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**Exploring Secondary School Teachers' Conceptualisation and Practices of
Grammar as Context-Bound or as De-Contextualized Instruction**

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Dedication

I would like to dedicate this work to

Myself, my efforts, my continuous work and patience during the whole year

*My dearest **Parents; mother and father** for their love and support*

*My sisters **Asmaa and Aya**, My brothers **Mohamed and Younes***

*My beloved friends **Imene, Houria, Maroua, Chifaa, Fatima, Hadjer, Ibtissem, Amaria, Salima, Lydia and Chaimaa***

*My **grandmother, aunts and uncles**, my cousins **Imene, Safia and Fatima***

*To my **special friends** who were pushing and encouraging me all the time to look ahead until the end.*

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Abstract

The aim of this research work is to investigate whether teachers adopt contextual methods to teach grammar or they teach grammar using traditional methods in the Algerian context. The problematic at hand seeks to find out teachers' own concepts concerning grammar teaching, to discover to what extent they employ their practical theories in the classroom and finally to get informed about the factors which influence the mismatch between their cognitive beliefs and classroom actions during their instructional process. To fulfill the requirements of our investigation the researcher employed quantitative and qualitative approach. Therefore, both online self-administered questionnaire and focus-group interview were used to collect data from different EFL teachers in Algeria. We targeted EFL teachers to fill in online questionnaire via Google forms. The questionnaire was supposed to be filled by 50 teachers of different secondary schools in Algeria. Besides, thematic analysis and tables were used to interpret and analyze the data gathered from the participants. The results showed that teachers are aware of that teaching grammar best occurs in context through authentic materials though there were factors including time restrictions, unavailability of materials and curriculum demands that prevented them from teaching communicatively.

Key words: grammar instruction, contextualized grammar teaching, authentic materials, teachers' beliefs and practices, affective factors.

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General Introduction

Since the world revolution and the development of technology, English becomes a global language that is used for learning and communication not only by native speakers but by non- native speakers around the world likewise. In the discipline of teaching and learning, there were always been controversy debates on the importance of grammar and how it should be taught, what approaches, methods, techniques ought to be used in order to attain the ultimate aim of language which is communication (Ellis, 2006; Borg, 2003). Despite many studies and trials for finding the way to incorporate grammar in communication but no method has been able to treat it successfully. In the Algerian context, particularly; mechanical drills and isolated sentences are still dominated grammar teaching. On the other side; the developed world are relying on action- oriented approaches and real application of communication. Such principles require providing students with the ability of linking utterances' form and meaning and need context-bound instruction of grammar to align with them. Although linguists always make efforts to present new grammatical methods and tasks that enable teachers to draw in the explanation and practice, it is still unknown to what extent teachers actually use these various options in their classrooms.

The researcher found lack in research in teachers' perceptions about grammar instruction and their instructional practices in the field of teaching English as a Foreign Language in the Algerian context. Therefore, the researcher feels inquisitive to carry out this investigation to better understand teachers' cognition and the decisions they make in teaching grammar, if they contradict or agree together.

The aim of this research study is to investigate whether teachers adopt contextual methods to teach grammar or they teach grammar using traditional methods in the Algerian educational settings. We seek to find out teachers' own concepts concerning grammar

teaching, to discover their practical decisions in the classroom and finally to indicate the factors influencing the mismatch between their beliefs and classroom actions. To attain these objectives we attempt to answer the following questions that we formulate for the purpose of this study:

1. What are EFL teachers' perspectives toward grammar and grammar instruction?
2. Which instructional practices do they use when they teach grammar?
3. What are the factors affecting the discrepancy between teachers' perspectives and their stated practices?

The investigation outlook expect that answers to such questions will determine what teachers believe about the most effective way to teach grammar and how they actually teach in the classroom and try to prove and provide evidence to the following research hypotheses as well. First, EFL teachers believe that it is better to teach grammar in context. Second, EFL teachers get rid of the traditional way of teaching grammar and substitute it to the contextualized grammar approach which involves effective instruction. Third, the inconsistencies may become because of some barriers like: overloaded program, time constraints and directive teacher textbooks.

The significance of the study is to grasp the topic and help teachers to make better instructional decisions when they are teaching grammar to Algerian secondary school students. This means, it can help and assist many teachers and trainers and instruct them how to teach in a successful way, particularly in the Algerian secondary school classrooms.

In the sake of achieving the objectives of the study, the researcher decided to use both qualitative and quantitative research methodology. This case study collected data using two research instruments: Teachers' questionnaire to test both quantity and quality of the

findings. A focus-group interview was conducted to accomplish an in-depth understanding of the study. The target population of this investigation was 50 EFL teachers selected randomly from variant Algerian secondary schools.

The present research study is divided into three main chapters. In the first chapter which is the theoretical side, we briefly outline the most important concepts related to grammar; traditional and contextualized instruction, approaches and methods and all what concern grammar with the instructional process of English language. The second chapter is concerned with the practical part. This chapter deals with the description of the approaches adopted to collect data to this study, the target population, methods used, instruments applied concluding by the analysis of the findings. We conclude with the third chapter by interpreting and discussing the main findings of this research study, answering the questions and testing the hypotheses then we support English language teachers with solutions and some pedagogical implications to help them find solutions for the challenges that face them.

CHAPTER 01

LITERATURE REVIEW

Chapter One: Grammar between Traditional and Innovative Approaches

Introduction

In the history of second and foreign language instruction, grammar, or the so-called language code, has always played a significant role to better language progression taking notice to its major teaching approaches, and it does it respectfully. Grammar rules are of a paramount concern in making sense of language structure, meaning and use. As a result, EFL students can integrate them for written and communicative objectives. Furthermore there has always been a discussion about how to teach and learn foreign language grammar. Depending on the view of teaching grammar accurately demonstrates how language works and direct learners how to use it, numerous scholars have had variant principles and practical knowledge as well on how grammar should be taught. Consequently in this chapter, we will briefly outline the term grammar, analytically explore the most influential language teaching methodologies; traditional and contextualized instruction, approaches and methods, generally, talk about the approaches of grammar instruction

1.1 Definition of Grammar

Grammar is increasingly playing a vital factor in teaching and learning process. It is viewed as a set of rules that governs the language to connect words together and change their forms to make sentences (Longman Dictionary of Contemporary English, 2022). That is to say, it is the entire system of a language which consists of syntax and morphology. The arrangement of parts found in a spoken or written communication is called syntax. Though, morphology deals with the study of word formation in terms of structure and form. It sometimes includes the study of sounds (phonology) and the study of meaning (semantics) also (Universal Dict Box, 2021). We argue that everything occurs naturally, and we just have

to grasp and describe how language works when we acquire it or tend to teach it to others. In this respect, Crystal (1995) said that grammar handles “The abstract system of rules in terms of which a person’s mastery of his native language can be explained” (cited in Dykes, 2007, p.5). We have to be adequate with certain principles and rules which constitutes what is known by grammar; grammar teaches us how to use words in some way that makes us able to pick convenient pieces of words that must be used and put them where they must be used (Cobbett, 2014). It is not possible to probe the function that words play to form meaningful language without naming parts of these words and their specific actions, accordingly; Dykes (2007) determines the notion of grammar as:

A language to talk about language...without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming Procedure. (Dykes, 2007, p.5)

That would explain why a speaker cannot provide a reasonable explanation for “she explains it perfectly” rather than “she explains it perfect” as an example, if the receiver does not share the same understanding of the language to discuss about language and illustrate that ‘perfect’ is an adjective used to describe a noun whereas ‘perfectly’ is an adverb which gives meaning to the verb. Traditionally, grammar instruction used to be transferred through memorization of rules which emphasize on form and repetitive drills instead of making use of the grammatical structures. This approach of teaching did not enhance learners’ communicative skills because students have found deficiencies in interpreting the drills they learned in typical situations. Grammar is not considered only as form and using this form to express a clear meaning but it is a dynamic system in which it ought to be taught creating real life situations; teachers have to employ authentic materials to help students communicate the language and move beyond it. Freeman said: “Thus, the answer to the question: “what is

grammar?” is that grammar is a system of lexico-grammatical patterns that are used to make meaning in appropriate ways” (Freeman, 2014, p. 258). Then, grammar should be considered as a communicative resource not only a system of rules.

To sum up, grammar plays a substantial part in language teaching in which the teacher’s main task objective is not only about how the form is correctly produced though what means and how it is used.

1.2 Types of Grammar

In the disciplines that focus on the function of language, Thornbury (1999) talked about two different types of rules: prescriptive grammar and descriptive grammar.

1.2.1 Prescriptive Grammar

When linguists prescribe fixed rules to people; rules that should never be broken to use a certain spoken or written language; this is the so-called prescriptive grammar. For example, a prescriptivist might say: “do not use *different to* and never use *different than*. Always use *different from*”, “never use the passive when you can use the active”. In other words, this type of grammar tells you what to avoid and directs you how to produce an accurate and correct language.

1.2.2 Descriptive Grammar

On the contrary, teachers of foreign languages are involved in descriptive type of grammar which focuses on how speakers do actually use the language in real contexts of communication. Thornbury (2011) illustrates how some students come to associate all rules with prescriptivism because all grammar rules seem to tell them how to use the correct language; simply because they are the rules. However, the difference between the rule that

says “do not start or end a sentence with a conjunction” and the other one that tells “always add an 'ed' to the end of a regular verb in the past simple” is clearly explained by Thornbury. He determined two types of rules: rules-as-regulations which regulate our use of the language (prescriptive) as in the first example while the second represents rules-as-regularities that notice what is commonly happening in the language (descriptive) (as cited in Collins, 2021).

As we can observe, currently, rules-as-regularities are established while rules-as-regulations are becoming out of date in the educational settings. Teachers are presenting facts about language when they use what we call pedagogical grammar. The latter is concerned with teaching and learning business which is planned to meet the learners' needs and develop learners' grammatical competence (Thornbury, 2006).

1.3 The Importance of Grammar Teaching and Learning

In the history of language teaching, there were always been much debate about the value of grammar in communicating any language. Some teachers and students argued that grammar instruction is no more effective in communicative language syllabus, whereas other scholars agree that grammar is still considered as the core stone in improving the language system of the learners (Ho Chi Minh University of Food Industry). According to Thornbury (1999) some theorists claimed that teaching and learning grammar in the educational contexts is aimless and just a waste of time. One case against grammar argues that if we take language from *skill* viewpoint, grammar rules can be considered as set of skills which are learned by practicing not by studying. From *communication* perspective the aim of learning any language is to use it and speaking about grammar (linguistic competence) as one component of communicative competence; in which the functional goals are highly achieved. Therefore, grammar is going to be acquired unintentionally without studying the grammatical rules

(Thornbury, 1999, p. 18). Learners often prefer to learn the language through conversations and to apply the grammar that they have already learnt at schools (Thornbury, 1999, p. 19).

On the other side, Thornbury (1999) claimed that just as there were arguments against grammar teaching, likewise several cases have been made in favor of grammar. As a supporting argument he said: “grammar is a kind of sentence-making-machine. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity” (Thornbury 1999, p. 15). That is to say, through the process of learning any language, the learner has to retain and restore words and phrases instead of daily revising ready-made sentences and patterns. This is what we call *item-learning* that enable us to generate huge number of original sentences depending on our amount of vocabulary and creativity. Grammar greatly refines the meaning of the spoken utterances and serves more the written language (ought to be explicit than the spoken one) to correct these types of errors:

- *After speaking a lot time with him I thought him attracted me.*

- *We took a wrong plane and when I saw it was very late because the plane took up.*

The language used in the previous examples is failed to be delivered in both of comprehensibility and appropriateness. Thus, grammar teaching clarifies the ambiguous meaning and serves a correct communicative language (Thornbury, 1999). Moreover, teaching technical language is not the efficient way to make qualified and motivated learners. It limits their linguistic capacities and sets complicated obstacles to achieve language improvement. They fall in fossilization if they have not taken even self-directed grammar study. However, students ought to receive grammatical input to keep away from becoming old-fashioned (Thornbury, 1999).

Furthermore, attending language classes which emphasizes highly on learning grammar is not aimless. It acts like advance organizer which helps learners later in noticing the grammatical items (that had been studied) in real life settings and support them acquiring the knowledge then allow them to communicate the language accurately. In large classes, when there were unmanageable and no incentive for students to study; the need of transmitting the body of knowledge such as forms of facts and rules to the students is highly raising, these situations provide the teachers with methodical system that they can teach and test (Thornbury, 1999).

1.4 Grammar Acquisition and Grammar Learning

One of the most foreground debatable issues in the disciplines of pedagogy and second language teaching is deciding whether to adopt the express method or the suggestive method of grammar teaching; whether to transmit the grammatical rules explicitly or simply set the conditions to enable the learners learn naturally (Ellis, 2006). It is thought that grammar instruction plays no role in acquiring the language, it limitedly contributes to learning but learners inherently proceed with the language so long as they are inspired and have access to the comprehensible input (Krashen (1981). Krashen claims that grammar acquisition occurs subconsciously like children do when acquiring their mother tongue in natural speech community whereas learnt grammar emerges through the conscious study of rules and forms (cited in Ellis, 2006, p. 85). Krashen (1982, as cited in Moumene, 2007, p. 11) intensively distinguished between “acquisition” and “learning” considering the former as the implicit knowledge while the latter as the explicit knowledge. A further point is that the spontaneous use of language requires subconscious immediate communication while the conscious learning of language- grammar in particular- is not obtainable; it only helps monitoring the speech in natural communicative settings. That proceeding issue whether to indirectly

integrate grammar with other language items or to teach it discretely as insolated skill has created an endless dilemma to ESL teachers; either to depend on implicit or explicit grammar instruction.

1.5 Implicit or/and Explicit Teaching

The two types of instruction; implicit and explicit; cover the grammatical rules, vocabulary and other linguistic items but they differ in demonstration that explicit teaching encompasses conscious study whereas implicit teaching encompasses the intuitive learning without providing any rules. In this regard, Bialystok defines explicit knowledge as “Explicit Linguistic Knowledge contains all the conscious facts the learner has about the language and the criterion for admission to this category is the ability to articulate those facts” (Bialystok, 1981, p. 201). Bialystock (1980) also claims that an utterance of a language learner may “sounds” or “feels” right, although there is no cited evidence for its correctness. He says in this sense that:

Implicit Linguistic Knowledge is the intuitive information upon which the language learner operates in order to produce responses (comprehension or production) in the target language. Whatever information is automatic and is used spontaneously in language tasks, is represented in Implicit Linguistic Knowledge ... the content may include grammar rules, vocabulary, and so on. (Bialystok, 1981, p. 201)

In his view, Birsen (2012) considered the implicit instruction as an efficient and dynamic grammar teaching process, this being the case that learners share their collaboration and interactive learning tasks as well as they are freely involved in autonomous learning and emphasizing to be fluent speakers rather than they bring accuracy to a focus. It happens automatically, in implicit instruction; that students turn their input into intake in order to attain L2 acquisition and grammar capacities. On the other way round, explicit instruction is

considered as the declarative knowledge which deals with drills, memorization and grammatical structures. It is a rule-governed practice that seeks to enable learners to be accurate in speech and be grammatically correct.

According to Krashen's input hypothesis, explicit teaching methods can never lead to the acquisition of implicit knowledge. Thus, it would not help the learner achieve proficiency of second language because the learner can acquire the implicit knowledge through adequate exposure and comprehension of the target language without making any conscious effort to acquire an explicit understanding of the grammar (Krashen, 1992). Ling (2015) maintains that within the explicit instruction the teacher becomes dominant know-all actor; he gives directions and transfers rules in order for students to correctly shape their own communicative production. The explicit learning bestows proofs and asserts that the implicit competence is efficient and that what makes the learner skilled enough. It is viewed, according to Moumene that "the effectiveness of implicit or explicit instruction largely depends on the nature of the linguistic structures being taught, the instructional packet being applied, the types of rules being provided, and the kind of learners receiving the instruction in question" (2007, p. 16). Because of these interchangeable principles, students need a mingling of explicit and implicit teaching.

In spite of these considerable distributions, recent studies of many researchers and pedagogues agreed upon the necessity of incorporating both types of instruction to attain a more functional teaching process. Combining explicit and implicit instruction is likely to be applicable so as to rationalize a more success than relying on a single type of instruction. Ellis (1995, p. 136) as well concludes that "implicit and explicit modes of operation interact in interesting ways [*Researchers*] demonstrate that a blend of explicit instruction and implicit learning can be superior to either just explicit instruction or implicit learning alone".

1.6 Grammar and Language Teaching Methods/ Approaches

Language teaching has a long history in which the teaching methods' debate has increased particularly over the last hundred years. Although the methods (Grammar-translation Method, Direct Method, Audio-lingual Method, Natural Method and Communicative Teaching Method) are well known, yet the methods are not easy to come into practice because a method is more than a single strategy or a technique. Discussing this issue, Liu and Shi (2007) maintains:

As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. (Liu and Shi, 2007, p. 69)

Therefore, to some degree; Thornbury (1999) argues that linguists and grammarians have differentiated between several language teaching methods relying on some specific aspects which are characterized by various ways; each answers these basic burning questions: should a method involve a grammar syllabus? And should grammar be made explicit?

1.6.1 Grammar Translation Method

Just as the name suggests; Grammar-Translation Method emphasizes the teaching of the second language grammar, it provokes the principle of translation from and into the target language. Practically speaking; reading and writing are the major focus. However, there was no consideration paid to the spoken language and the grammar should be made explicit. In order to acquire the second language, the student's mother tongue keep existed and considered as a reference. Language learners are passive participants and teachers are regarded as dominant know-all actors in the learning process; it is a teacher-centered model

(Liu & Shi, 2007). About the principles of GTM; Harmer said: “Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points; these sentences had to be translated from the target language back to the students' first language and vice versa” (Harmer, 2007, p. 63). Another feature which is worth commenting on is focusing only on sentences rather than long texts and on producing accurate speech rather than instead of focusing on meaning and producing fluent speakers.

1.6.2 Direct Method

This method emerged at the end of the nineteenth century. It came up to the field after a reform movement; it was as a challenge to the written language of grammar- translation. The ignorance of translation was in favor of the teacher' and the students' interaction; in order to establish their meaning, it required creativity from teachers to demonstrate the grammatical forms they learn with objects and pictures, debating through questions and answers, and spoken narratives (Liu & Shi, 2007). In grammar–translation, language is learnt deductively - as we explained before- they focus on rules consciously and methodically then; they produce the language from an understanding of these rules. Whereas, grammar is learnt inductively, in the direct method that is, the students discover the rules when they are exposed to the language (Harmer, 2015). Dialogues were frequently used to put language learning situations in use. In this regard, Harmer (2015) maintains:

...This may have been a reaction against incessant translation. It may also have had something to do with the increased numbers of monolingual native speakers who started, in the twentieth century, to travel the world teaching English. But whatever the reasons, the direct method created a powerful prejudice against the presence of the L1 in language lessons; this has changed significantly in recent years. (p. 56)

Thornbury (1999) defines the main focus of the direct method as a shift from the explicit teaching to the uttered language and activating the oral skills.

1.6.3 Audio-Lingual Method

In USA, the direct method metamorphosed into the audio-lingual method between the fifties and sixties. The audio-lingual method was the first largely to be derived from linguistics and psychology. Its theoretical basis is behaviorism where language is learnt through the formation of good habits using stimulus, response, and reinforcement model to engender correct habits with an emphasis on successful error-free learning. It stayed at the sentence level with little attempts from the teacher to contextualize the language learning. This method uses purposive dialogues as the chief means of presenting the explicit language and relies heavily on pattern-practice drills, graded lists of correct utterances, mimicry and so on. Audio-lingual skills such as listening and speaking were brought into the centre of this method, tape recordings, and language repetitive drills were presented into practice rather than applying the grammatical rules (Thornbury, 1999; Harmer, 2015). In addition, it stressed lexical items and ignores the communicative competence in teaching practice, while previously mentioned methods had aimed to be preoccupied with vocabulary and morphology. Therefore, as Harmer asserts that: “spoken language had primacy; nothing should be said before it was heard, and nothing should be read or written before it was spoken” (Harmer, 2015, p. 75). As with audio-lingual teaching, language items are claimed to be introduced in real life contexts such as: ‘at the train station’, ‘at the restaurant’. This example proposed by Harmer shows a typical audio-lingual drill:

Teacher: There’s a cup on the table ... repeat.

Students: There’s a cup on the table.

Teacher: Spoon.

Students: There’s a spoon on the table.

Teacher: Book.

Students: There's a book on the table.

Teacher: On the chair.

Students: There's a book on the chair. (Adapted from Harmer, 2015)

Since the 60s of the last century, Audio-lingual Method has been developed to enumerate communicative methods involving Natural approach.

1.6.4 The Natural Approach

It was adopted by Krashen in his view which rejected of the necessity of formal knowledge of language learning, influenced by Chomsky's revolutionary claim that language ability is not a habit, but we are born with an innate human capacity to acquire language. Moreover, Natural Approach of Krashen does not depend on a grammar syllabus or any sort of rule instruction. Rather, it attempts to expose students to as much comprehensible input as possible then it must be turned into output through innate process (Thornbury, 1999). For instance; teachers while presenting the syllabus, they simply provide "a series of topics that students will find interesting and the teacher can discuss in a comprehensible way" (Krashen, 1995 as cited in Haruchan, 2016). The natural approach instructor –in the classroom- should emphasize on listening and reading skills; allowing learners to speak and emerge, by exposing them to a wide amount of vocabulary and visual aids rather than studying of specific grammar points whereas the final objective is to students display their comprehension (Haruchan, 2016).

Finally, Krashen and Terrell (1977, as cited in Haruchan, 2016) claimed that the main function of language and approach is to communicate the language, focusing on teaching communicative capacities instead of unproductive language structures.

1.6.5 Communicative Approaches

With the development of the Communicative Language Teaching of 1970s, which has been promoted by the upcoming of sociolinguistics as a new science, it is argued that the communicative competence is not enough to appropriately interact. However, grammar-based syllabi have not been totally rejected by these approaches, at least in the shallow-end of CLT. The Notional-Functional syllabus as a weak format of CLT made up of functions surrounding grammatical structures. Nevertheless, in its strong format; it hastened the emergence of Task-Based Learning that was adopted by Prabhu in his Bangalore Project; its syllabus was mainly consisted of tasks in which the ultimate objective is to complete them rather than to apply rules. That is to say, it was neither grammar-based instruction, nor explicit grammar syllabi. Until the 1970s, grammar syllabi took place in all methods and re-emerged in the classrooms with a variety forms and ways of use (Thornbury, 1999).

Thus, the wide common Communicative Language Teaching activities including role-play and simulation typically involve students to act out real communication in a classroom setting where the successful achievement of the communicative task and the accuracy of their language performance are almost as crucial as together. According to Harmer (2015) there are two major stands of CLT: one that is moving from language forms (grammar and vocabulary) to language performance whereas communicative language teachers teach people to invite and apologize, to agree and disagree, besides assuring that they can use the past perfect or the second conditional. The other main strand of Communicative Language Teaching involved the belief that 'language is communication' which causes to be concerned with meaning-focused communicative tasks by students so that "language learning will take care of itself" (Harmer, 2015, p. 57).

1.7 Grammar Instruction Approaches

Because the learning situations are flexible and accommodating, the combination of deliberations and learners training are likely to change even the controversial stand points. Thus, they serve the teacher- in EFL classroom- to be critical and creative when he decides about the activities, the techniques used likewise when considering the whys and the how to present the syllabus either deductively or inductively (Thornbury, 1999). Purpura defines the two methods as: “Inductive consciousness –raising activities provide learners with L2 data, and ask them to derive an explicit rule from the target structure, while deductive consciousness –raising activities provide learners with a grammar rule, and ask them to apply it to L2 data” (Purpura, 2004, p. 40).

1.7.1 The Deductive Approach

It is a traditional approach in grammar course in which the teacher explains rules in the beginning of the lesson and continues the presentation illustrating with examples. It shares the same principles as to Grammar Translation Method where the grammar structures are the major focus. The deductive approach is called [rule-driven learning] by Thornbury (1999), in other words, teachers here foreground the rule first then they turn to use examples to deepen students’ understanding for the grammatical forms, followed by practicing some tasks to put rules in use. It is a more teacher-centered approach because the teacher is the dominant know-all actor while the learners are passive recipients. Purpura argued that grammar is best learnt deductively; he points out that “ In this approach (deductive approach), the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules” (Purpura, 2004, p. 1).

1.7.1.1 Advantages of the Deductive Approach

According to Thornbury (1999) there are many arguments in favor of this approach such as: it is time saving because it goes directly to the point when the rules are quickly explained and retains enough time to practice. It enhances the role of cognitive aptitudes in acquiring the language and respects students' reason and intellect. What is more is that teachers do not have to provide materials beforehand but they have the chance to handle the language items as they are approached thus it helps analytical learners to raise their expectations about classroom learning.

1.7.1.2 Disadvantages of the Inductive Approach

There are cases against such an approach as there are advantages. Thornbury (1999) also stated that presenting grammar rules deductively is more teacher-centered that allows the teacher to explain at a higher position than students' interaction and involvement. Moreover, students may not understand the rules involved when the teacher starts the lesson with grammar presentation; they may have a lack of sufficient language to talk about grammar rules such as grammar terminology. It promotes the belief that language is all about grammar forms and structures.

1.7.2 The Inductive Approach

It is a recent method of teaching in which the starting points of the grammar instruction are the examples. Thornbury (1999) refers to this method as [rule-discovery learning]; that the teacher provides meaningful communicative situations to his students in order to analyze, elicit the rule themselves and discover meanings and other items together with their teacher. Later students are required to take on different types of practice and production activities where they involved to contributing and employing what they have learnt in real context. The

instructor – in his classroom- plays a role of a guider only, whereas the learners are active participants. In this regard, Purpura asserts that: “... Students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions” (Purpura, 2004, p. 2).

1.7.2.1 Advantages of the Inductive Approach

The inductive approach encourages learners to rely on themselves when practicing things and prepare them to be self-dependent and autonomous trainees in their learning process. Furthermore, it is a learner-centered when the students are more attentive and motivated to learn; they actively cooperate together during the sessions, they contribute to their classroom activities and discussions as well. They discover the rules and know how to use some structures rather than rules whereby the grammatical systems become memorable and likely to be acquired (Thornbury, 1999).

1.7.2.2 Disadvantages of the Inductive Approach

One of the most crucial drawbacks of this method is that consumes time and efforts from both learners and teachers when they are trying to collaborate to solve problems. For instance; they take a surplus time tending to elicit the rule instead of putting it into practice. Teachers are possibly claimed to plan lessons, select and organize information aiming to better guiding learners to formulate the grammatical rules. However, while teachers are tending to make it as comprehensible as possible, some learners are disappointed and prefer simply to declare the rules of certain structures without overworking (Thornbury, 1999).

1.7.3 An Integrated Deductive and Inductive Approaches

It is one of the most considerably unanswered questions on the effectiveness of language learning which concerns the issue of whether to teach students to focus on the rule

before using the structural forms (the deductive approach) or to use the grammatical points in contextual activities inside the classroom before demonstrating the rule (the inductive approach) (Carrie, et.al, 2007). Thonbury (1999) declares that some research findings revealed that some sorts of language items are better given than discovered. While other studies shows the effectiveness of guided inductive techniques which encompass a series of leading questions to emphasize students' attention on the structure. The instructional decision that teachers about how to present the grammatical structure can depend on a number of factors including the preferences of the teacher and the needs of learners, characteristics of grammatical items which are going to be learnt, learners' age. Nevertheless, it is generally accepted that a combination of these two approaches suit EFL classroom learners best (Abdukarimova, 2021).

Inductive and deductive approaches are intermixing. Students are encouraged to figure out grammar patterns for themselves, and are also given explicit information about grammar (Azar, 2007). Both approaches are helpful for students; they are strongly relied on implicit and explicit teaching of the language because they ignore the role that learners play within their teachers to enhance the outcomes of the grammar lessons (Carrie, 2007). Carrie said in this respect:

Although the explicit and implicit camps are diametrically opposed, they share a failure to acknowledge the role students can play in grammar instruction i.e., collaborating with the instructor or testing their own hypotheses while discovering grammatical explanations. (Carrie, 2007)

Students benefit from both deductive and guided inductive instructional approaches. Actually, their alternate contribution is in favor of one contextualized curriculum where the use of one does not exclude the use of the other. So, what is contextualized grammar? And why should we teach it?

1.8 Teaching Grammar in Context

There has always been a debate about the most effective way of teaching grammar; this debate of teaching grammar implicitly or explicitly; possibly will not stop in any way. Thus, this debate created the need for further research, and now a lot of researchers agree upon the inefficiency of the explicit grammar on the learners and their productivity (Goode, 2000). Thornbury argues: “Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase” (Thornbury, 1999, p. 69). Moreover, teaching grammar as context bound affects learners’ competence positively and provides accuracy in the studied language both in oral and written skills. Therefore, teaching grammar in context help learners see how grammatical structures work in sentences and give them an opportunity to develop their comprehension of the grammar rules (Gaster, 2021). Contextualized grammar instruction applies authentic and longer texts to teach sentence structure and grammatical rules, instead of presenting grammar only with worksheets filled with drill exercises. Students face many difficulties to transfer what they learn in drills to their writing and communication, this is one of the endless purposes behind teaching grammar in context

1.8.1 The Importance of Context-based Syllabi

Exploring concepts and meanings is a great starting point instead of explaining some grammatical items for all teachers in order to develop a context-based approach to grammar. Hadley (2003) said: “Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence” (cited in Gaster, 2021, p. 152). The teacher can provide a supplementary material to support the textbook because the persistent use of textbook and published materials may reduce students’ motivation and

willingness to study; the supplementary materials are generally known as authentic materials. Peacock (1997, p. 144) has defined authentic materials as “the materials that have been produced to fulfill some social purposes in the language community”. That is to say, the aim of using authentic materials is to expose the language items to real communication and use and to prepare students for their social lives. In other words, the authentic materials are likely to be employed in order to treat the language gap between classroom syllabus and real situations. Teachers can use various methods of contextualizing grammatical concepts to improve the outcomes including the writing skills of students.

1.8.2 Procedures to Contextualized Grammar Teaching

It is worthwhile that teachers provide some catchy and task-oriented activities that incorporate realistic situations for learners. Specialists proposed various tasks which can make grammar classes enjoyable and more fun. Bancolé-Minaflinou (2018) suggested some examples in this sake; students are asked to match grammatical patterns to particular communicative meanings by choosing the right pattern to express viewpoints and feelings about a particular topic. Creation of short dynamic discussions about current issues yet lead to genuine communication in which students use grammatical structures, meanings and their background knowledge answering their teachers’ questions. The teacher may also use a newspaper article in English; He gives it to learners and asks them to indicate the keywords, tenses, and use of connectors. This would develop their predictive skills because they predict grammar forms and patterns. For this occasion, Vukadin (2021) likewise has proposed other strategies to learn grammar contextually using short stories or books. Start by reading and discussing the content then you can search for a specific grammar forms. After finishing to reading you can move to paraphrasing or reporting the sentence. To practice writing and speaking, you may ask them for example to put the short story into the past tense, or to

perform an oral exercise where you change some parts of speech in the text to see how the meaning of the sentence changes. Another interesting tool to use is activities with films, audio & video clips where you highlight grammatical structures they used in the authentic material thereafter you try to act role-plays and create storybooks. Pinnock (2021), moreover; pointed out extra strategies to contextualize teaching and learning; some of them are: making photo albums and picture books using labeled images and vivid parts of speech; this help them to expand their vocabulary and enjoy as well, creating life maps of people and objects to become more reflective, teaching mini-lessons and playing with sentences to help students revise their compositions and correct their mistakes. Briefly stating, the language of text books might only be useful in a classroom environment whereas real life English needs different requirements; the latter has not yet been covered by the use of text books because learners have to deal with their cultural background as well. There are no countable numbers of strategies and limitless ideas to what you can do with your materials, it is entirely dependent on your syllabus and students' learning gaps but teachers have to take into account their learners errors and mistakes and try to correct them carefully and creatively or they may choose not to correct them at all.

1.9 Feedback & Error Correction

Harmer (2015) claims out that the right kind of formative feedback towards students' errors greatly contributes to their success and affects their achievements more than other factors. Teachers have to know variant methods of giving feedback, for example, they can give the students comments either on what they have said or written (the content) or on the form (how they said or wrote it). Sometimes we might respond to what our students say with praise or encouragement. At other times, when a student makes a mistake, we offer correction. Moreover, we can show our students that we are interested with their words either

by repeating their speech or we can ask them feedback questions or we comment on what they have said. In addition, we can reformulate their answers to check that we have understood them. However, asking them for clarification goes further because it strengthens the dialogue between teachers and students and makes students think more carefully about what they have saying. It gives the students an opportunity to support or defend his or her answers and makes them to be confident of correcting their mistakes (Wong and Waring, 2009, as cited in Harmer, 2015). Teachers have to make instant decisions about how much they should correct students' mistakes and when they should do so (Harmer, 2015, p. 157). Implementing context-bound instruction and techniques is not an easy task in this context if we know that there are many serious issues comprising lack of engineering training falling in with lack of materials for language teachers who need to apply and evolve memorable activities to provoke learners' interests and motivation.

Conclusion

Grammar and grammar instruction including history, practical theories and decisions, methods and approaches were the subject matter of this chapter. We tended to handle- from the previous studies- all what grammar passed through from de-contextualized teaching toward new context-based instruction because grammar is the discipline that comes always into the limelight while pedagogues and linguists are dealing with the instructional process of languages. In the next chapter the researcher will describe the different data gathering tools about the contextual teaching of grammar then analyzing the findings.

CHAPTER 02

METHODOLOGY AND DATA ANALYSIS

Chapter Two: Methodology and Data Analysis

Introduction

The aim of this study is to explore the relationship between cognition and perceptions of EFL teachers and their instructional decisions and stated actions on grammar instruction; either they teach it the traditional way or they adopt contextualized materials and procedures to present it. Moreover, it aims to identify teachers' own concepts to teach grammar and to find out to what extent they employ their theoretical practices in the classroom; in order to teachers recognize the importance of their views in shaping their attitudes and behaviors in their classrooms. Finally, it aims to investigate the challenges that the teachers face in implementing their selected beliefs and to discover the source of the matchmaking and the mismatch between their beliefs and actions likewise. The investigation was conducted online; it was in a form of self-administered questionnaire devoted to EFL teachers from different secondary schools all around country. To achieve the aim of our study, we have adopted both qualitative and quantitative methods since the questionnaire used involve open-ended and close-ended questions, in addition to devoting an interview to a chosen group of teachers from the whole population. This Chapter deals with the description of research participants (teachers), instruments, methods and procedures and the analysis of the findings.

2.1 Research Design

This study was designed to use both qualitative and quantitative research methodology. Qualitative research was applied in order to get the credible data about the natural situations of the English grammar teachers' beliefs and attitudes towards the use of authentic materials in teaching grammar in EFL classes. Quantitative research was used to collect data from the target population. In this study, the secondary research was used to review the literature and to introduce the previous knowledge and studies about the topic. Whereas the primary research

was conducted to answer the required or adapted questions of this study which would be evaluated later based on the secondary research. For the sake of achieving the objectives of the study, the researcher decided to choose two investigation tools: teachers' questionnaire and teachers' interview, these variation in reasoning is proved to validate the research findings.

2.1.1 Study Context and Participants' Selection

The target population of this investigation was EFL teachers from variant Algerian secondary schools. All participants were selected from targeted Facebook groups and contacted through Messenger, and before questionnaires were sent, they were informed about the scope and purpose of the study. An online survey was distributed online to EFL teachers countrywide, via Google Forms, and supposed to be filled by 50 teachers for the purpose of the study by the researchers, but questionnaires were completed and returned by only 30 teachers. They were of different backgrounds; age, gender, level and teaching experience; these variations may add insights on situation under inquiry. It is tended to be done for the purpose of discovering disparate views and behaviors about how they demonstrate grammar syllabi to their learners at the same time to check whether they use communicative techniques and contextualized materials in teaching or not at secondary school level.

2.1.2 Data Collection Methods and Procedures

In order to reach the ultimate objectives of the study, two data collection tools were employed: questionnaires for teachers and an interview with a focus group of teachers.

2.1.2.1 Teacher- Addressed Questionnaire

This questionnaire (see Appendix A) was designed for teachers in order to know how they deal with grammar teaching; their beliefs and stated actions to demonstrate their

grammar instruction. It is divided into three sections; a section for background data and the other two sections are a mixture of open-ended and close-ended questions to test both quantity and quality of the findings. Seven open questions guided the participants to describe their actions, behaviors and experience of teaching contextualized grammar, while the closed items were seven likert scale questions elicited their level of agreement between the concepts and their beliefs and perceptions about how grammar should be taught. Each section is dealt with separately and the responses were analyzed thematically at the end then discussed and summarized to enable the researcher draw the main conclusion.

Section (A): Demographic Profile (Q1 - Q5)

It revealed different biographical information about teachers. It consists of five questions which are related to their field of teaching. The first two questions were about their age and gender to know the average of our sample. The third question was to get informed about their years of experience in teaching process, whereas the forth and the fifth questions aimed to examine their acquaintance with the latest updates and their contribution in developing the education field.

Section (B): Teachers Beliefs about Grammar Teaching (Q1 - Q7)

It aims to uncover the perspectives of teachers about how grammar ought to be taught; with stating how much they agree with each statement.

Question (1) was asked to know if teachers were still thinking that using drills and repetition is important.

Question (2) was directed to know if they believe that acquiring a language happens naturally or not.

Question (3) was addressed to realize if teachers prepare their design to teach grammar or they base it on students' communicative needs, in their view.

Question (4), (5) attempted to discover whether they view grammar as an implicit/ explicit instruction.

Question (6), (7) intended to discover if they think that grammar should be presented deductively or inductively.

Section (C): Teachers' Grammar Instruction Practices (Q1 - Q7)

It demonstrates teachers' classroom practices to teach grammar.

Question (1) intended to recognize how important are using those techniques to better present grammar syllabus.

Question (2) was asked to see if teachers explain grammar in Arabic, and accept students' responses using their mother tongue.

Question (3) directed to detect the extent of difficulty when using authentic materials to teach grammar in context.

Question (4) sought to discover learners' response when exposed to extra contextual materials and the outcomes/ obstacles that teachers noticed on their students.

Question (5) tended to get information about the strategies they use to correct their learners' speaking grammatical mistakes.

Question (6) it was purposed to grasp how they faced the challenges when they teach grammar.

Question (7) it aimed at finding out the implemented methods and techniques teachers have found effective in their class to contextualize their grammar instruction.

2.1.2.2 Teacher- Addressed Interview

A focus-group interview (see Appendix B) was done with 4 teachers -via Messenger-, who were randomly selected among teachers who answered the questionnaire before. It was conducted to accomplish an in-depth understanding of teacher perspectives and experiences of grammar teaching and to detect the possible factors which affect their common belief and practice systems. The researcher have chosen a focus-group interview because it was reported in the previous studies of certain researchers to have a higher validity due to the larger number of participants, and being a faster means to obtain maximum amount of data.

2.1.3 Data Analysis Methods

Questionnaire and focus group interview are instruments employed to collect both quantitative and qualitative data. The results obtained from the data collection tools are analyzed thematically and categorized into themes (see questionnaire sections **A, B, C**); we had analyzed the close ended questions using tables (see tables1, 2, 3, 4, 5, 6) whereas the open ended questions were analyzed question by question using deductive thematic analysis (see questions 2 – 6; section **C** and Interview questions).

2.2 Results and Findings: Analysis

2.2.1 Teacher- Addressed Questionnaire Analysis

A. Demographic Profile: Please provide some of your biographical information

Question (1): what is your age, **(2)** gender, **(3)** degree earned?

Table 2.1. *The variety in age and gender and the academic degree of teachers*

Age	Percentage%	Gender	Percentage%	Degree held	Percentage%
Less than 30	43.3%	Female	70%	License	23.3%
31 – 40 years	36.7%			Master	53.3%
41- 50 years	13.3%			PHD	6.7%
More than 50	6.7%	Male	30%	ENS	16.7%
				Others	00%
Total	100%		100%		100%

The results of teachers' background show that the majority of them are young teachers between 20 and 40 years which represent 80% of the whole population. All of 21 teachers were females and only 8 were males. It also revealed that the greater part of the study had got a Master degree valued by 53.3% then the License degree with lower percentage of 23.3% while the minority had got ENS degree of 15.7% and PHD of 6.7% from the overall number.

Question (4): How many years have you been teaching a second/foreign language?

Table 2.2. *Teachers' years of experience*

Options	Percentage %
Less than 5 years	56.7%
5-9 years	20%
10-20 years	16.7%
More than 20 years	6.6%
Total	100%

The teachers who were given the questionnaire had different experiences in the teaching process. From twenty nine teachers, 17 teachers (56.7%) reported that they have been teaching for less than 5 years and six teachers (20%) taught between 5- 9 years. Whereas ten

years of experience until twenty represents 16.7% and more than twenty years represents 6.6% of teachers .That is to say, the majority of them are contemporary and novice teachers and they have less experience.

Question (5): During the last three years, how many research papers have you authored?

Table 2.3. *Teachers' authored research papers*

Options	Percentage %
00	39.3%
01	42.9%
02	14.3%
03	3.5%
04 or more	00%
Total	100%

Table 2.3 shows that the majority of our teachers who were thirteen had written only one research paper (42.9%) and 11 others did not write at all (39.3%). It showed that no one of the participants had written four or more articles but only four (14.3%) wrote 2 articles and only one (3.5%) wrote three. In another word, most of teachers (60.7%) write at least one article and share their experience in the educational field.

Question (6): During the last five years, how many EFL conferences have you attended?

Table 2.4. *Teachers' attended EFL conferences*

Options	Percentage %
00	31%
01	17.2%
02	24.1%
03	6.9%
04 or more	20.8%
Total	100%

The findings expressed the awareness of teachers of attending EFL conferences where the dominant number represented teachers who were present one time (17.2%) at least and two times at most with (24.1%). However, there were no less than (20.8%) teachers who attended four or more conferences and no more than (6.9%) who attended thrice. The rest of nine teachers (31%) have not attended any conference. Hence we can deduce that the majority (69%) which were 20 of teachers attend at least one EFL conference.

B. Teachers Beliefs about Grammar Teaching: To show your beliefs about grammar teaching, please rate the following in terms of how much you agree or disagree with each statement. (**SA: strongly agree, A: agree, D: disagree, SD: strongly disagree**).

Table 2.5. *Teachers' beliefs about how grammar should be taught*

Options	Level of agreement				Total
	S A	A	D	S D	
1. I believe that mechanical drills and repetitions are necessary and/or helpful to support language and grammar learning.	31.03%	51.71%	10.34%	6.90%	100%
2. I believe that language acquisition best occurs with real communication.	68.97%	24.14%	3.34%	3.34%	100%
3. I believe that teachers should have a specific plan of grammar teaching rather than teaching grammar only based on students' communicative needs.	44.83%	24.14%	20.69%	6.90%	100%
4. I believe that grammar should be taught explicitly (I clearly provide and explain the grammatical rules).	10.34%	20.69%	41.38%	27.58%	100%
5. I believe that grammar should be better acquired implicitly (learners acquire rules from natural pieces of communication)	51.72%	34.48%	13.79%	00%	100%
6. I believe that grammar should be taught deductively (I introduce the rules before exposing students to the patterns).	3.45%	10.34%	55.27%	31.03%	100%
7. I believe that grammar should be taught inductively (I expose students to examples so they can figure out the rules themselves).	62.06%	34.48%	3.45%	00%	100%

(Twenty- nine teachers were the whole number who answered this section)

The results showed that the most of the participants (51.71%) believe that mechanical drills and repetitions are necessary and helpful to support language and grammar learning and nine (31.03%) teachers strongly agree with it. However, only five teachers disagreed/ strongly disagreed with this view. The belief that says: “language acquisition best occurs with real communication” had been strongly agreed upon by twenty of the respondents (68.97%) and agreed upon by seven respondents (24.14%) while no more than two teachers (6.68%) disagreed with that belief. Thirteen teachers (44.83%) strongly agreed and seven of them agreed (24.14%) that they should have a specific plan to teach grammar rather than teaching it only based on students’ communicative needs. The minority of them did not agree (20.69%) and strongly disagreed (6.90%) with that proposed claim. Answering the question if grammar should be taught explicitly or implicitly; the overall number of the respondents which represented twenty of teachers (68.97%) did not agree upon the explicit explanation of the grammatical rules and only nine teachers (31.03%) agreed with it. Yet, the domination (86.2%) believed that grammar should be better acquired implicitly and just four teachers (13.79%) disagreed with the implicit acquisition of grammar. Regarding the presentation of grammar instruction, most of our teachers (86.2%) prefer not to teach grammar deductively but the rest few of them (13.79%) preferred this approach. Though, twenty-eight teachers (96.55%) as the best average preferred better to teach grammar the inductive way while only one teacher (3.45%) disagreed with the inductive way of teaching.

C. Teachers’ Grammar Instruction Practices: this section is about your classroom practices to teach grammar (not the overall number of participants responds to the questions).

Question (1): Please rate how much important is each of the following strategies to better teach grammar: answer by (**I:** important, **NI:** not important, **ND:** not decided)

Table 2.6. *The importance of instructional strategies to teach grammar*

Options	I	NI	ND	Total
Doing grammar workbook exercises	75.86%	17.24%	6.90%	100%
Doing pair/group work	86.21%	13.79%	00%	100%
Teacher use of the mother language	31.03%	41.38%	27.59%	100%
Listening activities using audio/video tapes	68.97%	20.68%	10.34%	100%
Grammar-focused quiz	79.31%	13.79%	6.90%	100%
Repetition drills	82.14%	10.71%	7.14%	100%

Twenty-nine teachers had responded to this section. The study findings revealed that doing grammar workbook exercises is very important to twenty-two (75.86%) of teachers in their classrooms but five (17.24%) of them did not consider this strategy as an important task and only two (6.9%) have not decided its importance yet. It reported that the dominant number which is 25 of our selected teachers agreed upon the importance of doing pair/group work (86.21%) instead four (13.79%) of them did not consider its importance. Using the mother tongue by the teachers is not very important to twelve (38.9%) of them while ten teachers (33.5%) asserted that it is important to use L1 to clarify some of the hard concepts to secondary school students in Algeria, the rest of teachers actually did not decide if it is important or not. The majority of our teachers which means twenty (68.97%) agreed on the significance of using audio/video tapes to do listening activities. However, less of them (20.68%) answered that employing audio/video tapes are not significant to do listening

activities and only three of them (10.34%) stayed neutrals. Responding to the usefulness of Grammar-focused quiz strategy in the classroom; twenty-three (79.31%) said it is important to use it, four (13.79%) of them neglected its importance and only two (6.90%) said we are not sure. This shows that the dominant category is the one that agreed upon the significance of implementing this strategy. Employing repetitive drills by teachers are of a value to twenty-three (82.14%) of them and do not make sense to three (10.71%) of them, instead, only two (7.14%) out of twenty-eight remained in the middle. That means, the major number of teachers somehow use repetitive drills.

Question (2): Do you explain grammar in Arabic, and accept students' responses using their mother tongue?

Because it is an open-ended question, the responses were as follows:

"It is inevitable when we teach specific classes like Economy or Technical Math's classes"

"I rarely do that because they will habituate using their mother language instead of doing efforts to speak English"

"No, I usually use physical response like gestures instead of mother tongue to convey the message if students didn't get the meaning"

"I rarely use the Arabic language, but sometimes we are obliged to use it in order to make students understand if all methods don't be useful like gesture, drawing, pictures and giving examples"

"Yes, sometimes when they didn't understand something, I asked the person who understand to give the meaning in Arabic"

We can sum up the findings above by saying that the majority of participant teachers tried not to use L1 with their students, instead; they used alternative strategies to indicate their students' mistakes such as corrective feedback, giving examples, drawing rules and using body language. Other teachers had used their mother tongue when they failed to explain the correct meaning of some grammatical patterns of a specific field to their students even by employing the previous mentioned techniques.

Question (3): To what extent it is difficult to use authentic (real-life) materials to teach grammar in context?

The results found from the responses of our teachers showed that:

-Using real life materials is almost impossible because materials in general are not available let alone authentic materials.

-Teachers tend to create their own materials in order to meet the needs of their students.

-It has always been an issue to provide real-life materials to pupils! The lack of them is one issue and even if they are available they take much time, teachers did not have enough time to use them in their classrooms.

-It is hard to use contextual materials because institutions consist of many classes and groups of different fields, so learners of each field should learn according to their specific terminology and specialty. Consequently, they need specific materials and not all materials can be provided to them. Furthermore, some lessons don't have related materials like abstract concepts.

-Authentic materials are sometimes difficult for students to understand, so if teachers knew how to convey the message, it would make it easier.

-Although there is a huge development in the field of education around the world, Algerian curriculum and syllabus are still too far to catch up that revolutionary philosophy of education. Neither syllabi are adapted to the learners' 21st century skills and needs nor are materials provided.

Question (4): How do your learners respond when exposed to extra contextual materials? Explain the noticed outcomes and obstacles if any.

Teachers answered that their students' feedback remained better when they were provided with real-life stuff and their academic achievements had been improved. They said by words:

"It is most of the times motivating to my students and it helps them learn better. They enjoy"

"I think that contextual teaching enriches students vocabulary knowledge Even in the US they deal with Units and they are stuck to them"

-Although that learners show positive interaction toward authentic tools but there are always been some serious barriers to implement them like lack of time, overcrowded classes as well as noisy students and others are mentioned in some participant teachers' answers:

"Good interaction, they obstruct at first, then as teacher I shall always make the procedure easy with a sum of strategies which I assess on point and /or in anticipation to lesson delivery. Also, they may deviate from the desired focus which leads them to chaotic interaction. Still, manage to a fair extent to deal with it"

"When you present grammar in a context, make sure that learners will get the grammatical structure and when to expose another activity the whole learners will be motivated, but the problem is the application of this grammatical concept orally or in written forms requires much more practice, the academic time is not enough to practice language inside the classroom"

Question (5): Which strategies do you use to correct your learners' speaking grammatical mistakes?

Some teachers use different techniques to correct their students' mistakes. This is an example of techniques used by one respondent:

"It depends. Peer correction/group correction or Teacher correction. When my learner makes a speaking mistake, I repeat the mistake and look to him/her in order to correct it. If he/she knows the correct answer he/she changed the mistake and if he/she doesn't know the correct one, I give him/her the right one. Or make his/ her classmates correct it."

Other teachers did not correct their learners' speaking grammatical errors; rather they gave them time to rethink their speech, asked them questions to clarify where the mistake were and encouraged them to correct their mistakes themselves:

"I don't point their mistakes. I rather repeat their exact sentences with correct English and they figure out where is the mistake and correct it"

"The strategy that I use to correct my learners' speaking mistakes is to give students other examples of what I have noticed that the majority of students pronounce incorrectly and then I give them the right pronunciation of the word and I write it down in the board or I explain the grammatical rule in 5 minutes if any"

"It is advised that teachers should encourage their learners to present their ideas and it is important here not to make emphasis on their grammar mistakes. Don't correct their mistakes; try to help them with the questions which can give them a hint if they are in a difficulty what to say next"

Only one teacher preferred to correct his learners' mistakes immediately:

"I Stop them and correct their mistakes"

Question (6): How have you faced the challenges of teaching grammar?

Despite the difficulties which obstruct grammar teaching, teachers and instructors always tried to stand up to them mainly by preparing grammar lessons before presenting and asking students to memorize rules in order to practice them. They said that:

"Teaching grammar has always been a great challenge for teachers, on the premise that it must be so accurate and precise"

"I prepare my lessons first and when I find something ambiguous, I ask my college or check the internet dictionaries and books"

"I believe that learners nowadays are keen on learning new skills, techniques, strategies and concepts as long as the teacher knows how to transmit that accordingly. I believe that the teacher in the era of electronic learning and in the age where learner autonomy is required, has to know that he has a crucial role and a huge responsibility in helping learners develop the necessary and the targeted items and that they should be cherished for the work that they have done before and will do to help learners"

"Teaching grammar is difficult because pupils come to secondary school without a real practice. Memorization of the rules is important to make your lesson successful"

«In fact, educational institutions hinder the access of teachers to all needed materials. I usually use all what I can do but I still cannot solve the problem of my students' bad grades"

Question (7): What implemented methods and techniques in your class have you found effective to contextualize your grammar instruction?

Teachers said that teaching grammar successfully needs creative teachers who create their own effective methods and strategies such as authentic texts, short stories, video tapes and other suggestions in the responses below:

"The best method that I prefer to use is enhanced input to give students a text to read and bold or underline the grammatical concept that you want to teach so as students discover the grammatical structure"

"First, I give them examples related to the theme they learnt. Then explain the examples to make them deduce the rule. After writing the rule, they must practice the grammar points that they learnt."

"We just need to be thematically relevant. Sometimes, teachers should improvise and bring real life examples"

"I found out that oral tasks are the best way to learn"

2.2.2 Teacher- Addressed Interview Analysis

The interview questions above are answered and analyzed as following:

1. What do you think about the most effective materials to prepare & present your grammar syllabi?

Are you able to use them? If Not, why you can't do it? If yes, what helps you do it?

Generally teachers use teacher's guide and textbooks because they have to work according to specific program which they must finish it. Other teachers said that they had considered many elements in addition to the official documents:

“Textbook, dictionary, Teacher guide and some pictures or videos of course before that a good preparation of a target lesson. We are able to use them because pupils respond better to visual materials and put them in real life situation”

“I use teacher’s guide, learner’s textbooks and authentic materials since I found them effective as each grammar point suit specific material depending on the learner’s specific needs and my preferences to be well accomplished by teachers and well grasped by learners”

2. Do you base your instructional decisions according to what you think it is the best way done?

Explain the obstacles if Not. If yes, why do you think they are important?

Considering the results gained, most of the secondary school teachers of English based their instructional decisions on their practical theories and only the experience is the distinction. They illustrate more in their answers:

“Yes, I do because the teacher is the guide and decision maker inside the class. He knows the level of his students and what they need. He mustn't teach all classes with the same strategy”

“We take decision according to both our beliefs and our pupils’ level and that's the best way because it includes the majority of the pupils”

“I base my instructional decisions and practices according to my previous experience because learners have different learning styles, back grounds, and levels. Therefore teachers need to formulate their instructions. Hence, teachers' believes are sometimes contradict with what learners think and believe. So, the best way for instructions is experience”

3. Do your institution supplies needed authentic materials or you provide them yourself?

According to the findings, the materials were rarely provided by the educational institutions what obliged teachers to supply them their own.

“Yes, it does. It provides them at 80 % but sometimes I need to provide them myself. When I give them additional lessons or when I change”

“Most of the times we provide it ourselves except for the data show 80%”

“Teachers should work more and more to look for and search for authentic materials because institution does not care about providing materials. It has only one reason which is no budgets for such materials”

4. How your students' and learning outcomes are between when you teach grammar traditionally and authentically?

All teachers argued that employing real-life stuff lead to exceptional positive achievements contrary to using traditional one.

“I think that the students' and learning outcomes are better when we use real- life tools. Because we have a lot of references and learners don't feel boring”

“Pupils are more motivated when connect them with real life situations. That helps us do our work easily. They are not obliged to imagine”

“I think that the use of Real life tools is more effective and enjoyable than the use of traditional methods which are boring and not creative”

5. What are the adjustments & solutions you suggest to shift from form-based grammar (accuracy) instruction to context-bound one (communication & fluency)?

The suggestions reported by our target teachers are:

“In order to achieve this goal, we have to teach grammar implicitly in order to make them deduce the rule by themselves and use it in their speech and writing”

“Of course practice put pupils in real life situation through a set of tasks either alone, in pair or group work. There are many teaching strategies that help achieving our goals and develop their competence. Practice permits communication”

“The best way in my perspective is to encourage students to prepare and gather some information about the next grammar point to participate at classroom. These small efforts make self-confidence in learners to speak more .Then, to be a successful partner in the instruction. Skillfulness starts with small things”.

Conclusion

In this chapter, we have used two different tools of investigation intentionally to meet our planned objectives and find answers to our research questions. The main employed tool was the questionnaire which was addressed to secondary school teachers of English in order to collect the needed information from them. It was followed then with another research tool which was the interview; it was done with less number of the same target population in order to achieve more credible results and reliable data expecting that we get a deep understanding of the topic under study. The results that we have found and analyzed in this chapter are aimed to be interpreted and discussed in the next chapter.

CHAPTER 03

DISCUSSION & RECOMMENDATIONS

Chapter Three: Discussion and Recommendations

Introduction

The researcher, in this chapter, tends to interpret and discuss the analysis of the results been obtained from the questionnaire and the interview. We intend to link our discussion of findings with our main research questions. Furthermore, our purpose is to test the hypotheses that are exposed at the beginning of the research as we attempt to bring up some effective suggestions and recommendations that we hope they contribute in enhancing the contextualized instructions of grammar in the educational settings besides to shedding light on the importance of teachers' beliefs and actions' consistency to make the appropriate decisions about what to use and how to behave towards the different challenges they face with their students when teaching grammar.

3.1 Interpretation and Discussion of Results

The findings which we gained from different data collection instruments are going to be interpreted after they were been analyzed. Consequently, we tend to find answers to the questions raised to fill the gaps found in this study, these questions are:

1. What are EFL teachers' perspectives toward grammar and grammar instruction?
2. Which instructional practices do they use when they teach grammar?
3. What are the factors affecting the discrepancy between teachers' perspectives and their stated practices?

Based on the research questions stated above, we try to prove the following predicted research hypotheses

First, EFL teachers believe that it is better to teach grammar in context.

Second, EFL teachers get rid of the traditional way of teaching grammar and substitute it with the contextualized grammar approach which involves effective instruction.

Third, the inconsistencies may become because of some barriers like: overloaded program, time constraints and directive teacher textbooks.

The results reveal that most of the respondents are novice teachers and they are not experienced enough but the majority of them have the master degree which means that they have sufficiency of theoretical knowledge that enables them to think about their instructions, behaviors and decisions. They show as well that most of secondary school teachers are not contributing with their knowledge and teaching experiences in the educational field. They do not write research articles and do not attend EFL conferences, these inhibiting factors lead to negative results on teachers' performances inside their classrooms, and they build passive educators who do not reflect on their teaching and do not know how to make decisions about their teaching methods, approaches, syllabi and teaching objectives.

3.1.1 EFL Teachers' Perspectives and Practices on Grammar Instruction

In the educational area, especially language teaching, the examination of teachers' beliefs have been done in order to discover how the instructional practices and decisions of teachers of English as a foreign language are informed by their personal beliefs and knowledge of the pedagogical systems of teaching (Borg, 2003 as cited in Farrell, 2005).

The study findings of the teachers' questionnaire and the focus group interviewing indicate that the secondary school teachers believe that grammar should be better taught contextually. They have an obvious inclination towards using authentic staff to present the grammatical items to their students. They implement various authentic classroom tools depending on the type of the structure and meaning translated in addition to students needs

and levels, some of those tools are: practicing listening games using audio and video tapes, texts, stories, grammar- focused games and engaging in pair works and group projects. These beliefs are in a form of principles which are derived from teachers' experiences, classroom practices and their individual personalities similar as Borg's study results (Borg, 2003, as cited in Dorji, 2018). These results approved our hypothesis which claimed that EFL teachers think that grammar should be taught EFL teachers believe that grammar instruction should be taught within context and communicative methods using real life materials. Although teachers often contextualize their instructional practices, they sometimes practise traditional techniques to provide extra explanation to some important items of grammar such as the use of explicit grammar teaching followed by controlled practice. Furthermore, the rare use of their mother tongues when they cannot convey the exact meaning of some grammatical points by explanations or by making gestures. That means, the minority of teachers feel ease to deliver the grammar lesson to students by using the Arabic language if they have problems in learning English language while most of them prefer to use examples and gestures contrary to Raikhapoor (2019) findings. However, we found equivalent results as Raikhapoor (2019) study that instructors also practice drills and repetition to support the students' language acquisition because it helps them do that. In other words, they implement mechanical drills in order to students memorize the important rules since they are concerned with terms exams and ask their students to practice repetitions until they master the grammatical components. The teachers believe that students are able to pick up errors from each other when they work in pairs and groups; otherwise teachers provide them with the rules or try to revise those mistakes using different strategies like the corrective feedback or they correct them instantly.

As mentioned before from the results gained, the teachers' most common classroom practices were mostly related to communicative activities and inductive and implicit approaches to grammar teaching; exactly as they believe in. At the secondary school level,

implicit knowledge can be directly converted into explicit by a process of proceduralisation. That is to say, explicit presentation of the grammar instruction is crucial; some pedagogues have argued that it is better to teachers present the learner with explicit knowledge rather than teach them implicit knowledge directly so as to supply them with the necessary materials to use the language (DeKeyser, 1998 as cited in Dorji, 2018). The findings of this investigation confirm what we have supposed that EFL teachers get rid of the traditional way of teaching grammar and substitute it with the contextualized grammar approach. However, they sometimes use traditional methods due to some barriers that are mentioned above.

3.1.2 Contextual factors affecting perspectives and practices

The findings demonstrate that our teachers performed consistently with what they believe though we noticed a number of possible reasons for the divergences found between their stated beliefs and actual classroom actions namely: students' levels & needs, time constraints, educational system syllabi and unavailability of materials

EFL teachers argue that students' needs and dynamics of classes can be considered as factors that change teachers' practices regardless of their beliefs. It obliges them perform differently in almost each class, they, for instance; find it difficult to exemplify to "Economics classes" using their terminology and field vocabulary so they are sometimes constrained to use mother tongue to clarify meanings and the same case as the other specialties. "Time constraints" is another important factor influencing the teacher's conceptualization of grammar instruction. Most of the teachers need more than one fixed hour to plan for important grammar forms and to prepare needed tools. That is to say, although that students are motivated and indeed interested with putting them in real life situations, teachers most of time are unable to carry out the teaching requirements: aids and games during their sessions because time restrictions is deterring their teaching objectives. Farrell and Lim (2005) in their

study described a similar case that stated teachers would use the deductive approach in teaching grammar as it demands less amount of time to implement. Teachers' obligation to the teacher guide and the syllabus was identified as an important factor that influences their teaching practice in the classroom. Teachers are expected to teach everything that is in the syllabus without to decrease or omit any element designed in the program but when they are unable to finish it, students' learning will be impacted negatively and their performance in examinations too, This obstacle provoke teachers to choose the easiest way in teaching grammar through drilling method instead of teaching creatively. A comparable finding discovered in Farrell and Lim (2005) study which demonstrated that teachers become no longer free to teach the way they think is better as they are restricted to meet the syllabus demands. Thus, as the study results showed, teachers are often compelled to select teaching grammar the explicit way according to the English syllabus prescribed although they believe that the implicit method of teaching grammar is better (as cited in Yusof, Narayanan, & Arif, 2019).

As we have expected, from the results, our hypothesis suggested that the inconsistencies may become because of some barriers like: overloaded program, time constraints and directive steering document have been proven.

3.2 Suggestions and Recommendations

These proposed recommendations will hopefully be useful and alternative regarding grammar teaching to help teachers tackle the problem described in the previous chapters, in an attempt to provide teachers with insights for practicing, stimulating the imagination and enhancing their students' grammatical knowledge. Moreover, the teacher has to well prepare the lesson plan; he ought to set a schedule which includes time management, time for the unexpected situations and how to proceed. Furthermore, because teachers do not have time to

teach everything, they have to start with a backward map from the beginning so to determine what they want students to achieve at the end. If teachers just wanted to check his students' level of proficiency they can allow them a chance to apply what they have learnt or what they have to learn by giving them individual or group projects to present their work publicly. It is notable to say do not waste time! It is preferable that teachers set the priorities and make sure that they are covered, add the useful information such as group works and discussions then look at what you have reached in a form of extra time than you planned or students' excellent fulfillment of the tasks; this is the so-called the "nice to haves" which inspire you to be more flexible and creative teacher. Finally, teachers always have conflicts between teaching the way they think is better and how to do that in line with the curriculum requirements whilst the curriculum is in teachers' hands, they have just to play balancing acts; they spend more time with the subject that they feel is needed more and even dedicate extra class periods to it. This means that they sometimes omit subject matter, modify them or skip unnecessary lessons if they did not have time to cover.

Conclusion

We concluded with this chapter by interpreting and discussing the main findings of this research study, answering the questions and testing the hypotheses been predicted by the start of the study then providing English language teachers with suggestions and recommendations concerning the challenges that cause the mismatch between their perspectives and actions in grammar teaching throughout their instructional process, hoping that they would be helpful for them to cope with such constraints and realize peerless academic achievements.

GENERAL CONCLUSION

General Conclusion

The research between hands aims at discovering how grammar is taught in the Algerian secondary schools. It is designed to explore the correlation between teachers' perceptions about grammar teaching and their actions inside the classrooms. It seeks also to know to what extent they align together and what factors cause the consistencies or inconsistencies between them.

This dissertation is consisted of three chapters. The first one dealt with the previous studies about the term grammar, its revolutionary process and all what concerns grammar teaching including instructional approaches, methods, error correction and so on. Then, the focus shifted towards the practical chapter, it described the methods, instruments, sample and the research design that were followed to collect data about the topic under study and finally analyzing the results to find answers to the research questions. The final chapter was about interpreting and discussing the results, testing the hypotheses then providing some pedagogical implications for the forthcoming studies.

After the analysis of the questionnaire and the interview, the findings gained has proved that EFL teachers believe that grammar instruction should be taught within context and to develop students' communication skills through using authentic materials. Concerning the second question, EFL teachers have avoided the traditional methods of teaching grammar and shifted to the contextualized grammar approach which involves effective instruction. Answering the third question, there were accordance between teachers' perspectives and performances as there were inconsistencies that may become because of some barriers like: overloaded program, time constraints and directive teacher textbooks.

Limitations are the restrictions that we faced while doing the research paper and affected the credibility and the reliability of the final results. One of the limitations of this

research was the case study. More teachers from the whole provinces of Algeria were supposed to involve in the study but it was difficult and time consuming to collect them from social media and cost a lot to travel all around the country. For this reason, forthcoming researches have to include much number of teachers so as they give rise to more fruitful findings and valid comprehension towards the teachers' beliefs and practices in Algeria if they could pass the obstacles. Another limitation was about the difficulty of applying observation tool of investigation since the situations of the secondary schools were disastrous lately and the teachers were in strike most of the time when the research was been occurred. So, the study relied on alternative tools which were questionnaire and interview. For further studies, researchers have to use observation sessions or other data collection tools to yield more authentic data that enable them go further in the study or discover other factors like the correlation between teachers' and students' beliefs about each other or about the content in general and all the variables that occurs in the educational and the instructional settings.

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Appendices

Appendix A: Teacher- Addressed Questionnaire

Survey questionnaire on EFL secondary school teachers' beliefs and practices in teaching grammar

My respected teachers, this questionnaire is a part of a research work carried out at the department of English, University of Ibn khaldoun-Tiaret, for the fulfillment of the researcher's master dissertation. This study is intended to shed light on teaching contextualized grammar to secondary school pupils and this questionnaire is to know the methods used to teach grammar contextually and what your perspectives are towards grammar. Please answer the following questions as honestly as you can by ticking the corresponding answer or filling in with information where necessary

A. Demographic Profile: Please provide some of your biographical information

1. Age: less than 30 31-40 41-50 more than 50
2. Gender: Male Female
3. What is your highest degree earned so far?
 - a. License
 - b. Master
 - c. PhD
 - d. ENS
 - e. Others: ...
4. How many years have you been teaching a second/foreign language?

 Less than 5 years

 5-9 years

 10 – 20 years

 More than 20 years
5. During the last three years, how many research papers have you authored?
 - a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4 or more
6. During the last five years, how many EFL conferences have you attended?
 - a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4 or more

B. Teachers Beliefs about Grammar Teaching: To show your beliefs about grammar teaching, please rate the following in terms of how much you agree or disagree with each statement

1. I believe that mechanical drills and repetitions are necessary and/or helpful to support language and grammar learning.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

2. I believe that language acquisition best occurs with real communication.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

3. I believe that teachers should have a specific plan of grammar teaching rather than teaching grammar only based on students' communicative needs.

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

4. I believe that grammar should be taught explicitly (I clearly provide and explain the grammatical rules).

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

5. I believe that grammar should be better acquired implicitly (learners acquire rules from natural pieces of communication)

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

6. I believe that grammar should be taught deductively (I introduce the rules before exposing students to the patterns).

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

7. I believe that grammar should be taught inductively (I expose students to examples so they can figure out the rules themselves).

- a. Strongly agree b. Agree c. Disagree d. Strongly disagree

C. Teachers' Grammar Instruction Practices: (this section is about your classroom practices to teach grammar)

1. Please rate how much important is each of the following strategies to better teach grammar: answer by (important, not important, not decided)

Doing grammar workbook exercises

Doing pair/group work

Teacher use of the mother language

Listening activities using audio/video tapes

Grammar-focused quiz

Repetition drills

Using songs to practice grammar elements

2. Do you explain grammar in Arabic, and accept students' responses using their mother tongue?
3. To what extent it is difficult to use authentic (real-life) materials to teach grammar in context?
4. How do your learners respond when exposed to extra contextual materials? Explain the noticed outcomes and obstacles if any.
5. Which strategies do you use to correct your learners' speaking grammatical mistakes?
6. How have you faced the challenges of teaching grammar?
7. What implemented methods and techniques in your class have you found effective to contextualize your grammar instruction?

Appendix B: Teacher- Addressed Interview

Dear teacher,

We are trying to form solutions for better teaching- learning future depending on your views & experiences, please respond seriously and honestly to this interview.

1. What do you think about the most effective materials to prepare & present your grammar syllabi?

Are you able to use them?

- if Not, why you can't do ?

-if Yes, what helps you do?

2. Do you base your instructional decisions according to what you think it is the best way done?

- Explain the obstacles if Not?

- If yes, why do you think they are important?

3. Do your institution supplies needed authentic materials or you provide them yourself?

4. How your students' and learning outcomes are between when you teach grammar traditionally and authentically?

5. What are the adjustments & solutions you suggest to shift from form-based grammar (accuracy) instruction to context-bound one (communication & fluency)?

Résumé

Le but de cette recherche est d'étudier si les enseignants adoptent des méthodes contextuelles pour enseigner la grammaire ou s'ils enseignent la grammaire en utilisant des méthodes traditionnelles dans le contexte algérien. La problématique à l'étude cherche à découvrir les concepts propres aux enseignants concernant l'enseignement de la grammaire, découvrir dans quelle mesure ils utilisent leurs théories pratiques en classe et, enfin, s'informer sur les facteurs qui influencent l'inadéquation entre leurs croyances cognitives et les actions en classe au cours de leur processus d'enseignement. Pour répondre aux exigences de notre enquête, le chercheur a utilisé une approche quantitative et qualitative. Par conséquent, le questionnaire auto-administré et l'entrevue avec des groupes de discussion ont été utilisés pour recueillir des données auprès de différents enseignants en Algérie. Nous avons distribué les questionnaires en ligne qui devaient être remplis par 50 enseignants de différentes écoles secondaires en Algérie. En outre, des tableaux ont été utilisés pour interpréter et analyser les données recueillies auprès des participants. Les résultats ont montré que les enseignants sont conscients du fait que l'enseignement de la grammaire se fait le mieux en contexte au moyen de documents authentiques, bien que des facteurs comme les contraintes de temps, l'indisponibilité du matériel et les exigences du programme d'études les aient empêchés d'enseigner de façon communicative.

Mots clés : grammaire, grammaire contextualisée enseignement, documents authentiques, croyances et pratiques des enseignants, facteurs influant sur la non-concordance.

الملخص

الهدف من هذا البحث هو التحري عما إذا كان المعلمون يتبنون طرقاً سياقية لتعليم القواعد أو يقومون بتدريس القواعد باستخدام الأساليب التقليدية في السياق الجزائري. تسعى المشكلة المطروحة إلى معرفة المفاهيم الخاصة بالمعلمين فيما يتعلق بالتدريس النحوي واكتشاف إلى أي مدى يستخدمون نظرياتهم العملية في الفصل الدراسي وأخيراً الحصول على معلومات حول العوامل المؤثرة على عدم التوافق بين معتقداتهم المعرفية وأفعالهم في الفصل الدراسي أثناء عملياتهم التعليمية. لتحقيق متطلب بحثنا، سعى الباحث لاستخدام نهج كمي ونوعي. بناء على ذلك، تم استخدام كل من الاستبيان الذاتي ومقابلة المجموعة المستهدفة لجمع البيانات من مختلف المعلمين في الجزائر. قمنا بتوزيع الاستبيانات عبر الإنترنت والتي كان من المفترض أن يملأها خمسون مدرساً من مدارس ثانوية مختلفة في الجزائر. بالإضافة إلى ذلك، استخدمت الجداول لتفسير وتحليل البيانات التي تم جمعها من المشاركين. أظهرت النتائج أن المعلمين يدركون أن قواعد التدريس توتي أكلها عندما يتم تدريسها في السياق من خلال المواد الأصلية على الرغم من وجود عوامل بما في ذلك القيود الزمنية وعدم توفر المواد ومطالب المناهج التي منعتهم من التدريس بشكل تواصل.

الكلمات المفتاحية: التعليم النحوي، تدريس القواعد النحوية ذات السياق، المواد الأصلية، معتقدات وممارسات المعلمين، العوامل المؤثرة على عدم التطابق.