People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret, Algeria

Faculty of Letters and Languages

Department of Foreign Languages

English Section

Implementing the Task-Based Approach in

Grammar Teaching

Case of 3rd year EFL learners at Addaoui El-Habib High School in Tiaret

A Dissertation Submitted in Partial Fulfillment of the Requirements for the

Degree of Master in Didactics

Presented by: **Supervised by: Dr. Madani Habib**

-Miss. Benahous Khalida

-Miss. Belkisseria Hadjer Roumaissa

Board of Examiners

Chairperson	**Dr. Mehdaoui Ahmed**	University of Tiaret
Supervisor	**Dr. Madani Habib**	University of Tiaret
Examiner	**Dr. Benamor Youcef**	University of Tiaret

Academic year: 2021/2022

Dedication 1

I dedicate this work to those who eagerly awaited my success but God choose them by his side my father and my sister, God s mercy on them.

To my mother for being strong women for us.

To my sisters and my brother

To my lovely friends who were my strength at the time of my weakness, specially El-hadja and Asma.

To my colleagues in the association Amine;Hasna,Souad.

Thanks to you all for your great support and constant trust.

Khalida

Dedication 2

I would like to dedicate my work to my family and the special feeling of gratitude.

To my dear mother for providing me unfailing continuous support.

To my special friend Khalida for giving me moral support.

To my supervisor Mr.Madani for his patient and motivation.

I dedicate this special work to the special people in my life.

Hadjer Roumaissa

Acknowledgements

Before all, I thank Allah the Almighty the most Graceful and the Merciful the Compassionate for the guidance and courage and support he gave me to finish this work.

I would like to express our appreciation to our supervisor Dr. Madani Habib for being a great person with his priceless directions, his patience, advice, the person without him this work would have never been achieved. Moreover, we would like to thank all the jury members Dr.Ahmed Mahdaoui and Dr.Youcef Benamor.

We are grateful to all the teachers who helped us and all students who answered the questionnaire.

Our gratitude goes to all the teachers who contribute in our success from the first step to the last especially EFL teachers.

To our dearest classmates for all the great moments we spent together helping each other.

Lastly, to our families for all the support and assistance and every person contribute in this success.

Abstract

This research attempt to investigate the effectiveness of task-based language learning approach on the development of grammar proficiency on EFL learners in which teachers' implementation of task-based approach could face several issues, materials, students' level, classroom size are three faces that face teachers during the implementation and that make a serious obstacle for them also this research tried to reveal how teachers can implement task-based approach effectively in which they meet their learners needs with different learning styles .To answer our research questions and the requirement of our investigation press us for both qualitative and quantitative analyses, consequently a structured interview and a questionnaire are conducted as a data collection tool which was directed to different participants from Tiaret city ,Algeria ,the selection of the participants targeted some different ,teachers and learners with different age and social backgrounds , the data collected was analysed as it is believed that with the issues that face teachers in the classrooms while using task-based approach it seek that there is a development of learners in their grammar level.

Key Words: Task-based Learning, Grammar Proficiency, EFL Learners

TABLE OF CONTENTS

Chapter One: Task-Based Activities

Chapter Two: Teaching Grammar

Chapter Three: Research Methodology and Data Anlysis

List of Abbreviations and Acronyms

●**TBLT** =>Task-Based Language Teaching

●**TBA** =>Task-Based Approach

●**ELT** =>English Language Teaching

●**PPP** =>Practice, Procedure, Presentation

●**TBL**=>Task-Based Language

●**EFL** =>English Language Teaching

●**DTA** =>Deductive Teaching Approach

●**ITA** => Inductive Teaching Approach

List of Tables

N°Table	Title of the table	N° page
Table 3.1	EFL Learners' Gender	**55**
Table 3.2	EFL Learners Experience	**60**
Table 3.3	Definitions of Task-Based	**62**
Table 3.4	EFL Teachers Role in Classroom	**64**

List of Figures

List of Graphs

General Introduction

General introduction

The most generally used language in the world is English .it is widely use as a means of communication amongst speakers of other first languages, and it is the language of business, tourism, science and other fields. Because of its widespread use, English had to be recognised as a world language. Many non-native speakers now give English greater thought because of its continued expansion in both size and significance in the world.

Even though it doesn't have official status, English is frequently taught as a foreign language in more than a hundred countries and Algeria was no exception. As a result, the English language has been granted the priority and advantage to be educated as a second language in many countries.

English is currently a recognised foreign language in Algerian schools and higher education institutions .the requirement of EFL as a subject in the main school curriculum adds a substantial dimension to the overall teaching and learning process to cover the learners' needs.

The substantial interests in TBLT in language teaching and learning has resulted in a variety of perspectives on the concept to date. Task-Based language instruction originally developed from the task-based technique that Prabhu initially implemented in secondary school courses in Bengalore , India (1987).Shehaden (2005) noted that there have been numerous research addressing the various components of TBLT that have rapidly increased over the past thirty years (Ellis 2017, Nunan , 2004 ,Swain & Lapkin ,2000 ,Willis & Willis ,2007). According to Kumaravadivelu (2006) ,TBLT is a more advanced form of communicative language teaching that emphasises language use in actual circumstances for real communication.

Given its peculiar nature, teaching grammar is frequently a difficult task but is an essential component of language instruction. Numerous grammar teaching techniques that were developed in accordance with more general language teaching techniques that were in use at various times can be found throughout the history of language teaching.

This study tries to discuss the implement of Task-Based learning strategies in teaching grammar .In this respect; it aims to find answers to the following research questions:

1-Do EFL teachers implement the task-based approach within a lesson presentation?

2-How do teachers evaluate learners' performance during task-based grammar taught lesson?

3-What are the main challenges that face teachers during the implementation of task-based within grammar lesson?

This research questions are found according to the basics of the next hypotheses:

1- Teachers may implement task-based approach in teaching as well as other practical approaches.

2- Teachers can measure the productivity and deficiencies within learners' active skills and performance in class through observation.

3-Teachers can face many challenges including time management, group work management and TBLA application adaptations.

A descriptive approach will be used to achieve the research goals using an interview and a questionnaire as the two tools. The interview is for 7 middle school instructors and 22 students from Addaoui El-Habib high school.

There are two primary sections to this dissertation; the major goal of the theoretical section is to provide background knowledge regarding the fundamental concepts of task-based learning strategies and grammar teaching.

There are two chapters in this section, the study methods and data analysis is discussed in the practical section.

First chapter gives a whole idea about task-based learning strategies; it contains definitions of task-based, the task-based features, components of task, principles,

characteristics, premises and disadvantages and challenges also it shed lights on students and teachers role.

The second chapter includes the definitions of grammar and its common strategies and techniques. Also we mention grammar approaches (deductive and Inductive).and types of grammar teaching, problems in grammar teaching and we conclude with the importance of grammar teaching.

The final chapter is based on the study of both the teachers' questionnaire and the students' interview .This chapter offers a summary, analysis and interpretation of each of them as well as a discussion of the key findings and it concludes with some advice and ideas.

Chapter One

Task-Based Approach

Chapter One: Task-Based Activities

6

1.1. Introduction

In the late twentieth century, several questions were raised about the use of tasks in L 2 instructional design .SO that it gives a great Importance in which it turns allow learners to use their linguistic balance in favorable situation.

Grammatical structure, lexis, topic situation as a set of syllabus organized which supposed to be supported by the tasks and in a reverse process these supported syllabus gained support in English as a foreign language (EFL) context in all over the world.

Task-based language teaching (TBLT) has given a contradictive judgment weather (or not) it is really effective to promote students grammatical competence the side to make learners achieve communicative competence in speaking and learning grammar lessons, English teachers can employ task-based language teaching (TBLT) in their classes as it is considered as an approach which focuses on tasks of how to use English communicatively by referring to real life situation.

In this chapter we will insert what is meant by task based approach in teaching role play with TBLT, presentation practice production model and we finally shed the lights on the relationship between both task-based approach and teaching grammar.

1.2. Task Based Approach

According to Ellis ,2003 throughout tasks the TBLT approach which can be viewed as a language teaching model ,allows for you giving chances for learners to participate for the correct use of the foreign language considering task based approach as the main stream in the field it provides principle context and it shed the lights on the learning process ,also encouraging the usage of the language which has to be the same usage of the unofficial language participation in other places ,more over to motivate student to acquire a wide range of available language resources, they must learn the language .So that their skills it has to be developed out unlikely during their work . Scott, Roy,Rouglas, Marcia, Kim ''Task-Based language teaching and English and

English for academic purposes. An investigation into instruction perceptions and practice in the Canadian context, 2014, 3.

Lim, 2009 states that since the 1982,the concept of task based approach was developed by publishing the barglare research report , this research was introduced for the first time by problems and subsequently implemented in the teaching foreign language research ,language learning , language acquisition and linguistic research all contain a task based approach .-The characteristics of which lie in the classroom construction and language learning filed , the idea of giving students a knowledge opportunities communicate and enhance their abilities in developing the target language and solving problems related to communication has been appreciated and recognized by many researchers in the field of language teaching .Murat Hismanglo "Task based language teaching "what every EFL teachers should do ".2011 page 2.

1.2. 1.Features of Task Based Approach

These are features of a task-based approach according to Rod, Ellis, (2003)

1-A task is a plan of action argues that there is a rise feature.

-A task is a set of instructions for students to follow; this work plan can be in the form of teaching materials a plan for activities that occur having the teaching process.

2-A task based necessitates a major focus on significance.

-Rather of showing language a task aims to engage learner in utilizing it pragmatically, it aims to improve L 2 competency by allowing students to communicate.

3- A task entail a real would language usage process.

-A work plan may require learners to participate real +world language activity. Such as filling out a form or it may need them to participate in an artificial language activity.

4-Any of the four language skills can be used on a task.

-Learner may be required to complete certain tasks as part of their work plan.

 a- Listen or read a text and show that you know what you are talking about.

b-Create a written or spoken text.

c- Use a mix of receptive and productive abilities.

In this case a task may necessitate the use of dialogue or monologist language of course, tasks are similar to work out.

5-A task engages cognitive process.

-In order to carry out the work plan, learners must use cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information.

-The communicative, consequences of an activity are well defined the work, specifies the tasks nonlinguistic to come out, which serves as the activity goal for learners, the stated outcome of a task is used to determine when participates have completed a task.

1.2. 3.Definition of the Word Tasks

The foundation of communicative language teaching in his first breasts –hand to make a clarification about the concept of "tasks" .it was considered as a kind of restricted activities within the department, both second language acquisition research and second language pedagogy process highlight the tasks jack.c.et al,(2001).

David Nunan ,1989 states that the communicative tasks as they are considered as a parts of a central activity type, could give the ability for learners to comprehend, manipulate extend and interact a foreign language where meaning will be given priority over form.

According to Bygate.M ,Skehan ,P,Swaim .Merrill .They considered a definition of tasks that might be appropriate for test and assessments purposes "A task is an activity which requires learners to use language with emphasis on meaning to attain an objective and which is close .so that it is most likely to provide information for learners which will help them evaluate their own learning .

A more correct definition of task is still a long-term goal, despite the increasing number of publication that spoke of it but the existence of relevant literature allows researchers to focus on different aspects of TBLT.

According to Ellis,(2003) in order to reach the goal with the possibility of evaluating whether the proposed content has been conveyed in some way correct or appropriate the learners must rely on the task as an plan of action ,so that the language is dealt with in a particular way ,Although task formation may propose them to choose certain forms giving first priority to meaning and making use of their tasks participation in productive thinking ,oral or written skills as well as various cognitive process ,like any other language activities , it gives the task such a role in producing a language that resembles the use of language in the real world –Kris .D .

	Exercise	Task
Focus, Goal	Focus on linguistic from of a language. Know and learn the linguistic code.	Focus on meaning (primary) and form (secondary)as well. Use the linguistic form in attaining a communicative goal.
Outline	It does not provide guidelines.	It provides a work plan.
Real world relationships.	No connection between the activity and the real life.	A direct and obvious relationship between the classroom activity and the real-life activity (because of the use of authentic materials).
Orientation	Cognitive processing is required to learn communicative abilities.	Cognitive processing is boosted via the engagement in communicative activity.
The Four language Skills	It does not include neither the four language skills nor the integration of them.	It includes one of the four language skills or the integration of them.

Outcome	Production of certain linguistic forms (learn the linguistic form).	Production of non-linguistic concrete product (use of the linguistic form).

Table 1.1: Distinguishing between "Exercise "and "Task "

Skehan, 1998 cited in Raja .T. 2019 P 15

The task aspects illustrate above can be also organized as distinguishing features between the term task and exercise .Skehan explained Task as a unique nature of TBA which is different from exercise .also is common and used were in traditional language teaching.

1.2.4. Task Difficulty

Ganta, 2015 cited in Imad, 2001 stated that difficulty comprehending the work necessitating extra time effort and resources.

1.2.4. a. Cognitive and linguistic demand

There must be vocabulary or structures that the learner is unfamiliar with this are common in EFL classrooms where students hack basic knowledge of the target language at the early stages of learning.

1.2.4. b. Authenticity of the Task

Although it is stressed that the activities in the TBLT should be performed in a real world setting there are some tasks such as describing picture to someone else so that they can draw it, telling a tale based on potos …etc, that are unlikely to occur in real

1.2.5. Communicative tasks

Sheila and Banon, 1994 as cited in Belinda, (2012) .A communicative task is a piece of classroom work that requires students to comprehend , manipulate m produce or engage in the target language while their primary focus on meaning rather than forms.

1.2.6. Components of Tasks

Scholars have attempted to determine the aspects of a task in the same way that they have attempted to define task ,According to (Nunan ,1989 as cited in Simin Wang ,2019)a task in TBA has five components ,the purpose of TBA is to increase student communicative capacity ,which includes discourse ,analysis ,sociolinguistic and strategic competence ,input refers to the material with which learners deal with challenges ,newspapers, magazines, novels ,films ,films and songs are example of resources ,students projects ,,etc , As is customary ,students and teachers organize a group activity in the classroom under the supervision of TBA ,teachers serve as organizers facilitators and monitors ,teachers should evaluate weather tasks are carried out in or outside of the classroom when planning classroom instruction .

1.2.7. Types of Tasks

According to Leela Baha dur, Virouha, picakanagy and folodoun ,1993 as cited in Richards and Rodgers ,2002, p 213 ,have monitored the following classification about tasks.

1-jigsaw activities require .students to put together several pieces of information to make a complete picture.

2-An information gap task, one student or group of student has one set of information and another complimentary set of information they must negotiate and figure out what the other part's information is in order to finish the assignment.

3-Students are given a problem and a set of information to solve, and they must come up with a solution to the problem.

4-Student is given an issue with a number of viable outcomes and they must choose one through negotiation and discussion.

5-Tasks that require learners to discuss and exchange ideas known as opinion exchange tasks.

1.2.8. Activities of Task Based Approach

Richard and Rodgers, (2002) cited in Leela, B, 2010 propose the following activities

1.2.8. a.-Pre-Task Activities

Students are introduced to the topic in pre-task activities the situation and script that follow with the role-playing task; this activity prepares students for the role-playing activity.

1.2.8. b. Task Activities

Learners participate in a role play, and students collaborate in pairs to complete a task with the necessary

1.8. c. Past Task Activities

In this step, students listen to recordings of native speakers completing the same role-playing assignment they just completed and compare how they expressed specific functions and meaning to how native speakers performed.

1.2.9. Frame of Task Based Approach

Willis ,1996 who out lined the "task cycle" with more profound specifies that is more practical with real natural classrooms outlined the "task cycle" with more profound details that is more practical with real natural classrooms .He stated that there are three step to consider.

1-Pre task phase Willis suggested a number of exercises for teachers to do before they begin the presenting stage.

2-The task cycle students are required to create natural language improve fluency and confidence as part of the task cycle which he defined as task planning and reporting Willis and Skehan emphasized grammatical accuracy during task performance because learners focus on meaning rather than grammatical correctness when doing activities.

3-Language focus it demands on some specific language traits such as strong attention on meaning and not it tine for "language focus activities" by semantics, lexis, morphology, syntax and phonetic (phonology are examples of language activities)
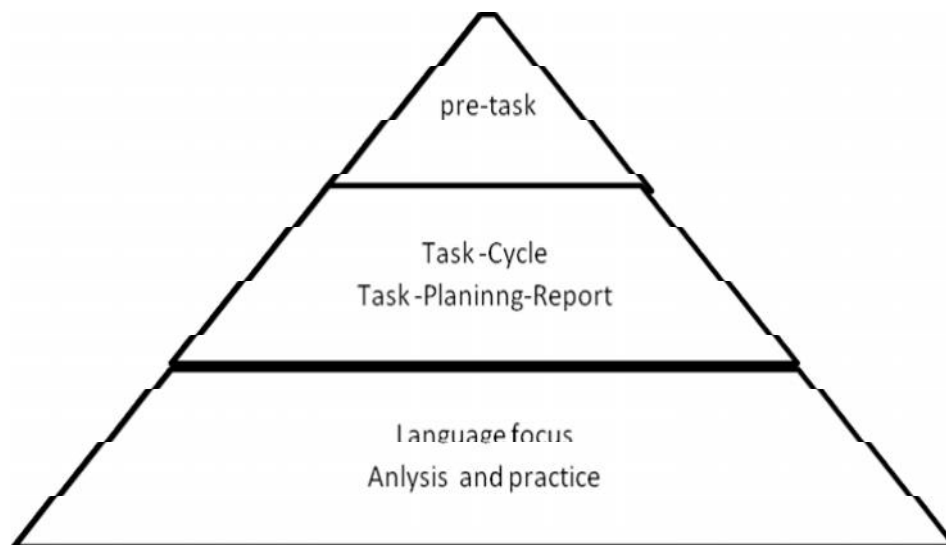
Figure 1.1.Willis Framework in 4Based approach. (Sayed ,M. R. 2014.P 12)

1.2.10. Principles of Designing a Task

Simin Wang, 2019 argues that there are four basic principles of designing tasks that teachers need to follow.

1.2.10. a. The Principles of Authenticity

The essence of task, based language teaching is authenticity, which indicates that materials, situations and activities are drawn from real life, however, authenticity is only a relative concept for receiving authentic language information, and teachers may arrange materials as realistically as possible.

1.2.10. b.The Form Function Principle

Task based language teaching emphasizes not only language forms but also meaning, students are required to complete the task in a communicative manner ,as a result students gain a deeper understand of linguistic functions by advocating the combination of language form and functions and as a result traditional grammar teaching methods are avoided .those tasks that enable students to follow language forms quickly , consciously or unconsciously ,those tasks that ensure students to communicate well in real situations if they have a good grasp of language structure.

15

1.2.10. c.The Task Dependency and Task Chain Principle

According to Nunan ,2001 as cited in Simin Wang ,2019 the task dependency and task chain principle .States that it should be studied in depth over time ,for example from simple to complex from simple to complicated gradually and the latter task should be based on the former in addition ,teachers should pay more attention to students learning process which was discussed at the start of this section the design of tasks should follow the task dependency and task chain principle ,and they can contain corresponding knowledge and skills .understanding language information is beneficial to students.

1.2.10. d .The Principle of Learning by Doing

According to Nunan ,2001,p 25. as cited in Simin Wang ,2019 "Learners must lear4n not only,,, but also to develop the ability to use the language to get things done".

Furthermore, the goal of language instruction is to increase pupils enthusiasm for learning, students- learn and practice grammar over time and in most cases ,they are prepared to communicate with partner in order to achieve their objectives ,each of these principles is interconnected .When creating tasks .teacher should adhere to each principle in order to improve and develops students cognitive capacity ,linguistic competence , and communicative competency in a harmonic manner.

1.3. Task-Based Language Teaching

In the late nineteenth century language teaching by itself became as a career applied linguistics and others at the very beginning of the twentieth century developed the basic basis for teaching simultaneously language as well as principles and procedures were taken to design system and statistics for teaching is it was not believed that reliance on the context of the linguistics and psychology would be effective and sound more over continues changes and recent innovation also the development of ideology for competing language teaching were a major factor that distinguished language teaching during the twentieth century .Jack .2001.

To teach and acquire language, tasks must be used and relied upon as a basic unit depending on this approach language teaching is empowered.

Willis,1996 claimed that there are such motives for task based language teaching.

a-Relying activities on communication are said classrooms are such important part for language teaching.

b- Language reinforcement generally depends on the activities in which you use language to solve tasks.

c-The learning process is supported through a language with a purpose.

1.3.1. Characteristics of Task Based Language Teaching

Despite the fact that there is disagreement among supporters of task-based language teaching about the essential ideas of TBLTSwan ,2005 emphasizes that there is board agreement among them on the following qualities

1-Natural or naturalistic language use as well as activities related to meaning rather than vocabulary, should be focus of unstructured language learning.

2-Instead of emphasizing teacher –centeredness instruction should emphasize learner centeredness

3- Because of completely naturalistic learning rarely produces target like accuracy engagement, is required to facilitate the internalization of formal linguistic features while maintaining the apparent benefits of the natural approach.

4-This is best accomplished by providing opportunities for student to focus on the form ,which will draw their attention to linguistic components that arise inadvertently in lesson that are primarily focus on meaning or communication .

5-Communicative tasks are particularly well suited to such an approach.

6-More formal pre or post task language study may be useful, since it can help with internalization guiding or opting familial with formal qualities during communication.

7-Traditional methods are ineffective and inappropriate, especially when they involve passive formal instruction and practice separate from communicative activity.

Murat, H ,2011 task based language teaching, what every EFL teacher should do 24.52.3.

1.3.2. Premises of TBLT

According to Willis ,(2004)cited in Imad .A 2001TBLT rests on the following three premises

1-Language learning is a complex organizes process rather than a linear additive procedure.

2-When a learner's focus is on meaning language forms are easiest to pick up.

3-In order to learn language learners need plenty of opportunities to utilize it in real-life situations.

Skehan ,(1996)cited in Imad,(2001) explains Learners often go through a developmental sequence which does not go directly to the target form but involves a number of errors on the way the inference is that teaching discrete language elements does not automatically result in mastery of those items learners must be exposed to the target language in a variety of contexts both spoken and written that is slightly above their current level of linguistic expertise .

Nunan ,2004 as cited in Imad ,2001 in terms of the following experiential learning can be considered as the theoretical blueprint for TBLT encourage learners to participate actively in small collaborative groups embrace a holistic attitude toward subject rather than product learn how to learn self inquiring social and commented skills and encourage self-directed rather than teacher directed learning.

1.3.3. Approaches of Task Based Language Teaching

Long ,1985 ,Skehan, 1998 and Ellis ,2003 are the three basic methods to TBLT the table below adopted from Ellis,2009 these three TBLT techniques into five categories ,the provision of opportunities for natural language use learner centeredness

,form focus ,task type and rejection of standard and language education approaches
Murat.H 2011

Characteristics	Long 1985	Skelan 1988	Ellis 2003
-Natural language use.	Yes	Yes	Yes
-Learner centeredness	yes	Yes	Not necessary
-Form focus	-Yes through correction feedback	Yes, mainly	Yes in all places
-Task type	-Yes unfocused, focused	Yes unfocused	Yes unfocused, focused
-Rejection of standard language education approaches .	-Yes	-yes	No

Table 1.2: A comparison of three Approaches to TBLT

(According to Ellis, 2009 cited in Murat ,H 2011)

What all three approaches have in common as shown in the table is that they all emphasize task characteristics in establishing context for natural language used and they all focus on form, however, the differences between the three approaches are clear cut in terms of how attention to form is to be achieved.

1.3.4. Benefits of Task Based language Teaching

According to Zhu-xiu tan TBLT delivers several benefits to ELT as a pedagogical innovation that tries to solve the challenges that traditional classrooms have Ellis ,2009 listed these benefits as follows.

1-TBLT allows for natural learning to take place in a classroom setting.

2-It prioritizes meaning over form, although it can also prioritize learning form.

3-It provides learners with a rich source of target input.

4-It adheres to a learner-centered educational concept while simultaneously allowing for instruction input and direction.

5-It has a self-motivating quality about it.

6-It aides in the development of communication fluency while maintaining accuracy.

7-It can be used in conjunction with a more traditional method is used.

1.3.5. Disadvantages of Task based Language Teaching

According to Murat .H,2011 .Although the task-based method has numerous advantages for foreign language learning, it is not without its drawbacks .Haptin ,2005 listed some challenges of task-based approach in which are as follows:

1-The disadvantages of task-based learning term not so much from the potential effectiveness of this form of instructional content as they do form difficulties in delivering it.

2-Task-based learning necessitates a high level of creativity and dynamism of the part of the teacher, get of the teacher is limited to more traditional duties or does not have the time or resources to conduct task-based instruction, this sort of instruction may be impractical.

3-Task based learning necessitates additional resources beyond textbooks and method items commonly found in foreign language schools.

4-Students may initially reject or oppose to task-based language learning because it is different from what they expect and derive from a language class.

5-When faced with a challenge or when the group is intolerance some students use their mother tongue.

6-Some people improve their communication skills by miming and using gestures but they only use uncommon words and phrases and rely on others to provide the more

difficult language they require this can lead to those people becoming fossilized before they improve very far in the target language syntax.
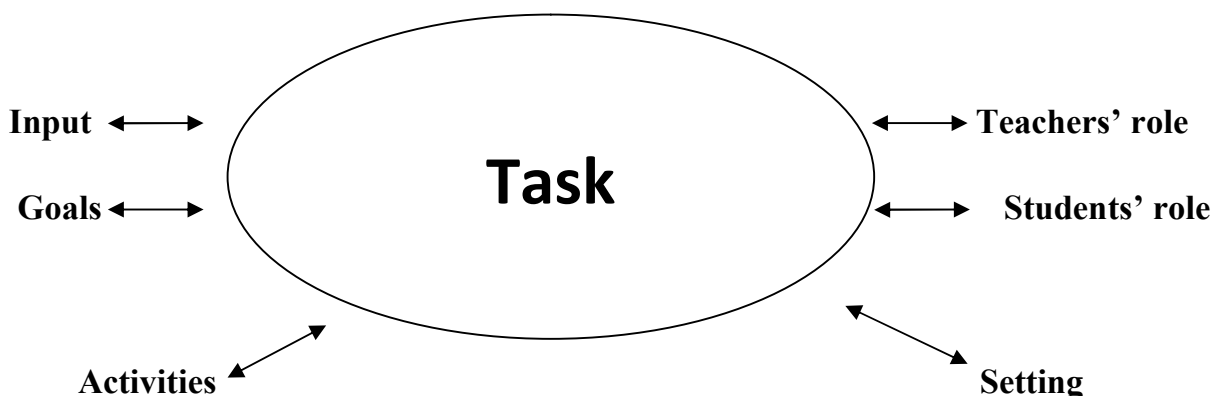
Figure1.2. components of a task (Nunan 1989)

A task is a piece of meaning centered work that forces learners to comprehend, produce and communicative in the target language .It can be verbal (dialogue)or non verbal (pictures)it is also accompanied by an activity that is inspired by the input .All tasks have both goals and role for teachers and learners.

1.4. Task based Approach in Teaching

The sharing of information in spoken or written language is one obvious result of this strategy, so professor might ask students to exchange and perform instruction, solve a problem or tell a narrative for their partners, we are searching for one purpose in all of these activities ,which is to make students independent on the language in order to attain that goal one of the most important characteristics of a task based method is that learners who complete a task are allowed to use any language to achieve their goal in other words, learners do not take note of language input to build language forms in advance ,rather ,once they decide to use language for purposeful ,communication ,they seek out appropriate input to create new meaning .Sayed, M ,2012 .

Phase	Examples of options
A-pre-task	Setting out the activity-planning time-doing a similar task
B-during-task	Time pressure-Number of participants
c-post-task	Learner report-consciences-raising-repeat task.

Table 1.3. A frame work for designing task based lessons

(as cited in Sayed.M 2012, P32)

As we can see from the table 2 the first place is known as pre-task and it entails a variety of activities that both teachers and student engage in prior to beginning the task ,searches as allowing pupils time to plan for the tasks completion the second place , knows as the during task phase ,focuses on the task itself and offers various pedagogical options such as identifying students needs to perform at a specific time .the third phase know as the post task phase ,includes procedures for following on the given task.

1.5. Role-play within TBLT
Harmer,1998 as cited in Bahaz, S, Bedjegha .W,2017, 18 suggest three main reasons why giving students tasks concerning, speaking skill is a good idea because it provokes them to use any language at their command.

1.5. a. Rehearsal: Allowing students to participate in a free conversation gives them the opportunity to practice discussion outside of the classroom.

1.5. b. Feedback: student gets huge confidence and satisfaction from speaking exercises students 'self-evaluation and teacher evaluation motivate them to continue their studies.

1.5. c. Engagement: speaking tasks like as role acting, conversations and problem solving, should be very engaging, and if these activities are correctly put up by the teacher, pupils can fully participate in the role plays.

1.5.2. Teachers Role in TBLT

Laxman.P ,2020 states that the role of the teacher has changed dramatically over time in task based teaching, the language. Teacher's role is to facilitate the learners, learning by engaging them in a variety of meaning full tasks. The teacher evaluates his or her students needs ,abilities and interests before assigning work .Richard and Rodgers ,2002 as cited in Laxman,p, 2020 suggest three additional roles of a teacher , Selecting and sequencing of tasks :preparing learners for tasks and consciousness raising he or she select appropriate tasks that best fit the learners needs and sequence then according to their difficulty level more over engages then in some pre-tasks that include the introduction of the topic useful vocabulary and instructions .finally ,the teacher engages the pupils with the desired objective while monitoring their progress and intervening as needed.

1.5.3. Students Role in TBLT

Nunan,1989 as cited in Siming.W ,2019 puts forwards that students are at the heart of TBA as participants and communicators who must choose information in group activities, According to new English curriculum syllabus .Students play a variety of roles including participants, practitioners, discoverers ,evaluators and reflectors .

1.6. Presentation, Practice, Production, Model
According to Belinda .2012

1.6. a Presentation: is the first and most important stage in the language acquisition process, as it has an impact on the effectiveness of the other two phases.

1.6.bPractice: This middle stage is the critical step forward production stage to avoid overusing it or infectively using .if teachers must provide appropriate exercises for the language being studied ,taking into account the students level and competency.

1.6.c. Production: This is the most crucial stage of communicative language training because successful production at this level indicates that students are transitioning from "students" to "users" of the target.

1.7. Features of What Happen When Using each Model

Based on language structure, students and teachers roles, interactions and language exposure, the following table summarizes the primary distinctions between each strategy.

PPP	TBL
-The aim of a PPP lesson is to teach a specific language form grammatical structure, or the realization of a particular function or notion.	-Learners use language from previous lessons.
-In a PPP cycle, with the presentation of the target language coming first this context has to be invented.	-Learners pay attention to specific features of language form at the end and when they reach the language focus, they are already familiar with it .
-Students simply repeat, manipulate and apply the language.	-Students think and analyses. -Listening and reading provide more varied exposure to natural language.
-The teacher pre-selects the language to be taught.	-Learners are free to ask about any aspects of language they notice.
-A PPP only provides a paradigm for grammar and form-focused lessons.	-A TBL cycle leads from fluency to accuracy.
-In a PPP lesson ,expect during the final production stage ,teachers are at centre stage orchestrating the class.	-In TBL teachers intervenes only when needed. -Students are more independent.
-Structure are dependent.	-Teachers work as a monitor. -All four skills are naturally integrated.

Table 1.4.The main differences between PPP and TBL .

(as cited in B.S.Carrion .2012 P 21.22)

The above table illustrates and summarize the main differences between each approach in which it focuses on the aim of each of the models which. What learners do during each one of them, in which it is mentioned that the PPP model leads for accuracy to fluency in contradiction with the TBL, the student are dependent in the PPP model unlike the TBL so teacher work as monitor.

1.8. Challenges of TBA implementation

Leaver and Kaplan, 2004 cited in Raja. 2010 argued that, According to several studies and teacher's time investment hurdler connected to students, teaching discontent, lack of consistency challenges related to the teachers needs class size and a lack of authentic materials are some of the variables that impede TBA implementation

First, one of the challenges in implementing TBA in three ways is predicting how much time students will need to complete each task, furthermore because of the time allocated previously to teach the TL the teacher cannot expose learners to efficient TL use i9n slow and gradual process .it also requires more time or lesson preparation that the other approaches .

The second issue that effect TBL is learner dissatisfaction, learners find it difficult to learn using this method since they have never done before and are used to being taught in traditional ways also it contradicts their beliefs that learning requires a textbook.

Third, lack of predictability is a problem worth mentioning while this helps learners become more independent, it cannot helps those who are unable to notice language forms or any accuracy elements on their own unless the teacher interviews, this may also be due to psychological issues such as shy or introvert students being unable to learn or perform tasks in collaboration.

Fourthly, teachers are expected to have a high degree of language and pedagogical skill which is one of the obstacles, teachers, on the other hand may find it challenging to implement TBA and assess learner's task-based performance if they do

not have a thorough understanding of it or if they are constrained to their traditional roles.

Fifth, class size is significant since non-native teachers find it difficult to control the interaction of a group of students furthermore, a large class size in sees as a barrier since monitoring the follow of exchange particularly when it comes to reporting the results is difficult.

Finally, the lack of real materials may have impact on the implementation of TBA only some of the existing materials such as textbooks are truly task based ,thus teachers who use TBA in their classrooms may need to make changes to those textbooks to make them more task based.

1.9. Practical tasks for teaching grammar in TBA

Researchers looked at different ways to incorporate grammar instruction into the TBLT framework, in this regard .different tasks with different focuses have been introduced one of the key concerns of TBA tasks hand a focused or unfocused task requires a specific structure to complete , while an unfocused task can be completed using any linguistic resource .ellis,2003.cited in Raja ,2019.

Ellis,2003. Cited in Raja, 2019.suggest three types of focused tasks, structure based production tasks, comprehension tasks, and conscious –raising tasks.

The first structure –based tasks are exercises designed to elicit a certain trait, such as comprehending the present tense, second comprehension tasks focus on explicit learning in which consciousness is raised to a high degree of knowledge, third, conscious raising tasks concentrate on explicit learning in which awareness is raised to a high level of understanding.

As a result, he distinguished them in terms of the type and content of learning tasks 'structure. Based production and comprehension tasks are designed primarily to implicit learning and are built around a general content, whereas conscious raising tasks are based on linguistic structure. The unfocused tasks, on the other hand are

based on an implicit learning theory in which the task does not concentrate on specific linguistic structure or more advanced language.

1.10. Conclusion

Task-Based language teachers, have recognized the importance of students' engagement in learning. This structure has joined on teachers' perception of the use of language tasks in teaching and improving their student s communicative abilities moreover when teachers design a task material based on their students age, interests and level so that task-based teaching becomes more meaningful and naturalistic learners are engaged in tasks that are related to their life styles and experiences threw language tasks the students learn both the subject matter and communication skills.

Chapter Two

Teaching Grammar

Chapter Two: Teaching Grammar

2.1 Introduction

Teaching English as a foreign language is a difficult endeavor that necessitates instruction in a variety of disciplines and topics. Grammar is one of these disciplines it has been and continues to be the subject of many academic debates,it is the foundation of all languages .

Grammar is a term derived from the Greek word Grammaticus; it means a group of letters or characters or a set of standard rules. The first use of grammar in the 14 century by Alexandrians to make the teaching process more easy and pure.

It is one of the most important components of teaching a foreign language for this ,teachers should know what to teach to their students and how to simplify grammatical structures and patterns so that they can be much more easier to understand

Teaching Grammar process is very necessary when teaching a new language ,the learner must focus and get it correctly because when he will be obliged to write academically ,his grammar must be correct and clear with avoiding the grammar common mistakes .

2.2 Definitions of Grammar

Grammar is a topic of study that has been around for a long time, Plato the famous philosopher from ancient Greece was the first who divided sentences into subject and verb, since than students around the world have found it worthwhile learning the framework of words and sentences, because writing and speaking is the central part of all educated person. It is a set of rules that govern a language, it determines the way of how words fit together to make a clear sentences and it is the most important skill in teaching English as foreign language, according to Tabhert 1984, Grammar is a skill that very young kid learn unconsciously also it is a necessary ability that must be developed.

David Crystal, 1995 sees grammar as the work of taking a language to pieces, to see how it works.

Also PENNY, 2000 thinks that grammar is as agreeing on rules that present how words are putted together to produce accepted meaningful language units .

 The most common definitions of grammar are:

-Is written words which are combined to form a meaningful sentence.

-It is the set of rules which help us to understand the English language.

-The study of the rules about how words change their form and combine with other words to make sentences.

-A set of standard rules that shows how words are divided and combined into meaningful sentences is called grammar.

-The systematic study of appropriate method which provides us guidance and information necessary to learn a language is called grammar.

According to Ur ,1988, 141 cited in Arus Jatmiko, 2011, Grammar is the way of a language manipulates and combines words in order to form a larger meaning. Close, 1992, 1, defines, Grammar is a specially, a system of syntax that choose the order and type in which words are organized in sentences**.** From The previous definitions, we know that grammar is the rule, section, and structure of language that presents how language sentences are applied and created in language practice or study of the rules by how words change their forms and are joined in sentences.

Teaching grammar to students necessitate a broad understanding of a variety of topics .Teachers must devise an engaging process for teaching the target language classes to improve students capacity to use English .

Teachers not only give students the ability to express themselves by teaching grammar ,but we also exceed their needs of what learning a language details .It means enabling language students to use linguistic forms accurately, meaningfully and appropriately .Grammar teaching concentrates on grammatical forms throughout communicative interactions instead of forms in isolation .To fulfill the fundamental

purpose of grammar education ,there are numerous teaching strategies , techniques and the two approaches deductive and inductive.

2.3 Approaches for Teaching Grammar

Approaches are set of principles, beliefs or ideas about the nature of learning, which is translated to the classroom.

The deductive and inductive approaches are the two basic methods of teaching grammar, each has advantages and disadvantages, and which approach teachers use depends on a variety of factors, such as the preferences of teachers and students as well as the characteristics of the language to be learned .However, it is commonly accepted that a combination of these two approaches is the most appropriate for an EFL classroom.

Many studies have been done on inductive and deductive approaches, and many researchers have investigated them, including Rosemary Erlam,(2003), Constance Shaffer,(1989), Robert A Fisher,(1979) and Silenger,(1975) .Though some of the findings support inductive learning, others suggest that deductive learning is a far superior method of learning; both of them conclude that employing both will be beneficial and profitable.

2.3.1. Deductive Approach

Deductive approach is concerned with developing hypothesis based on existing theory and then designing a research strategy to test the hypothesis .It has been stated that deductive means reasoning from the particular to the general .

Also it consists of using general principles to infer specific propositions, this type of arguments starts with something general and moves to specific.

In deductive teaching, students are freely taught the rules, and they use them to create specific examples based on the rule .After the grammar rule is presented, the pupils engage with it by studying and manipulating examples (FORTUNE, 1992)

DTA is teacher centered, here teachers will just carry the lesson by explaining the information while student sit and listen .It is straight forward but less class interaction .

This teaching approach always begin from rules moving to examples .According to Thornbury, (1999 p, 29),"Deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied". That is to say that the deductive approach begins with the demonstration of the rules and continues with examples of how to apply the rule.

In this method only teachers are speaking and learners are listening ,and they are asked to practice rules in writing or orally .Trochim,(2006) cited in L. Kasen Soiferman (2011, p3) defines deduction arguments are best expressed through laws ,rules or other closely accepted principles **.**The deductive teaching approach were used in teaching grammar because fact pace teaching to save time ,straight forward to teach and students will have instructions to follow .

2.3.1. Advantages of Deductive approach

It gets directly to the point , and so can also keep track of time .Many principles particularly form rules, can be simply explained and swiftly , allowing time for practice and application .

- ➢ DTA is appropriate for the brilliance and many adult students recognize the importance of cognitive abilities in language acquisition .
- ➢ This approach allows teachers to deal with linguistic points as they arise better than having to present materials ahead of time.
- ➢ It respects the intelligence and maturity of many students.
- ➢ It confirms many students' expectations about classroom learning.

(As cited in M.G.Ismoilovna 11.Nov.2020)

2.3.1.2 Disadvantages of Deductive Approach

- ➢ -Starting the session with grammar presentation may be difficult for some pupils especially those who are young, they may lack adequate terminology, also pupils may be unable to comprehend the rules involved.
- ➢ -Grammar explanation promotes a teacher centered, transmission-style classroom, where teacher explanation takes precedence over student participation and engagement.

➤ This approach promotes the notion that teaching a language is just a matter of memorizing rule. .

(As cited in L.Karen ,Soiferman April,2010)

2.3.2 Inductive Approach

Inductive approach is a method of reasoning is in which a body of observations is synthesized to come up with a general principle .It consists of making broad generalizations based on specific observations. The researchers stated that ITA is moving from the general to the specific. According to Thornbury (1999, p 30) *"The inductive method begins with certain cases where a rule can be deduced."* That is to say that the inductive approach might start with specific then moving to the general in some unique cases not all of them, the learners find rule than do the exercises.

ITA is student centered, student need to learn new things and gain knowledge by themselves .It is when the teacher let students learn in various ways that are suitable for them .By doing different kinds of activities and constantlyuses different materials for student to learn. This teaching method always starts from examples moving to rules.

According to Goner, Philips and Walters,(P 135.1995) Inductive *approach is a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context."*In other words this method is recent kind of instruction in which pupils are taught new grammatical forms or principles in a real language context.

Felder & Henriques ,(1995)*" Inductive reasoning states that a reasoning process moves particulars (observations ,measures or data) to generalities (rules ,laws, conceptions, or theories)."*In other words inductive approach is very necessary for the moving process, and the changing from specific to the general.

This approach was used because several of activities are used to make lesson interesting, encouraging student engagement also meaningful and memorable lesson for student to remember.

2.3.2.1. Advantages of Inductive Teaching Approach

- ➢ -Rules learner that discovers themselves is more meaningful and memorable.
- ➢ -Students are more actively involved in the learning process.
- ➢ -Students will have greater self reliance and autonomy.
- ➢ -Learners are taught how to uncover rules, which may improve their education individuality and self.
- ➢ -Learners pattern-recognition and problem solving talents are used in this technique, and specific learners are drawn to this challenge.
- ➢ -If the question task is done cooperatively, learners will have more opportunities to develop their language skills.

(As cited in Abdukarimova.N.A.)

2.3.2.2. Disadvantages of Inductive Teaching Approach

- ➢ -Students who would rather be told the rule will be frustrated by an inductive approach.
- ➢ -It can complete teachers to focus on lesson planning .They must carefully pick and organize data in order to lead learners to an appropriate interpretation of the rule while also ensuring that the material is understandable.
- ➢ -Students may hypothesize the wrong rules.
- ➢ -It can place heavy demands on teachers in planning a lesson.
- ➢ -Time and energy spent working out rules may mislead students into believing that rules are the objective of language learning.

(As citedin Abdukarimova.N.A)

2.3.3 Differences between Deductive and Inductive Teaching Approach

The difference between inductive approach and deductive approach is inductive reasoning is bottom-up, while deductive reasoning is top-down. Inductive reasoning takes you from the specific to the general, while in deductive reasoning; you make inferences by going from general premises to specific conclusions.

- ✓ -Deductive teaching is teacher centered while inductive teaching is student centered.

✓ -Deductive teaching is verification method while inductive teaching is discovery method.

✓ -Inductive teaching is slow process while deductive teaching is fast process.

(As cited in H.P.Widodo 2006)

Deductive	Inductive
Learn the rule in the context of formal instruction	Learn the rule as a child acquires her, his first or second language
Know about the rule	''Pick up'' the rule
Learn the rule consciously	Learn the rule subconsciously
Learn the rule explicitly	Learn the rule implicitly

Table 2.1 The Relationship between Deductive and Inductive Approaches to Krashen (1987.2002)

(As cited in H.P.Widodo, 2006)

This table demonstrates the relationship between deductive teaching approach and inductive teaching approach that some structures are more suitable to a deductive method, while others can be acquired very well by an inductive approach, although whether grammatical rules are taught inductively or deductively depends on them.

To conclude, based on the learners cognitive style and the linguistic structure offered, both deductive and inductive presentations can be successful (Eisenstein,1987, Brown,2000).

2.4 .Techniques for Teaching Grammar
   The word techniques means styles or tricks made by teacher to accomplish an immediate objective also they are a steps used in order to teach grammar our students in an organized way more over it will helps us to order better classes **.** Brown, (1994 p

.348) said that technique is a variety of exercises, activities, or devices used in the language classroom for realizing the lesson objectives.

2.4.1 Boardwork Presentations

It refers to the effective classroom use of the traditional blackboard ,its modern version the white board or an interactive whiteboard .So for making presentations of new language easy ,the board is the obvious resource to exploit starting by making context ,,when writing in the board you must mention :

- The affirmative.

  -The negative   she did not travel to LONDON.

-Question forms and short answers: Did she travel to AMERICA ?

-Yes, She did.

2.4.2. Using Realia

Using Realia refers to the authentic objects from real life that teacher uses in the classroom to teach a specific concept, it can be both physical and virtual, as long as it is something used in the real life. This will help to get grammar mark to life also make a physical memory .Realia is used to produce a context for the object language, example: for introducing a countable noun or uncountable noun we suggest using things as: balloon, a cup of coffee …etc.

2. 4.3.Dialogue Building

Dialogues are a verbal exchange between two or more persons, in this technique teacher set a scene and write a dialogue on the board with students input including the words you wish to focus on, are both part of this collaborative technique, in dialogues building, repeating the dialogue word by word is so important because this will help to memorize it also memorize the language.(as cited in M.G.Ismoilovna 2020).

2.4.4. Dictation

Is a dictated text in a normal speed after students try to reconstruct their own version of the original text .With the grammar points where the written form is already familiar to students , but where the meaning needs to be explored more deeply , a

quick and effective of introducing the language is to dictate model sentences to the class .Dictation gets students work immediately with the language ,tests listening and spelling skills as well as grammatical knowledge .It also promotes conversation management skills ,such as asking for clarification and repeating.

2. 4.5.Dictogloss

It was introduced by RUTH WAJNRYB 1990 as an alternative method of teaching grammar, it is a classroom dictation activity where learners listen to a passage, write down the key words then work together to create a reconstructed version of the text. IN Dictogloss ,the teacher has a text to the class ,but rather than dictating it slowly enough for the pupils to produce a true copy ,they read it two times or more at a natural speed ,than prepare a text no longer than a 100 word ,read it to your students to ensure the comprehension then read it again and ask your students to write significant terms such as nouns and verbs ,explain for them that they should write as much as they can ,even if they will not be able to write every word.(As cited in Abdukarimova.N.A April 15,2021).

2.4.6. Drilling

Drilling is a repetition drill ,a technique that is used till now by many teachers when introducing new language items to their students ,It means listening to a model provided by teacher or another student and repeating what is heard .To assist pupils in accurately pronouncing new language ,ask them to repeat it several times so you can verify for accuracy students reinforce their learning in a different way ,than when they write it down and see it by experiencing the movement of the tongue when they say it ,simple drilling can be individual or in group,

With all pupils repeating the structure at the same time, allow students to practice in group first, then insist on individual repeat so you can ensure that every one is pronouncing the words correctly, drilling might be varied in order to avoid becoming in monotonous.

2.4.7. Exploiting Feedback Stages

Feedback is not only about how only about how questions students got right ,in this technique they get the chance to obtain many teaching objectives, to review comprehension ,correct continual mistakes ,share information, check out rules and conclude conclusions. Other ways of exploiting this crucial stage at the end of activities contain:

➤ **Reformulation:** Is to change a place or idea so that you have a slightly different one, here students ask questions in order to figure out what their partners did.

➤ **Critical Thinking:** Is the act of or process of memorizing something commitment of something to memory, besides asking them what did they answered; you can also ask them why and use W-h questions.

➤ **Summarizing\Remembering :** Is the intellectual disciplined process of actively and skillfully conceptualized, applying, analyzing and evaluating information gathered from observation as a guide to action, for an effective practice of the target language you ask students to work in pairs or groups to remember everybody else 's answers .(as cited in https://www.mytepedia.com /techniques-for-teaching-english-grammar)

2.4.8. Error Correction

Is a way to develop competence of language learners in a second or foreign language, it used to attain conscious knowledge of language also in learning the language's rule .Students want and expect their teachers to correct them, deciding which errors to fix and how to fix them is a strict decision.

➤　　It is important to note ,however , that the students who need help are often not the ones who make most biggest mistakes ,less correction can benefit lower grades or quiet ,shy students so they will not get discouraged even if they do not have enough English .We correct our students mistakes and hope they do not repeat them .let our learners to try a new language while listening to grammar problems ,and let them think about their mistakes ,finally ,repeat the

activity again ,this times using mistakes fresh in their minds. (as cited in https://www.mytepedia.com /techniques-for-teaching-english-grammar)

2.5 Strategies for Teaching Grammar

Here are some strategies suggested by Harmer (1987), Ellis and Sinclair (1989), Larry, (2021)

2.5.1 According to Harmer (1987)

Both overt and covert grammar instruction according to Harmer ,1987,11., has a legitimate and important position in the classroom ,he advises that instructors in grades 6 and 7 be required to undertake more structure (and function)teaching and practice and less truly free communicative activity ,with a strong emphasis on reading and listening .At that point ,grammar instruction should be kept under wraps in order to encourage pupils to practice and utilize the language as much as possible.

Here are the most effective strategies confirmed by HARMER, 1987, 11, cited in F, M, Mandelhazi, 2001:

- ➢ **Selective Attention:** Is a learning technique in which the teacher instructs pupils to concentrate on specific elements such as nouns, verbs unknown words about which they might seek clarification, numbers, key words with significance and the language function of words and phrases .Learners in this example engage in pairs or groups to identify nouns, verbs in specific sentences relating to active and passive voice.
- ➢ **Elaboration:** The teacher emphasizes what pupils already know and proposes how they might apply their academic knowledge to deduce the meaning of an unfamiliar word.
- ➢ **Inferencing:** The teacher focuses on skills like selective attention, elaboration, transfer, and deduction first; then suggests that pupils develop conclusions based on the information generated through these strategies
    Transfer: To help students understand new words, the teacher draws attention to related English words and cognates.

2.5.2. According to Ellis and Sinclair (1989)

Various tactics related to second language teaching approaches are described by Ellis and Sinclair 1989 ,138 cited in Fred Megazi **,**November, 2001 ,p 51 -52-53 ,these language learning strategies are designed to help teachers overcame challenges when teaching any item for example grammar in any classroom setting .In this case Ellis and Sinclair 1989,138 agree with Nunan, 1989 ,59 ,who claims that incorporating language learning strategies, example (,metacognitive, cognitive and socioaffectiv)   into grammar instruction not only not only help to alleviate problems in the classroom ,but also helps to alleviate students fears during teaching process ,those following are strategies suggested by Ellis and Sinclair 1989,178 .

> 1-Grouping and deduction, in which students combine examples of language patterns from the real world.
>
> 2-Deduction &Induction, in which students are taught to create, own rules based on many grammar examples.
>
> 3-Self management and organizational planning, students are taught to employ delaying methods to give themselves time to consider during a conversation.
>
> 4-Self management and cooperation, which pupils discover opportunities to practice their grammar in order to improve their communicative skills.

2.5.3 According to Larry Ferlazzo (2021)

He mentioned five simple strategies are:

1-Discuss the fundamental components of a grammatical concept.

2-Show student's examples from literature of those concepts.

3-Talk with students about why the grammatical concept is.

4-Work with the student as they apply the concept to their own writing.

5-Ask students to reflect on the concept impact.

2.6. Types of Grammar

2.6. 1. Prescriptive Grammar

A Prescriptive Grammar is a set of rules about language based on how people think language should be .It involves proper language usage, it concerns with what is grammatically correct and what is not, and hence should be avoided. Prescriptive grammar instructs you on how to speak.

Eli Hinkel ,2004 cited in TESOL Encyclopedia of English Language Teaching claims that Prescriptive grammar can be largely seen as guiding principles of language style and standard usage socially accepted as norms of effective communication.

It is a sort of pedagogical grammar with the purpose of teaching people how to use language correctly. A good perspective view of language suggest a difference between good and bad grammar .it is main focus is on grammar forms and syntactic constructions.

2.6. 2 .Descriptive Grammar

A Descriptive Grammar is a study of a language, its structure, and its rules as they are used in daily life by its speakers from all walks of life, including standard and nonstandard varieties.

Leech, Deuchar & Hoongenraad ,2006 cited in TESOL Encyclopedia of English Language Teaching claims that A descriptive study of grammar is non-judgmental , and it does not have the goal of determining what represents good or bad language ,correct or incorrect structures , or grammatical or ungrammatical forms.

It focuses on describing mental grammar, or language as it is spoken by native speakers, rather than as it is should be spoken .Descriptive grammar states that a sentence is only grammatically correct if it was written by a native speaker.

Descriptive grammar	Prescriptive grammar
.Describes the rules that govern what people do or can say.	.Prescribes rules governing what people should or should not say.
.Descriptive rules are natural, known intuitively, need not be taught.	.Prescriptive rules are not natural, must be taught in school, often reflect value judgments.
.An objective, nonjudgmental description of the grammatical constructions in a language.	.Refers to the structure of a language as certain people think it should be used .

Table .2.2:The main Differences between Descriptive Grammar and Prescriptive Grammar

This table demonstrates the differences between descriptive and prescriptive grammar and how descriptive grammar is study of a language ,its structure and its rules as they are used in daily life by its speakers from all walks of life ,including standard and nonstandard varieties .A prescriptive grammar on the other hand specifies how a language and its grammar rules should be used.

2.7. Implicit Grammar versus Explicit Grammar

2.7.1. Explicit Grammar Teaching

According to Z. Ling ,2015 P 557. Explicit grammar teaching refers to the teaching methods making form as the center.

Explicit grammar instruction means teaching techniques that affirm learning grammatical principles explicitly in order to use language ingredients rapidly and correctly. It is a key component of traditional grammar instruction, which is represented by the grammar-translation technique.

Explicit grammar teaching can help students learn grammatical structures more profoundly and has a big systemic impact .Furthermore; students will maintain understanding when studying grammar topics.

2.7.2. Implicit Grammar

Implicit grammar teaching refers to the teaching methods emphasizing students must be naturally acquired through situational scene when learning grammar.

According to Z.Ling ,2015 P557 implicit grammar teaching also known as suggestive grammar teaching ,is based on the inductive thinking method and involves inducing grammar rules through communicative language use .when learning grammar , implicit grammar teaching refers to teaching approaches that emphasize students natural acquisition of grammar through situational context.

By introducing speech into the context, implicit grammar education can help learners obtain a better understanding of the role between semantics, function and context.

Implicit FFI	**Explicit FFI**
-Attracts attention to target form	-Directs attention to target form
-Is delivered spontaneously (e.g., in an otherwise communication-oriented activity)	-Is predetermined and planned (e.g.as the main focus and goal of a teaching activity)
-Is unobtrusive (minimal interruption of communication of meaning)	-Is obtrusive (interruption of communicative meaning)
-Presents target forms in context.	-Presents target forms in isolation .
-Makes no use of metlanguage	-Uses metalinguistic terminology (e.g. rule explanation)
-Encourages free use of the target form.	-Involves controlled practice of target language.

Table 2.3. Implicit and Explicit Forms of Form-Focused Instruction (Based on Housen & Pierrad ,2005 ,P 10)

Furthermore, Housen and Pierrard ,2005 make a distinction between explicit and implicit training so table 3 demonstrates an intriguing viewpoint that might be examined while deciding on the best form of grammar education for a given situation.

However, educators must keep in mind that while selecting on the style of teaching to use, they must have a clear focus and intention, because pupils respond to instructions in a predictable manner (Ellis 2010).

2.8.A Three-Dimensional Grammar Framework

As cited in D.Larsen-Freeman, It is not good to consider of grammar as a set of discrete of meaning-less, unconnected, unchanged components because our goal is to improve the match between grammar and communication.

It is not helpful to conceive of grammar exclusively in terms of prescriptive linguistic rules, such as prohibitions against splitting infinitives or using prepositions to terminate sentences. Grammatical structures are employed to express meaning (semantics) in context ,in addition to having (morphosyntactic) from (pragmatics).

It would be beneficial to have a frame of reference to guide us in developing a strategy to teaching grammar that attempts to match this description.
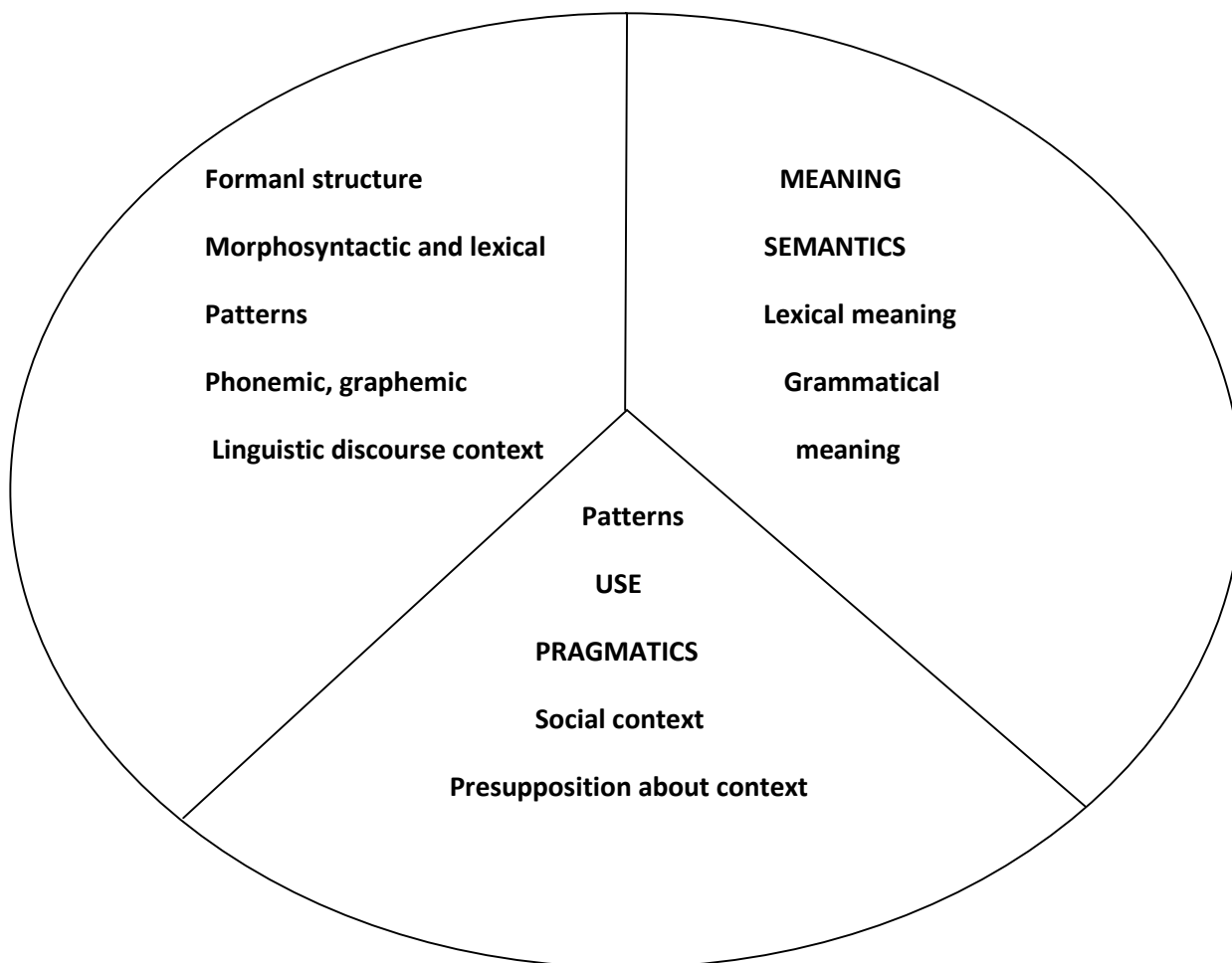
Figure 2.1 Pie of the Frame Work of Teaching Grammar

As cited in D.Larsen-Freeman .P.252 .2001.

Our pie shows that we have all those overt lexical and morphological forms in the structural wedge of our pie that tell us how a given grammar structure is produced and

how it is ordered with the other structures in a phrase or text .It is also crucial to pay attention to the phonemic patterns in some structures (see the sections on possessives and phrasal verbs below for examples). The semantic wedge is concerned with the meaning of a linguistic structure.

The meaning might be lexical (for example, a dictionary definition for the preposition down) or grammatical (for example, the conditional states of both condition and an outcome or result) .It is quite difficult to come up with a definition of pragmatics that is separate from pragmatism.

2.9. Problems in Grammar Teaching

Harmer ,(1967,9) points out that when teaching grammar in the classroom ,the teacher of English as a second language faces challenges .according to Harmer ,the instructor has three major challenges when teaching grammar those challenges are :The clash between function and form, the parallels and variances between the students 'native language and the second language ,and a variety of exceptions and complexities that all languages appear to suffer from are among these issues (Wilson,1988;116).

Also Mrs. Naimalddou –Derras. 2012 introduces several pedagogical challenges in teaching, learning English in general, as well as grammar in particular. Algerian students encounter numerous challenges when it comes to teaching and understanding English grammar because:

-English is not taught until later in life, when the mother tongue and French language have a strong influence.

-The amount of time allotted to teaching English is insufficient (three times per a week).

-There are a lot of students in the classroom and teachers have a lot of classes and teaching hours, when exhausts them.

-The programmed objectives are not tailored to the needs of the students.

-Audio-visual aids should be used to supplement grammar instruction.

2.10. Importance of Grammar Teaching

Understanding the meaning of grammar makes it simple to understand why grammar is beneficial and necessary .Students cannot understand the core of a book when reading if they do not comprehend the grammar or structure of the language .An excellent command of the English language will aid them in this situation.

When reading, speaking, listening and writing children who have mastered grammar are better able to comprehend every word.

If a student meets two primary conditions, accuracy (correctness) ,Which refers to mastery of grammatical structures and fluency which demonstrates that the student is considered to have mastered the language (having competencies).Furthermore ,mastering grammar is essential for effective language use .furthermore ,grammatical understanding is required for pupils who want to communicate effectively .Students can avoid using improper structures if they have a through comprehension of grammatical ideas .changed words structural changes longest words structural changes longest unchanged words rephrase.

2.11. Conclusion

As a conclusion, the ultimate purpose of teaching grammar is to equip students with an understanding of how language is built so that they can apply the language they are learning when they listen, speak, read and write, for those language teachers are able to employ unique and original approaches, strategies, techniques also different types of grammar teaching to attain this goal.

Chapter Three

Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

3.1. Introduction

The next study is about Task-Based and how it's used in Teaching Grammar .The design of the following chapter is for the analyze of the results gained through implementing Task-Based and teaching grammar .We have summarized a literature review concerning the Task-Based learning strategies in Teaching grammar, the next step is moving to something functional based on steps to collect data in the task such as: Questionnaires, Interviews.

The third chapter is comprised of the analyzing of data collected from the questionnaire which contains questions given to students to collect information about the implementing of Task-Based on teaching grammar. It also manages with data analysis and translation and discuss of the feedback of each device.

3.2. Research Aim

Due to the fact that language is a natural form of communication, for language learning to be successful, there must be a supportive environment .The success of the teaching and learning process depends on a variety of variables to achieve a variety of objectives.

The purpose of this study is to investigate and emphasize how Implement Task-Based learning strategies in teaching grammar.

3.3. Research Methodology

The descriptive seemed suitable approach is used in this study to collect and interpret data both qualitatively and quantitatively .the nature of the topic to be conducted, the research s goal, and the data collected all influence the approach used. The descriptive approach was used in this research because it is for the study and the context in which it was conducted, since the research aims to determine the implementing of Task-Based learning strategies in teaching grammar.

A case study approach was taken in conducting this research .This study methodology is frequently used by researchers to gather , examine, and interpret data obtained by instrumentation from a range of sources ,including people ,groups and communities.

Therefore, this study was arrived by the use of a questionnaire and an interview .The learner's questionnaire was designed to 22 learners while the teacher's interview was conducted to 7 teachers.

Since the students are the primary variable in our study and their opinions allow us to confirm or disprove the hypotheses, the questionnaire is given to them .How Task-Based learning strategies are implemented in teaching grammar is the purpose of the students questionnaire .We decided to work with third year high school students at Addaoui El-Habib High School. The interview pursues to discover whether EFL teachers of High School implement Task-Based learning strategies in teaching grammar or not.

3.3.1. Participants

The participant's changes from each instrument to the other .For the questionnaire the population is composed of students at Addaoui El-Habib High School including third year level in the second semester of the academic year 2021/2022.We had chosen 22 students from the foreign language class. For the teachers interview we had 7 participants from Medrissa and Tiaret High School they were selected to react the population participating.

3.3.2. Research Instruments:

The research bellow consists of the following two data collection tools : a questionnaire for learners and an organized interview for experienced teachers.

3.3.2.1. Learners' Questionnaire

The most popular method of data collection in this research is the questionnaire. According to Ranjit Kumar (2011:138),"a questionnaire is a written list of questions, the answers to which are recorded by respondents .In questionnaire respondents read the questions, interpret what is expected and then write down the answers", In other words the questionnaire is a paper written by researchers contains questions they are going to read answers of those questions then collect data. It could take many forms such interview is written on paper or web page.

This questionnaire was made for middle school learners in Addaoui El-Habib High School. The Arabic language was used to translate the questions in order to make it is to the students. The purpose of this questionnaire is to collect many opinions in a short period of time and to implement the learning Task-Based learning strategies in teaching grammar. Practically, it contains a group of questions in closed-ended questions; the learners are looked for selecting the good answer or one of the suggested options.

This questionnaire contains nine (9) questions which are separated into three parts, Part one contains of two questions is for personal information; gender, Learners' age. Part two is about Task-Based learning strategies (Q3)since when they started learning English language, Does Task-Based activities help them in learning English ,(Q5) did TBLA help them in learning .

Part three is about teaching grammar this part of the questionnaire investigate the learners' evaluation in grammar abilities(Q6), the skills that learners are better in (Q7),the difficulties they face in grammar lesson (Q8), the teachers' evaluation on their performance(Q9).

3.3.2.2 Teachers' Interview

For the purpose of learning various viewpoints and perspectives, we performed a structured interview with EFL teachers .Close-ended and open-ended questions were used to interview teachers ,and participants' responses were recorded as notes.

The aim of including this data collection tool is to recognize how much teachers focus on the Task-Based learning strategies and improve our study with suggestions given by some experienced teachers.

The interview was designed to 7 EFL teachers from Tiaret and Medrissa. The interview contains 10questions for which teachers were asked to give answers. A specific and personal question was included about teachers such as their experience when teaching in high school.

In particular, the interview was used to identify how to implement Task-Based learning strategies in teaching grammar, when teachers used to use different Task-

based activities, how to use it to offer better EFL instruction and other suggestions and recommendations.

3.4. Analysis of Learners Questionnaire:

This section focus's is on the presentation and analysis of the information collected from the learners' questionnaire:

Part One: Background Information

Item 01: What is your Gender?

Gender of Participant	Male	Female
Respondents	11	11
Percentage	55%	55%

Table3.1: EFL Learners' Gender

It is obvious that there is no difference between number of males and females, the female participants are 11 with percentage of 50 % and males are 11 with 50 % percentage, the same for boys and girls.

Item Two: What is your age?
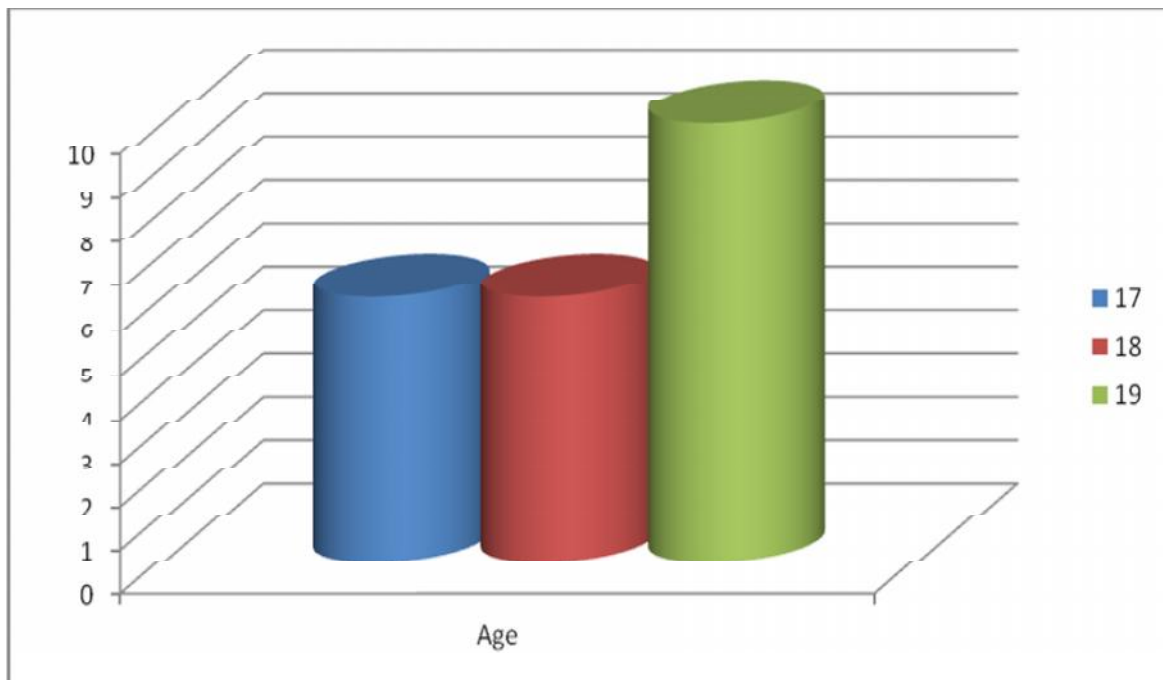
Graph.3.1. EFL Learners' Age

The above chart shows that the participant's age is between 17-18-19 years old.

Item Three: Since When you started learning English?

According to results collected from learners questionnaire most of the participants (males and females) started learning English from the middle school.

Item Four: Does Task-Based activities helps you in learning English?
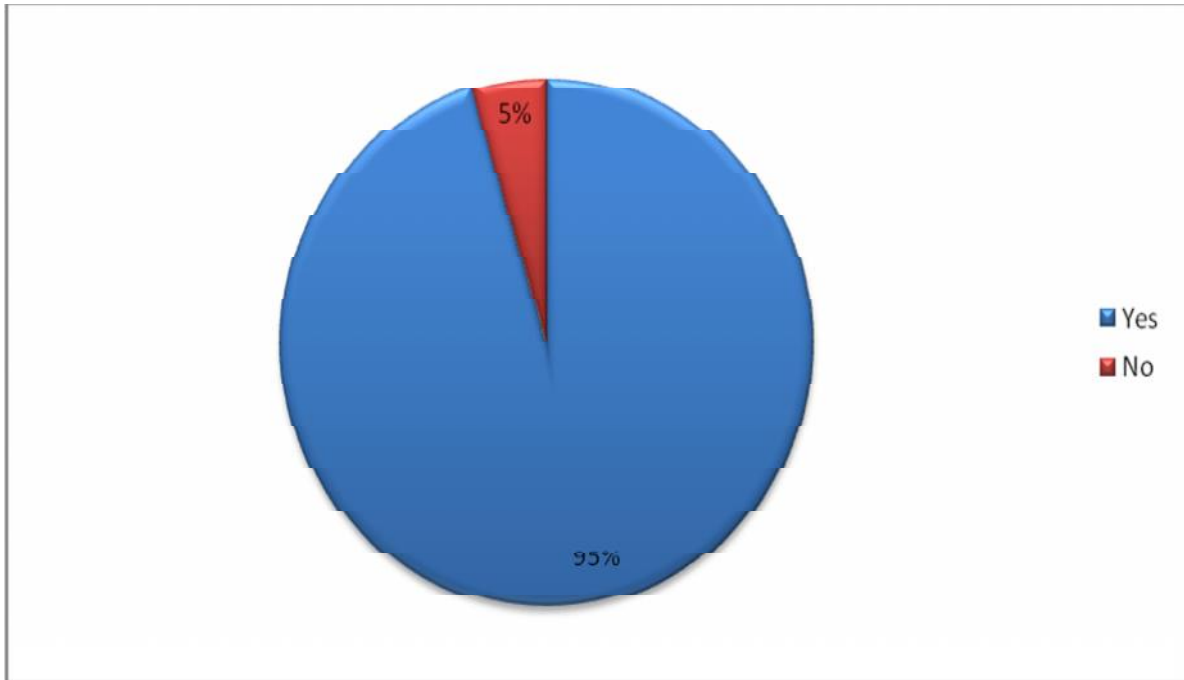
Graph 3.2. The importance of Task-Based Activities in Learning English.

The next graph shows that the Task-Based activities are very useful in learning English according to the data collected from the learner's answers.

Item Five: Does TBLA help you in learning English?
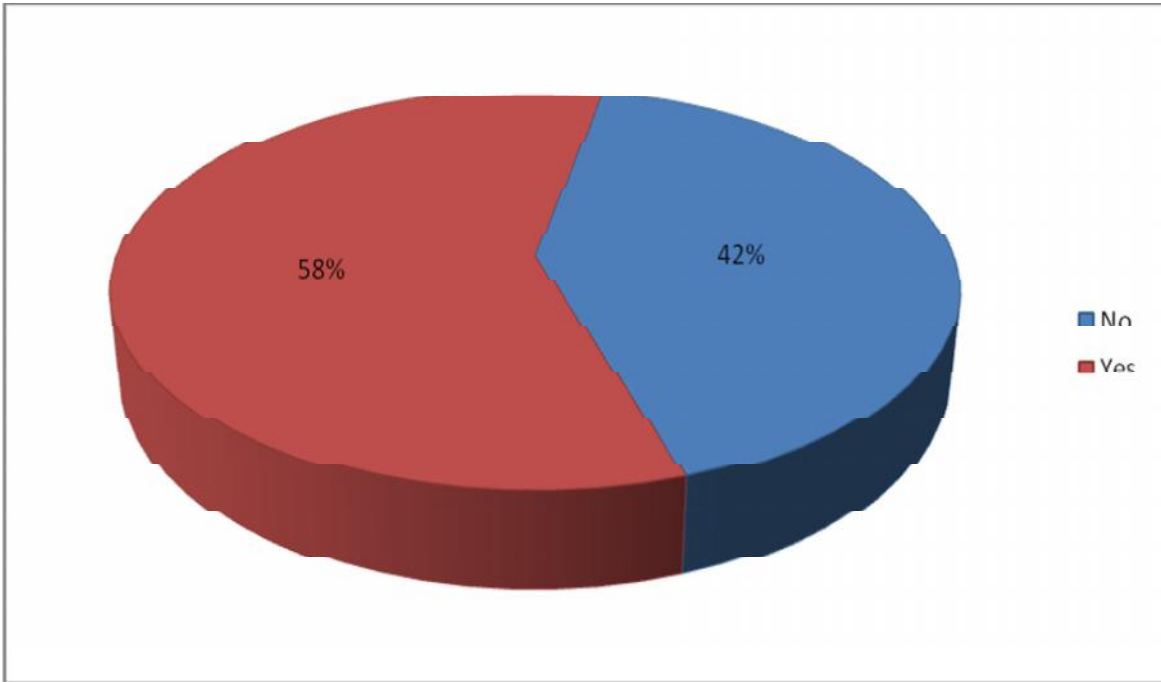
Graph 3.3. The Use of TBLT in Learning English.

The graph bellow shows that most of students answered with (Yes) with percentage of (57.9%) it means that TBLT is very important and it help them in Learning English unlike few learners with percentage of (42.1 %)they see that TBLT do not help them .

Item Six How do you evaluate yourself in grammar abilities?
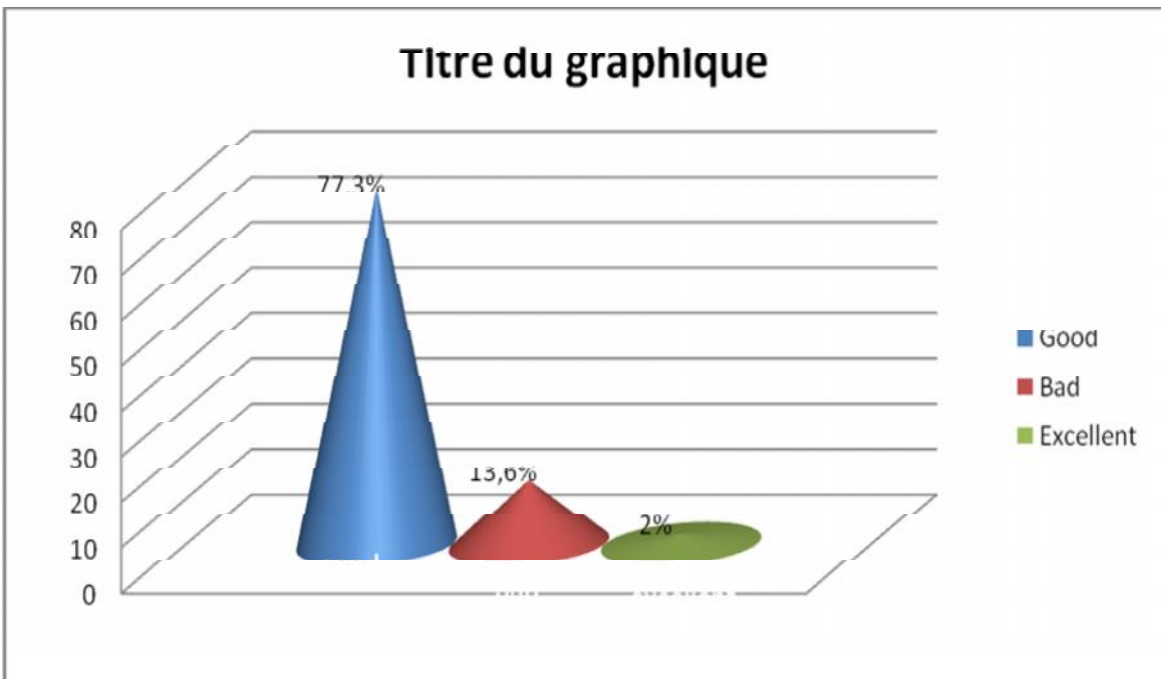
Graph 3.4. EFL Learner`s Evaluation on Grammar Abilities.

This graph demonstrates the learner's evaluation in grammar abilities most have a good level in English grammar abilities.

Item Seven: What are the skills that you believe you are better in?
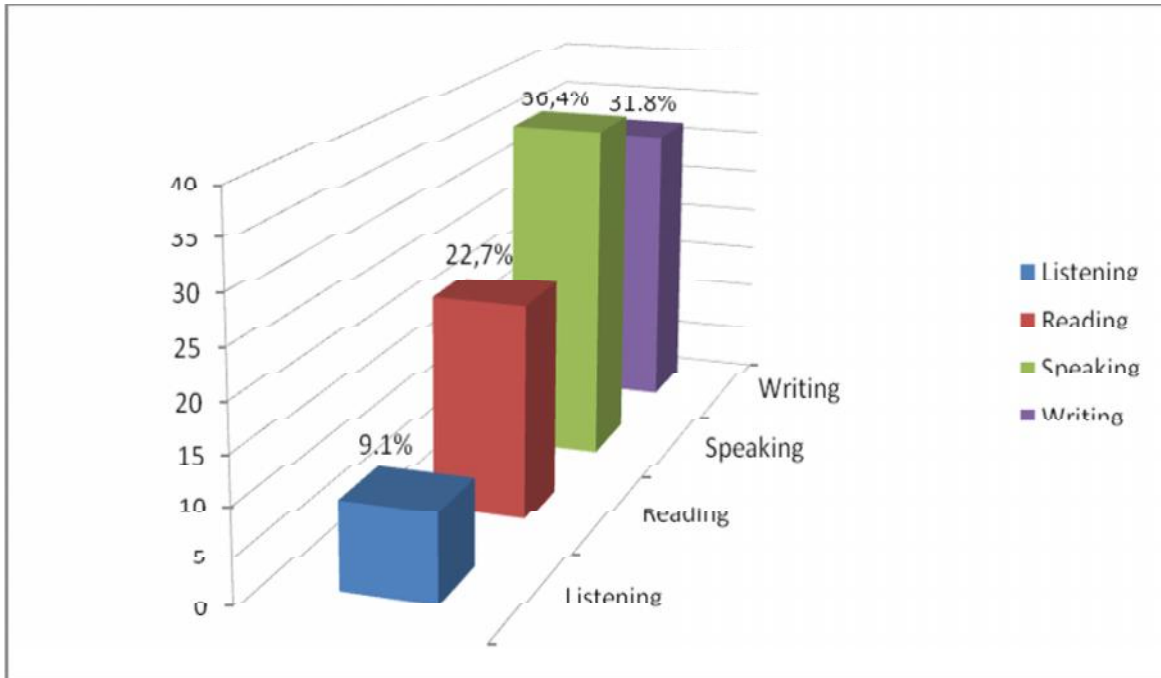
Graph 3.5. EFL Learner`s Skills.

This graphs shows that our learners are excellent in speaking English than good in writing skills more than reading and listening.

Item Eight: Which difficulties you face in grammar lesson?
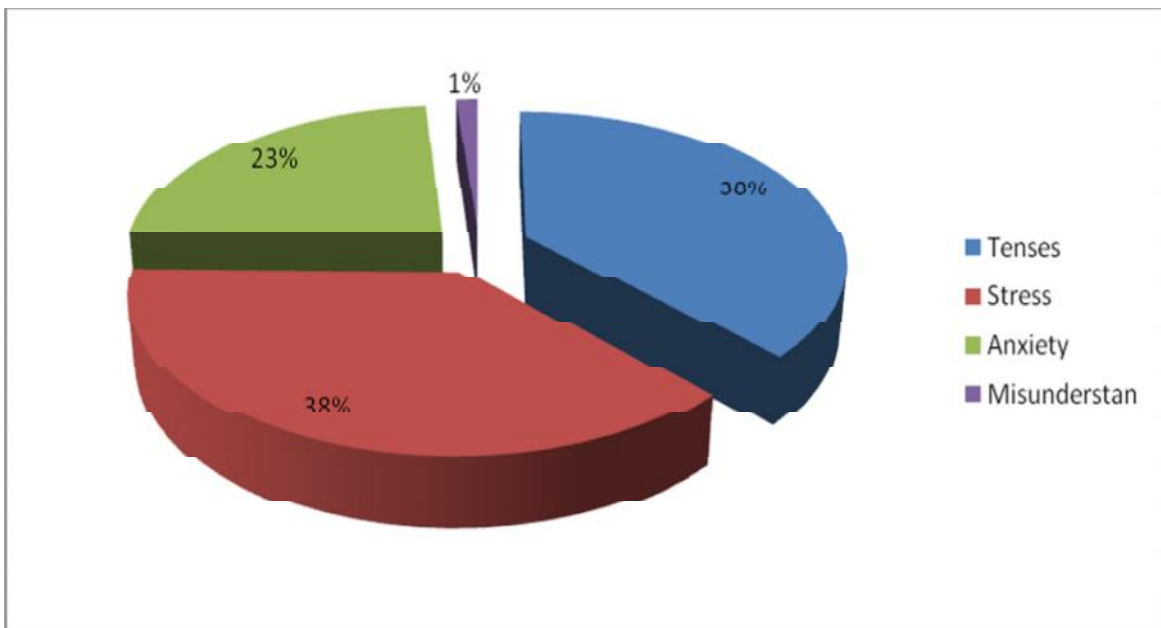
Graph 3.6. Grammars' lesson difficulties

The next graph shows that most of learners have problem with stress than anxiety and tenses have the same percentage, than misunderstanding have a small percentage this don't cause a problem for learners.

Item Nine : How do you receive you're teachers evaluation while your performance?
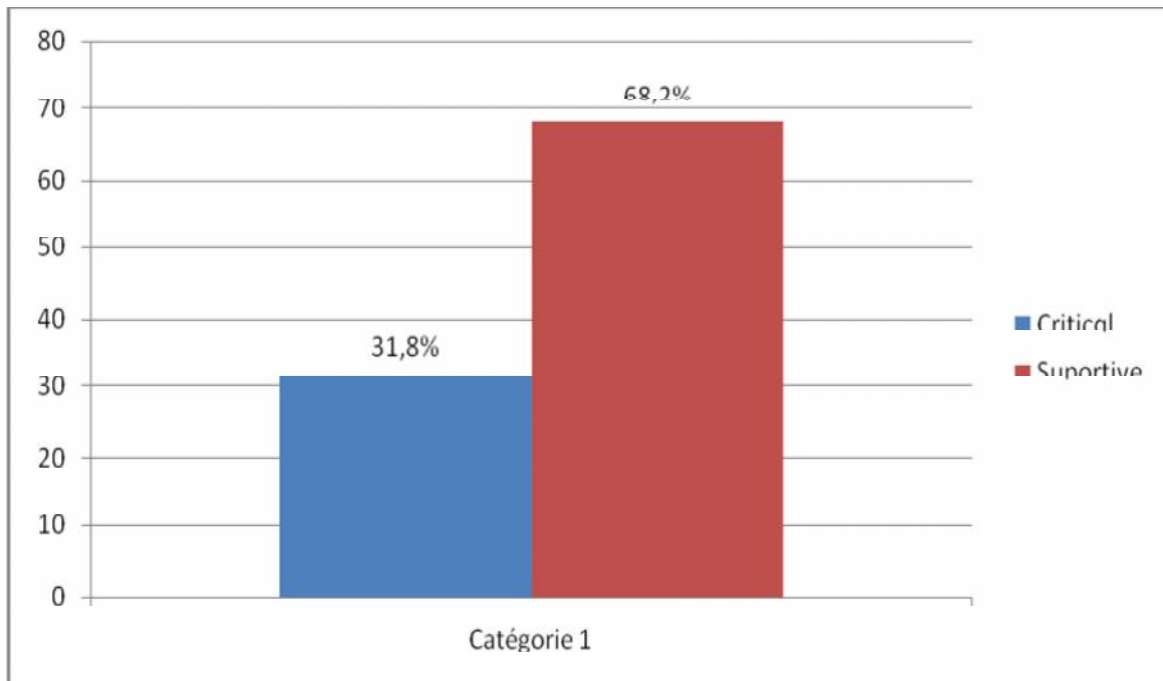
Graph 3.7 .Teachers Evaluation on EFL Learner`s Performance.

According to the collected data from the learner's questionnaire most of learners find that the teacher's evaluation on their performance is supportive much more than critical.

3.5. Analysis of Teachers' Interview

In this part we highlight the presentation and the analysis of the gathered data from our research.

Item One : What do you hold as Degree ?
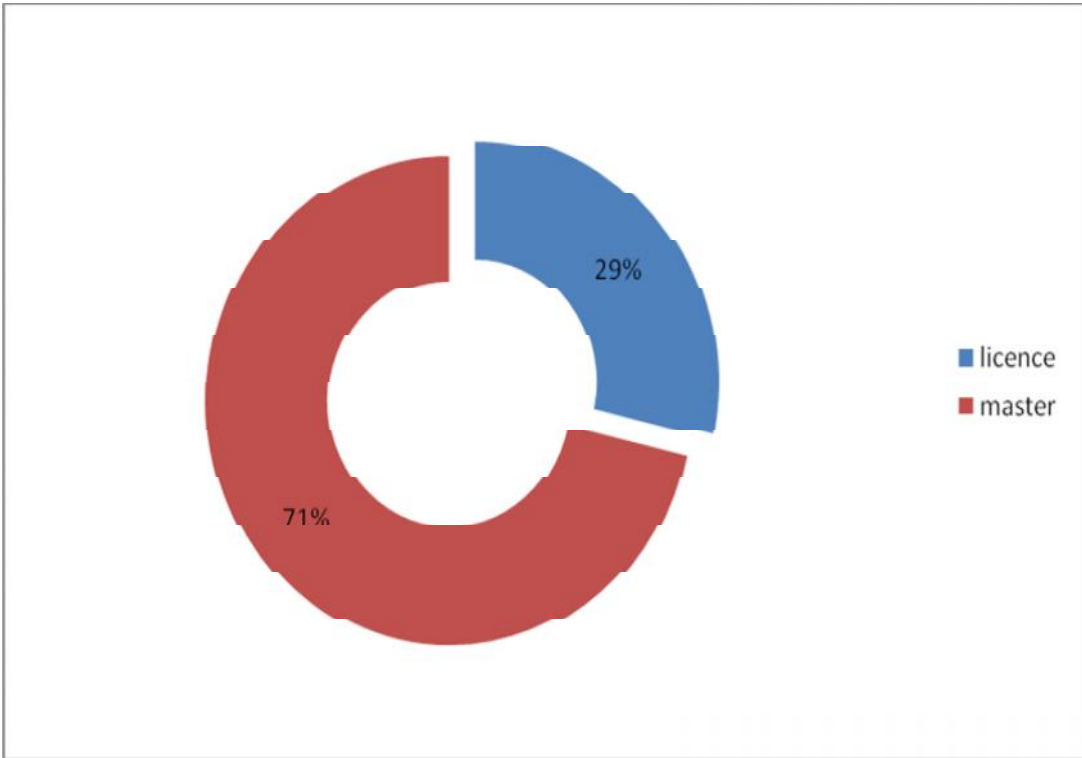
Graph 3. 8 .Teacher' s Degree

From the graph bellow we know teacher's degrees 5 of them Master degree and the two others have licence degree.

Item two: How many years have you been teaching in High School?

Teachers	Period of time
Teacher 1	5 years
Teacher 2	5 year
Teacher 3	2 years
Teacher 4	1year
Teacher 5	5 year
Teacher 6	5 years
Teacher 7	8 months

Table 3.2. EFL Teacher's Teaching Experience.

From the next table four teachers experienced teaching for 5 years and one teacher had a one year of teaching experience and other novice teacher had teach for 8 months.

Item Three: Have you received any guidance or training before starting teaching?
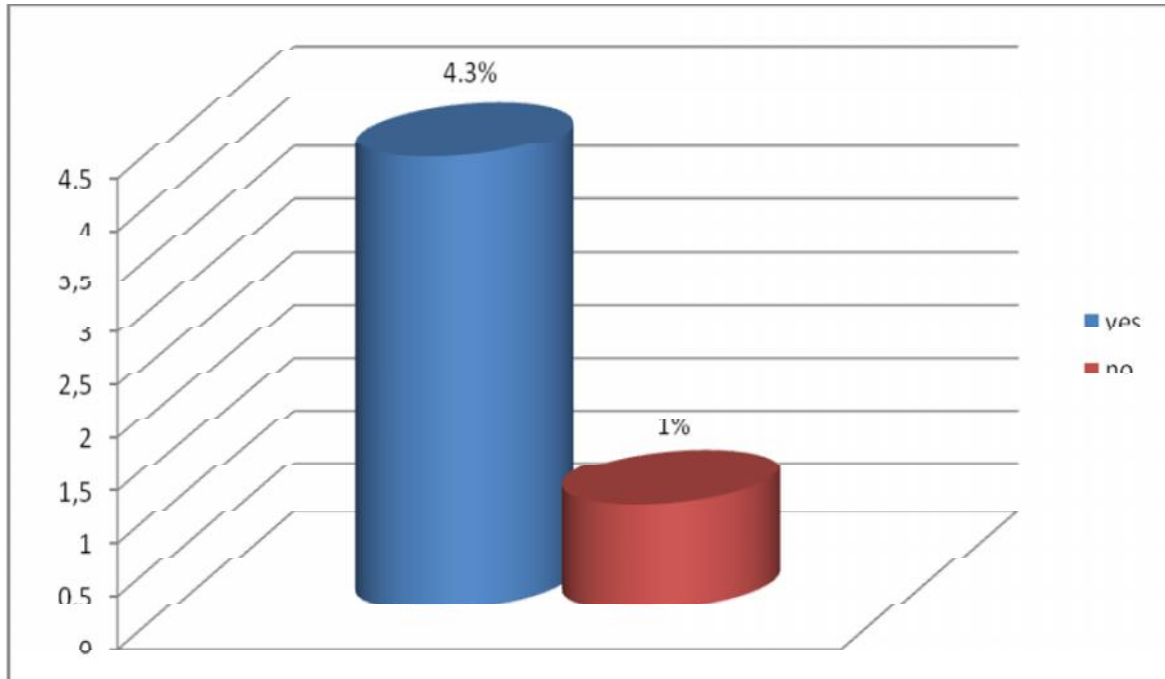
Figure 3.9. EFL Teachers Guidance in Teaching.

This graph shows that majority of teachers (6 teachers) had received guidance and training before starting teaching to facilitate their teaching process unlike one teacher who did not receive any training before starting the teaching process.

Item Four: As a teacher what is meant by Task-Based approach for you?

Teachers	Task-Based Definitions
Teacher 1	It is called learning by doing, it means moving from spoonfeeding the learner into driving him discovering the information himself through a set of guided and free activities.
Teacher 2	To organise a lesson based on interrelated tasks.
Teacher 3	Task-Based learning is an approach to languagelearning where learners are given interactive tasks to complete.
Teacher 4	It is an approach that depends on a central task presented by teacher that contains a language point upon which learners are going by themselves induce the grammar point how it is constructed and for what is used.
Teacher 5	It is teaching grammar in contexts.
Teacher 6	The teacher tasks for the lesson following blooms taxonomies from simple to high level of thinking.
Teacher 7	The uses of correct and authentic English language.

Table 3.3 .Definitions of Task-Based

This table shows the Task-Based definitions given by the 7 teachers, each one gave a simple definition of Task-Based and how it is used in teaching method.

Item Five: Did you teach a lesson or subject that deals with the use of Task-Based in teaching grammar?
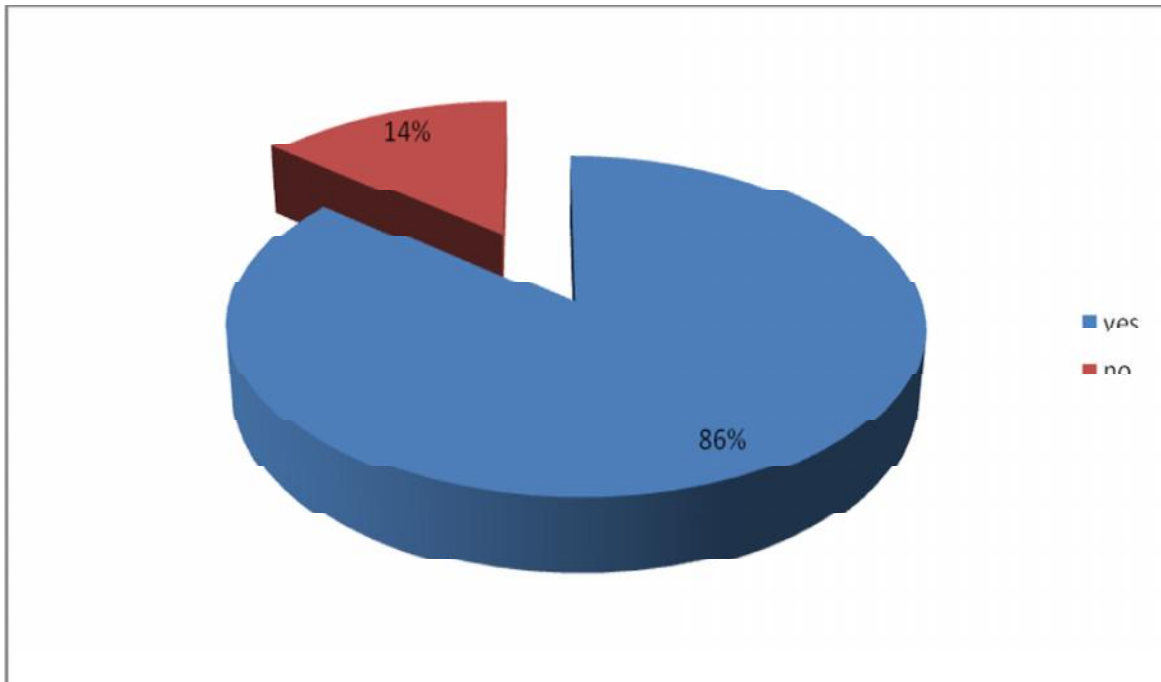
Graph 3.10.Lessons with the use of Task-Based in Teaching Grammar.

The graph bellow shows that most of teachers (85,7 %) had teach with a subject or lesson that deals with the use of Task-Based when teaching grammar unlike a few of teachers (14.3 %) did not use Task-Based in teaching grammar.

Item Six: How useful do you think that that Task-Based approach is useful for teaching grammar?

Many answers and opinions have been given by the participants:

- ➢ It is crucial in terms of raising awareness among learners towards the form and the function of language items.
- ➢ It enhances learners' four skills.
- ➢ While interacting with other they spot the mistakes and corrected with each other also figure out things from each other.
- ➢ To great extent, learners become autonomous and that is our ultimate goal in the CBA Framework.
- ➢ Very important.
- ➢ It caters for different levels of student.
- ➢ Is useful in improving your speaking skills.

Item Seven: Which method do you use while teaching grammar lesson?
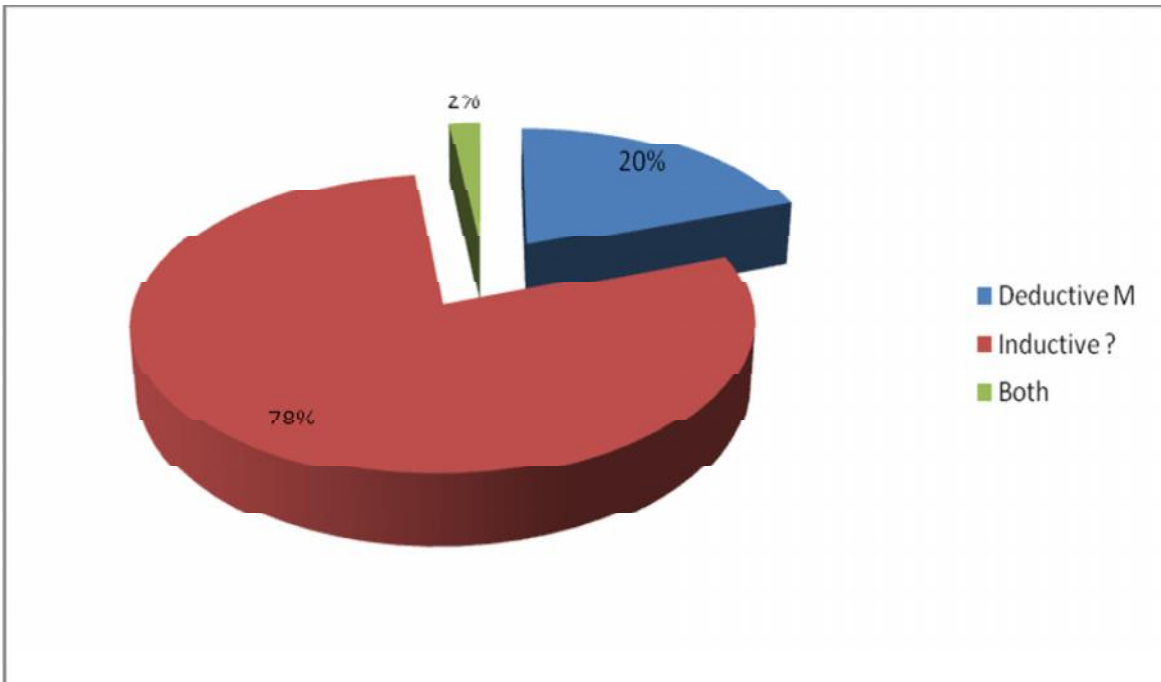
Graph 3.11. Methods of Teaching Grammar

It is obvious that this graph shows which method is the most used by teachers in teaching grammar lesson, our graph shows that the inductive method s the most common when teaching.

Item Eight:: As a teacher what is your role inside classroom ?

Teacher	Teacher's Role
Teacher 1	Guide
Teacher 2	FacilitateLearning
Teacher 3	Controller and manager
Teacher 4	To guide and facilitate
Teacher 5	A facilitator, guide, monitor
Teacher 6	A guide facilitator impressionist
Teacher 7	Monitor, Manager, Guide

Table 3. 4. EFL Teacher's Role in Classroom

This table demonstrates that the majority of teachers sees that their role in class changes from monitor to facilitator, a guide, manager also controller, a guide facilitator impressionist.

Item Nine: What are the things that teacher needs to improve ?

When teaching, the teacher have many goals to achieve, according to the collected results the main goals are to deal; with learners and transfer knowledge to them easily, to get the four skills (Listening, Reading, Writing, Speaking)a and being up to date and develop learners professional skills, develop the learner s skills comprehension and understanding also to develop their English language for better communication.

Item Ten: From the following three which one improves learning process?
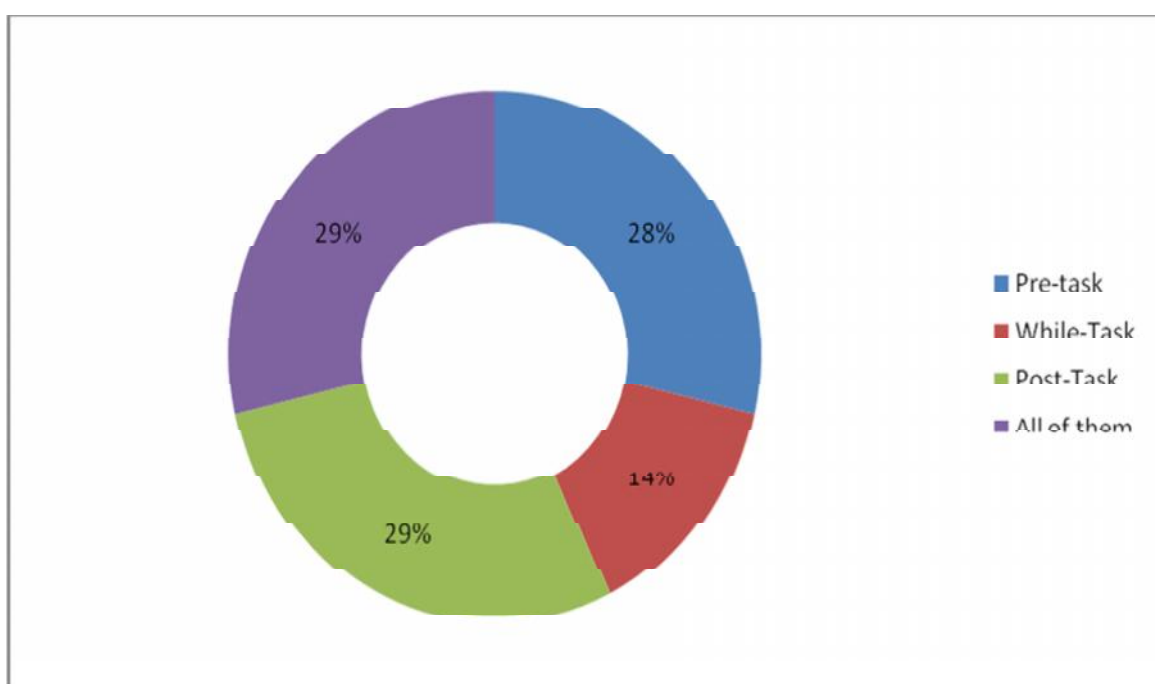
Graph 3.12. The Learning Process Tasks

The graph bellow shows which task that teachers use in order to improve the learning process, some teachers use pre-task and while-task, others prefer working with post-tasks, for some teachers use all the tasks to improve and enhance their learning process.

3.6 Interpretation and Discussion of the Findings

The aim of this research is to collect data about the task-based learning strategies and its role to make a good setting that covers learners' needs and benefits in order to enhance the teaching and learning process. Through surroundings information questions, we notice that there is no difference between males and females number in

the classroom and there age is between 17 to19 and they started learning English since middle school. This result does not add anything to our research.

Part two, is about learners attitude toward task-based activities, most of learners said that those task-based learning strategies are very important in their learning process, mentioning such data means that most of learners are welcoming with applying task-based activities while learning grammar.

According to the results collected from graph 2 and 3 most of learners said that task-based is very essential and it helps them in learning grammar, although applying task-based in learning process enhance the students grammar abilities. The use of task-based activities in grammar lessons develop the learners skills (speaking ,listening ,reading and writing) majority of pupils sais that it help them in speaking skills and expressing their ideas with their teachers.

Furthermore, the collected data shows that learners faces some difficulties while learn their grammar lessons most of pupils suffer from stress, tenses and anxiety just a little of them do not understand, that for the learners evaluation learners vote that they find it supportive more than critical and it make them develop their learning abilities.

To improve the reliability of the data collected we conducted an interview which is another tool of collecting information with seven middle school teachers according to the answers gathered from the interview four teachers have a master degree and three licence degrees, most of teachers have a teaching experience more than 2 years. Through question three teachers before starting the teaching process in high school had take a guidance or training in order to develop themselves while teaching learners.

Although question four was about the task-based definition each teacher wrote his own definition about what task-based means according to him.

Concerning the use of task-based learning strategies majority of teachers had used them in their lessons .For the usefully of TBA in teaching grammar teachers said that it is very important specially for improving students skills.

The most used method while teaching grammar lessons is inductive method than deductive method while one teacher use both of them .

The teachers' role according to information collected from question eight they see that they are the guide, facilitators , manager and controllers in classroom. The most common things that teacher needs to improve are developing learners skills, enhancing their learning abilities, transfer the knowledge easily .The learning process tasks used in teaching lessons are pre-task and post-task than while-task and two teachers use all of the tasks .

To conclude, the teacher's interview and the learners questionnaire analysis has shown that most of students prefer using task-based activities as an important which influence their teaching grammar lessons.

3.7 Recommendations and Suggestions

Depending on what has been has been discovered and said before implementing task-based learning strategies and applying them are the teachers responsibility, according to our research findings we offer these suggestions and recommendations:

• Teachers are required to motivate and support students by making them interested to the topic that is going to be taught.

• Teachers should change learners' opinions about the use of task-based learning strategies specially when teaching grammar.

• Teachers are responsible for presenting the lesson in the classroom so they should make a through plan and select the appropriate task-based activities.

• Before involving any task activity teacher must ask and discuss the idea, teachers should discuss the idea with the learners.

• Teachers need to play the role of controllers by using different techniques and strategies because those are very important factor while teaching grammar lessons for EFL learners.

• Teachers can ask learners for the suitable method of teaching for them.

• Teachers can get the students help while preparing the tasks in order to choose the suitable one for them.

3.8 Conclusion

This concluding chapter contains the results of learner's questionnaire and the teachers interview demonstrates that implementing task-based learning strategies is very important in teaching grammar .Although teachers should many objectives while teaching grammar lessons like covering learners needs, develop their learning skills.

General Conclusion

General Conclusion

According to this dissertation the important goal is to examine the implement of task-based learning strategies in teaching grammar. Giving a good environment when teaching learners in classroom it is the teacher's responsibility so for that we managed a case study in Addaoui El-Habib High School.

For the theoretic part in first chapter, we allow a clear idea about task-based a general survey about task-based learning strategies, and this chapter explains the task-based approach features of tasks, definitions of tasks ,communicative tasks ,components of tasks, types of tasks and activities of tasks ,the role play with TBLT(Rehearsal ,feedback, engagement) Also practical tasks for teaching grammar .

In the second chapter, we treat teaching grammar its definitions, types, approaches, techniques, strategies problems in grammar teaching and the importance of grammar.

Two methods of gathering data have been employed for the practical section, a questionnaire and an interview, a questionnaire for learners and an organised interview for instructors.

The goal was to treat learners and teachers about TBLT, their comprehension about task-based learning strategies, also the use of many types of task-based activities to develop the learners teaching grammar process.

The findings from the questionnaire and interview confirmed our hypothesis. Most learners know that task-based learning strategies are the important element in grammar teaching.

To sum up we can notice that most of EFL teachers are mindful about the importance of task-based learning strategies to develop grammar teaching .unlike some teachers do not apply those tasks in their classrooms. Although, it's common that EFL teachers must use many task activities to develop their goals and their knowledge needs.

Also our research results confirm our hypothesis that task-based activities are very important in teaching grammar.

To conclude our research that the way of EFL implement their task-based learning strategies increase the teaching grammar process.

Bibliography

List of References

- Anja.H.(2011)Task-based language learning and teaching and students and their use of mother tongue.

- Amazon.com.(2022).Retrieved 5 June 2022,from https://www.amazon.com/Basic-English -Grammar-Language-Learners/dp/1599052016

- Bahaz ,S.Be dyegha ,W (2018) .A Task Based-Approach to teaching tenses in oral performance ,Kasdi Merbah University .Ourgla

- Corzo,C.(2022).Formal Grammar Instruction:Theoritical Aspects to Contemplate Its Teaching .Retrieved 5June 2022 ,from https//isidore.science/document/10670/1.j8jmaz

- Caarion ,B.(2012).Presentation practice and production versus task based learning using from focused tasks ,21-22.

- Dykes,B.(2007).Grammar for Everyone :Practical Tools for Learning and Teaching Grammar.Australian Council for Educational Research .Book

- Fangyuan.Y,1999,A Framework Task-Based Learning ,Tesol Quarterly ,1,33.157

- Gulmira Ismoilovna, M.(2020).Innovative Techniques for Teaching Grammar. Journal NX A Multidisciplinary Peer Reviewed Journal,6(2581-4230),98-99

- Hashemi,A,& Daneshfar,S.(2018)The Impact of Different Teaching Strategies on Teaching Grammar to College Students.Theory and Practice in Language Studies,8(3),340.doi:10.17507/tpls.0803.10

- Icy, L. Anne ,M. May ,P. Elizabeth,W. Alice,C. Benjamin, L.(2008)A Practical Guide to a Task Based Curriculum Planning Grammars Teaching.

- Jatmiko,A.(2011).Teaching Grammar to Young Learners: Technique and Implementation

- Jack K,C. Richard ,C .Jack, C,Cavin,B.Thedor,S.(2001).Approach and Methods in Language Teaching.

- Jasmin, I.2011, Investigating teachers Attitude toward Task Based Language Teaching in a Vocational School in the UAE. Sharjah College of Arts and Sciences.

- Laxman, B .2020, Task Based Language Teaching a Current EFL Approach , Advances in Language and Literary Studies ,1 ,11,1-5

- Leela , Bahadur ,2010 .Using Task Based Approach to Teaching Grammar , Tribhuvan University.

- Merouami, L .(2019).The Role of Task Based Language Teaching Approach in Developing EFL Learners Speaking Skill.Mohamed Keider.

- Murat, H ,2001, Task Based Language Teaching what every EFL teacher should do ,Procedia. Social and Behavioral Sciences,15.46-52.

- Mandlhazi, F.(2001.November).Strategies for the Teaching of Grammar in English Second Language.

- N.N,A. (2021) .Deductive and Inductive Approaches to Teaching Grammar .Journalnx ,(2581-4230) , 373-374

- Peeter ,S(2002) .A Non Mrginal Role for Tasks in ELT Journal.

- Rod, E. Peter, & Shaofeg , L. Natsuko. S .(2019) Task Based Language Teaching (Theory and Practice)

- Rod, E, Rod (2003) ,Task Based Language Learning and Teaching

- Sayed, R , 2014 .Language Teaching and Task Based Approach ,Theory and Practice in Language Studies ,6 ,4,46- 52

- Soifferman ,L. (2020) Inductive and Deductive Research Approaches.

- Sabilla, E.(2020) .Techniques used by English Tutors in Teaching Grammar in English Classes at Global Learning Centre English Courses of Palangka Raya ,P n 32.

- Sherly, E.(2017) .Techniques of Teaching Grammar , 5(13),1.

- Seven Strategies for Grammar Instruction (Opinion) .(2022).Retrieved 5June 2022 , from https://www.edweek.org/teaching-learning-opinion-seven-strategies-for-grammar-instruction/2021/06

- Tadrent,R,(2020) Investigating Teachers Attitude towards The Effect at Using Task Based Approach on Improving Students Grammatical Accuracy .Arbi. Ben Mhidi.

- The Application of TaskBased Approche in English Grammar Teaching in Junior High Schools –S.Wang (2019)

- Techniques for Teaching Grammar ETpedia.(2022). Retrieved 6June 2022, from https://www.mytpedia.com/techniques-for-teaching-english-grammar.

- Widodo, H. (2022).Approaches and Procedures for Teaching Grammar,5(1175-8708),127-128-129.

- Willis, J.Willis, D(2007).Doing Task based Teaching.

- Zhuxiu.T. 2016 ,Benefits and Implementation Challenges of Task Based Language Teaching in the Chinese EFL context .International journal for innovation education and research ,3,4,25-32.

- Zheng Ling.(2015).Explicit Grammar and Implicit Grammar Teaching for English Major Students in University. Sino-US English Teaching, 12(8).doi:10.17265/8072/2015.08.002.

Appendices

Appendix 1

Learner s Questionnaire

Hello dear learners, **I** am a master two student, I am preparing my dissertation about how to implement the task-based learning strategies in teaching grammar.

Question one - What is your gender?

☐ Male

☐ Female

Question Two: What is your age?

Question Three: Since when you started learning English?

Question Four: How do you evaluate yourself in grammar abilities?

☐ Good

☐ Bad

☐ Excellent

Question Five: Does task-based activities helps you in learning English?

☐ Yes

☐ No

Question Six: What are the skills that you believe you are better in?

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

Question Seven: Which difficulties you face in grammar lesson?

☐ Tenses

☐ Stress

☐ Anxiety

Question Eight: How do you receive you're teachers evaluation while your performance?

[ ] Supportive

[ ] Critical

Question Nine: Does TBLA help you in learning English?

[ ] Yes

[ ] No

Appendix 2

Teacher s interview

> Task-Based activities are very useful in the teaching process specially when teaching grammar.

Question One: What do you hold as degree?

Question Two: What is your gender?

Question Three: How many years have you been teaching in middle school?

Question Four: As a teacher what is your role inside classroom?

Question Five: Did you teach a lesson or subject that deals with the use of Task-Based in teaching grammar?

Question Six: Have you received any guidance or training before starting teaching?

Question Seven: what are the things that teacher need to improve?

Question Eight: As a teacher what is meant by Task-Based approach for you?

Question Nine: From the following three which one improves learning process?

☐ Pre-Task

☐ While-Task

☐ Post-Task

Question Ten: How useful do you think that Task-Based approach is useful for teaching grammar?

Thank you

Resume

This research attempt to investigate the effectiveness of task-based language learning on the development of grammar proficiency on EFL learners in which teachers' implementation of task-based approach could face several issues, materials, students' level, classroom size are three faces that face teachers during the implementation and that make a serious obstacle for them also this research tried to reveal how teachers can implement task-based approach effectively in which they need meet learners needs with different learning styles .To answer our research questions and the requirement of our investigation urge us for both qualitative and quantitative analyses m consequently a structured interview and a questionnaire are conducted as a data collection tool which was directed to different participants from Tiaret city ,Algeria ,the selection of the participants targeted some different ,teachers and learners with different age and social backgrounds , the data collected was analysed as it is believed that with the issues that face teachers in the classrooms while using task-based approach it seek that there is a development of learners in their grammar level.

Key Words: Task-based Learning, Grammar Proficiency, EFL Learners

يحاول هذا البحث التحقيق في فعالية منهج تعلم اللغة القائم على المهام في تطوير إتقان القواعد لدى متعلمي اللغة الانجليزية كلغة أجنبية، حيث يمكن أن يواجه تنفيذ المعلم للمقاربة القائمة على المهام العديد من المشاكل: المواد ومستوى الطلاب وحجم الفصل الدراسي هي ثلاث وجوه يواجهها المعلمون أثناء التنفيذ ويمكن أن تشكل عقبة أمامهم، حاول هذا البحث ايضا الكشف عن كيف يمكن للمدرسين تنفيذ نهج قائم على المهام بشكل فعال يلبي فيه احتياجات المتعلم من خلال أساليب التعلم المختلفة. للإجابة عن سؤال البحث الخاص بنا ومتطلبات بحثنا تحثنا على التحليل الكمي ونوعي وبالتالي يتم إجراء مقابلة منظمة واستبيان كأداة لجمع البيانات تم توجيهها إلى مشتركين مختلفين من مدينة تيارت الجزائر واستهدف اختبار المشاركين المعلمين والمتعلمين من مختلف الأعمار والخلفيات الاجتماعية تم تحليل البيانات التي تم جمعها ويعتقد أنه مع المشاكل التي تواجه المعلمين في الفصول الدراسية اثناء استخدام نهج قائم على المهام فإنه يسعى إلى تطوير المتعلمين في مستوى القواعد الخاص بهم.
الكلمات المفتاحية: التعلم القائم على المهام، اجادة القواعد، طلبة اللغة الأجنبية.

Cette recherche tente d'étudier l'efficacité de l'approche basée sur les tâches pour l'apprentissage des langues dans le développement de la maîtrise de la grammaire chez les apprenants d'anglais langue étrangère, où la mise en œuvre par l'enseignant de l'approche basée sur les tâches peut se heurter à de nombreux problèmes : matériaux, niveau de l'élève et classe. taille sont trois visages auxquels les enseignants sont confrontés lors de la mise en œuvre et peuvent constituer un obstacle pour eux, cette recherche a également tenté de révéler comment les enseignants peuvent efficacement mettre en œuvre une approche basée sur les tâches qui répond aux besoins de l'apprenant à travers différents styles d'apprentissage. Pour répondre à notre question de recherche et aux exigences de notre recherche, nous sommes invités à une analyse quantitative et qualitative et, par conséquent, un entretien structuré et un questionnaire sont menés comme outil de collecte de données auprès de différents participants de la ville de Tiaret, en Algérie. les participants au test ciblaient des enseignants et des apprenants d'âges et de milieux sociaux différents. Les données collectées ont été analysées et on pense qu'avec Problèmes auxquels les enseignants sont confrontés dans la salle de classe Tout en utilisant une approche basée sur les tâches, il cherche à développer les apprenants à leur propre niveau de grammaire.
Mots-clés : apprentissage par tâches, maîtrise de la grammaire, étudiants en langues étrangères.