, p. 30). The power in the classroom is shared between the teacher and his/her students. Furthermore, the teacher develops the lesson to each class and tries to get students to correct themselves and interact with knowledge given by him/her.

Even though DM has succeeded in helping students to avoid confusion with the L1 and enabled them to develop fluency of speech, pronunciation, and power of expression

properly, it was criticized for many reasons. Richards and Rodgers (1986, p. 10) stated that “It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom”. Besides, DM failed to provide learners with highly competent teachers who are native speakers and fluent in FL.

2.3.3. The Audio-lingual Method

After the Second World War, there emerged a wide interest in FLs and an urgent need for international communication. As the previous methods of teaching ignored the role of communication when learning the language, it was necessary to develop a new method that can cater the weaknesses of the previous ones. Consequently, the Audio-lingual Method (ALM) came to birth. According to Thornbury (1999, p. 21), “Audiolingualism derived its theoretical base from behaviourist psychology, which considered language as simply a form of behaviour, to be learned through the formation of correct habits”. To Put it differently, the ALM is based on the idea that language is essentially acquired through habits and responses must be drilled until they become natural and automatic.

The teacher and student’s roles are varying. As Larsen-Freeman stated (2000, p. 46) “The teacher is like an orchestra leader, directing, and controlling the language behaviour of her students”. In the same vein, Richards and Rodgers (1986, p. 56) claimed that the teacher in the ALM holds most of the power in the classroom because he/she is the perfect model of the TL and learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses i.e. learners are passive and have little to say. Grammar is extracted from the examples given, explicit rules are not provided while vocabulary is kept to a minimum until students master the sound system and grammatical rules (Larsen-Freeman, 2000, pp. 45-46). Under this view, it can be understood that grammar and pronunciation were given a huge importance at the expense of other skills.

Like other approaches, ALM received much criticisms. It lacked creativity since there was a kind of passive learning. Furthermore, the interaction was hindered due to the type of learning which was based on memorizing grammar rules.

2.3.4. Communicative Language Teaching

Communicative Language Teaching (CLT) emerged in the early 1970's as a reaction to the ALM. According to Larsen- Freeman (2000, p. 21), CLT was primarily designed to achieve communication and stressing its need. Furthermore, it aimed to shed light on the interlinked relation between language and communication.

CLT does not deny the importance of mastering grammar rules. Grammar is taught just as an enabling skill to reach meaningful communication. That is, grammar is taught as a language tool rather than a language aim. Richards (n.d) said that "in planning language courses within a communicative approach, grammar was no longer the starting point" (p. 8-9). To put it differently, the approach was not extensively based on grammar but on other skills.

The emphasis in CLT on the process of communication rather than mastery of language forms, leads to different roles for learners' (Richards & Rodgers, 1986 p. 76-77). In this sense, within CLT, learners are active. They can implement the task presented by the teacher and make negotiation. According to Breen and Candlin (1980, p. 100), the learner's role is to negotiate between the self, the learning process, and the object of learning. That is, it is the learner who negotiates within the learning path and its aim. For the teachers, they have many roles to assume during the lesson. They do not need to correct every single error made by students as this will inhibit students from developing their communicative competence. Equally, Breen and Candlin (1980, p. 99) pointed out that the teacher has two main roles in CLT. First, the teacher has to facilitate communication between all students in the classroom

and between these participants and different activities and texts. Second, the teacher has to behave as an independent participant within learning and teaching group.

In spite of the merits which characterized CLT, it has been subjected to many criticisms. It has been addressed that it is hard for teachers who are not native speakers of the language to follow such approach in teaching. Besides, the focus on teaching communication and ignoring other language skills lead students to develop fluency but fail to reach accuracy.

2.3.5. Task-Based Language Teaching

Task-based language Teaching (TBLT) is a sub-branch of CLT precepts. It was developed by Prabhu in 1985 when he wrote a book called “Second Language Pedagogy”. TBLT viewed language as a form of task in which language is not organized in a form of structure or grammar rules. Nunan (2004, p. 4) defined task as follow:

a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which attention is to convey meaning rather than to manipulate form. The task should have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

From this quote, it can be understood that a task conveys meaning, engages learners and makes them understand. It also helps them to use language to communicate in the TL.

TBLT does not reject the study of grammar. Indeed, grammar can be studied inductively while the focus is on meaning rather than rules. In other words, grammar is given a secondary position. The teacher and students have varying roles. According to Breen and Candlin (1980, p. 236), teachers have a central role; they select, adapt, and create tasks themselves and form these tasks into instructional sequence by addressing student’s needs,

interests, and language skill level while learners have to solve the tasks given to them in which they have little knowledge and experience.

To sum up, although TBLT presented many benefits, it is not without some drawbacks. Thus, in TBLT, students find it difficult to understand the task because it requires much time and attention. Moreover, the same classroom event is often interpreted differently by the teachers and learners. Teachers experience problems in managing task-based lessons in large classes, especially when the students work in small groups

2.3.6. Competency-Based Approach

The Competency-Based Approach (CBA) is one of the recent approaches in the field of language teaching and learning which can be traced back to the late of 1950s in USA. It came as a response to a great need for training the industrial workforce to use FL in real life situations. Later, in 1970s, this approach has evolved through the applications of some educational programs and it was called at that time performance-based program. CBA aims to put together basics and language skills that have been required into real life tasks. According to Richards and Rodgers (2001), CBA focuses on the idea of what students are expected to do with the TL rather than what they are supposed to learn about it. Learning is based on a set of outcomes which consists of the needed skills to solve real life tasks (p. 139).

Grammar is an essential skill in CBA. According to Nkwetisama (2012), the aim behind teaching grammar in any CBA syllabus is to enable learners to use language forms appropriately in order to express their thoughts and feelings fluently in different situations and to demonstrate a mastery of English grammar in oral and written communication (p. 518).

According to Sturgis and Patrick (2010) teachers do not only deliver the content but they act as facilitators and coaches (p. 8). That is to say, teachers strive to provide different information in different ways to ensure that learners master language structures. That is,

learners will have the opportunities to practice the learning items. They are active in the classroom and are autonomous users of language outside the classroom (Richard & Rodger, 2001, p. 146). In other words, CBA is a learner-centered approach, in which learners do not rely on the teacher to give them information but rather produce knowledge themselves.

Like the previous approaches, CBA was criticized due to the fact that it is difficult to deal with individual needs in a huge classroom size and it seems more suitable for teaching adults who have technical specialties.

To sum up, many of these drawbacks will be found no matter which approach of teaching is adopted. Thus, the teacher has to be eclectic and choose the best from every single method.

2.4. Teachability and Learnability of Grammar

Over the years, the teaching of grammar has always been a subject of debate. There seem to be a disagreement among linguists on how EFL learners learn grammar. In fact, attitudes toward grammar teaching differ accordingly with the method to be used. In this matter, Thornbury (1999, p.14) claimed that grammar is viewed as a controversial aspect in language teaching; however, the most debatable issue is whether to teach it or not, and whether learners benefit from grammar instruction or not. That is, grammar teaching is seen from two different perspectives; the first view is that which sees grammar as an essential language component and it must be taught and the second view considers it unimportant.

Until the turn of the 20th century, grammar was an essential part of language instruction in GTM, which had been the dominant approach. Rutherford (1988) said in this regard that “Grammar was used to mean the analysis of a language system, and the study of grammar was... thought to be sufficient for learners to actually acquire another language” (As cited in Purpura, 2014, p. 1). Learners used to learn grammatical rules explicitly and other

aspects of language learning were ignored or given less importance. In this sense, Thornbury (1999) argued that “Grammar ...provides the learner with the means to generate a potentially enormous number of original sentences” (p. 15). The argument was that grammar guarantees to learners the ability to generate an infinite number of sentences and if pupils master the grammatical rules of the language, it could enable them to express themselves and communicate easily.

Later, in 1980s, by the coming of CLT, the focus has shifted to the study of communicative competence to enable learners to communicate using the FL. Skehan (1998) is one of the scholars who argued that the teaching of grammar may affect negatively in acquiring the FL. He said the overemphasis on teaching of the correct rules will affect learner’s attitude toward the learning of language (p. 9). In this respect, many scholars considered the teaching of grammar as not important and they gave it a lower position. Therefore, the debate about to teaching and learning grammar has not come to an end. In this context, Celce-Murcia and Hilles (1988) said “In any case, it is clear that no one should dismiss grammar instruction altogether because there is no empirical evidence that to do so is ultimately more beneficial to second language learning” (p. 14). In spite of these contradictory views, the importance of grammar cannot be denied. Correct grammatical rules help learners to communicate (Brown, 2001, p. 362). Besides, grammar aids learners to expose to the use of language indirectly (Yusob, 2018, p.150).

2.5.The Status of Grammar in the LMD System

The LMD system is a term used by the Countries of the European Union to harmonize their training courses for higher education and to allow diplomas to be compared and become equivalent at European level. It stands for License, equivalent of bachelor’s degree, Master and Doctorate. It was first adapted in Algeria in the year 2004-2005 with the aim to develop the professionalization of higher education while preserving the general interest of teaching,

and to strengthen the learning of transverse skills such as fluency in foreign modern languages and computer skills (Chelli, 2009, p. 4). The implementation of this system has brought many changes, including new courses, degrees, and certificates.

Concerning the teaching of English, ten modules are taught to License students which are Written Expression, Oral Expression, Grammar, Phonetics, Linguistics, Literature, Civilization, Study Skills, Human and Social Sciences, and a Foreign Language. As far as grammar is concerned, it is implemented within this program at the level of first- and second-year of License studies. According to the program which is drafted by the Algerian Ministry of Higher Education and Scientific Research, three hours a week are allocated to teach this module. It is based on guided workshop sessions in which teachers present rules or let students discover them, depending on the strategy used by the teachers who then give opportunities to students to practice. The main objectives behind teaching grammar are to identify the different elements of the simple sentence (nature of words), discriminate between them and establish their functions and usage from the simple word to the complex sentence, and to be able to use this language correctly and enable learners to communicate appropriately in the different speech situations.

For the first year license, the main element to be taught are the parts of speech, namely: nouns (common and proper), pronouns (personal, demonstrative, indefinite pronouns...), articles (definite / indefinite articles, possessive, demonstrative, indefinite adjectives, numerals), verbs (transitive / intransitive), personal verbs, impersonal, pronominal) with its specific forms like verbs in the passive and active voice, model verbs, and how verbs are conjugated in different tenses, adjectives, adverbs, conjunctions with their different types and usage. For the second year license, the focus moves to the complex sentence which integrates the relative clauses (relative pronouns), conjunctives (subordinates), dependents and independent clauses. Then moves to the study of the compound sentence and the logical

relationship between sentences like cause, consequence, objective is required. Moreover, elements like the form and function of predicate, subject and subject compliments, appositive phrase, and adverbials are taught. For both first- and second-year license, teachers use an on-going assessment to evaluate their students' progress and by the end of each semester learners are asked to sit for an exam.

In addition to the content to be taught, teachers are recommended to help learners to use the language correctly in different speech situations because spending more than one semester dealing with parts of speech does not really help students to achieve a progress. (Chelli, 2012, p. 284). That is, a syllabus should incorporate the use of grammar in context so that students can benefit from it. Moreover, Chelli (2012) claimed that this syllabus is not enough and teachers should continue to work together, meet at least once a month in order to reflect on their teaching and to prepare remedial activities that may strengthen students' level. (p. 285).

To conclude, teaching EFL in the Algerian university has been demanding in order to meet the quest for modernity and world development. The syllabus aimed at students of English at Algerian universities focus Parts of speech and types of sentences are the main aspects which are designed in the program of the ministry of high education.

2.6. Activities in Teaching Grammar

After presenting the language structures, teacher needs to plan the practice phase of the lesson. According to Ur (1988, P. 7), "the practice stage consists of a series of exercises ... whose aim is to absorb the structure thoroughly; or to put it another way, to transfer what they know from short-term to long-term memory". In fact, there are different types of practice activities that teachers of grammar may use in their classes. Ur (1988) distinguished between three types of practice which are mechanical, contextualized, and communicative practice.

2.6.1. Mechanical Practice

Mechanical practice consists of various types of controlled activities which can be carried out successfully by students who are not required to understand the language they are using i.e. they focus on language forms rather than on meaning. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical structure, multiple choice, filling the gap, and true/false activities. The following example will illustrate how language structures can be acquired through drilling:

The teacher: How much milk have we got? Repeat.

Students: How much milk have we got.

The teacher: How much rice have we got?

Students: How much rice have we got... (Thornbury, 1999 p. 95)

In this example, Thornbury explained drilling as the process in which students repeat a language model (How much...?) with the supervision of the teacher. After that, learners will repeat the same model but with a change in the different element of the model i.e. he/she replaced milk with rice as a prompt to illustrate uncountable nouns. Then, the teacher follows the same steps to present other language structures like how many and its use with countable nouns until he/she ensures that learners are really attending to the use of this rule and its meaning.

2.6.2. Contextualized Practice

Contextualized practice is less controlled by the teacher compared to the previous type, but it encourages learners to relate language rules to their meanings. In other words, learners try to understand how these rules are used in a given situation. The use of authentic materials like films, songs, short stories in this type of practice enables learners to use language rules as

a part of a given context, not just dealing with an abstract rule that has to be learnt for the test. For example, the teacher selects a short passage of a book, students start by reading and discussing the content of the extract then search for a specific grammar form and discuss how it is used in that sentence. By the end, the teacher may ask his/her learners to transfer the text into the past tense or from passive to active depending on the lesson objective. That is to say, contextualized practice helps learners to comprehend and incorporate the language rules in relation to their meanings in a specific context.

2.6.3. Communicative Practice

Communicative practice entails different types of communicative activities in order to give good practice about the language structures being studied. Discussing real-life situations is a good activity in this type of practice. For example, when the teacher asks about learners' past experiences, they practice the use of the past tense and when they are asked about their daily routines, they use the present simple tense. Dialogues, games, telling stories, and debates are very rich activities that open opportunities for students to use the language structures in a more communicative manner (p. 9).

Conclusion

Grammar is regarded as a major part in language teaching and learning processes. It is viewed as a set of rules that govern the language and also as the study of meaning depending on the objectives they want to achieve, teachers can teach grammar inductively, deductively, implicitly and/ or explicitly. Different methods were used in teaching grammar ranging from the traditional ones which focused on teaching grammar form using the mother tongue to recent methods which are essentially communicative based focusing on teaching language meaning. Furthermore, teachers can facilitate the learning and teaching of grammar by introducing a variety of activities which are mechanical, contextualized, and communicative activities. As regards the teachability and learnability of grammar, it has been shown that

some scholars regarded grammar as an integral part of language teaching while others neglected its position.

Chapter Three: Field Work

Introduction

3.1. Data Collection Procedures

3.2. Population and Sampling

3.3. The Teacher's and Students' Questionnaire

3.3.1. Description and Administration of Teacher and Students Questionnaire

3.3.2. Analysis of the Teachers and Students Questionnaire

3.3.3. Interpretation and Discussion of the Teacher and Students Questionnaire Results

3.4. Overall Analysis of the Results

Conclusion

Chapter Three: Field Work

Introduction

This chapter presents the field of work of the current study which investigates the attitudes of classroom discourse management on grammar classes of first year English students at Mohamed Seddik Benyahia University, Jijel. It aims to describe the procedures followed in collecting data, present, analyse and discuss the findings of the investigation. The latter consists in administering two questionnaires; a student questionnaire is conducted with first year students at the department of English, and a teacher questionnaire is administered for the grammar teacher of those students selected. The objective of this investigation is to explore how different attitudes and perceptions towards the teaching and learning of grammar impact of the structure of discourse and its management in the classroom.

3.1.Data Collection Procedures

To investigate the issue under study, two questionnaires were handed to a teacher of grammar and sample of the population of first year licence students of English at Mohammed Seddik Benyahia university. This case study singled out one teacher and his four groups of students for in-depth investigation in which both types participants were asked the same questions about what they consider as effective classroom discourse management and the principles that guide their view on the nature of grammar as well as grammar teaching and learning. The questionnaires were submitted to students online and face-to-face. 45 filled students filled in the online questionnaire and 20 students filled in the paper version of the questionnaire.

3.2.Population and Sampling

The population targeted in this study is that of first year licence students and teachers of grammar module for the same students at the department of English and language. Being a

case of one teacher and his four classes, the sample of the study comprises one teacher of grammar and 65 of students, representing about a fifth of the whole population of first year licence students, which is officially estimated at 332 students.

The purpose of choosing first year LMD students as our population can be justified by the fact that these students are freshmen exploring the university studies and it would be beneficial for them to become aware about the nature of grammar learning and teaching. Discussing issues pertaining to attitudes towards affective ways of learning can also help learners improve their experiences and become engaged and cooperative in classroom discourse.

3.3.The Teacher and Student Questionnaire

3.3.1.Description of Teacher and Student Questionnaire

As stated above, the teacher and student questionnaires are addressed to one teacher of first year licence grammar module working at the department of English at Mohammed Seddik BenYahia university and a sample of his first-year students with the aim to evaluate the effectiveness of classroom discourse and its management in grammar classes. The questionnaires ask the same questions of both types of respondents, with a minor difference consisting in asking the teacher about his current practices, which are supposed to be the most suitable and effective ones for him, and asking students to express their satisfaction and preferences with regard to those practices. Each comprises eighteen questions (18) that focus on particular aspects related directly or indirectly to the research questions. The teacher and his students were asked to answer yes/no questions and tick the suitable choice(s) in multiple choice questions.

The teacher and student questionnaires are arranged into three sections. Section one, entitled “Approaches to Learning/Teaching Grammar within Classroom Discourse”, gathers

information about the teacher's and students' beliefs about grammar and how it should be taught and learnt. The second section deals with "Management of Talk in the Classroom", and investigates the real time allocated by the teacher to different types of activities and whether students are satisfied with such decisions. The third section is for the teacher and students "Suggestions" in which the teacher and his students are asked to provide comments and opinions to better the teaching and learning of grammar.

The first section of each questionnaire is made up of five questions. The first question (Q1) investigates the students' and teacher's preferable way(s) of teaching and learning grammar in terms of focusing on form, meaning or both. The second question (Q2) addresses deductive or inductive and explicit or implicit choices of grammar teaching and learning. In the third question, the participants are asked about the preferable medium for presenting grammar points: English or English along with native language. Question four (Q4) focuses on the types of activities, be they mechanical, contextualised or communicative, which are favoured in grammar teaching and learning. Question five (Q5) asks whether interaction during grammar lessons helps learners to better understand language structures or distracts their attention.

The second section consists of twelve questions (Q6-Q17). The sixth question (Q6) is set to explore whether the teacher modifies or should modify aspects of his speech in terms of pronunciation, speech rate, vocabulary, grammar. Q7 and Q8 ask about the amount of time which is devoted by the teacher for explaining grammatical rules and measure students' satisfaction with the time given to them to participate in classroom talk. Q9 asks about the frequency of involving students in explaining the grammatical points while Q10 asks about students' satisfaction about the time given to them for practicing grammar activities. In Q11, the amount of time given to participants to express their opinions is explored. Next, Q12 is concerned with eliciting the preferable strategies used by the teacher when asking questions,

whether by selecting learners who raise their hands, students who do not raise their hands, or students who volunteer. Q13 investigates the most effective teaching and learning strategies that teacher encourages students to follow when answering questions: by responding when they are sure about the answer, responding even when they are not sure about the answer or by means of another strategy that has to be suggested by participants. Q14 investigates the preferable forms of positive feedback including showing approval, repeating the correct answer, or praising students. Q15 and Q16 test and confirm choices that were made earlier; thus, Q15 seeks to find out preferred types of error correction while Q16 asks about the best strategies for correcting mistakes, including correction of all errors, correction of errors which are related to the lesson being presented, or correction of errors that make the sentence difficult to understand. Q17 is asked to discover the teacher's and his students' opinions about which part of the lesson is the most important between explanation, practice, or production and free discussions.

The third and last section contains one question (Q18). It requires the teacher and students to suggest some ways on how to best teach and learn grammar through suggesting the most effective ways of managing the talk in the classroom.

3.3.2. The Analysis of Teacher and Student Questionnaire

Section One: Approaches to Learning and Teaching Grammar within Classroom Discourse

Q1- Question 1 investigates the student's and teacher's preferable way of teaching and learning grammar. [Options: a) focus on teaching grammatical rules. b) focus on teaching the use of language forms in communication. c) both of the above.]

Table 3.1*Preferences Regarding Focus on Form or Focus on Communication in Presenting Grammar*

Options	Students		Teacher
	<u>N%</u>		
a	11	16.9	-
b	8	12.3	-
c	46	70.8	√
Total	65	100	1

The majority of the students (70.8%) as well as their teacher favoured the teaching of both grammatical rules and the use of language forms in communication. Only few students focused on a single aspect as form is selected by 16.9% of the students and communication is preferred by 12.3% of them.

Q2- Question 2 investigates the ways the teacher presents/ should present grammar rules. [Options: a) Directly present the rules, b) Present examples first, then, teacher or students determine grammatical rules, c) Present and discuss examples of grammatical rules without pointing them out]

Table 3.2*Preferences about Inductive, Deductive, Implicit or Explicit Ways of Teaching Grammar*

Options	Students		Teacher
	<u>N%</u>		
a	7	10.8	-
b	51	78.8	√
c	7	10.8	-
Total	65	100	1

The majority of students (78.8%) agreed with the current inductive and explicit method of presenting examples then moving to determine grammatical rules. Only 10.8% of

students preferred a totally deductive and explicit method and 10.8% preferred an inductive but implicit method.

Justification of the Answer to Question 2

The justifications of students who chose the inductive and explicit method are centred on the idea that presenting examples as a first step facilitates their comprehension, helps them to memorise rules, and grabs their attention toward the use of the rule. Besides, the teacher justified the effectiveness of presenting examples as follows “I use meaningful dialogues because they best contextualise the use of the target language”.

The justifications of students who chose the deductive and explicit method are that knowing grammar rules first makes it easy to understand the examples and that explaining rules first helps them to be more attentive to the lesson presented.

The justifications of students who chose the inductive and implicit method are that rules are confusing and they can understand the lesson clearly without them while some students argued that they should work out the rules on their own.

Q3- Question 3 elicits the best medium for teaching grammar [Option: a) Use English along with native language, b) Use English only]

Table 3.3

Preferences about the Exclusive Use of English vs Codeswitching in Grammar Instruction

Options	Students		Teacher
	N	%	
a	21	32.3	-
b	44	67.7	√
Total	65	100	1

67.7% of students in addition to their teacher agreed on the use of English without resorting to the use of native language. 32.3% of the students said that the teacher has to use both English and the native language.

Q4-Question 4 determines the most effective type of activities used in teaching and learning grammar in the classroom. [options: a) Mechanical activities, b) Contextualized activities, c) Communicative activities]

Table 3.4

Beliefs about the Effectiveness of Mechanical, Contextualized and Communicative Activities

Options	Students		Teacher
	N	%	
a	19	29.2	-
b	7	10.8	-
c	39	60	√
Total	65	100	1

More than half the students (60%) and teacher held the same view upon the significant role of communicative activities in learning grammar. 29.2% of the students stated that practicing grammatical points through mechanical activities helps better in learning grammar while 10.8% of them claimed that practicing grammatical points through the use of authentic texts helps them to comprehend grammar better.

Q5- Question 5 aims at getting insights about the role of students' and teacher's interaction during grammar lessons [Options: a) help to understand better b) distract attention and cause less comprehension]

Table 3.5

Opinions about the Effectiveness of Interaction in Grammar Lessons

Options	Students		Teacher
	<u>N%</u>		
a	59	90.8	√
b	6	9.2	-
Total	65	100	1

The findings indicated that both students (90.8%) and their teacher qualify interaction as a very useful tool to understand grammar. Only 9.2% of the students said that interaction distracts their attention and makes comprehension more difficult.

Section Two: Management of Talk in the Classroom

Q6-Question 6 explores the aspects of teacher speech modification [options: a) Pronunciation b) Speech rate c) Vocabulary d) Grammar e) None of the above]

Table 3.6*Teacher and Students' Opinions about Speech Modification*

Options	Students		Teacher
	<u>N%</u>		
a	22	33.8	-
b	3	4.6	-
c	17	26.2	√
d	13	20	√
e	10	15.4	-
Total	65	100	1

The teacher said that he focuses on simplifying vocabulary and grammar. 33.8% of the students, on the other hand, want the teacher to simplify more his pronunciation, and 26.2% of them would like him to further simplify vocabulary while 20% of them want further simplification of grammar. To put it differently, 80% of students want their teacher to

simplify his talk further while 15.4% are satisfied with the way teacher simplifies these aspects.

Q7-Question 7 determines the amount of time given for explaining grammatical rules. [Options for students: a) talk more in order to explain further than he does usually b) talk less than he usually does c) continue talking at the same rate; options for the teacher: minutes]

Table 3.7

Preferences about the Amount of Time for Explaining Grammatical Rules

Options	Students		Teacher
	<u>N%</u>		
a	31	47.7	
b	10	15.4	
c	24	36.9	30 minutes
Total	65	100	

The answers tabulated above show that 47,7% of students want their teacher to further explain grammar rules and considered 30 minutes of teacher's explanation as insufficient. 36.9%, however, found the current amount of time given to explaining grammatical rules sufficient.

Q8-Question 8 explores student's satisfaction with the amount of time the teacher gives for students to talk in the classroom. [options for students: a) yes, b) No; options for teacher:.....minutes]

Table 3.8

Student's View Toward the Amount of Talk Given to them

Options	Students	Teacher	
	<u>N%</u>		
a	48	73.8	1 hour
b	17	26.2	
Total	65	100	

The table above demonstrates that the teacher allocated students with almost one hour in which he split the classes up into small groups. The majority of students (73.8%) were satisfied with this amount of time given to them to talk while 26.2% of them want their teacher to give them more time to talk in the classroom.

Q9-Question 9 asks about the students' willingness to be involved in explanation and the frequency with which the teacher involves them in explanation. [Options for students: a) Yes b) No; options for teacher: a) Always b) Often c) Sometimes d) Rarely e) Never]

Table 3.9

Preferences of Students' Involvement in Explaining Grammatical Points

Students Willingness to be Involved in Explanation			Frequency of Involving Students in Explanation
Options	<u>N%</u>		
Yes	52	80	Always
No	13	20	
Total	65	100	

The teacher always involves his students in explaining grammatical points he presents and the majority of students (80%) agreed also to be involved in explaining grammatical points.

Q10-Question 10 asks about students' satisfaction with the time allocated for doing grammar activities. [options for students: a) yes b) No; options for teacher: minutes]

Table 3. 10

Opinions about the Amount of Time Allocated for Discussing Grammatical Activities

Options	Students		Teacher
	<u>N%</u>		
a	64	98.5	90 Minutes
b	1	1.5	
Total	65	100	

The teacher gave 90 minutes out of 180 minutes allocated weekly for classes of grammar to his students to discuss grammatical activities. The majority of students (98.5%) were satisfied with that amount of time.

Q11-Question 11 specifies the amount of time the teacher gives to students to express their opinions. [Options for students(a)Yes b) No); Options for teacher:.....Minutes]

Table 3.11

Preferences about the Amount of Time Allocated for Students' to Express their Opinions

Options	Students		Teacher
	<u>N%</u>		
a	51	78.5	30 minutes
b	14	21.5	
Total	65	100	

The teacher allocates 30 minutes for students to express their opinions. 78.5% is the percentage of students who were satisfied with this amount of time. While 21.5% of participants claimed that this amount of time is not enough.

Q12-Question 12 sheds light on the strategies that are used or that should be used by teacher to ask questions. [options: a) select students to answer after they raise their hands b) select students even if they do not raise their hands c) not select anyone so that only volunteers answer]

Table 3.12

Attitudes about Effective Ways of Taking Turns in the Classroom

Options	Students		Teacher
	N	%	
a	27	41.5	-
b	24	36.9	-
c	14	21.5	√
Total	65	100	1

70% of students wanted the teacher to select the students to answer the questions either after they raise their hands or without raising their hands; However, the teacher chose to throw the question open so that only volunteers can answer.

Q13-Question 13 investigates the most effective learning strategies the teacher encouraged students to follow when responding to questions. [options: a) Respond to questions if students are sure about the answer b) Respond to questions even if students are not sure about the answer]. Justify your answer:

Table 3. 13

Preferences about Effective Strategies Responding to Teacher Questions

Options	Students		Teacher
	N	%	
a	21	31.3	-
b	46	68.7	√
Total	67	100	

68.7% of students preferred to answer the teacher's question even if they are not sure about the answer. They argued that when they make mistakes they will learn better. They also said that the teacher will correct their answer if it is wrong and they will avoid to repeat it again and never forget about it. Others said that it is good to give their opinion or answer even if it is not correct because the teacher discusses the answer with them which may raise their self-confidence. In the same view, the teacher encouraged his students to answer his questions even they are not certain about their answers and considered it as an effective strategy for learning. In this context he said "To err is human, and I believe that they learn best through mistakes and errors". 31.3% of students, on the other hand, prefer to respond when they only have the correct answer because they may lose their self-confidence and feel embarrassed when the teacher corrects them in front of their mates.

Q14-Question 14 investigates the preferable teacher's response when students give correct answers. [options: a) Showing approval using words like yes, right, ok b) Repeating the answer c) Praising the students]

Table 3.14

Preferable Forms of Teacher Positive Feedback on Students' Responses

Options	Students		Teacher
	N	%	
a	30	46.2	-
b	27	41.5	-
c	8	12.3	√
Total	65	100	1

Almost half of the students (46,2%) favoured their teacher to show his approval when they give correct answers and 41.5 % of them preferred the teacher to repeat their answers. In contrast, the teacher chooses to praise his students. In other words, 87.7% of students were looking for different forms of feedback from the teacher.

Q15-Question 15 asks about types of error-correction used by the teacher [options: a) Reformulate the answer to make it correct b) Indicate where the error is then correct it for the student c) Indicate where the error is and let the student correct it d) Give the student time to correct then ask someone else if he/she can't do so e) Immediately ask someone else to correct f) Others, please specify:]

Table 3.15

Attitudes about Effective Error Correction Strategies

Options	Students		Teacher
	N	%	
a	12	18.5	-
b	23	35.4	-
c	23	35.4	√
d	7	10.8	√
e	0	0	-
f	0	0	-
Total	65	100	1

46.2% of students agreed with the current teacher's strategies for correcting mistakes through either indicating errors and give the chance or time for them to correct or asking someone else to correct. However, 53.9% of students specified different effective ways for correcting errors, namely, indicating their errors, reformulating or correcting them by the teacher.

Q16-Question 16 looks for the best strategy for correcting mistakes. [options: a) He should correct all mistakes b) correct errors related the lesson being presented c) correct mistakes that make the sentence difficult to understand]

Table 3.16

Preferences about Types of Errors that should be Corrected

Options	Students		Teacher
	<u>N</u>	<u>%</u>	
a	30	46.15	-
b	16	24.61	√
c	19	29.23	-
Total	65	100	1

Almost half of students (46.15%) preferred their teacher to correct all their errors. About one fourth of students agreed with the teacher who says that only errors which are related to the lesson should be corrected. While 29.23% of students preferred when the teacher corrects the mistakes that awaken the general meaning of the sentence and make it difficult to understand. To put it differently, 75.38% of students preferred different types of errors correction which are different from the teacher's choice.

Q17- Question 17 asks about the most important part of the lesson for both the teacher and students. [options: a) Explanation b) Practice c) Production and free discussion]

Table 3. 17

Teacher and Student's Perceptions about the Important Parts of the Lesson

Options	Students		Teacher
	<u>N</u>	<u>%</u>	
a	21	32.3	-
b	32	49.2	-
c	12	18.5	√
Total	65	100	1

The percentage of students who considered explanation and practice as the most important parts of grammar lessons is 81.5% whereas the teacher considered production and free discussions as the most important part of the lesson that he should focus on.

Section Three: Suggestions

Q18-Question 18 requires the teacher and students to suggest some ways on how to best teach and learn grammar through managing the talk in the classroom.

Teacher Suggestions:

The teacher considered the deductive grammar teaching approach as a boring process, and said: “presenting grammar rules directly is boring”. Moreover, he viewed teaching grammar through isolated one-sentence examples as disengaging for learners. In addition, he suggested to use examples which are illustrated by authentic or quasi-authentic contexts to make the learning of grammar far less intimidating. Concerning the management of time in the classroom, he said that “it’s also time-consuming to use films, talk shows, or documentaries to teach the target structures and forms, so I use short dialogues or short stories, usually written in spoken, everyday English”. In other words, he suggested for grammar teachers to provide learners with short extracts of native speakers’ speech whether spoken or written in order to save time on the one hand and to provide students with the target structures as they are used by native speakers on the other hand. The teacher gives the following extract to exemplify the way he uses the present perfect tense:

Rob: How did you do it?

Plumber: Loosen these screws, turn this thing here, push it back into the hole, and Bob’s your uncle. I’ve fixed pipes since I was a child. My father was a plumber, and I’ve been a plumber for 15 years. It’s in the blood.

Fiona: Has he fixed it yet?

Rob: Yes, he has.

The example above shows that he suggested to teach grammar structures in context and as it is used by native speakers. This extract may help students to understand better the language rules and to develop their listening/ speaking skills. Another example was given by the teacher to explain the difference between the past simple and the present perfect:

1. My father was a plumber.

2. I've been a plumber for 15 years.

He said that "Understanding the difference between 1 and 2 will make his students realize that not only forms change but also meaning". He summed up, "the teaching of grammar has far less to do with form and much to do with pragmatic competence and cross-cultural awareness".

Students Suggestions:

Suggestions	Students	
	N%	
Teacher should open discussions about grammar rules.	40	61,5
Teacher should provide learners more explanation and speak less slowly.	11	16.9
Teacher should apply new methods	7	10.8
Provide learners with more examples.	5	7.69
No suggestion.	2	3.1
Total	65	100

The majority of students (61,5%) suggested that their teacher should provide them with more time to discuss grammar rules in order to enhance their learning. Next, 16,9% of

students suggested that their teacher should explain grammar rules using simple words then move to doing activities. According to the students of this category, the teacher has to simplify his language and speak slowly when explaining the rules. Moreover, 10,8% of students suggested for their teacher to apply new methods in teaching grammar like watching videos, using games, listening to podcasts, and testing students after each lesson and giving them advice to overcome their mistakes and learning difficulties. Finally, (7.6%) of respondents claimed that they found it difficult to find rules without the teacher's explanation.

3.3.3. Interpretation and Discussion of Teacher and Student Questionnaires

The analysis of student and teacher questionnaires provided answers to the previously stated research questions and showed the importance of classroom discourse management in enhancing the processes of learning and teaching grammar. The teacher and students questioned held a number of similar and different attitudes about what makes learning and teaching grammar more effective.

To begin with, Q1 and Q2 demonstrated that both students and the teacher valued the crucial role of adopting the inductive approach in presenting grammar rules with focus on both form and meaning. Following this approach may help learners to recognize the grammatical rules after understanding the context in which they occur. Q3 showed that both students and their teacher preferred using solely the target language in teaching grammar at the expense of codeswitching in which the native language is suggested. The results of Q4 and Q5 showed that respondents gave much importance to interaction in the classroom setting especially through the use of communicative activities in teaching and learning grammar. The results of Q10 confirm the respondents' answers to Q4 and Q5 in which the teacher specified a separate session for practicing grammar activities. This confirms that the teacher is aware of the importance of the practice stage in the process of learning. According to question 6,

students faced difficulties in understanding the teacher in terms of pronunciation, vocabulary, and grammar. That is, the teacher's speech is of great impact on learners understanding of the lessons being presented and it would be better for the teacher to further simplify his talk concerning these three aspects in order to guarantee a better learning.

Answers to questions 7 to 11 showed that learners and the teacher agreed on the ways they are involved in the lesson and the amounts of time allocated to most parts of the lesson except for that devoted to explanation. In question 7, students showed dissatisfaction with the amount of talk (30 minutes) the teacher takes to explain grammar lessons and asked him to devote more time for explaining the rules. Q8 and Q9 revealed that learners are satisfied about the amount of talk given to them to talk in the classroom, in general, and in the phase of explanation of grammar rules, in particular, and considered it as fairly enough. Moreover, Questions 10 and 11, revealed that both the teacher and his students agreed on the effectiveness of involving students in taking part in explaining grammatical points and expressing their opinions.

Concerning management of turn-taking, Q12 showed that the teacher usually leaves the choice for volunteers to participate in the classroom which may have negative impact on the management of turn taking among and between learners on the one hand and on the learners' level of engagement as they miss the chance to engage in the classroom on the other hand. If students are not urged to participate, they may become passive participants as few of them will take the part in talk during the lesson discussions. Question 13 showed teacher and student's agreement on the necessity for students to answer questions even when they are not sure which proved that errors are necessary to progress in the learning of the grammatical system of English.

The teacher and students had different attitudes about the kind of positive feedback to be provided on students' responses, as revealed by responses to Q14. Students viewed teacher approval and repetition of their responses as motivational strategies for them while the teacher favoured direct praise. Concerning negative feedback, Q15 revealed that the teacher and students were aware about the importance of self-correcting errors as an effective strategy in learning grammar. However, more than half the students wanted their teacher to indicate, reformulate or correct their errors. Respondents held different attitudes also about the way errors are corrected, as it is shown in Q16. Thus, while correcting all mistakes, as half the students wanted, is impossible and impractical, the teacher should correct errors that make it hard to understand sentences in addition to his current practice of correcting errors which are related to the lesson.

In the last question, students expressed their preferences of the practice and explanation parts of the lesson while teacher opted for production and free discussion as the most important part of the lesson. The result of this question is consistent with students' answers of question 7 in which they claimed that the teacher should give more time for explaining grammatical rules.

3.3.Overall Analysis of the Results

The focus of the present study is on exploring both teacher and students' attitudes and beliefs toward effective ways that make the processes of teaching and learning successful and the impact of these beliefs on the way classroom discourse is managed. Based on the results obtained, answers are formulated to the following questions:

1. Do the teacher and students hold the same beliefs about what constitutes effective grammar teaching and learning?

2. How do the teacher's and students' beliefs impact on the way classroom discourse is managed?
3. Which part or parts of the grammar lesson should be given more attention and time in order for it to be considered as effectively managed?

1. Teacher's and Students' Perceptions Toward Effective Ways in Enhancing Grammar Teaching and Learning.

Both the teacher and his students had some points of agreement and disagreement with regard to the suitable ways that make classroom discourse effective for teaching and learning. On the one hand, both participants agreed on the effectiveness of adapting the inductive and explicit approach in the teaching and learning grammar. Moreover, they agreed on focusing on both form and meaning by using of the target language in classroom teaching and learning. Besides, respondents agreed on the vital importance of involving students in interaction, communicative activities, and explanation of grammar lessons. On the other hand, students considered teacher pronunciation, vocabulary, and grammar as important aspects that should be simplified while the teacher believed that grammar and vocabulary have already been simplified and taken into consideration. Concerning the time that is allocated for different parts of the lesson, students asked the teacher to allocate more time for explaining grammatical points; Nevertheless, they agreed on the time given to them to talk, to be involved in the explanation, to do grammar activities, and to express their opinions. Moreover, respondents disagree on the kind of positive or negative feedback that should be provided for learners and the important part of the lesson for them. For teacher, he opted for direct praise, correcting errors that are related to the lesson presented and focused on free discussion while students chose correcting all mistakes, favoured be shown approval than to be praised and wanted to focus more on the explanation and practice parts of the lesson.

2. Teacher's and Students' Beliefs and their Impact on the Way Classroom Discourse is Managed.

The teacher and students focused on teaching and learning language forms through the use of communicative activities. This justified respondents' preferences toward interaction in the classroom as they considered it helpful for their understanding. Thus, because learners focused on both form and communication, they tended to rely more on the teacher to explain grammar rules and they wanted to be involved in the process of interaction. Furthermore, the choice of inductive explicit grammar teaching also explained the reason why respondents favoured interaction and communicative activities. Hence, the teacher encourages students to engage in explaining, practicing and discussing language rules and put them in meaningful communication situations. The belief of using only the target language in delivering the different parts of the lesson explains the students' suggestions for using new methods such as authentic materials (podcasts and videos). Moreover, even though students know that they are making mistakes, they still want the teacher to correct all of their mistakes. This is a proof that they are not afraid nor are they embarrassed to use the target language and discuss rules with their teacher.

3. The Part of the grammar lesson that should be given more attention and time in order for it to be considered as an effective for both parties.

Both respondents had varying views about the important part of the lesson that should be given more time and attention. The teacher considered free discussion as the most important part that should receive more focus and time in order for students to express themselves, interact, and show their understanding of the lesson. On the contrary, students preferred explanation and practice as the important parts of the lesson so they can understand the rules first and then put what they already learnt into practice, meaning that they considered

production as an automatic outcome which follows from good comprehension of explanation and enough practice.

Conclusion

This chapter presented the methodology, analysis and interpretation of the results of the field work. It aimed to explore the teacher's and students' attitudes toward effective discourse management in grammar teaching and learning. The study used two questionnaires consisting of the same questions and they were addressed to one teacher of grammar and a sample of his first-year students. The results obtained showed that both the teacher and students held some points of agreement and disagreement about what guides effective grammar teaching and learning. They agreed that interaction is important in the success of classroom management. This justified respondents' preferences of inductive explicit grammar teaching through the use of the target language and communicative activities. Learners wanted their teacher to further simplify his talk in terms of pronunciation, vocabulary, and grammar and to allocate more time for explaining grammar rules. This justified their preferences of the practice and explanation parts of the lesson because they thought that production is an automatic process that follows from good comprehension.

General Conclusion

- 1. Putting it altogether**
- 2. Pedagogical Recommendations**
- 3. Limitations of the Study**
- 4. Suggestions for Further Research**

1. Putting it altogether

The current study aims at investigating the attitudes towards the effectiveness of classroom discourse management of grammar classes. This study is made up of two parts: a theoretical part and a practical part. The theoretical part in turn is made up of two chapters, while one chapter was devoted to the practical part.

In the theoretical part, the first chapter took a closer look at classroom discourse defining it as the speech which is used by the teacher in order to carry out classroom events. Classroom interaction was distinguished from classroom discourse also in the sense that it concerns the strategies used by the teacher to make the classroom an interesting place for learning. The historical development of classroom discourse witnessed a shift of focus from giving attention to language form to studying discourse in relation to the meaning it expresses. The various components of classroom discourse were discussed. These are teacher talk, teacher questions, patterns of interaction and turn taking and teacher feedback. Teacher talk was shown to play a pivotal role in transmitting information for learners and for instructing them; teacher questions were found to be effective strategies which are used by most teachers to help students understand and promote interaction; patterns of interaction and turn taking concern the teacher's selection of whom to participate whether by specifying who talks, when and for how long; as regards feedback, it is considered as one of the techniques used by the teachers to motivate students or to respond to their mistakes. The chapter closes by exploring approaches for describing classroom discourse which are classroom discourse, interaction analysis, ethnographic analysis and eclectic approaches. Classroom discourse analyses how language is used beyond the level of the sentence and uncovers hidden meanings and structures of lessons; interaction analysis is a field which describes and measures both teacher's and students' behaviours; and ethnographic analysis focuses on investigating the cultural and structural environments which contribute in understanding the processes of

teaching and learning. Finally, an eclectic and variable approach to observe classroom discourse based on the previously mentioned traditions was presented.

The second chapter sheds light on grammar, which is a subject that deals with both the syntactic and semantic properties of languages. In the teaching of grammar, four main theoretical considerations are usually taken into account by teachers which are: the inductive approach, which presents rules first as of the very beginning of the lesson, the deductive approach, which lets the students discover grammar rules by themselves, the explicit approach, which presents directly the rules to learn, and the implicit approach, which exposes learners to language structures without discussing the rules. Grammar has also been taught differently through the main teaching methods, be it grammar translation method, direct method, audio lingual method, communicative language teaching, task-based language teaching and competency-based approach. The grammar translation method considers grammar as the basis of any language and that focus should be put on rules of language; the direct method views learning grammar as similar to the way learners acquire their mother tongue, inductively; the audiolingual method stresses the importance of teaching grammar through examples while the communicative approach sees grammar as an enabling skill to communicate meaningfully. The task-based approach and the competency-based approach focus on meaning and teach learners how to use language forms appropriately. In addition, two prominent reactions to grammar teachability and learnability are presented; the first position stressed the vital role of teaching and learning grammar and claimed that it must be taught; the second stance held that the teaching of grammar rules is useless and unnecessary and gave more attention to communication. Grammar teaching in the LMD system in Algeria focuses on teaching parts of speech, type of sentences and clauses, and tenses as the main teaching aspects. The chapter closes by discussing types of activities used when teaching grammar which are mechanical, contextualized and communicative activities. In mechanical

activities, the teacher provides learners with a list of controlled activities like repetition drills; contextualized activities are less controlled by the teacher in that he uses authentic materials like films and short stories; and in communicative activities, the teacher provides learners with different kinds of communicative activities such as games and debates.

Concerning the practical part, the procedures adopted to investigate the problem under study were two questionnaires handed for both a teacher and his students to explore their attitudes and beliefs toward the effectiveness of classroom discourse and how it has an impact on the way grammar is taught and learnt. In the light of the data obtained from the instruments used to investigate the issue under investigation, it was found that effective classroom discourse management is useful to help students to learn grammar effectively, and both the teacher and his first year licence students held positive attitudes toward the teaching of grammar rules and the use of language forms of communication. Moreover, they agreed with the current inductive and explicit method which relies on the use of communicative activities. Furthermore, they agreed on the importance of interaction in delivering grammar lessons.

2. Pedagogical Recommendations

Based on the findings of the present study, the researchers recommend the following:

- a) Students should be provided with more opportunities to be engaged in learning grammar especially in practicing grammar activities.
- b) The teacher talk should be simplified more especially in terms of pronunciation, vocabulary, and grammar in order to take into consideration the students' level.
- c) The teacher should avoid traditional ways of grammar teaching which disengage learners in terms of participation, interaction and developing their communicative skills.
- d) In order to enhance student's engagement, teachers should include as often as they can activities that stimulate student's attention toward the learning of grammar such as testing students after each session, as suggested by the students themselves.

- e) It is preferable for teachers to present grammar for students in context as a way to enhance their understanding of the rules.
- f) It is recommended that teachers vary strategies used in teaching grammar in order to attract the attention of more students.
- g) The teacher has to create opportunities for students to participate in explaining grammatical points on their own.

3. Limitations of the Study

Some limitations of the current study need to be acknowledged. These may guide future research in this area and improve methodology. These limitations are listed below:

- Classroom observation would have allowed more realistic behaviours to appear rather than expressing one's ideal views about classroom interaction and discourse.
- The sample of the study is small and does not allow for different views to be expressed; a bigger sample would make the result more valid.
- The questionnaire was submitted online; thus, the identity of the respondents could not be verified.

4. Suggestions for Further Research

The following suggestions are made to help researchers gain more insights about the role of effective classroom management and pave the way for learners to be engaged when learning grammar lessons. Therefore, the following suggestions are given:

- It would be insightful to investigate the effectiveness of classroom discourse management in other language areas such as speaking, writing, listening, etc.
- It is suggested for researchers to adopt a model of analysing classroom discourse to tackle the way classroom is managed and describe teacher and student talk during the presentation of grammar lessons.
- The way turns are allocated between and among students deserve more study.

References

- Ahea, M. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7(16), 39.
- Allwright, D. and Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge. Cambridge University Press.
- Amatari, V. O. (2015). The instructional process: a review of Flanders' interaction analysis in a classroom setting. *International Journal of Secondary Education*, 3(5), 43. Retrieved from <http://www.sciencepublishinggroup.com/j/ijsedu>
- Azerefegn, K. (2008). *A study on the types of teacher questions and questioning strategies: The case of two private secondary schools in Addis Ababa* (Unpublished Thesis). Addis Ababa University: Institute of Language studies.
- Bavelas, j. B., Wood, C.K., & Philips, B. (2000). *Discourse Analysis*.
- Behnam, B., & Pouriran, Y. (2009). Classroom discourse: Analyzing teacher/learner interactions in Iranian EFL task-based classrooms. *Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras*, (12), 118.
- Breen, M. P., & Candlin, C. N. (1980). The essentials of a communicative curriculum in language teaching. *Applied linguistics*, 1(2), 99-236.
- Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied linguistics*, 22(4), 473.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol 4). New York: Longman.
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy*,

(2nd ed.).

Celce-Muricia., M &Hilles, S. (1988). *Techniques and resources in teaching grammar*.
Oxford

University Press.

Chaudron, C. (1977). A descriptive model of discourse in the corrective treatment of learning
of learners' errors. *Language learning*, 27(1), 31.

Chelli, S. (2009). The Competency-Based Approach & the LMD System. In Pedagogical
days at the University of Biskra Dec 15-16, 2009.

Chelli, S. (2012). *The effects of the competency-based approach on learners' writing
achievement a case study of first-year students at Biskra university*. (Doctoral
dissertation, Universite Mohamed Khider).

Coulthard, M. (Ed.). (2013). *Advances in spoken discourse analysis*. Routledge.

Cowan, R. (2008). *The teacher's grammar of English with answers: A course book and
reference guide*. Cambridge University Press.

Crystal, D. (1994.). *The Cambridge Encyclopedia of the English language*. Cambridge
University Press.

Cullen, R. (2002). Supportive teacher talk: The importance of the F-move. *ELT
journal*, 56(2), 119-125

Demo, D. A. (2001). Discourse Analysis for Language Teachers. ERIC Digest.

Ding, T. (2012). The comparative effectiveness of recasts and prompts in second language
Classrooms. *Journal of Cambridge Studies*, 7(2), 83-85.

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1). 3-99.

Evans, T. P. (1970). *Flanders System of Interaction Analysis and Science Teacher
Effectiveness*.

Flowerdew, J. (2013). *Discourse in English language education*. Routledge.

Routledge.

- Griswold, L. A. S. (1993). Ethnographic analysis: A study of classroom environments. *The American Journal of Occupational Therapy*, 48(5), 398.
- Hadzic, S. (2016). *Oral and written teacher feedback in an English as a foreign language classroom in Sweden*. Degree Project.
- Hammersley, M. (1985). From ethnography to theory: A programme and paradigm in the sociology of education. *Sociology*, 19(2), 152.
- Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford University Press.
- Jocuns, A. (2012). Classroom discourse. *The encyclopedia of applied linguistics*. Retrieved from https://www.researchgate.net/profile/Andrew_Jocuns/publication/277705248_Classroom_Discourse/links/5b6d966992851ca65054adba/Classroom-Discourse.pdf
- Jouibar, B., & Afghari, A. (2015). Teacher Talk in Classroom Discourse: A Case Study, *ELT Voices- International Journal for Teachers of English*, 5(5), 19. Retrieved from (<http://www.eltvoices.in>)
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. University of Southern California.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. (2nd ed.). Oxford University.
- Larsen-Freeman, D. (2001). *Teaching grammar*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (3rd ed.) (pp. 251-266). Boston, USA: Heinle & Heinle. Thomson Learning.

- Lee, Y.A. (2006). Prespecifying display questions: international resources for teaching. *TESOL Quarterly*, 40(4), 692doi :10-2307/40264304.
- Ling, Z. (2015). Explicit grammar and implicit grammar teaching for English major students in university. *Sino-US English Teaching*, 12(8), 556.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 46-84.
- Mackey, A. (2007). *The role of conversational interaction in second language acquisition*. Oxford University Press.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge University Press: United Kingdom.
- Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: A sociocultural approach*. Routledge.
- Nassaji, H., Fotos, S. (2011). *Teaching grammar in second language classrooms*. New York: Routledge, Retrieved from <https://doi.org/10.4324/9780203850961>
- Nkwetisama, C. M. (2012). The competency-based approach to English language education and the walls between the classroom and the society in cameroon: Pulling down the walls. *Theory & Practice in Language Studies*, 2(3).518.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York. Prentice Hall.
- Nunan, D. (1991). *Methods in second language classroom-oriented research: A critical review*. *Studies in second language acquisition*, 189.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Paltridge, B. (2006). *Discourse Analysis*. University of Michigan Press.
- Poliden, S. S. (2012). Teaching practices promoting communication opportunities in the

- language class. *JPAIR Multidisciplinary Research*, 9(1), 194.
- Purba, E., Saragih, A., & Ginting, S. A. (2016) Classroom interaction in English lesson based on Flander's interaction categories (FIAC). *GENRE Journal of Applied Linguistics of FBS Unimed*, 6(1). 4.
- Purpura, J. E. (2014). Assessing grammar. *The Companion to Language Assessment*, 1. doi: 10.1002/9781118411360.wbcla147
- Radford, A. (1997). *Syntactic theory and the structure of English: A minimalist approach*. Cambridge, United Kingdom: Cambridge University Press.
- Rassaei, E. (2015). The effects of foreign language anxiety on EFL learners' perceptions of oral corrective feedback. *Innovation in Language Learning and Teaching* 9 (2), 89.
- Rex, L. A., & Green, J. L. (2007). *Classroom discourse and interaction: Reading Across the Traditions*. Retrieved from <https://www.researchgate.net/publication/228051635>
- Richards, J. C. (n.d). *Communicative language teaching today*. Cambridge.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Schmidt, R., & Richards, J. C. (1985). Speech acts and L2 learning. *The Context of Language Teaching*. Cambridge: Cambridge UP.
- Schmidt, R., & Richards, J. C. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). . Pearson Education, Inc.
- Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of written feedback and revision on learners' accuracy in using two English grammatical structures. *Language learning*, 64(1), 168.
- Sinclair, J. M., & Coulthard, M. (1975). *Towards an analysis of discourse: The English used*

- by teachers and pupils. Oxford University Press.
- Sinclair, J. McH., & Coulthard, M. (1992). Towards an analysis of discourse. In M. Coulthard (Ed.), *Advance in spoken discourse analysis*. London: Routledge.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.
- Skukauskaite, A., Rangel, J., Rodriguez, L. G., & Ramón, D. K. (2015). Understanding classroom discourse and interaction: Qualitative perspectives. *Handbook of Classroom Discourse and Interaction*, 2.
- Sturgis, C., & Patrick, S. (2010). *When Success is the only Option: Designing Competency-Based Pathways for Next Generation Learning*. International Association for K12 Online Learning. Retrieved from http://www.inacol.org/cms/wpcontent/uploads/2012/09/iNACOL_SuccessOnlyOptn.pdf
- Thornbury, S. (1996). Teachers research teacher talk. *ELT journal*, 50(4), 281.
- Thornbury, S. (1999). *How to teach grammar* (Vol. 3). Harlow: Longman.
- Tsui, A. (2008). Classroom discourse: approaches and perspectives. *Applied Linguistics*, 24, 2-13.
- Ur, P. (1991). *A Course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Ur, P. (2011). *Grammar teaching. Handbook of research in second language teaching and learning*, 2, 510.
- Van de Walle, J. A., Karp, K. S., Lovin, L. H., & Bay-Williams, J. M. (2016). *Elementary and middle school mathematics: Teaching developmentally* (9thed).
- Walsh, S. (2006). *Investigating classroom discourse*. New York: Routledge.
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Oxon:Routledge.
- Waston-gegeo, K. A. (1988). Ethnography in ESL: Defining the essentials. *TESOL*

Quarterly, 22(4), 575.

Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching*, 5(1),

127.

Yusob, K. F. (2018). Challenges of teaching grammar at tertiary level: Learning from English lecturers 'insight. *e-Academia Journal*, 7(1).

Appendices

APPENDIX 1

Student Questionnaire

Dear student,

The following questionnaire is part of a Master dissertation which aims to investigate attitudes about the effectiveness of classroom discourse management in the teaching and learning of grammar. Your opinions will be of great help to the accomplishment of our research. Your answers shall be treated anonymously and remain completely confidential.

You are kindly required to tick (✓) the appropriate answer according to your own perspective and make comments when necessary. We would be very appreciative of your contribution.

I- Approaches to learning Grammar within Classroom Discourse

1. How do you like your teacher of grammar to present grammar to you?
 - a) Focus on teaching grammatical rules
 - b) Focus on teaching how grammatical rules are used in communication
 - c) Both of the above

2. How do you prefer your teacher to present grammar to you so that you learn it better?
 - a) Directly present rules to you.
 - b) Present examples first, then you and/or your teacher determine grammatical rules
 - c) Present and discuss examples of grammatical rules without pointing them out

Why do you think this method is the most effective ?

.....

3. In grammar lessons, do you prefer your teacher to
 - a) use the English along with the native language

- b) use of English only
4. Which type of activities do you consider most effective in learning grammar in the classroom?
- a) Mechanical activities based on practicing grammatical features through drilling, filling in the gap, true or false, multiple choice activities
 - b) Contextualized activities based on discussing grammatical points within authentic texts such as short stories and film extracts.
 - c) Communicative activities based on using grammatical structures within real-life communication activities such as (dialogues, games and debates.
5. Do you think that interacting with the teacher during grammar lessons would:
- a) help you to understand better?
 - b) distract your attention and cause less comprehension?

II- Management of Talk in the Classroom

6. Which aspects of your teacher talk do you want to be more simplified?
- a) Pronunciation
 - b) Speech rate
 - c) Vocabulary
 - d) Grammar
 - e) None of the above
7. In explaining grammatical points, do you think it is necessary for the teacher to:
- a) talk more in order to explain further than he does usually
 - b) talk less than he usually does
 - c) continue talking at the same rate
8. Do you think your teacher should give you more time to talk in the classroom?

a) Yes

b) No

9. Would you like your teacher to give you a part in explaining grammatical points?

a) Yes

b) No

10. Do you prefer your teacher to give you more opportunities to discuss grammar activities?

a) Yes

b) No

11. Do you think your teacher should give more opportunities to express your opinions?

a) Yes

b) No

12. When your teacher asks a question, what do you prefer him/her to do for you to learn better:

a) select students to answer after they raise their hands

b) select students even if they don't raise their hands

c) not select anyone so that only volunteers answer

13. When a teacher asks you a question what is the most effective learning strategy that you follow?

a) Respond if you are sure about the answer

b) Respond even if you are not sure about the answer

c) Others, please specify:

14. Which teacher response do you consider most encouraging to you when you give correct answers?

a) The teacher shows approval saying yes, right, ok.

b) The teacher repeats your answer

c) The teacher praises you.

15. What is/are the most effective way(s) the teacher should use to correct your errors?

a) Reformulate your answer to make it correct

b) Indicate where the error is then correct it for you

c) Indicate where the error is and let you to correct it

d) Give you time to correct then ask someone else if you can't do so

e) Immediately ask someone else to correct

f) Others, please specify:

16. When your response contains more than one mistake, what do you consider as an effective correction strategy by the teacher?

a) He should correct all errors.

b) He should correct errors related the lesson being presented.

c) He should correct mistakes that make the sentence difficult to understand.

17. Which part of the grammar lesson do consider as the most important?

a) Explanation

b) Practice

c) Production and free discussion

III- Suggestions

18. What are your suggestions regarding the things you and your teacher should do in the classroom to learn grammar better?

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

Thank you for your collaboration

APPENDIX 2

Teacher Questionnaire

Dear teacher,

The following questionnaire is part of a Master dissertation which aims to investigate attitudes about the effectiveness of classroom discourse management in the teaching and learning of grammar. Your experiences and your personal opinions will be of great help to the accomplishment of our research. Your answers shall be treated anonymously and remain completely confidential.

You are kindly required to tick (√) the appropriate answer according to your own perspective and make comments when necessary. We would be very appreciative of your contribution.

I- Approaches to Teaching Grammar within Classroom Discourse

1. What do you take into account when you teach grammar to your classes?
 - a) You focus on teaching language structure
 - b) You focus on teaching the use of language forms
 - c) Both of the above

2. How do you usually present grammar lessons?
 - a) You directly state and explain rules to students
 - b) You present examples first, then you and/or your students determine grammatical rules
 - c) You present and discuss examples of grammatical rules without pointing them out

Would please justify your choice?

.....

3. When presenting grammar lessons, do you rely on?
 - a) The use the English along with the native language

- b) The use of English only
4. Which type of activities do you use mostly in the teaching of grammar lessons?
 - a) Mechanical activities based on practicing grammatical features through drilling, filling in the gap, true or false, multiple choice activities
 - b) Contextualized activities based on discussing grammatical points within authentic texts such as short stories and film extracts.
 - c) Communicative activities based on using grammatical structures within real-life communication activities such as (dialogues, games and debates.
 5. Do you think that your interaction with students during grammar lessons would:
 - a) help them to understand better?
 - b) distract their attention and cause less comprehension?

II- Management of Talk in the Classroom

6. Which aspects of your talk do you tend to simplify most?
 - a) Pronunciation
 - b) Speech rate
 - c) Vocabulary
 - d) Grammar
 - e) None of the above
7. How much time do you usually talk in the classroom to explain grammatical points?
 minutes for each session
8. How much time do you give your students to talk on average?
 minutes for each session
9. How often do you involve your students in explaining the grammatical points you are presenting?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

10. How much time do you give your students to discuss grammar activities in each session?

..... minutes for each session

11. How much time do you give students opportunities to express their opinions?

..... minutes for each session

12. When you ask a question, how do you usually allocate turns?

- a) select students to answer after they raise their hands
- b) select students even if they don't raise their hands
- c) not select anyone so that only volunteers answer

13. What is the most effective learning strategy that you encourage learners to follow ?

- a) Respond to your questions if they are sure about the answer
- b) Others Respond to your questions even if they are not sure about the answer
, please specify:

14. When your students give correct answers, do you:

- a) show approval?
- b) repeat them?
- c) praise the students?

15. Which type(s) of error-correction do you usually use when you correct a student?

- a) Reformulate the answer to make it correct
- b) Indicate where the error is then correct it for the student

- c) Indicate where the error is and let the student correct it
- d) Give the student time to correct then ask someone else if he/she can't do so
- e) Immediately ask someone else to correct
- f) Others, please specify:

16. When your student's response contains more than one mistake, do you correct:

- a) all of them?
- b) just the ones related the lesson being presented?
- c) mistakes that make the sentence difficult to understand?

17. Which part of the grammar lesson do consider as the most important?

- a) Explanation
- b) Practice
- c) Production and free discussion

III. Suggestions

18. Do, please, suggest some ways on how to best teach grammar through managing the talk in the classroom?

.....

.....

.....

.....

Thank you for your contribution

Résumé

Ce travail de recherche porte sur les attitudes de l'enseignant et ses étudiants de première année licence d'anglais concernant l'efficacité de la gestion du discours dans les classes de grammaire. On a proposé l'hypothèse suivante : l'enseignant et les élèves ont les mêmes convictions sur la nature de l'enseignement et de l'apprentissage de la grammaire, ils considèrent la gestion actuelle de la classe efficace et nécessaire. L'objectif général de l'étude était de savoir si l'enseignant et ses élèves ont des croyances similaires sur ce qui comporte l'enseignement et l'apprentissage efficace de la grammaire. Comment ces croyances ont eu un impact sur la gestion du temps et de la parole dans les classes de grammaire. Deux questionnaires adressent les mêmes questions à un professeur de grammaire ainsi, nous avons proposé un échantillon composé de 65 de ses étudiants de l'université Mohammed Seddik Benyahia. Les résultats obtenus montrent que l'enseignant et les élèves ont des croyances similaires sur ce qui rend le discours en classe efficace. Ils ont considéré la présentation inductive et explicite des règles de grammaire en utilisant la langue cible uniquement comme plus efficace pour acquérir les structures linguistiques. Ces croyances ont été démontrées dans l'importance que les deux participants accordent aux activités d'interaction et de communication autour de points grammaticaux. Cependant, les apprenants ne sont pas satisfaits du temps qui permet d'expliquer les règles de grammaire et ont opté pour l'explication et la pratique comme la partie principale importante de la leçon tandis que leur professeur considère la libre discussion comme l'aspect le plus bénéfique pour les pratiquer dans les structures grammaticales.

Les mots clés : Discours, Grammaire.

ملخص

يهدف هذا البحث إلى معرفة اعتقادات و آراء أستاذ قواعد النحو و طلبة السنة أولى ليسانس حول ما يجعل خطاب دروس قواعد النحو فعالا. تمثلت عينة البحث أستاذ قواعد النحو و تلامذته بجامعة محمد الصديق بن يحيى و الذي يبلغ عددهم 65 تلميذا. و قد اعتمدنا خلال جمع البيانات على استمارتين تتضمن أسئلة متشابهة؛ واحدة موجهة للأستاذ و الاخرى لتلاميذه. تهدف هذه الاستمارة إلى معرفة إذا كان أستاذ قواعد النحو يحمل نفس معتقدات طلابه حول طرق تدريس و إلقاء دروس القواعد و كذا الأساليب و الإستراتيجيات المتبعة من طرف الأستاذ و المفضلة من طرف التلاميذ. و قد أبرزت النتائج المتحصل عليها أن كلا من الأستاذ و طلابه يحملون نقاط توافق و كذا نقاط اختلاف في آرائهم. لقد اعتبروا العرض الاستقرائي و الصريح لقواعد النحو عن طريق استعمال اللغة الأجنبية فعالا لاكتساب الهياكل اللغوية و هذا يؤكد اختيارهم لحل التمارين بطريقة تفاعلية مع بعضهم البعض. إلا أن التلاميذ أبدوا عدم اكتفائهم بكمية الوقت المخصص لشرح القواعد و اعتبروا قسم الشرح و المشاركة كجزء رئيسي من الدرس. بينما اعتبر الأستاذ أن قسم المناقشة الحرة أهم جانب لاكتساب القواعد النحوية.

الكلمات المفتاحية : تحليل الخطاب, قواعد النحو.