

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bend jedid
El Taref
Faculty of Letters and Languages



Department of English



**Teaching grammar under the competency based approach
Case Study:second year Ayad Ali secondary school Pupils in
Boutheldja El Tarf**

**Dissertation Submitted to the Department of English in Partial Fulfillment for the
Requirement of Master Degree in English Didactics**

Presented by :

Gherib Ahlem

Derbala Iness

Kafi Nassima

Supervised by :

Mrs. Zarzouni Hanifa

Board of Examiners

President: Mr. Djedid

Examiner: Mr. Ferache

2016 /2017



Dedication

this work is dedicated :

To my dear parents “Ahmed” “Houria”

For their endless love and support .

To my dear husband “Mounir”

For his love , support morally and financially .

To my sisters “Fahima” “Aya” and my brother “Yacin”

For their help and eternal love .

To my friends “Iness” “Nassima” “Hadjer” “Afef”

For their encouragements in moments of difficulty and

stress.





Dedication

*this research paper is lovingly dedicated to my respective parents
who have been my constant source of inspiration.*

*They have given me the drive and discipline to tackle any task with
enthusiasm and determination. Without their love and support this
project would not have been made possible. I also dedicate this work
to my brothers and sisters who have encouraged me all the way
from beginning to the end. I also want to remember my mother's
aunt who died . may you find peace and happiness in Paradise.*

My love for you all can never be quantified.



Dedication

This work is dedicated:

to my dear parents

for their endless love and support .

to my freinds

for their encouragements in moments of difficulty and stress.

To my brother and sisters

Acknowledgements

The completion of this dissertation would not have been possible without the inspiration and support of many people .

Our first debt of gratitude is to our examiners Mr.Jdid next to Mr.Ferach, who follow us from the first year of the university, and we are very proud to be on the head of the professors that examine our dissertation .

In addition, appreciation is due to our thesis supervisor, professor Zarzouni Hanifa, for her insightful feedback for this study. She read my nenerous revisions and offred many invaluable comments to keep it in a better shape.

Further, I would like to extend my gratitude to all my professors in Chadli Ben Jdid Uuniversity ,

Our special thanks go to my master mates for their kind assistance and encouragements. We are also deeply grateful to the library staff at the departement of english language for providing me with invaluable sources and book to complete this study .

Finally, there is no way we can express how much our owe to family for their love, generous spirit and support throughout the many years of my education. Im most grateful for the financial support of the research to my sisters.

I thank them all those who were instrumental in the completion of this study.

Abstract

Although CBA is essential skills, knowledge, attitudes, and behaviors required for effective performance of real life task or activity. It addresses what the learners are supposed to do with learning in real- life. Thus, it is a recent reform paved its way to the secondary school level with clearly defined goals. The paramount goal is to push pupils to reinvest the grammatical structures acquired at schools in practical real contexts i.e. pupils are supposed to learn grammar by doing. The purpose of this exploratory study is to explore and identify the major challenges that face both teachers and pupils of second year in Ayad Ali secondary school in Boutheldja El Tarf This research project is desinged to determine What challenges do 2AS teachers/ pupils encounter when teaching, and learning EFL grammar under the CBA. and How do teachers and pupils handle such challenges . In order to answer these research questions the study Data will be collected from the respondents using questionnaire as research tool , and a mixed approach combining both quantitative and qualitative research method will be adopted . One questionnaire will be handed to 2AS teachers , Another will be handed to 2AS pupils from the same secondary.Result of the investigation indicate that Challenges involve both teachers, and pupils' negative attitudes toward teaching / learning grammar in addition to the insufficiency of time allocated to grammar , To face such challenges, teachers and pupils should hold positive attitudes toward grammar, and more time should be devoted to its teaching, and learning.

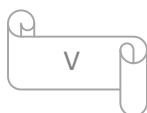


Table of contents

Acknowledgements.....	VI
Abstract.....	VI
Tables of contents.....	VI- VI
List of abbreviations.....	VI
List of tables.....	VI
List of figures.....	VI
General introduction.....	1
1. Statement of the problem.....	3
2. research objectives	4
4. The research hypohthesis.....	4
5. Research population.....	4
6. Data collection procedures.....	5
7. Limitation of the study.....	

Chapter one : “ The majors English language teaching approaches ”

Introduction.....	7
1.1 definition of approach	7
1.2 definition of method.....	8
1.3 definition of procedure	9
1.4 definition of technique	9
1.5 the major English language teaching	9

1.5.1 the grammar translation method.....	10
1.5.2 the 1970s structural approach.....	11
1.5.3 the 1980s communicative approach	12
Conclusion	13
 Chapter two “ an overview on the competency based approach ”	
Introduction	14
2.1 the historical background of the competency based approach.....	14
2.2 definition of the competency based approach.....	15
2.3 principles of the competency based approach	16
Conclusion.....	17
 Chapter three : “ teaching and learning grammar ”	
Introduction	18
3.1 definition of grammar	18
3.2 the major types of grammar.....	19
3.2.1 formal grammar	19
3.2.2 functional grammar	19
3.2.3 prescriptive grammar	20
3.2.4 descriptive grammar	20
3.3 approaches to teaching grammar	20

3.3.1 the deductive approach	20
3.3.2 the inductive approach.....	22
3.4 the role of grammar in EFL teaching and learning	23
3.5 teaching grammar under the earlier approaches and method in secondary school.....	24
3.5.1 teaching grammar under the grammar translation method	24
3.5.2 teaching grammar under the audio lingual method.....	25
3.5.3 teaching grammar under the communicative approach	26
3.5.4 teaching grammar under the competency based approach.....	27
3.6 the educational reform in Algeria i the Post - Independence Era.....	28
3.7 principles of teaching grammar in the Algerian secondary school.....	31
3.8 the process of grammar lesson under the competency based approach in the secondary school.....	32
3.8.1 presentation	32
3.8.2 guided practice.....	34
3.8.3 communicative practice	35
3.9 description of 2AS's through getting textbook.....	35
Conclusion	36

Chapter four : « description and data analysis »

Introduction.....37

4.1 description of teachers questionnaire.....37

4.2 results.....38

4.3 description of pupils questionnaire.....52

4.4 results.....53

4.5 interpretation and analysis of results.....69

4.5.1 from teachers questionnaire69

4.5.2 from pupils questionnaire.....73

4.6 suggestions and recommandations.....74

Conclusion.....76

general conclusion77

appendixes80

appendixes A.....80

appendixes B84

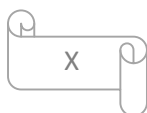
bibliography87

.....90

Abstrait91

List of Abbreviations

ALM	Audio Lingual Method
BEF	Brevet D'enseingement Fundamental
BEM	Brevet D'etudes Moyennes
CA	Communicative Approach
CBA	Competency Based approach
CIT	communications and information Technology
CLT	Communicative Language Teaching
EFL	English Foreing Language
ELT	English Language Teaching
GTM	Grammar Translation Method
L1	First Language
L2	Second Language
TL	Teaching Language
USA	United States of America
2AS	Second year secondary school pupils
3th	third



List of tables	pages
Table 1 comparatives	21
Table 2 years of Teaching English	39
Table 3 teaching grammar under the CBA	40
Table 4 Pupils' Grammar Proficiency.....	41
Table 5 Challenges in Teaching Grammar under the CBA.....	43
Table 6 Pupils' Application of Grammar Rules.....	45
Table 7 The Reasons of Difficulties.....	47
Table 8 Getting Through Textbook's Helpfulness.....	48
Table 9 Teachers' Training.....	50
Table 10 Learning Grammar.....	53
Table 11 Grammar Lessons at the Level of 2AS.....	55
Table 12 The Reasons of Grammar's Difficulty	57
Table 13 Time devoted to Grammar	59
Table 14 Pupils' Teaching Methods Preferences	60
Table 15 Ways of Learning Grammar	62
Table 16 Grammar Exercises during the Class Time	63

Table 17 Grammar Exercises as Homework.....65

Table 18 The Impact of Learning Grammar.....66

Table 19 Suggested Solutions68

List of figures	pages
Figure 1 Teaching Grammar under the CBA.....	40
Figure 2 Pupils' Grammar Proficiency.....	42
Figure 3 Challenges in Teaching Grammar under the CBA.....	44
Figure 4 Pupils' Application of Grammar Rules.....	45
Figure 5 The Reasons of Difficulties.....	47
Figure 6 Getting Through Textbook's Helpfulness.....	49
Figure 7 Teachers' Training.....	50
Figure 8 Learning Grammar	54
Figure 9 Grammar Lessons at the Level of 2AS.....	55
Figure 10 The Reasons of Grammar's Difficulty.....	58
Figure 11 Time devoted to Grammar.....	59
Figure 12 Pupils' Teaching Methods Preferences.....	61
Figure 13 Ways of Learning Grammar.....	62
Figure 14 Grammar Exercises during the Class Time.....	64
Figure 15 Grammar Exercises.....	65
Figure 16 The Impact of Learning Grammar as Homework.....	67
Figure 17 Suggested Solutions.....	69

General Introduction

English has become a useful tool for international communication, and contact. It is a worldwide spoken language across various nationalities, and cultures due to the phenomenon of globalization. Thus, everyone nowadays recognizes how worthy it is to learn such a language, and to be able to use it in different situations, and for different purposes.

English acts as a mother tongue in English native speaking countries whereas as a second or a foreign language in others, and it is the case of Algeria. The latter has also recognized the significance of introducing English to the educational curriculum. Thus, it has been set as a second foreign language after French, taught as a compulsory subject starting from the first year of the middle school.

The Algerian educational system has been marked by the coming up of various teaching approaches, and methods which emerged continuously as a reaction to one another. Each approach or method emerged as a response to the shortcomings of a former one.

The Grammar- Translation Method was the first to be experienced by the Algerian educational system moving to the Audio- Lingual Method in which grammar was taught under the principle of stimulus- response relationship. The learner was treated as a machine, and was required to respond automatically to the teacher's stimulus. Thus, under such a method, learners were unable to use English communicatively. This urged the emergence of

the Communicative Approach, or Communicative Language Teaching (CLT) to solve the problems of communication. Once again, such an approach ended up in a failure, for it focused mainly on developing communicative competence among the learners marginalizing the role of grammar which has been considered as a barrier against effective communication.

Thus, a new educational reform has been launched by the Algerian ministry of education which involved the introduction of the Competency- Based Approach in July 2002 as a new strategy substituting the former communicative approach. The Competency- Based Approach seeks, as its name suggests to develop a set of competencies among the learners, and to assist them to transfer to real- life what they have acquired at schools. As far as grammar is concerned, the aim of the recent reform is to help learners apply the rules of grammar learned in the classroom to its outside context, and to make them effective users of the English language. This is because learning grammar only as a set of rules with inability to re-use them accurately in communication is of no significance.

As far as EFL learners are concerned, a gap is found between learners' knowledge of the grammar rules, and their capability to apply this knowledge in practical use. This is the main reason behind conducting such a research case study. Despite the fact that Algerian secondary school pupils have been studied English since the first year of the middle school, they seem unable to apply what they have learned in schools to real-life communication. Although they are seen to score well in tests, and exams which take place during the school year, yet when it comes to communication, they are paralyzed, and unable to use correct grammar.

1. Statement of the problem

The current research study is carried out basically to explore, and identify the major hindrances and challenges that face both 2AS teachers, and pupils in Ayad Ali secondary school in El Tarf when teaching and learning grammar under the CBA, and which therefore prevent them to conduct an appropriate, efficient communication using grammar they have already learnt. Furthermore, this study seeks to arrive at practical solutions to the problematic based on the findings of the study, and on teachers, and pupils' views.

2. The Research Objectives

The supreme goal of this research work is to shed light on teaching, and learning EFL grammar under the Competency Based Approach (hereafter CBA) at the level of 2AS . This research work has more essentially been targeted towards identifying the major challenges encountered by both 2AS teachers, and pupils in Ayad Ali secondary school when teaching and learning grammar under the recent implemented CBA, and which therefore hamper pupils from conducting a meaningful communication.

Choosing to investigate grammar was due to the crucial role the latter goes to play in EFL learning being the backbone of the language, and by taking into account nowadays 'globalization, effective communication cannot take place without correct grammar.

Therefore, exploring the reasons behind this failure in teaching, and learning grammar which allows learners communicate, and transfer into real-life what they have acquired at schools was the main motive for conducting such a research study.

Another goal for launching this research study is to explore to what extent the recent educational reform (CBA) has affected the way EFL grammar is taught and learnt, and to get an idea about how 2AS teachers and pupils handle these challenges so that some suggestions and recommendations can be offered at the end of chapter three.

3. Research questions

this research has been motivated by a desire to answer the following questions:

- What challenges do 2AS teachers/ pupils encounter when teaching, and learning EFL grammar under the CBA?
- How do teachers and pupils handle such challenges?

4. Research hypothesis

It is hypothesized that:

- Challenges involve both teachers, and pupils' negative attitudes toward teaching / learning grammar in addition to the insufficiency of time allocated to grammar.
- To face such challenges, teachers and pupils should hold positive attitudes toward grammar, and more time should be devoted to its teaching, and learning.

5. The Research population

The target population which took part in the practical side of this research work was secondary school teachers, and pupils. Yet, we took only a sample of eight (08) teachers, and forty (40) 2AS Literary and Foreign Languages pupils from Ayad Ali secondary school in El Tarf to represent the whole population, and to be handed the questionnaires in an attempt to gather the reliable data.

In this regard, Dornyei (2007) defines “sample” as “The group of participants whom the researcher actually examines in an empirical investigation”, and “Population” as “the group of people whom the study is about” (p.96).

The sample taken from teachers included five (05) full time teachers, two (02) trainee teachers, and one (01) substitute teacher. Three (03) of them are males, and the others are

females. Full time teachers do teach the three levels (first year, second year and third year) with an experience which ranges between eighteen (18) and twenty five (25) years.

On the other hand, the sample taken from pupils entailed twelve (12) females, and eight (08) males who are studying English as a second foreign language after French, and who have completed five years studying English (Four years in the middle school and one year in the secondary school) .

The rationale behind choosing 2AS Literary and Foreign Languages pupils as a case study is that they are going to pass a national examination called “Baccalaureate” in the 3 rd year where the matter of English is of a supreme importance with four (04) coefficient , and therefore it was important to examine the reasons behind their failure in grammar, and attempt to offer suggestions and recommendations that will help them face the difficulties , succeed in grammar, and to be ready for Baccalaureate exam.

6. Data Collection Procedures

The present research makes use of different research procedures namely “Case study”, “The Mixed Approach”,and “The Questionnaire”.

7. Limitation of the Study

The present work holds the following limitations:

- Analyzing observational data has been time consuming.
- The sample size is typically small in this research study which makes generalization difficult.
- Although the researcher used a mixed approach which combined both quantitative and qualitative research methods, and tools namely questionnaires, yet it was not sufficient. The

researcher intended to use “Interview” for the triangulation of data, yet due to time constraints, only questionnaires was used as research tool.

Introduction

This chapter is devoted to the review of relevant related literature to our subject of investigation. The researcher will start by defining the basic terms, or key concepts related to this research study: Approach, Method, Technique, and Procedure moving to the reviewing of the major ELT teaching approaches and methods .

1.1. Definition of Approach

An approach refers to a set of assumptions and principles underlying the process of language teaching and language learning. It encompasses theories of language and language learning and how languages are taught and learnt.

An approach is axiomatic, it describes the nature of the subject matter to be taught .Richards and Rodgers (2001) state that “An approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching”(p.20). It describes how people acquire their knowledge of the language and makes statements about the conditions which will improve language learning and make it successful.

An approach to language learning involves techniques, and activities course designers think they are useful to learn a language on the basis of their beliefs about language, and how it is learnt, learning styles and learning preferences. Also, it can give birth to more than one method depending on the nature of pupils, their age, and their experiences in English and so on. It consists mainly on ideas, beliefs, thoughts about language learning .Unlike method; approach takes place outside the classroom and prepares the grounds for the method to be

applied later. Instances of approach are the structural approach, the communicative approach and the competency based approach.

1.2. Definition of Method

A language teaching method refers to a set of procedures and techniques characteristic of a particular discipline, or field of knowledge. As opposed to an approach, a method needs not to be linked to a particular theory of language or learning, but may simply be claimed as successful in practice.

A method is the practical realization of an approach. It is the stage where theory and practice meet. It refers to the ways of presenting language materials to pupils. Therefore, it involves the application of principles underlying a particular approach. It contrasts with an approach in that it is applied inside the classroom and not outside its context. It implies using a certain number of techniques in a systematic way to achieve the goals of language teaching.

In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching and learning, how the content is to be selected and organized, its relevance, types of tasks to be performed in addition to the roles of both teachers and pupils. Simply, a method is a set of measures originated from a particular approach to teaching and learning. These measures are meant to be applied by a given method. An example of method is the Grammar Translation method, the Audio lingual method...etc.

1.3. Definition of Procedure

A procedure comprises the classroom techniques, and practices, tactics, and strategies used by teachers, and learners when a particular method is used. It is smaller than a method and bigger than a technique.

1.4. Definition of Technique

If a method is the plan for presenting language material to be learnt based upon a selected approach, a technique is a very specific, concrete trick, procedure, or skill designed to achieve an immediate objective. A Technique must be consistent with a particular method for instance; the Audio Lingual Method makes use of different techniques such as pattern practice, drilling, memorization...etc. It is the level at which classroom procedures are described.

1.5. The Major English Language Teaching Approaches and Methods

The history of ELT witnessed a variety of language approaches, and methods. The most prominent ones were the Grammar Translation Method, the Audio Lingual Method, the Communicative Approach, and the Competency Based Approach.

1.5.1. The Grammar Translation Method

The grammar translation method to ELT is one of the most traditional methods dating back to the last 19th century and early twentieth century. It dominated European and foreign language teaching from the 1840's to the 1940's. It is also known as the classical method, a traditional teaching method that was used to teach Latin and Greek (classical languages) then to teach modern languages such as English.

The focus at that time was on the translation of texts, grammar, and rote learning of vocabulary. As its name suggests, the Grammar Translation Method (hereafter GTM) makes use of translation and grammar study as the core of teaching and learning activities. It entails the use of grammatical rules of the target language.

In the Grammar Translation Method, lessons involve the presentation of a grammatical rule, lists of vocabulary, and translation exercises. Besides, pupils are provided with target language reading passages, and are required to answer questions that follow.

It is based on certain principles. Literary language is superior to spoken language, the primary skills to be taught are reading and writing, and the focus is on accuracy. Some of its characteristics are memorization of words, grammar rules and vocabulary. Grammar is taught with extensive explanations most often in the native language, later applied by translation from the native language to the target one. Grammar drills together with translation are used to exercise the rules with little attention to the content.

In the grammar-translation method, ELT consisted mainly of analyzing the grammar and translating written forms in to and out of English. Thus, grammar was extremely significant in the learning process, and was taught deductively. ELT focused mainly on studying grammar, and translating written forms of the TL focusing primarily on Pupils consciousness of the grammatical rules of the TL. Both grammar and translation played a crucial role in this method. Yet, the latter has failed to prepare learners for effective communicate in the TL. Therefore, the search for more effective method has been a necessity.

1.5.2 . The 1970s Structural Approach

The structural approach is a theory which views language learning as a set of habits (Brown 2000). It stresses the importance of speech and forming language habits of arranging words in sentence patterns. Richard and Rodgers (2001) identify a structural view of language which posits that « Language is a system of structurally related elements for the coding of meaning » (p.20).

The structural approach is based on the assumption that language can be perfectly learnt through structures or patterns of sentence. Since language is primarily spoken, learning a particular language means to be able to speak that language. That is why, the main emphasis is put on the structures to be mastered orally through drilling before they can be read or written by the student.

The principles of the structural approach are applied by using the Audio Lingual Method. The later is a typical structural method which has been originated in behaviorism around the late 18th century. It is also known as « The Aural Oral Approach ». Since language learning is considered as a process of habit formation, classroom learning activities within the ALM involve memorization of structures of language patterns, repetition, drilling, and dialogues. The more a given structure is repeated, the better learning it will be.

The ALM focuses mainly on teaching listening and speaking before reading and writing. Unlike the GTM, the ALM discourages the use of the mother tongue in the classroom. It forces stimulus -response relationship. When pupils perform correctly, they are given positive reinforcement such praising « good » .Thus, accuracy is the desired goal.

In the ALM, pupils learn the structures and the rules in a mechanical way paying little or no attention to the meaning or the content and this was the main criticism to the structural approach. Moreover Chomsky had strongly attacked the notion of language learning as a set

of habits, and because of its weakness in performance, it has been soon substituted by another teaching approach called "The Communicative Approach".

1.5.3. The 1980s Communicative Approach

The communicative approach also known as communicative language teaching came into being around the 1980s. It is the product of educators and linguists who grew dissatisfied with the principles of the structural approach. Pupils were felt not to learn in an appropriate way, pupils were simply machines unable to communicate effectively in the target language. The communicative approach is based on the theory which considers language as a system of expression of meaning. Its primary function therefore is interaction and communication (Nunan, 2004). Communicative language teaching stresses the need to teach communicative competence rather than linguistic competence. For that, functions are given priority over forms. Richards and Rodgers (2001) offer instances of functional communicative activities including giving and following directions, conversation, debate, dialogue and the like. Such activities are said to help pupils to act communicatively and use the TL spontaneously than through memorization.

CLT makes use of real life situations that necessitate communication where the teacher brings situations pupils are likely to come across in real life. CLT makes use of authentic materials such as pictures, charts, newspapers, magazines graphs and so on.

Teachers in communicative classes talk less, listen more, and undertake different roles as facilitators, guiders, participants and counselors. Pupils are given a task and are asked to perform it and interact with each others as opposed to traditional classes where pupils were asked to sit passively, listen attentively waiting to be feeded by their teacher. Unlike the ALM, CLT discourages over- correction of language mistakes to help pupils feel at ease and

communicate more freely. The CA has been criticized too in terms of focusing only on communication.

Conclusion

This chapter reviewed the main EFL teaching approaches, and methods implemented by the Algerian ministry of education. The next chapter will be focused on the competency based approach and give definition ,followed by their principles .

Introduction

This chapter is devoted to the review of relevant related literature to our subject of investigation. The researcher will define first the CBA moving to the historical background and detailed description of the CBA and we mentioned the principles of this approach .

2. 1. Historical Background of the Competency Based Approach

The competency has not emerged as a new idea, but rather as an evolving idea. Considering the CBA as a theory, it has its origins in the models of human psychology from the 1950s as argued by many researchers in the field of language teaching.

The CBA emerged in the late 1960s in the United States of America. During this time, there has been an extensive demand for curriculum reform and a concurrent dissatisfaction with teacher training, and the educational system. Besides, learners were attaining only an artificial knowledge, skills, and values. They were awarded a certificate which proves they have reached certain mastery, yet in fact they have not. This raised many concerns that learners were not introduced to the skills they need in real life situations. Therefore, adopting a new approach has become a necessity in order to form learners able to transfer to real life what they have already learnt in schools.

By the early 1970s, CBA started to grow in several various institutions, and colleges in the USA such as the college of Human Services in New York City. Indeed, the leaders of the CBE sought to broaden the traditional descriptions of the educational success looking for professional competency. The CBE was used also in the field of professional training which was marked by successfulness. The CBA thus came with a new goal which is to install competencies and to correlate school -life to real-life.

2.2. Definition of the Competency Based Approach

The CBA involves « competency » as a central element. Competencies refer to explicit, measurable, and transferable learning objectives. They encompass knowledge, skills, and capacity learners require in a particular situation. A competency refers to a know-how process, and to a mastery of a set of skills and a considerable amount of knowledge which assist the learner to face problems and adjust with real life situations in an effective way.

The CBA stresses essential skills, knowledge, attitudes, and behaviors required for effective performance of real life task or activity. It addresses what the learners are supposed to do with learning in real-life. Thus, it is concerned mainly with the outcomes of learning i.e. what results or outcomes can be obtained after a given period of learning. It looks for relevant useable knowledge. Learning outcomes are described in terms of competencies. Three types of competencies can be distinguished. Interactive competency which refers to the ability to take part in a given spoken interaction. Interpretive competency which refers to the ability to understand and decode what has been read, or heard and productive competency which refers to the ability to produce and apply knowledge through speaking and writing.

The selection of a curriculum or a program under the CBA takes into account the basic competencies learners require later in real life situations. Learning for the sake of learning is no longer the main objective. Rather, the CBA looks for what learners are able to achieve with the TL in doing job, or in their real life in general.

The CBA requires learners to study English in context, and within various situations. English is practiced by the learners in situations similar to those which could take place in real life. Indeed, it is a problem solving approach which implies for learners to obtain language, and develop problem solving skills, and to assess their abilities in overcoming obstacles and problems.

Under the CBA, the teacher's role is no longer limited to the communication of knowledge, but to assist learners to take charge of their own learning. Therefore, learners are required to act autonomously, and to become participants in the learning process.

2.3 . Principles of the Competency Based Approach

- The CBA focuses on the outcome of learning. Thus CBE looks at the skills pupils need to use English for in the real world.
- Competency is the desired goal. As opposed to traditional approaches, the CBA does not give much prominence to the content, rather to the competencies to be installed and improved. Competencies in general can be seen from the task performance. Competencies acquired by learners are those needed to function in society.
- The main concern of the CBA is not on what learners know about the language, but on what they can do or achieve with it.
- The CBA consists of a know- how – to –act process which enable the learners to apply what they have been exposed to in schools to real life.
- Under the CBA, learners work at levels that are challenging, and are evaluated on performance. Moreover, pupils carry on learning outside the classroom attempting to take charge of their own learning.
- The CBA puts an emphasis on project works which are useful for teachers in that they give a clear idea to what extent learners are capable to use the skills they acquired to realize projects.
- Since the CBA focuses on the competencies or the outcomes of learning, evaluation is a very crucial tool to achieve that. Therefore, formative evaluation takes place in CBE, part of day to day teaching. Such an evaluation indicates what learners lack as skills, competencies

and the like. At the same time, learners can receive feedback which helps them to re-practice necessary skills till mastery.

- The focus is on pupils' learning rather than their grades. Teachers under the CBA assess learners' skills in different situations and contexts, and assist learners to develop such competencies and make sure they are capable to apply the language and the skills to face real life challenges.

Conclusion

This chapter reviewed the main detail of the competency based approach , and focused its types, approaches, and the role it plays in EFL teaching and learning. the principles of teaching grammar in the Algerian secondary school, the process of a grammar lesson under the CBA in the secondary school, the way grammar was taught under earlier approaches, and is actually taught under the CBA in addition to a brief description of 2AS' Getting Through textbook.

Introduction

this chapter is described grammar being the core subject of our research, its types, approaches, and the role it plays in EFL teaching and learning. This chapter will also shed light on the major educational reforms that took place in Algeria following the era of independence, the principles of teaching grammar in the Algerian secondary school, the process of a grammar lesson under the CBA in the secondary school, the way grammar was taught under earlier approaches, and is actually taught under the CBA in addition to a brief description of 2AS' Getting Through textbook.

3.1 Definition of Grammar

One of the major functions of language is communication. When people communicate a message, they aim to be effectively interpreted by the receiver. To this end, the message people send to others consists of signals which guide the receiver to a proper interpretation of the message, and with an attempt to avoid misunderstanding and confusion, such signals are sent through grammar.

Although grammar has dominated and played a vital role in the field of language teaching and learning for many decades, specialists have failed to provide the field of language teaching with a comprehensible definition of grammar. This is because several grammarians hold different views on what grammar exactly is.

Grammar is a tool for conveying meaning and an aid to English learners in formulating their ideas. It refers to the study of the language, spoken or written, the elements which constitute this language known as « Morphology » in addition to the functions and how these elements are linked, and related to one another in syntax. Grammar studies what forms and what combinations of words are possible or not.

According to Thornbury (1999) grammar is “A description of the rules that govern how a language’s sentences are formed ” (P.01). For Larsen-Freeman (2000) “Probably the most common association that language teachers and their pupils make with the word « grammar » is the word « rule »” (P.10). Thus, grammar refers to a set of rules which allow us to combine words in our language into larger units.

Grammar represents the core component of the language system. It is impossible to use language without grammar. Learning a language requires learning its grammar

3.2 The Major Types of Grammar

Grammar can be divided up into four main types namely “Formal Grammar”, “Functional Grammar”, “Prescriptive Grammar”, and “Descriptive Grammar”.

3.2.1. Formal Grammar

Formal grammar refers to a group of rules which specify all the possible grammatical structures of the language. It is concerned with forms of grammatical structures, and their relationships to one another regardless of their meaning. Formal grammar is used to describe the structures of individual sentences. This type sets language as a set of rules which allow or disallow certain sentence structure. Its primary concern is how the sentence should be structured. Thus, it is concerned with syntax.

3.2.2. Functional Grammar

Functional grammar is used to describe language in actual use, and so focuses on texts and their contexts. This type of grammar sets language as a resource for making meaning. Functional grammar puts an emphasis on communicative purposes. It considers language as

a system of communication. It analyzes whole texts, and look for how the meaning of a given text is realized. Thus, it is concerned with semantics.

3.3.3 Prescriptive Grammar

Prescriptive grammar prescribes rules governing what people should, or should not say. Prescriptive rules tell people how to speak and write for instance, « Don't use double negatives », use « much » for count nouns and « many » for non count nouns, « capitalize the first letter of a sentence »...etc.

3.2.4 . Descriptive Grammar

Descriptive grammar describes what speakers know about a language. It is concerned with what speakers say and when, why, and how they say it and not whether should or should not say it. It is concerned with language as it is used. An example of descriptive rule is « To form plural of a noun, add –s for example: book, books ».

3.3 Approaches to the Teaching of Grammar

Two main approaches to the teaching of grammar can be distinguished namely “The Deductive Approach” and “The Inductive Approach”. The following is thorough description to these teaching approaches.

3.3.1 The Deductive Approach

The deductive approach is seen by many researchers as a traditional approach to grammar teaching. Under such an approach, the teacher starts with presenting the rules and definitions of grammatical structures followed by a number of examples to apply the rules presented previously. Thus, pupils are required to examine the examples given to understand the rule.

Purpura (2004) states that “ In this approach (deductive approach), the teaching of language obviously involved the transmission of grammar rules from teacher to student and to know a language meant to know the intricacies of its grammatical system and to recite its rule”(P.01). Under such an approach, the teacher moves from abstract (rules) to concrete (examples). The rules ought to be memorized by pupils to reach certain mastery.

The deductive approach involves an explicit presentation of a lesson. The teacher starts with announcing the grammar focus. For instance, “Today we are going to learn about comparatives. The teacher then writes examples on the black board as shown below:

Table1 comparatives

Adjective	comparatives
Big	bigger
Small	smaller
Tall	taller
Expensive	More expensive
Confortable	More confortable
Good	better

The teacher models the structure by reading the sentences on the board, or in the textbook, and then explains the form, meaning, and use. The deductive approach gets straight to the point, and can therefore be time-saving. It allows the teacher to deal with language points as they come up, rather than having to anticipate them, and prepare for them in advance.

Although the deductive approach provided the learners with a detailed explanation of the rules, and the way these rules are used through providing the examples, and acted as a time-saving approach, yet it was dynamic. Rules were recited mechanically by the teacher together with his / her pupils without practice of the patterns.

3.3.2 The Inductive Approach

As opposed to the deductive approach, the inductive approach is practical, and follows the reverse process as learners move from concrete to abstract and from simple to complex. This approach is known as « Rule-Discovery Approach », for learners seek to discover or reach the rule following the examples given to them.

The inductive approach is a recent way of teaching grammar. Instead of presenting the grammatical structures or the rules explicitly, teachers tend to provide their pupils with examples from which they can deduce the rule. According to Purpura (2004) “...pupils are presented with examples of the target language, and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions”(p.02) .

In the inductive approach, the teacher may choose not to explain anything about the structure, and may instead prefer to elicit this information from the pupils particularly if learners are familiar with grammar terminologies. Thus, grammar is taught, and learnt implicitly. In an implicit grammar instruction, the teacher usually starts with using the structure in a meaningful context avoiding analytical explanations of the grammar rule.

The presentation context may come from the classroom, visual aids (an illustration in a book for example). The classroom provides the context for example, in a lesson on the present continuous tense, the teacher might make sentences about things happening in the classroom such as “I am reading the text”, and “we are studying English now”. Visuals can provide the

context using pictures from the textbook, or referring to situations. For instance, if the lesson is about the modal “Should”, the teacher simply show a picture including a situation, and start using sentences about what should be done.

3.4 The Role of Grammar in EFL Teaching / Learning

Grammar represents the backbone of the language system. It has been studied for centuries by linguists. Many do acknowledge the crucial role that grammar has never stopped to play in ELT, and foreign language teaching, and learning in a particular. It is an essential component of the language has never been absent from teaching / learning curriculum throughout the world including Algeria where English is taught, and learnt as a foreign language.

Purpura (2004) sees that “Grammar plays a central role in language teaching, as it influences the success of foreign language learning” (p.50). As far as EFL learning is concerned, grammar provides a framework for learners to structure their learning of the foreign language. In the same vein, Ellis (1997) claims that “Grammar teaching helps the development of accuracy in L2, and promotes learners’ progress in the process of language acquisition” (p.03).

Grammar provides learners with the structure they need in order to organize, and put their messages, and ideas across. It acts as an enabling skill i.e. it enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in one of these areas, communication may be disrupted. Official communication cannot take place without correct grammar.

Grammar instruction assists EFL learners in becoming aware of the structure, and then continuing to notice it in subsequent encounters. Once the pupils have internalized the

structure through repeated exposure, they can use this knowledge to monitor their own language use.

3.5 Teaching Grammar under Earlier Approaches and Methods in the Secondary School

In the Algerian secondary school, grammar has been taught differently by different teaching approaches, and methods. The following is a review of how grammar has been taught under the GTM, the ALM, the CA, and how it is actually taught under the CBA.

3.5.1 Teaching Grammar under the Grammar Translation Method

The grammar Translation Method is a traditional method to the teaching of grammar. Under such a method, grammar was the center of the curriculum, and the basis of instruction. The teaching of grammar under the GTM implies a focus on the form of the target language, and thus grammar is taught deductively. In deductive teaching of grammar, learners are provided with rules of grammar followed by a set of examples, and are asked to memorize and apply them to other examples.

Teaching grammar under the GTM was mainly marked by pointing to the similarities between L1 and L2. Besides, pupils used to communicate with their teacher in their native language, and were taught to translate from the target language to their native language.

Under the GTM, grammar was taught through particular techniques such as deductive application of the rules, memorization, the use of words in sentences, composition, translation from, and into the TL...etc. The main focus was on accuracy which has been seen as an important aspect of the language to be developed among the learners. Besides, reading and writing were of a paramount importance as opposed to listening, and speaking.

Yet, the GTM did face many criticisms from reformers being a method which created dissatisfaction for pupils. The latter felt bored memorizing endless lists of unfeasible grammar rules in addition to paying less attention to pupils' communicative competence.

3.5.2 Teaching Grammar under the Audio Lingual Method

Teaching grammar under the Audio Lingual Method put an emphasis on oral production. Grammar taught through habit formation in which the teacher models the rule, and makes use of drilling to reinforce grammatical patterns. Grammar was taught via drilling, and repetition of grammatical patterns. Drilling was seen as an important technique which helps learners to avoid making mistakes, and errors.

Under the ALM, grammar was taught inductively after practicing its rules through repetition, and drilling. Learners were acting as machines who respond automatically to their teacher. Grammar was over- learnt i.e. learners respond directly without having time to think, or to make intellectual efforts. Besides, they were not allowed to make mistakes. Thus, accuracy was a major goal. Therefore, they were unable to negotiate meaning for the main focus was on how to prevent learners' errors, and how to ensure correctness.

Teaching grammar under the ALM was done through particular techniques such as dialogue memorization, repetition, drilling with its different types: Substitution Drill where pupils substitute, or replace by one word or a sentence, Multiple Drill where they can substitute with more than one word , and require to make some changes at the level of the subject, verb ... etc and Transformation Drill where pupils for example are asked to transform from active into passive form, direct into reported speech, dialogue completion , grammar games , and so on .

3.5.3 Teaching Grammar under the Communicative Approach

The communicative approach to the teaching of grammar put an emphasis on the notion of communicative competence. The latter refers to the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently rather than the ability to use the language exactly as a native speaker does. Thus, the focus shifted to the functions of the language. It requires from teachers to go beyond teaching the grammatical rules, patterns...etc, and to move towards teaching the pupils the knowledge of using language to communicate genuinely, and spontaneously. That is, they are required to teach what will the learners do with grammar, which patterns of grammar are important to master, and how they should use these patterns to in order to achieve meaningful communication.

Under the CA, simple mastery of the grammatical structures was no longer required from learners. Rather, the focus was on developing not only learners' grammatical competence which is about how to use grammar, syntax, and vocabulary of a language, but also their communicative competence, and proficiency. Therefore, it involves activities which seek real communication, and carry out meaningful tasks.

Under the CA, grammar was taught implicitly through authentic texts, role play, language games...etc. The main aim was to help learners to achieve meaningful interaction, and to use the grammatical structures in an appropriate way across meaningful, and real life situations.

With the CA, there has also been a shift in classrooms from teacher-centered to learner-centered instruction. Moreover, as Brown (2000) states: "in a CLT classroom, pupils are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning"(p. 43)

As opposed to the ALM, under the CA teachers seek to develop learners' fluency. Yet, as the focus on fluency rather than accuracy, many learners ended up having no correct grammar.

3.5.4 Teaching Grammar under the Competency Based Approach

The CBA as a recent reform paved its way to the secondary school level with clearly defined goals. The paramount goal is to push pupils to reinvest the grammatical structures acquired at schools in practical real contexts i.e. pupils are supposed to learn grammar by doing.

Grammar instruction aims at enabling pupils to carry out their communication purposes. Therefore, Pupils do not need to master every single aspect of a given grammar point, only those that are relevant, and necessary to the communication task. Under the CBA, learners are actively involved in all aspects of the grammar lesson. They act as rule-discoverers, and they plan for and use learning strategies which assist them to communicate effectively. On the other hand, the teacher acts as a facilitator, and guider.

In order to express their thoughts and feelings fluently in correct grammatical utterances, pupils learn grammar within different situations and contexts. That is, grammar is introduced and practiced in various situations similar to those which might occur in real-life.

Under the CBA, pupils learn grammar that will enable them to perform skills in an integrated rather than in separate ways because it is the way they are used in real-life. Similarly to the communicative approach, the focus is on communication which is given priority over grammatical accuracy. Thus, the supreme goal of teaching grammar under the CBA is to enable learners to become efficient users of English.

Yet, most 2AS pupils receive only grammatical knowledge which is defined by Purpura (2004) as "a set of internalized informational structures"(p.85), but a few of them possess a

grammatical ability, or language proficiency which is referred to by Purpura (2004) as “Learner’ capacity to realize grammatical knowledge in an accurate and meaningful way to convey different language uses”(p.38).

Therefore, teaching grammar under the CBA has become the hardest task for teachers who have a daily struggle with applying the objectives of CBA in teaching grammatical aspects. Moreover, giving communication a prominence and a priority over grammar led pupils to have a poor command of grammar, and have consequently failed in communication.

3.6 The Educational Reforms in Algeria in the Post- Independence Era

Education is a sensitive sector, and a tool which build future generations. Therefore, policy makers seek always to enhance the educational system by launching a number of educational reforms. The aim is to bring changes, and to improve the effectiveness of schooling. Educational reforms put an emphasis on particular issues such ameliorating the quality of teaching, adapting syllabuses, and re-arranging the school system.

In Algeria and following the independence in 1962, various educational reforms have been undertaken by policy makers such as Arabization which has been launched since 1971 by President Houari Boumediene who imported hundreds of Arabic teachers from the Middle East. The aim was to save the Algerian Arabic Islamic identity.

In 1976, all private schools were removed, and a compulsory period of nine years was introduced. Pupils study six years in the primary school, and three years in the middle school. Then they pass a national examination called “BEF” (Brevet d’Enseignement Fondamental) through which they move to the secondary school.

By the 1980’s, Arabic became the main language of instruction, and French was studied starting from the fourth year of the primary education. By 2003, an educational reform was launched. It involved a shift from the fundamental system of nine years to be re-arranged to

five years of studies in the primary school where French is taught starting from the second year of the primary education. In the middle school also there has been a shift from three years to four years of studies where English is studied starting from the first year of the middle school. After four years of studies in the middle school, pupils pass a national examination changed to be known as “BEM” (Brevet d’Etudes Moyennes) after which they move to the secondary school to study for three years then pass a national examination called “Baccalaureate” which allows them to enter the university.

The educational reform covered also the field of ELT. Since its introduction as a second foreign language in the Algerian schools after French, English gained a prominence in the curriculum, and therefore there have been many attempts to implement the most effective teaching approaches, and methods for the teaching of EFL. Thus, there have been various changes starting from the Grammar Translation Method to the Audio Lingual Method moving to the Communicative Approach then the recent implemented Competency Based Approach.

The GTM has dominated the field of ELT in Algeria since the 1960’s. Under this method, English was taught through detailed analysis of its grammar rules, translating from the TL into their native language in order to assist learners to master the rules of the TL. Lessons were presented to the pupils in their native language. They were asked to memorize a list of grammar and vocabulary, and to translate literary texts. Yet, learners did not practice and use English, and thus, they failed to express themselves orally, or even to communicate in English.

By the 1970’s, the ALM has been adopted in the teaching of EFL. This came as a response to the inadequacy of the GTM in teaching the spoken form of the English language. This method emphasized the acquisition of oral skills through practicing English via drilling, repetition, and habit formation. The ALM aimed at helping learners to become proficient

English speakers. Form was given priority over meaning. Pupils were treated as machines who respond automatically based on the behaviorist view of language learning. Thus, such a method ended up in a failure being unable to prepare pupils for meaningful communication. As a reaction to the shortcomings of the ALM, the Communicative Approach has been adopted by the 1980's. Its main aim is to develop communicative competence among the learners, and to help them to become efficient users of the language. Communicative competence has been given priority over grammatical competence.

The CA considered the learners as the center of the learning process as it is a learner - centered approach, and urged them to take part in the learning process. On the other hand, teachers undertook different roles as facilitators, participants, guiders, and co- learners. In order to help learners to develop their learning strategies, and communicative skills, classroom activities involved role play, information gap activities, dialogue completion, group works...etc. Yet, the CA has not been successfully applied in the Algerian school because of the unavailability of the conditions which allow learners to undertake communicative activities such as the seize of the classrooms, time devoted to the English sessions.

As a response to the failure of the CA and in searching for educational contents corresponding to tomorrow's demands, the Algerian ministry of national education launched a another reform in July 2002 known named " The Competency Based Approach" , or the CBA.

The CBA is a learner-oriented approach which seeks to develop autonomous learners capable to cope with challenges of the modern world. The main reason behind this shift from the communicative approach to the CBA was in an attempt to develop competencies among the learners to enable them to face whatever challenges this the globalized world may create, and to meet the requirements of today's Algeria.

The educational reform in Algeria was set at the pedagogical level involving a re-organization of the educational system, and fostering teacher training. Teacher training courses were felt essential to successfully implement the principles of the adopted CBA. Such courses aim at making teachers familiar with the newly adopted methods and to make sure they are competent enough and have such a mastery of the content. Besides, the pedagogical reform involves introducing new syllabuses and course books.

3.7 Principles of Teaching Grammar in the Algerian Secondary School

Without knowledge of grammar, learners' communication will be surely constrained. Therefore, particular principles do guide the teaching of EFL grammar under the CBA in the Algerian secondary school. Some of which are the following:

- Teaching grammar should help learners to internalize the structures, or rules of language to be used later in both speaking, and written communication.
- Teaching grammar should develop both learners' accuracy, and fluency. Accuracy focuses on correct use of the language (rules of the language). On the other hand, fluency on the application of these rules in spoken, and written discourse.
- In teaching grammar, the teacher should presents a high amount of grammatical items, and to explain how the grammatical structures can be used communicatively, and in context both in spoken, and written form.
- Teaching grammar should provide information either inductively, or deductively following the traditional ways of presenting , and explaining grammar
- Teaching grammar should pay special attention to the learners' correct use of grammatical structures not only their understanding to its form, and meaning. Teaching grammar should also prepare the grounds for mastering language skills: listening, speaking, reading, and writing.

3.8 The Process of a Grammar Lesson under the Competency-Based Approach in the Secondary School

A grammar lesson goes through three main stages, or phases: presentation, Guided practice, and Communicative practice.

3.8.1 Presentation

In the presentation phase, the teacher introduces grammar in a meaningful context, explains the form, meaning, and use, and provides activities to check that pupils have understood what has been presented. According to Larsen Freeman's Three Dimension Grammar Model (2001), grammatical structures have three dimensions: form, meaning, and use.

. Presenting Grammar as Form

Must+ base form of verb (without to)

Form refers to the mechanics of the language. In this sub-phase, pupils must understand the sentence structure of a specific grammar rule. For example:

Thus, this is the rule pupils follow when they want to express an obligation, or a necessity.

Form refers to the grammar rule, or pattern. It has been defined as the actual words written or spoken used to express something in the language as opposed to meaning, or use. It is synonymous with « structure ».

Many researchers pointed to the value of form- focused instructions to improve learners' accuracy. Yet, according to Purpura (2004) “ A focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively”(p.13).

Therefore, the teacher has to consider the teaching of grammatical meaning in order to help learners lay the focus on what to do with language rather than how language is organized, or structured.

. Presenting Grammar as a Meaning Resource

Meaning is the mental image, comprehension that is generated by grammar. Pupils connect the grammar structure with the meaning. For example, the past perfect signals earlier actions, or events.

As opposed to presenting grammar as a form which is targeted towards accuracy, presenting grammar as a meaning resource is targeted towards favoring fluency. The latter can be achieved only if the teacher succeeds at diverting learners' attention away from form. This can be done through providing learners with a set of activities to this end. An example of presenting grammar as a meaning resource is:

« Must » is used to express obligation or necessity

. Presenting Grammar – Use

In this sub-stage, the teacher shows learners how grammar gets used; For example:

« Must » is used in formal writing, in speaking we use « Have to »

In the presentation stage, the new grammar rule, or structure is introduced usually through a text, dialogue, or a story that includes the structure. The pupils listen to a text, or read it aloud.

The presentation of grammar can provide input for noticing language forms of English. The presentation stage aims at achieving the following points:

- To present the new form in a natural spoken or written text so that pupils can see its use in discourse.

- To check comprehension.
- To elicit the form from pupils where possible, and exploiting their existing knowledge.

In the presentation stage, the teachers act as an instructor, a rule provider.

3.8.2 Guided Practice

Once the teacher has presented a grammar rule, and checked that learners have understood the structure's form, meaning and use, the next steps guided practice where the learners practice the structure they have been exposed to.

In this stage, pupils are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. Pupils responses are meaningful, yet not really communicative .The guided practice stage usually starts with controlled practices that focus on learners' attention on specific structures, and then move to less controlled practices with more open-ended activities.

The aim of this stage is:

- To help learners memorize the form.
- To give learners practice through repetition.
- To provide opportunities for feedback, and error correction.

Simply, to help learners gain control of the knowledge introduced in the presentation stage. In guided practice stage, learners make their first attempts at using the target grammar in meaningful, but controlled contexts.

In this stage, the teacher plays a crucial role in guiding pupils, and directing them in their first attempts to use the new grammar structure in meaningful contexts. This can be done through particular tasks such as drilling which enable learners to store in memory the structure they have been already exposed to, having dialogues where pupils practice the

grammatical structures. The teacher may perform both roles while pupils are listening, then taking one role and having them take the other.

3.8.3 Communicative Practice

In communicative practice stage, learners are encouraged to use the rules they have learnt in the presentation stage, and practiced in guided practice stage more openly through communicative activities. The main principle of such a stage is non- intervention during learners' attempts to produce with feedback given to them afterwards.

This stage aims at encouraging pupils to use the rules spontaneously in expressing their own ideas, and therefore see the usefulness of the rules, and structures they have learnt.

In communicative practice stage, the teacher acts as a diagnoser in which he / she checks what has been learnt, and diagnose problems in addition to his /her role as a monitor, and a resource.

3.9 Description of 2AS's Getting Through Textbook

Getting Through is the official English textbook designed for 2AS pupils in order to apply the principles of the newly adopted CBA. It is arranged in eight didactic units. The units are ordered as follows:

Unit One: Signs of The Time

Unit Two: Make Peace

Unit Three: Waste Not Want Not

Unit Four: Budding Scientist

Unit Five: News and Tales

Unit Six: No Man is an Island

Unit Seven: Science or Fiction?

Unit Eight: Business is Business

Each unit consists of five sections called: Discovering the Language, Developing Skills, Putting Things Together, and Where Do We Go from Here? , and Exploring Matters Further. Pupils are provided with a section under the name “Think it over” before approaching the first part of each unit. This section contains a picture which requires pupils’ brain storming in addition to a list of transcribed words. The main objective of this section is to assist the student to identify the topic of the given unit

Conclusion

This chapter reviewed the main EFL teaching approaches, and methods implemented by the Algerian ministry of education, and focused mainly on the CBA, and the way grammar is taught, and learnt under such a recent reform in addition to the description of pupils’ 2AS Getting Through textbook. The next chapter will be devoted to the analysis of data obtained from the research tools, and therefore it will either confirm or reject the research hypotheses formulated, and offer some suggestions, and recommendation to the problematic.

Introduction

This chapter is devoted to the description and analysis of data obtained from teachers and pupils' questionnaires. The questionnaires have been handed to 2AS English teachers and pupils in Ayad Ali secondary school (El Taref). In an attempt to diagnose teaching, and learning EFL grammar under the recent implemented CBA. The questionnaires was targeted in all essentials to explore the major challenges encountered by both teachers and pupils in teaching and learning English grammar particularly under the CBA. At the end of this chapter, the researcher will try to offer some suggestions, and recommendations based on the analysis of data and the findings of this study.

4.1 Description of Teachers' Questionnaire

Teachers' questionnaire has been used as a tool for collecting necessary data from 2AS teachers which may help us to find an answer to our research questions. It is made up of ten (10) questions, and it has been handed to eight (08) English teachers in Ayad Ali secondary school (El Taref).

In general, the questions concern teaching grammar under the CBA in 2AS. The first question is an open ended question which seeks to investigate for how many years teachers have been teaching English. The second question is a mixed question which seeks to investigate teachers' perceptions of teaching grammar under the CBA. It has been targeted towards receiving data about teaching grammar i.e. whether it is difficult, easy, or in between, and why.

The third question is a mixed question which aims at searching teachers' evaluation to their pupils' grammar proficiency i.e. Whether they are very good, good, average, or weak, and are asked about the reason behind their choice. The fourth question is a mixed question which seeks to investigate challenges teachers are facing in teaching grammar

under the CBA. Some challenges have been suggested, and teachers have been also given the opportunity to mention others if there are any.

The fifth question is a close ended question which seeks to discover whether 2AS pupils find difficulties in applying the grammatical rules accurately, and appropriately, or not.

The sixth question is a close ended question which looks for to identify the main reasons behind such difficulties (the difficulties pupils face in applying the rules of grammar in an accurate way).

The seventh question is a close ended question which investigates the teachers' point of view concerning the usefulness of 2AS 'Getting Through textbook. The eighth question is a close ended question which seeks to explore whether teachers have received any training, or not. The ninth question is an open ended question which gives freedom to the teachers to suggest some of the solutions to the difficulties they encounter. The tenth question is an open ended question which offers freedom to the teachers to write additional comments if there are any.

4.2 Results

The first question is about the number of the years teachers spent in teaching English.

The question is as follows:

- how many years have you been teaching English?

The results show slight differences in the years of teaching in that most of the teachers are experienced teachers who taught English for more than fifteen (15) years while there is only one beginner teacher (02 years of teaching) as shown in the table below .Therefore, they should not face as much challenges in teaching grammar under the CBA as beginner and trainee teachers. Experienced teachers usually do adjust with new teaching approaches similar in principles to previous teaching approaches they were accustomed with.

Table 2 Years of Teaching English

English teachers	Years of teaching English
Teacher number one	13
Teacher number two	20
Teacher number three	22
Teacher number four	10
Teacher number five	18
Teacher number six	25
Teacher number seven	02
Teacher number eight	22

The second question is about teaching grammar under the CBA. The question is as follows:

- How do you find teaching grammar under the CBA?
 - a. Easy
 - b. Difficult
 - c. In between

-Why?

The results indicate that (80%) of the teachers find it difficult to teach EFL grammar under the CBA , only (20%) find it in between while no one of them find it easy (00%) as shown in the table below. Although most of them are experienced teachers, they do claim that teaching grammar under the CBA is not an easy task. This difficulty is probably resulted from their negative attitudes towards the new approach (CBA), pupils' low level and lack of understanding, or the difficulty of grammar in itself.

Table 3 Teaching Grammar under the CBA

options	Teachers' number	Percentage
Easy	00	00%
Difficult	06	80 %
In between	02	20%
Total	08	100%

The following figure is used to further illustrate the results:

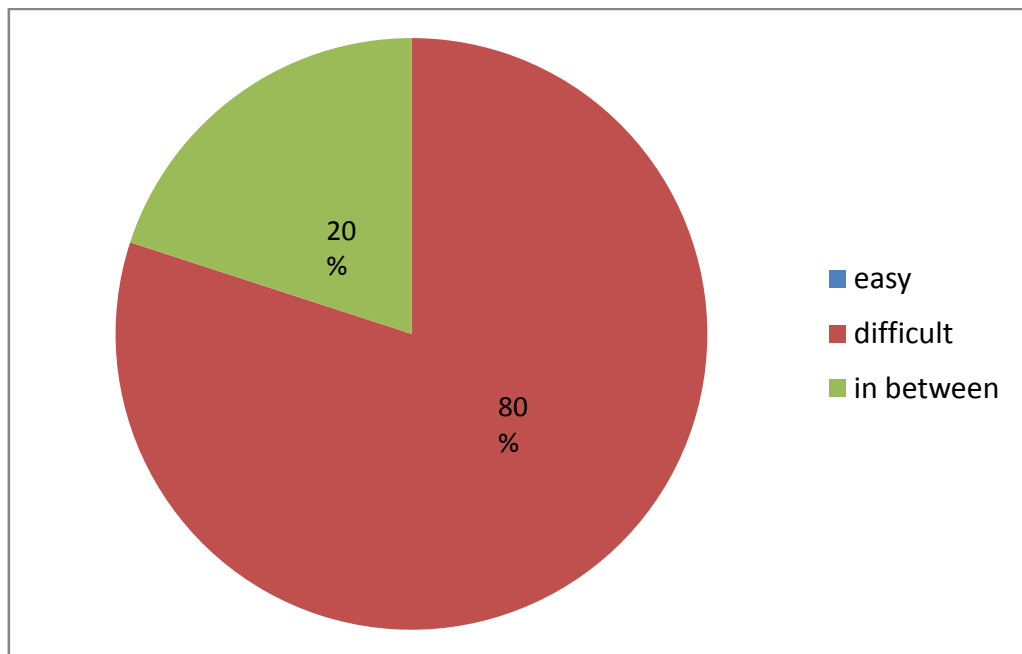


Figure 1 Teaching Grammar under the CBA

The third question deals with the teachers' assessment to their pupils' grammar proficiency.

The question is as follows:

- How do you assess 2sy pupils' grammar proficiency?
 - a. Very good
 - b. Good
 - c. Average
 - d. Weak

-Why?

According to the results shown in the table below, (79%) of the teachers described 2AS pupils as having an average level in grammar proficiency. No one of the teachers evaluated pupils' grammar proficiency as "very good", only (05%) of them saw pupils as having a good basis in grammar proficiency while (16%) of them claimed that they do have a weak level. Therefore, most of 2AS pupils possess an average level which in grammar proficiency. This can be the result of the lack of practice, pupils' lack of motivation in grammar courses, the way teachers teach grammar, or may be the difficulty of grammar in itself.

Table 4 Pupils' Grammar Proficiency

Options	Teachers' number	Percentage
Very good	00	00%
Good	05	05%
Average	23	79%
Weak	12	16%
Total	40	100%

The following figure is used to further illustrate the results

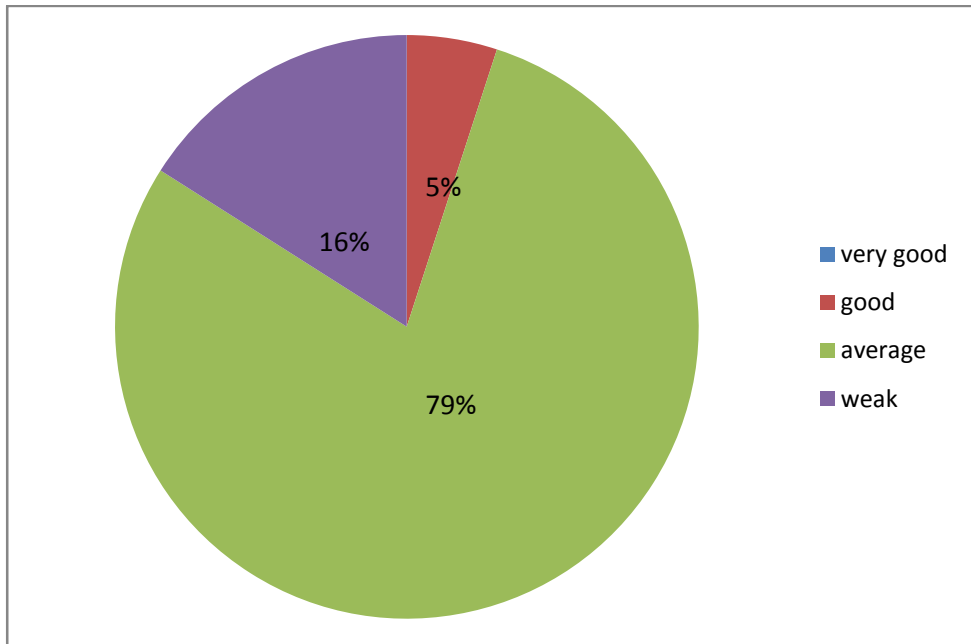


Figure 2 Pupils' Grammar Proficiency

The fourth question suggests some of the teaching aspects teachers may find challenging in teaching grammar under the CBA. The question was:

- What challenges do you encounter when teaching EFL grammar under the CBA?
 - a .The insufficiency of the time allocated to grammar classroom activities
 - b .Teaching grammatical structures in a communicative way is a difficult task
 - c .Lack of ICT (Information and communications technology)

Any others? Please specify.

According to the table below, (80%) of the teachers consider the insufficiency of the time allocated to grammar teaching as a challenging aspect. Such a hindrance does not influence only the teaching process, but also the learning process. Teachers probably may find it difficult to explain grammar rules along with examples, and tasks in a short

period of time. Besides, they are obliged to move to present a new grammar lesson in the coming session in order to finish the programme at time. This will probably make it difficult for pupils to understand a grammar lesson in only one session. On the other hand, only (20%) of the teachers have linked the difficulty of teaching grammar to the lack of ICT (Information and communications technology) .Probably , 2AS teachers feel bored using traditional materials such as the textbook , or the guide in explaining grammar rules. Using technology such as computers would make it easier for teachers to explain the lesson and to illustrate simultaneously. Besides, this would save both time and efforts.

Table 5 Challenges in Teaching Grammar under the CBA

options	Teachers' number	Percentage
The insufficiency of the time allocated to grammar classroom activities.	06	80%
Teaching grammatical structures in a communicative way is a difficult task.	00	00%
Lack of ICT (Information and communications technology)	02	20%
Total	08	100%

Some of the teachers mentioned other challenges such as pupils' low level, and low interest in learning grammar i.e. they hold negative attitudes towards learning grammar, over-crowded classes in which the number of pupils exceeds 40 pupils in each class. Moreover Pupils are extrinsically motivated in which they seek only to prepare for exams then they immediately forget. Having a huge number of pupils in the classroom in addition to the lack of motivation would make teachers suffering while teaching and probably concentrating more on keeping silence and handling the problems of discipline rather than focusing on the content of the lesson.

The following figure is used to further illustrate the results :

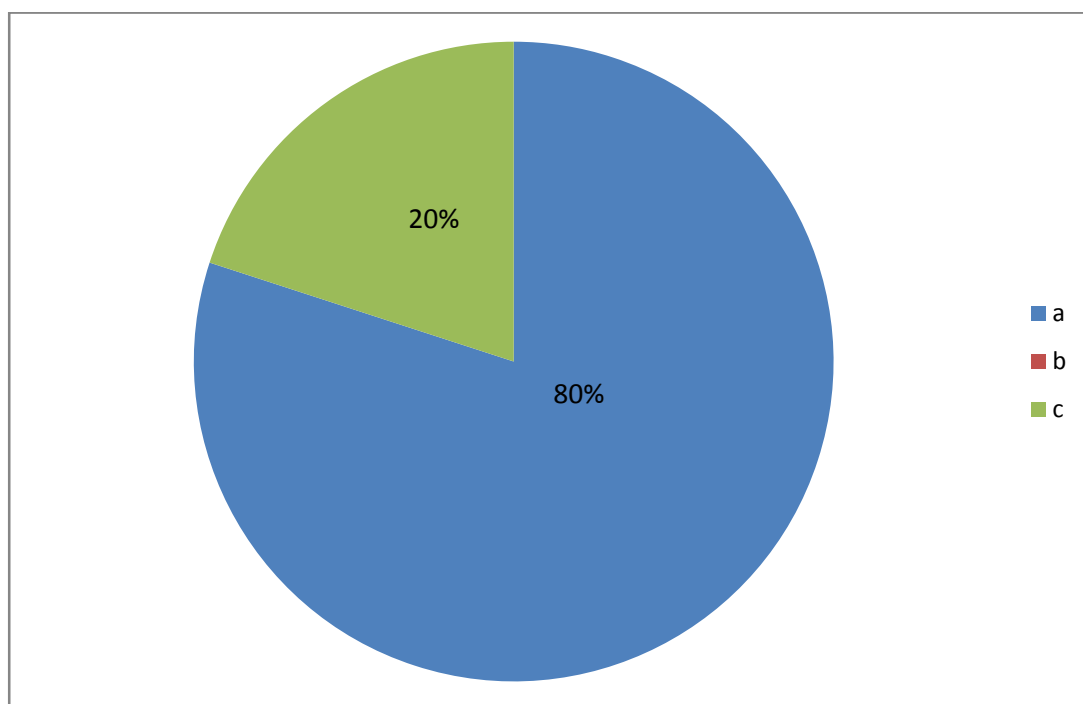


Figure 3 Challenges in Teaching Grammar under the CBA

The fifth question is about whether pupils face difficulties in accurate application of the grammatical rules or not. The question was as follow:

- Do 2AS pupils find difficulties in applying the grammatical rules appropriately and accurately?
 - a . Yes
 - b . No

As it is shown in the table below, (100%) of the teachers confirm with “Yes” that 2AS pupils in Ayad Ali secondary school (Bouteldja El Taref) find it difficult applying the grammatical rules in an appropriate, accurate manner. They probably get confused having many different lessons particularly those of tenses in addition to the difficulty they might face in remembering the terminologies of grammar in addition to the lack of practice inside and outside the classrooms.

Table 6 Pupils’ Application of Grammar Rules

OPTIONS	Teachers’ number	Percentage
Yes	08	100%
No	00	00%
Total	08	100 %

The following figure is used to further illustrate the results

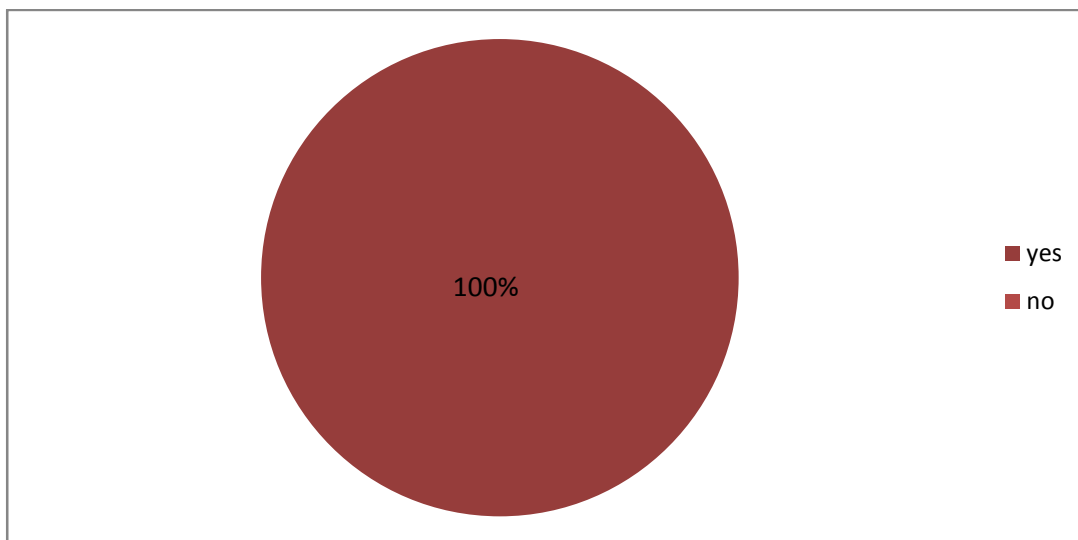


Figure 4. Pupils' Application of Grammar Rules

The sixth question is about the reasons behind the difficulties that pupils encounter.

The question is as follows:

- What are the reasons behind such difficulties?
 - a . Grammar is difficult in itself
 - b . Time devoted to the practice of grammar is not enough
 - c . Pupils' negative attitudes toward learning grammar
 - d . Lack of materials

The results in the table below show that (50%) of the teachers relate 2AS pupils' difficulties in applying the rules to the insufficiency of time devoted to the practice of grammar. As it has been explained before (In Question number 04), the lack of time would make it probably tough to make pupils do many tasks and exercises inside the classroom. On the other hand, (40%) of the teachers state that the source of the challenges 2AS pupils encounter in learning grammar under the CBA is the negative attitudes they hold towards learning grammar. Being uninterested and holding negative attitudes towards learning any matter, and particularly grammar would make the task

difficult for the teacher being the responsible for learners' learning and understanding. If the pupils are not motivated, they will not give an importance to the content of the lesson. Therefore, they would probably understand nothing. (10%) of the teachers however selected the lack of materials as a hindrance that hamper teachers from updating teaching.

Table 7 The Reasons of Difficulties

options	Teachers' number	Percentage
Grammar is difficult in itself	00	00%
Time devoted to the practice of grammar is not enough	04	50%
Pupils' negative attitudes toward learning grammar	03	40%
Lack of materials	01	10%
Total	08	100%

The following figure is used to further illustrate the results

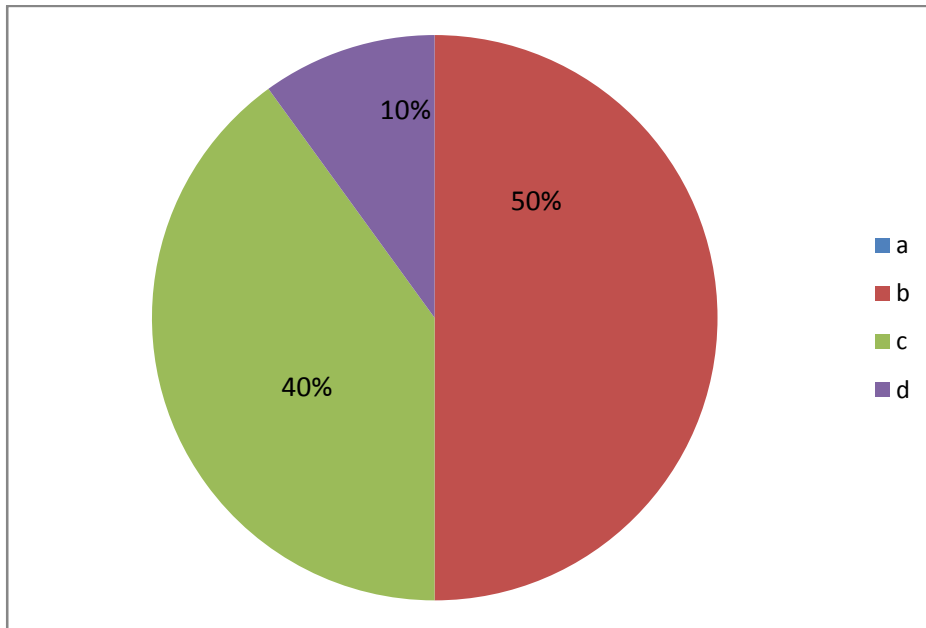


Figure 5 The Reasons of Difficulties

The seventh question seeks to explore teachers' point of view concerning the usefulness of Getting Through textbook as far as grammar is concerned. The question is as follows:

- How do you find 2AS pupils' Getting Through textbook in terms of teaching grammar?
 - a . Helpful
 - b . Not helpful

According to the results obtained and shown in the table below (80 %) of the teachers consider 2AS pupils' Getting Through textbook as a useful material for the teaching of grammar. This probably because Getting Through textbook entails a variety of tasks and games related to the grammar lessons while only (20%) of them consider it as unuseful material. Probably, the latter prefer updating the teaching of grammar and therefore they would prefer to use ICT rather than the ordinary textbook.

Table 8 Getting Through Textbook's Helpfulness

Options	Teachers' number	Percentage
Helpful	06	80 %
Not helpful	02	20%
Total	08	100%

The following figure is used to further illustrate the results

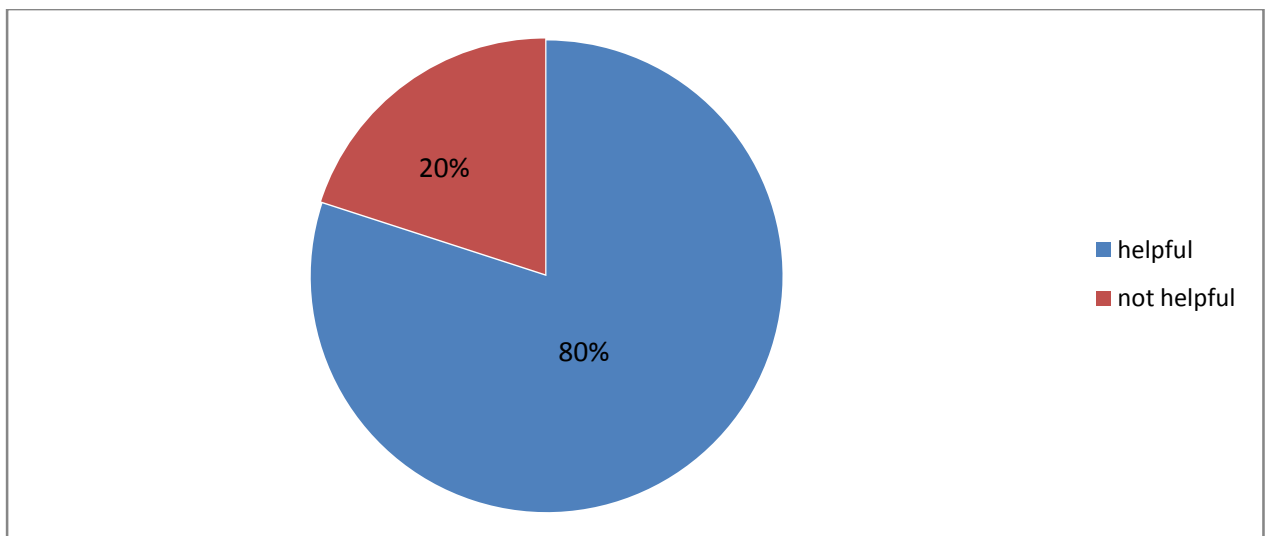


Figure 6. Getting Through Textbook's Helpfulness

The eighth question is about teachers' training. The question is as follows:

- Did you receive any training?
 - a . Yes
 - b . No

The results in the table below show that (80%) of 2AS teachers have received a training while (20%) of them have not. Thus, most of the teachers have been trained, yet the focus of the training programs might probably put on how to teach EFL in general under the CBA rather than on how to teach grammar under such a recent approach. Therefore,

although being trained, 2AS teachers do encounter many challenges in teaching EFL grammar.

Table 9 Teachers' Training

options	Teachers' number	Percentage
Yes	06	80%
No	02	20%
Total	08	100%

The following figure is used to further illustrate the results :

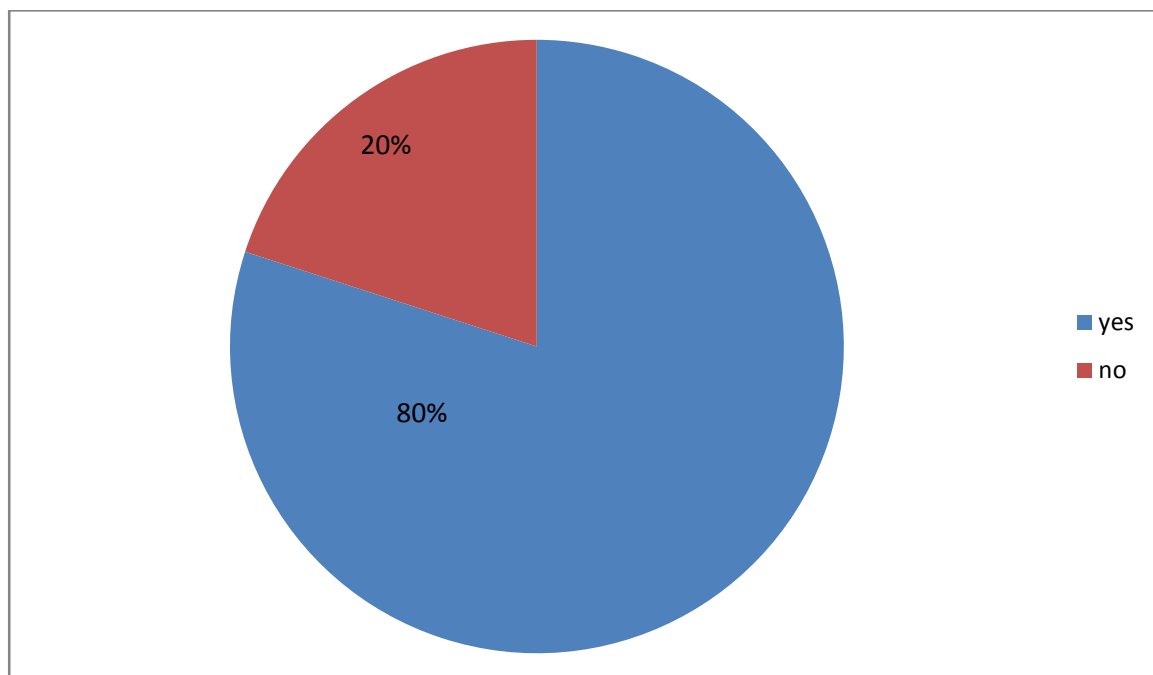


Figure 7 Teachers' Training

The ninth question requires from teachers to suggest some solutions to the difficulties they encounter in teaching grammar. The question is as follows:

- What solutions do you suggest to overcome such difficulties?

As a result, teachers suggested to:

- a .** Reduce the number of pupils in each classroom.
- b .** Vary grammar lessons in order to help learners be motivated.
- c .** Devote more hours to grammar.
- d .** Provide extra grammar lessons.
- E.** Change pupils' attitudes towards learning grammar by creating motivating communicative activities.

Reducing the number of pupils would make the classroom perhaps more organized, and other problems like problems of discipline would not take place. Therefore, the teacher would explain the lessons in a helpful atmosphere. Besides, having a variety of lessons would probably break both teachers and pupils' boredom and allow intrinsic motivation to take place. This might change somehow pupils' negative attitudes towards leaning grammar.

The tenth question gives the opportunity to the participants to write down additional comments if there are any as shown below:

- If you have any additional comments, write in this free space.

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

4.3 Description of Pupils' Questionnaire

Similarly to teachers' questionnaire, pupils' questionnaire has been used as a tool for data collection. It is made up of ten (10) questions, and it has been handed to forty (40) English pupils in Ayad Ali . The questions mainly concern learning grammar under the CBA at the level of 2AS. Our purpose in conducting such a questionnaire is to gain insights about pupils' challenges, and sources of difficulties as they learn grammar particularly under the CBA, the way they learn grammar and tackle with such challenges.

The first question is a close ended question which seeks to investigate whether learning grammar is enjoyable for 2AS pupils or not. The second question is also a close ended question which seeks to explore how 2AS pupils find grammar lessons under the CBA i.e. whether they find them difficult, easy , or in between.

The third question however is a mixed question which tends to identify the main reasons behind grammar difficulties. Four options have been given to them from which they are to choose, and they have also been given the opportunity to add other difficulties if there are any. The fourth question is a close ended question which seeks to explore whether the time devoted to grammar is sufficient for 2AS pupils or not.

The fifth question is a close ended question which looks for to investigate which method 2AS pupils use as they learn grammar, whether grammar is learnt inductively, or deductively. The sixth question is a close ended question which is targeted towards receiving a picture about the way 2AS pupils learn grammar, whether they rely only on their teachers or take responsibility of their learning, and learn through practice.

The seventh question is a close ended question which seeks to explore how often 2AS pupils have grammar lessons during the class time. Similarly, the eighth question is a close ended question which seeks to investigate how often do pupils have grammar

exercises, but as a homework. The ninth question is a close ended question which is concerned with learning grammar and whether it helps 2AS pupils to speak and write in English or not. The tenth question is a mixed question which tries to find out solutions to the difficulties pupils face in learning grammar. Three suggestions have been given to them to choose from, and they were given the opportunity to suggest other solutions.

4.4 Results

The first question is about learning grammar. The question is as follows:

- Is learning English grammar enjoyable for you?
 - a. Yes
 - B. No
 - c. Somehow

The results shown in the table below indicate that (80%) of the pupils find learning grammar as a boring task probably because grammar lessons are full of rules, terminologies...etc and often taught in a purely formal way using traditional materials such as books. On the other hand, (11%) of them find it somehow enjoyable to learn grammar while (09%) of the pupils do enjoy learning grammar. The latter are probably good pupils who have a certain amount of intrinsic motivation.

Table 10 Learning Grammar

Options	Pupils' number	Percentage
Yes	05	09%
No	28	80%
Somehow	07	11%
Total	40	100%

The following figure is used to further illustrate the results:

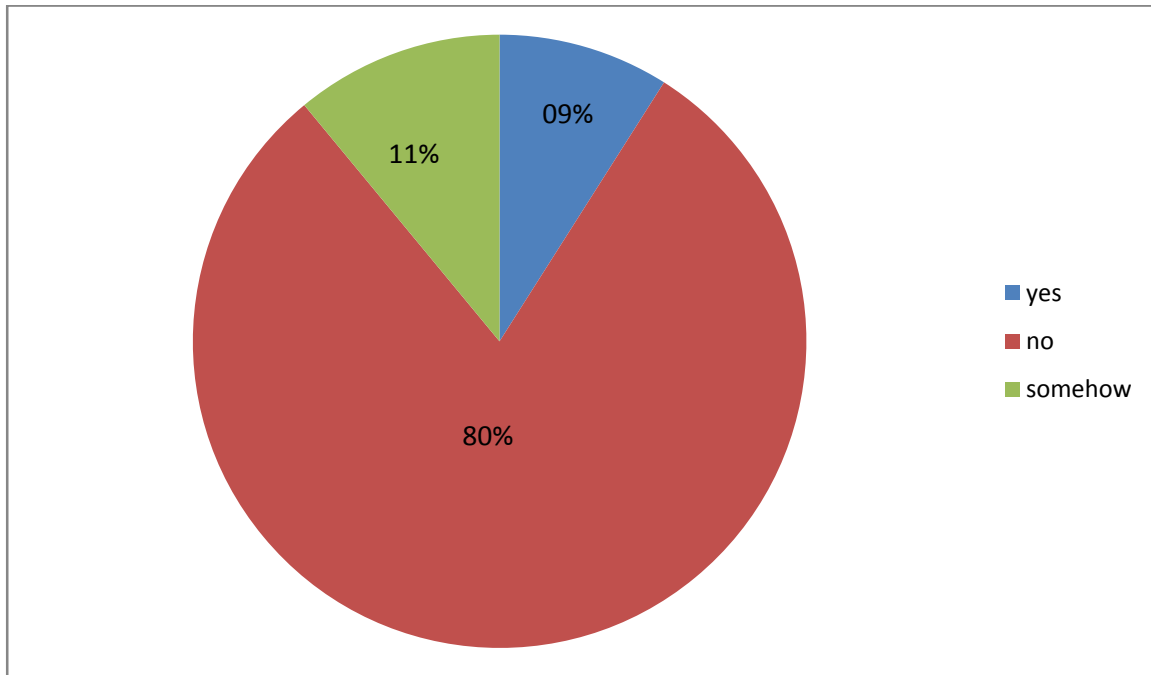


Figure 8 Learning Grammar

The second question is about grammar lessons. The question is as follows:

How do you find grammar lessons at 2AS level?

- a. Difficult
- b. Easy
- c. In between

The results shown in the table below reveal that (05%) of the pupils find grammar lessons easy. This few number probably represents excellent pupils. On the other hand, (80 %) of the pupils find them difficult. The difficulty of grammar lessons might be resulted from the difficulty of grammar terminologies, the way the teacher explains the lessons, or from their lack of motivation and interest. Another group of pupils (15%) find grammar lessons in between. This could mean that they do partly understand what

is presented by the teacher particularly those who prepare the grammar lessons beforehand.

Table 11 Grammar Lessons at the Level of 2AS

Options	Pupils' number	Percentage
Difficult	28	80 %
Easy	04	05 %
In between	08	15%
Total	40	100%

The following figure is used to further illustrate the results

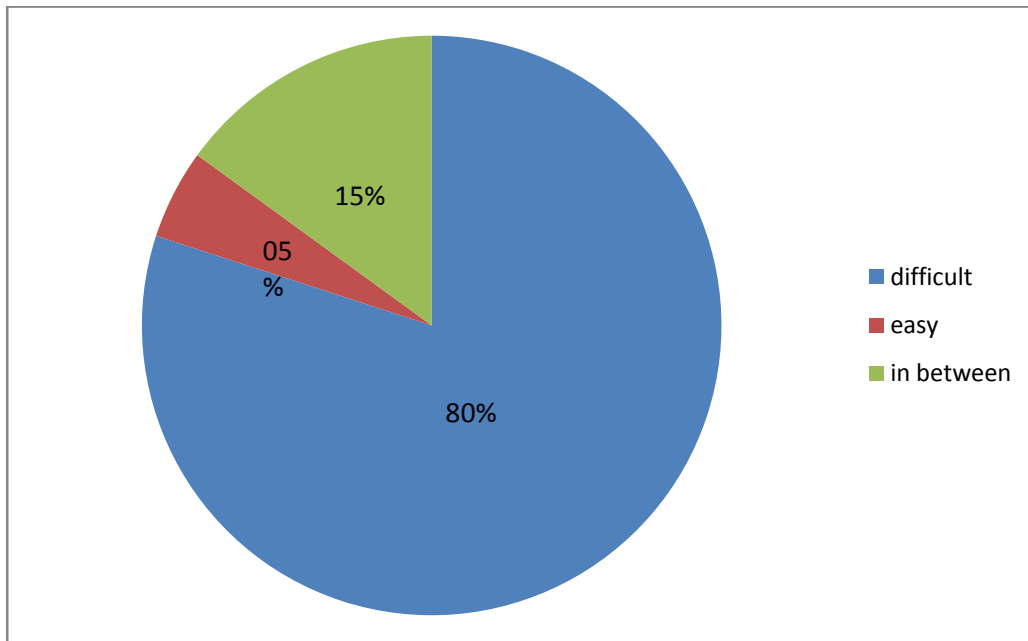


Figure 9 Grammar Lessons at the Level of 2AS

The third question is about the reasons behind the difficulty of grammar. The question is as follows:

- Why grammar is difficult for you?
- Grammatical terminologies are difficult
- Lessons of grammar are uninteresting
- Insufficient practice in grammar
- Lack of grammatical materials
- Inadequate teaching
- Others:

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

The results obtained and described in the table below show that (34%) pupils link the difficulty of grammar to the lack of practice. Practice make perfect. Therefore, pupils' lack of practice would probably lead them to merely memorizing the rules without having a clear idea about how these rules can be put into practice. On the other hand, (33%) of the pupils claimed that grammar lessons are uninteresting. Having too much grammar rules together with tough terminologies would make grammar lessons boring. Indeed, (14%) of 2AS pupils in Ayad Ali secondary school (El Tarf) have linked the difficulty of grammar to the difficulty of grammatical terminologies... This is in addition to the traditional ways of teaching grammar which stick only to the use of the textbook and the board (11%) of the pupils has explained the difficulty of grammar with reference to the lack of materials. However, a small number of respondents have referred to the inadequacy of teaching.

Table 12 The Reasons of Grammar's Difficulty

options	Pupils' number	Percentage
Grammatical terminologies are difficult	07	14%
Lessons of grammar are uninteresting	11	33%
Insufficient practice in grammar	12	34%
Lack of grammatical materials	06	11%
Inadequate teaching	03	08%
Total	40	100%

The following figure is used to further illustrate the results:

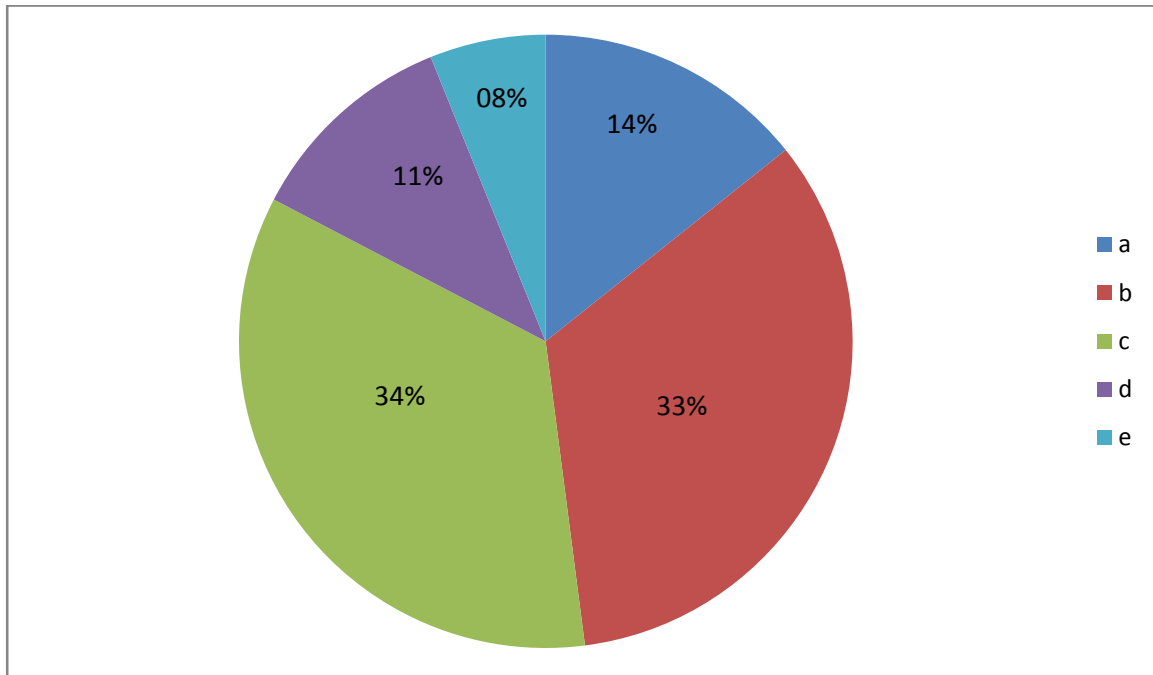


Figure 10 The Reasons of Grammar's Difficulty

The fourth question is about the sufficiency of time devoted to grammar. The question is as follows:

- Is the time devoted to grammar sufficient for you?
 - a. Yes
 - b. No

The results shown in the table below reveal that the time devoted to grammar is not sufficient for (92%) of 2sy pupils in Ayad Ali secondary school (El Tarf) while only (08%) of them find it sufficient. The time devoted to the English matter is only four (04) hours per week which does not entail only grammar but other English aspects. This probably affects the way 2AS pupils learn grammar and give them little chances to practices and apply in tasks what they have exposed to.

Table13 Time devoted to Grammar

options	Pupils' number	Percentage
Yes	08	08%
No	32	92%
Total	40	100%

The following figure is used to further illustrate the results:

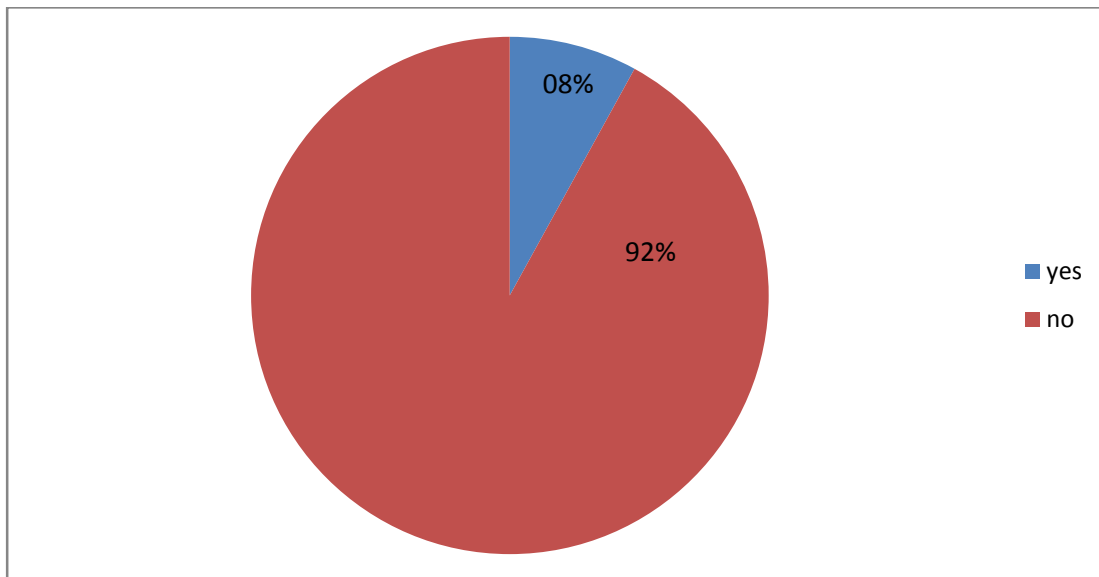


Figure 11 Time devoted to Grammar

The fifth question is about the way 2AS pupils prefer learning English grammar, whether inductively or deductively. The question is as follows:

- During your teacher's explanation of a grammar lesson, do you prefer :
 - a. The teacher gives the rule followed by the examples
 - b. The teacher gives examples from which you discover the rule

The results shown in the table below reveal that (70%) of the pupils do prefer the deductive method to learning grammar i.e. they find it easier to understand the rules of grammar when the latter are presented to them and then supported by the examples . On the other hand (30%) of the pupils do prefer learning EFL grammar through the inductive method i.e. they understand more when they do discover the rules themselves. Most of sy pupils do prefer the deductive method to the learning of grammar probably i.e. they find it easier to understand the rules of grammar when the latter are presented to them and then supported by the examples.

Table 14 Pupils’ Teaching Methods Preferences

Options	Pupils’ number	Percentage
The teacher gives the rule followed by the examples	30	70%
The teacher gives examples from which you discover the rule	10	30%
Total	40	100%

The following figure is used to further illustrate the results:

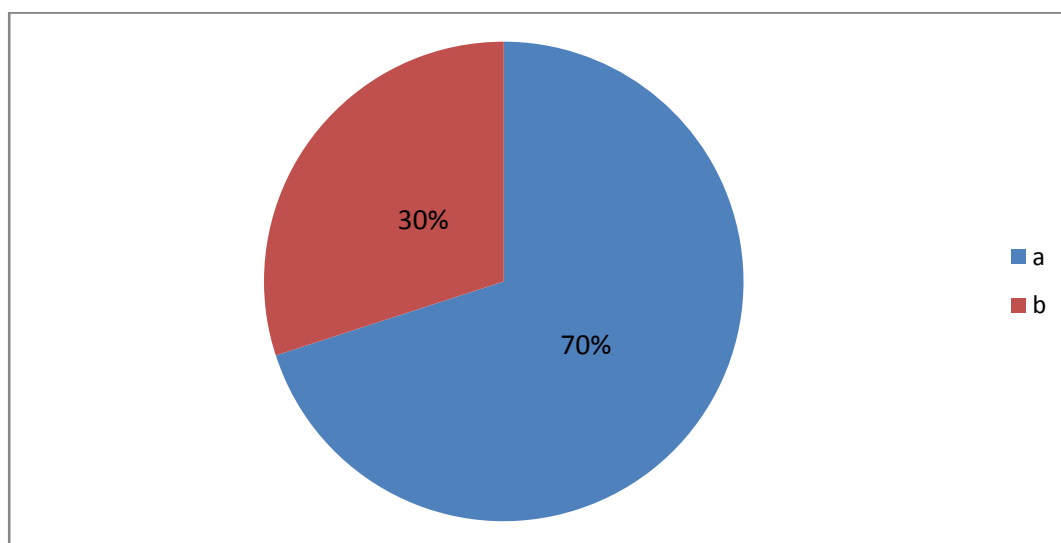


Figure 12 Pupils' Teaching Methods Preferences

The sixth question is about the way 2AS pupils learn grammar. The question is as follows:

- How do you learn grammar?
 - a. You work alone and you have a daily practice of grammar
 - b. Ask your teacher for help

The results shown in the table below indicate that only (10%) of 2AS pupils are autonomous in the sense that they take charge of their own learning, work alone, and practice grammar continuously while (90%) of them rely on the teacher as they learn grammar (They do appeal for assistance). Most of the pupils find grammar rules and exercises difficult and sometimes complex and this probably lead them to ask the teacher for a clarification, repetition and so on.

Table 15 Ways of Learning Grammar

Options	Pupils' number	Percentage
You work alone and you have a daily practice of grammar	10	10%
Ask your teacher for help	30	90%
Total	40	100%

The following figure is used to further illustrate the results

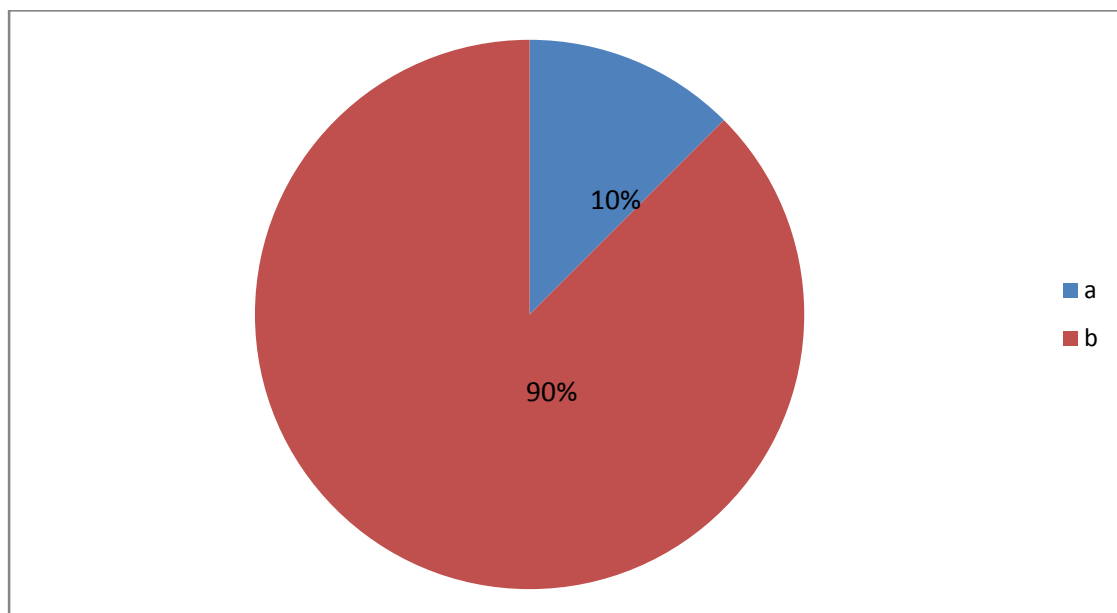


Figure 13 Ways of Learning Grammar

The seventh question is about grammar exercises during the class time. The question is as follows:

- How often do you have grammar exercises during the class time?
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Never

As the table below shows, all the pupils (100%) have mentioned that they do frequently have exercises in grammar during the class time. Yet, though they do frequently practice the rules, the time devoted to so is not enough and it is restricted to only 2 or 3 activities related to the grammar lesson explained in the same session. Such kind of activities probably makes 2sy pupils focus only on the present lesson and make not attempts to create a link between the lesson in hand and the one of the last session which means that they do practice grammar rules separately and may be this reason why they fail in communication.

Table 16 Grammar Exercises during the Class Time

options	Pupils' number	Percentage
Frequently	40	100%
Sometimes	00	00%
Rarely	00	00%
Never	00	00%

The following figure is used to further illustrate the results:

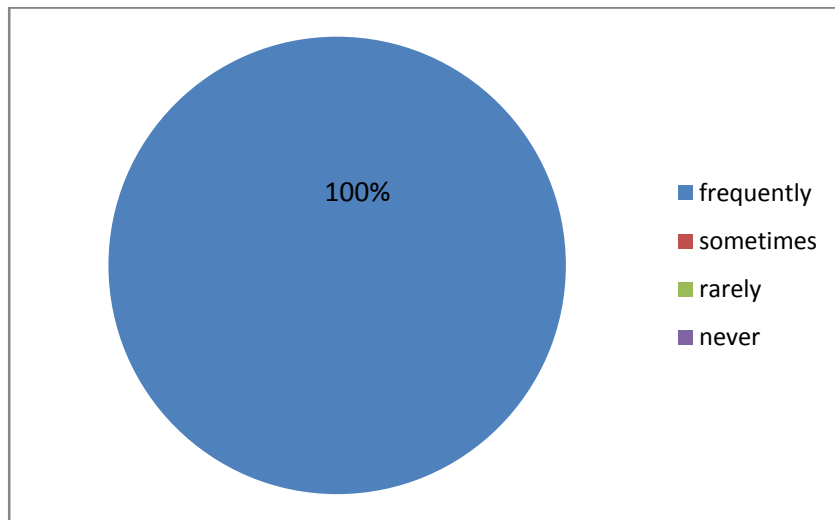


Figure 14 Grammar Exercises during the Class Time

The eighth question is about grammar exercises as home work. The question is as follows:

- How often do you have grammar exercises as homework?
 - a. Always
 - b. Sometimes
 - c. Never

Considering the results shown in the table below, all the pupils of 2AS (100%) claim that they are sometimes asked by their teacher to do homework. This is probably because asking pupils to do homework necessitates devoting sessions to have the correction of the activities done by the pupils and as it has been explained before, the time devoted to the English matter does not permit to present the rules, explain them, do the tasks and correct the homework.

Table 17 Grammar Exercises as Homework

options	Pupils' number	Percentage
Always	00	00%
Sometimes	40	100%
Never	00	00%
Total	40	100%

The following figure is used to further illustrate the results:

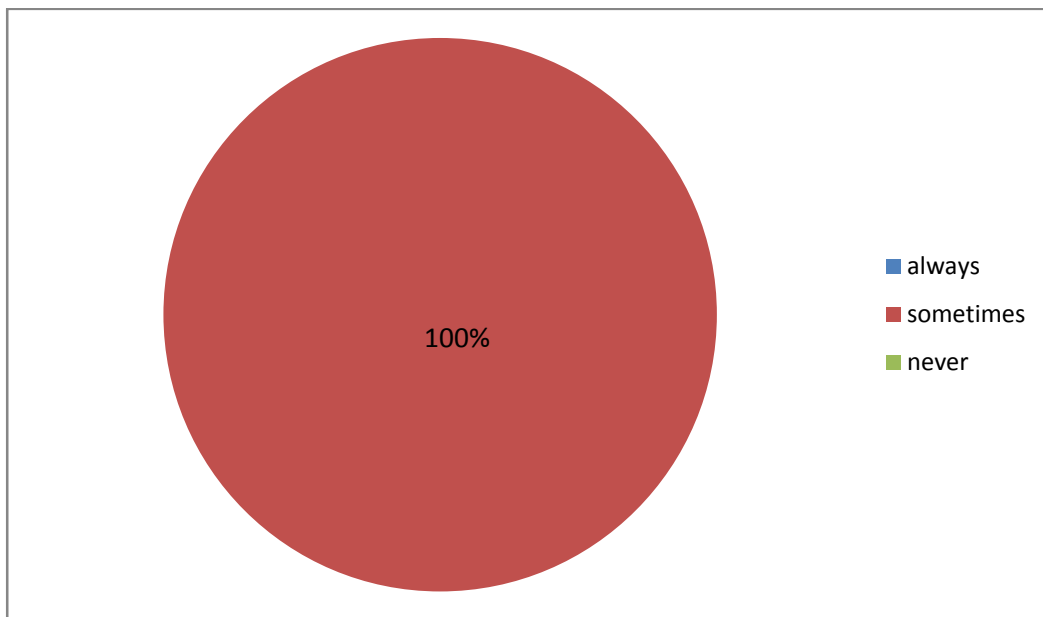


Figure 15 Grammar Exercises as Homewo

The ninth question is about learning grammar and whether it helps 2AS pupils speak and write in English or not. The question was as follow:

- Does learning grammar help you speak and write English?
 - a. Yes
 - b. No

The results in the table below reveal that (93%) of the pupils in Ayad Ali secondary school (El Tarf) do not benefit from learning grammar in the sense that they are unable to speak and write in English using grammar they have learnt. On the other hand, only few pupils (07%) can put into practice the rules of grammar. It is noticeable that the majority of 2AS pupils fail to use accurate grammar in both spoken or written communication and this is probably because of many factors that hamper their understanding of the rules and typically the lack of practice and being aware only of the rules without being trained how to use them in practice.

Table 18 The Impact of Learning Grammar

options	Pupils' number	Percentage
Yes	07	07%
No	33	93%
Total	40	100%

The following figure is used to further illustrate the results:

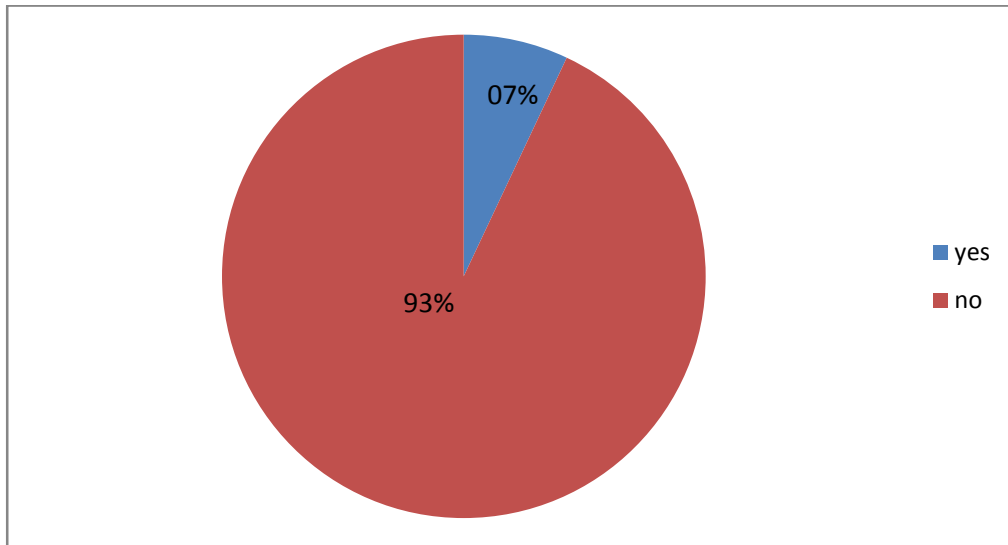


Figure 16 The Impact of Learning Grammar

The tenth question seeks to gather some solutions to the challenges from the pupils.

The question is as follows:

What solutions do you suggest to overcome such difficulties?

- a) More hours should be devoted to grammar
- b) Practice outside the classroom
- c) Grammar lessons should be motivating

Any other suggestions:

.....

.....

.....

According to the results obtained and shown in the table below, (71%) of 2AS pupils suggested to allocate more hours to the matter of English as a solution. This would probably provide pupils with more opportunities to practice grammar in the classroom and for teachers to correct homework done by the pupils. On the other hand, (20%) of the pupils suggested to make grammar lessons motivating while (09%) suggested to have more practice outside the classroom context. Varying the grammar lessons and presenting them in a communicative way would make 2AS pupils more willing to approach learning and would energize their desire to do homework and practice outside the classroom.

Table 19Suggested Solutions

options	Pupils' number	Percentage
More hours should be devoted to grammar	25	71%
Practice outside the classroom	05	09%
Grammar lessons should be motivating	10	20%
Total	40	100%

The following figure is used to further illustrate the results:

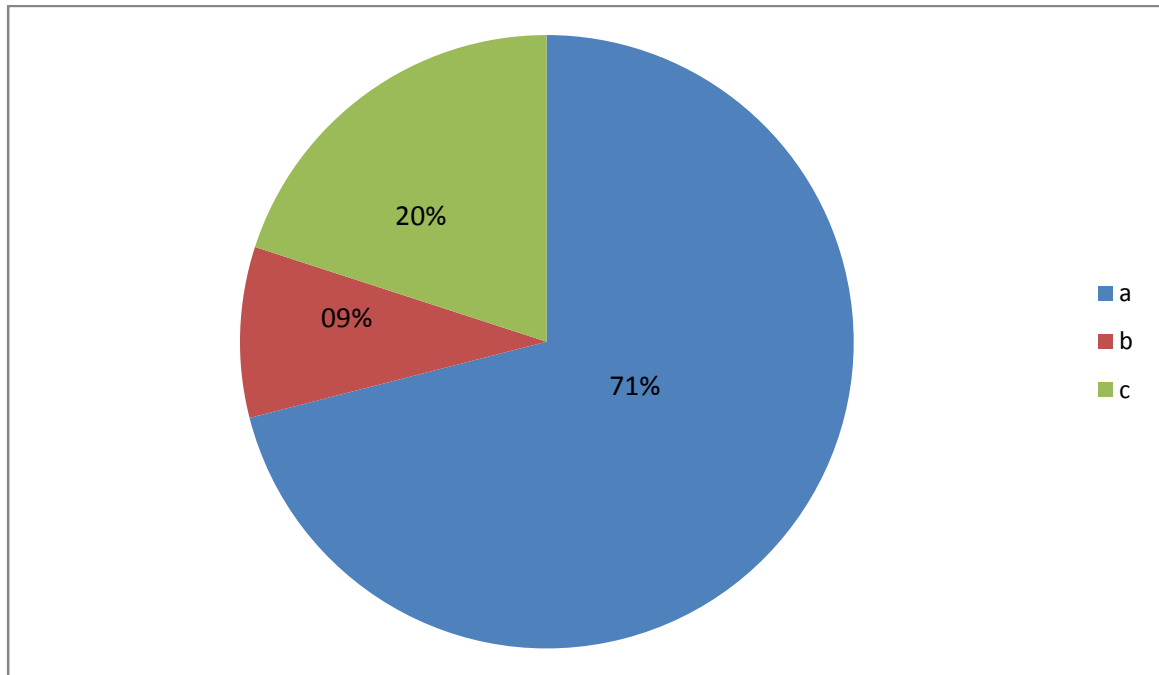


Figure 17 Suggested Solutions

4.5 Interpretation and Analysis of Results

The following sections provide a thorough interpretation and analysis of the results obtained from teachers' questionnaire, pupils' questionnaire.

4.5.1 From Teachers' Questionnaire

The results obtained from teachers' questionnaire indicate that most of 2AS teachers are experienced teachers who did teach EFL for more than fifteen years in the secondary school. Although having such a huge experience, teaching grammar at the level of 2AS is a tough task, and turned to be a problem in itself particularly under the CBA for (80%) of 2AS teachers in Ayad Ali secondary school in El Tarf ,

This difficulty originated mainly from the negative attitudes 2sy teachers hold towards the recently implemented CBA. 2AS teachers find it hard to implement the principles of

the CBA in the EFL classroom and probably prefer to stick to the methods and principles they used to teach with. Moreover, pupils' lack of understanding would also make the task tough for the teacher. Lack of understanding might result from the way the teacher presents the lesson, the effect of the classroom atmosphere. For instance, in crowded classroom the teacher cannot explain in a good way being disturbed by chaos. Therefore, the pupils would also face difficulties in focusing and having the lesson understood.

As far as grammar proficiency is concerned, (79%) of 2AS teachers have assessed their pupils as having an average level and this is mainly due to the difficulty of learning grammar under the CBA. 2AS pupils lack practices inside and outside the classroom because the time devoted to the matter of English in general and grammar in particular is neither enough for undertaking many tasks nor for correcting pupils' homework.

According to 2AS teachers Ayad Ali secondary school, many challenges come across teaching grammar under the CBA. Firstly, the insufficiency of time devoted to grammar which is seen by (80%) of teachers as a real hindrance. Time comes to play a significant role in teaching the grammatical structures of EFL in order for pupils to reach a certain level of accuracy in grammar. Yet, it is limited to only four (04) hours per week which do not involve teaching grammar only but also vocabulary, pronunciation, and other aspects of the English language.

Secondly, 2AS pupils' negative attitudes towards learning grammar. According to the results obtained, (40%) of pupils hold negative attitudes towards learning grammar. in addition to pupils' low of interest, and being extrinsically motivated. According to the results obtained, (80%) of 2AS pupils do not enjoy learning grammar .

Motivation does influence learning behaviors which in turn affects learning outcomes. It is two types, intrinsic motivation and extrinsic motivation. The former comes from

inside the person and it refers to doing an activity for the inherent satisfaction of the activity itself. It is associated with the curiosity and the desire to learn something.

In this respect, research has shown that an intrinsically motivated learner displays an explorative, self-regulated behavior which aims at deep level processing and understanding of the task on hand. On the other hand, extrinsic motivation refers to the desire which comes from outside the person and which refers to doing an activity with an intention to attain an outcome.

According to 2AS teachers, pupils are extremely extrinsically motivated in the sense that they get prepared only for tests and exams, and then they immediately forget. Moreover and in an attempt to improve their understanding of the lessons explained already in the classrooms, they do borrow books from the library which consist of tasks that prepare them also only for tests and exams and not for effective communication.

Thirdly, the absence of ICT .The latter stands for Information and Communications Technology. It is a means to access information, support learning, and communicate understanding. It is often used to talk about computers and other technology use in schools. According to the results obtained, (20%) of 2AS teachers in Ayad Ali secondary school mentioned the lack of ICT as a hindrance to the effective teaching of grammar. 2AS EFL classroom lacks ICT which brings about pupils' boredom and lack of interest. 2AS teachers do stick to the traditional methods of opening the textbook, explaining the grammar rules then doing the activities. This daily routine comes to break down pupils' motivation. Therefore, recent research supports the use of ICT in the EFL classrooms being beneficial in the sense that it helps to create more variation in the classroom, which might lead to increased motivation among the pupils, and thus better conditions for learning.

Fourthly, the lack of practice outside the classroom. Teachers reported that 2AS pupils are passive in which they do not make efforts to practice the grammatical structures learnt in the classroom outside its context. For instance when they are asked to do homework, only a few number of pupils give it back while the others wait for the correction. Practice makes perfect, and since they do not practice outside the classroom, 2AS pupils often face difficulties in applying the grammatical rules appropriately and accurately.

80% of 2AS teachers consider Getting Through textbook as a useful material for teaching grammar. for it entails a variety of grammar activities such as: fill in the gaps, sentence completion, pupils are given a passage and are asked to supply the correct form of verbs between brackets...etc. To develop their controversial skills, pupils are asked to listen to a passage read by their teacher then to complete a given task with the appropriate grammatical structures.

Moreover, it consists of dialogues which have been included on purpose. The latter aim at helping 2AS pupils to express themselves orally, and to interact with their classmates using grammatical structures they have learnt in order to realize one of the principles of the CBA which is developing communication, and interaction within the EFL classroom and being able to transfer to real-life what they has been learnt in the classroom. Yet pupils can do only two or three activities in an hour because of time -insufficiency.

80% of 2AS teachers are experienced teachers who have already been trained to teach English, yet they do often struggle with teaching EFL grammar under the recently adopted CBA. This is because the CBA is a recent reform, and 2AS teachers are not accustomed to deal with its distinguished principles.

In order to face the challenges of teaching grammar under the CBA, teachers suggested devoting more hours to grammar. This can be in the form of remedial grammar lessons,

and to bring about tasks which motivate pupils, and engage them in doing the tasks so that they get rid of their negative attitudes toward learning grammar.

4.5.2 From Pupils' Questionnaire

The results obtained from pupils' questionnaire indicate that (80%) of 2sy pupils feel bored learning grammar as they are extrinsically motivated. As it has been explained earlier, being extrinsically motivated affects the way learners interact with the lesson in the sense that they do not give much importance to the whole content of the lesson. They seek only to learn the structure they need to apply in tasks then in tests, and exams. Being extrinsically motivated, and finding grammar lessons uninteresting is one of the reasons behind facing difficulties in understanding grammar in general .

Moreover, (34%) of 2AS pupils mentioned the insufficiency of practice in grammar which resulted from the lack of time devoted to grammar lessons. There is only four (04) hours per week which involves not only grammar but also vocabulary, phonetics, and other aspects of English.

Furthermore, (14%) of pupils considered the complexity of grammatical terminologies as a hindrance to the learning of grammar. 2AS pupils find it hard to remember, and distinguish between the terminologies when the class is over in addition to the lack of materials (ICT) which has been also seen as a hindrance by (11%) of which brings about their boredom (Sticking to the same way of presenting and explaining the lessons).

70% of the pupils prefer the deductive approach to the learning of grammar i.e. The teacher gives the rule followed by the examples. They do prefer such an approach to learning grammar simply because they were accustomed with the traditional methods of teaching basic grammar in the middle school which reveal their unreadiness to become rule- discoverers. Therefore, most of them rely on the teacher, and tend to seek help.

Although 2AS pupils are frequently provided with grammar exercises inside the classroom yet they cannot finish all of them because of time – insufficiency, and therefore teachers ask the pupils to have the unfinished tasks as home works.

93% of the pupils do not benefit from learning grammar in the sense that the latter does not help them to write, and particularly to speak fluently. Pupils pay a special attention to accuracy when they want to express themselves orally. They prevent themselves from making mistakes following the rules, yet this affects their fluency and their ability to communicate spontaneously.

In order to face such challenges, (71%) of 2AS pupils in Ayad Ali secondary school suggested devoting more hours to grammar. This can help them do more tasks inside the classroom with the help of their teacher. (20%) of pupils suggested making lessons motivating. This can be done through bringing new strategies to the teaching of grammar, varying the lessons, simplifying the terminologies. Teachers, who simplify terminologies, give pupils a much better chance to understand the meaning. Moreover some pupils suggested having more practice in grammar, for practice makes perfect. This can be done outside the classroom when they are asked to do homework.

4.6 Suggestions and Recommendations

- Try to change pupils' negative attitudes towards learning grammar through varying the lessons, providing the right conditions for grammar learning (a pleasant atmosphere for learning), and help them to be intrinsically motivated.
- Grammar should be taught implicitly (Thornbury, 1999). The implicit method to the teaching of grammar is similar to the way one's first language is acquired through an exposure to a considerable amount of input after which the rules, and patterns become

evident without an explicit conscious explanation i.e. pupils should learn grammar spontaneously so that they engage in the learning process.

- Teaching grammar implicitly can be achieved in different ways for instance through using authentic texts where grammar is learnt in context. Using texts, Pupils tend to discover unfamiliar grammatical items, their meanings and their functions. Moreover, grammar is best taught and learnt through storytelling. Naturally, most of the pupils enjoy listening to stories. Therefore, it is technique that best keep their attention to the grammar points contextualized in the stories. The latter should be very interesting so that the patterns become more meaningful, and memorable. Teaching grammar through stories helps pupils to elicit the grammatical patterns in such a natural way.
- Try to economize the presentation time, and allow pupils to have more practice inside the classroom i.e. try to develop pupils' grammatical ability not only grammatical knowledge (Purpura, 2004). Purpura (2004:89) sees grammatical ability as: "The learners' capacity to realize grammatical knowledge in an accurate and meaningful way to convey different language uses". Developing pupils' grammatical ability requires from teachers to provide opportunities for their pupils to put into communicative use the grammatical patterns they have already discovered for instance through problem solving situations, role play where they can interact and communicate using grammar sub-consciously.
- Make use of ICT in order to deepen pupils' understanding of the grammar lessons.

Conclusion

This chapter has been devoted to the description and the analysis of data which was gathered from different research instruments namely teachers' questionnaire, pupils' questionnaire. Teachers as well as pupils' questionnaire have been useful in giving reliable data about the main challenges teachers, and pupils face in teaching and learning grammar under the CBA. The analysis of data revealed many challenges faced by both teachers and pupils in teaching and learning grammar under the recent approach at the level of 2AS. The negative attitudes both teachers and pupils hold for teaching and learning grammar, and the lack of time allocated to grammar teaching, and learning have been found to be one of the main challenges . Accordingly, holding positive attitudes towards the teaching, and learning of grammar, and devoting more time to grammar have been suggested as solutions which therefore, confirmed the hypotheses formulated previously. Relying on the findings, some suggestions and recommendations have been offered to help teachers, and pupils overcome some of the challenges they face in teaching and learning grammar under the CBA.

General Conclusion

The CBA as an outcome-based approach looks for to help EFL learners become competent, autonomous, and able to apply or to transfer into real-life what they have acquired at schools, and to find out solutions to the practical problems they face in real-life. Yet, 2AS teachers and pupils in Ayad Ali secondary school (El Taref) face a number of challenges and hindrances as they teach, and learn grammar under such a recent approach. Therefore, pupils are most of the time paralyzed when it comes to meaningful communication in the sense that they cannot use accurate grammar which thus hamper their ability to be fluent in communication.

In order to solve this problematic, the present research was divided into four chapters namely “ the major English language teaching approaches”,“ an overview on the competency based approach ”. and “ teaching and learning grammar ”; the last one is “ description and data analysis ” The first chapter provided this research with a theoretical background. It started with a definition to key terms related to this research study moving toward reviewing in thorough the major ELT approaches and methods.

the second chapter reviewed the main detail and principles of the competency based approach .

The third one entailed a detailed description of grammar and the the educational reforms which took place in Algeria following the era of independence ending up with a reviewing of the way grammar was taught under earlier approaches and the way it is taught in the Algerian secondary school under the recent reform (CBA).

The fourth chapter however was reserved to the description, interpretation, and analysis of data gathered from teachers and pupils' questionnaires which has been used as research tools in this case study. The analysis of data revealed a variety of challenges

encountered by both 2AS teachers and pupils in Ayad Ali secondary school (El Taref) when teaching and learning grammar under the recent approach.

Indeed, 2AS teachers feel lost as they implement the content, and the principles of the CBA particularly in teaching grammar. Many challenges come across their success in applying the CBA's principles in teaching the grammatical aspects such as the insufficiency of time allocated to grammar, teachers and pupils negative attitudes towards the teaching and learning of grammar under the CBA, pupils' lack of motivation, and lack of interest, lack of ICT...etc.

Furthermore, teachers do stick most of the time to the teaching methods they were accustomed with before introducing the CBA. Thus, they are incapable to adjust with the CBA as a new reform, or even to find out new teaching strategies that fit such a new approach.

Another important related fact is teachers' lack of training. Most of 2AS teachers have not been trained to teach using the CBA. They are given a big responsibility which is to realize the principles and the goals of the CBA while they are left without any kind of training. Therefore, there must be some kind of training to enable teachers cope with such a newly implemented approach like the CBA.

The negative attitudes both teachers and pupils hold for teaching and learning grammar, and the lack of time allocated to grammar teaching, and learning have been found to be one of the main challenges which in return does confirm the research hypotheses formulated previously. Therefore and on the basis of the findings obtained, some suggestions and recommendations have been offered by the end of this chapter three. The objective was to improve the situation and assist 2AS teachers and pupils overcome some of these challenges.

The CBA as an approach experienced by the Algerian ministry of education appears to be complex, unuseful as far as teaching and learning grammar under the CBA at the level of 2AS is concerned. Although it seeks to accomplish useful objectives, the real EFL conditions remain far from its designed objectives. Yet, like any other reforms, the CBA should take its time and should be experienced for a considerable period of time so that we can check its effectiveness. Moreover, future researches in the area of the CBA would help to gain insights into it and to find the reasons behind its failure in the teaching of grammar in the Algerian secondary school.

Appendixes

Appendix A

Teachers' Questionnaire

Dear teachers, you are kindly required to answer the following questions to help us have an idea about teaching grammar under the CBA in Ayad Ali secondary school in Bouteldja El Taref

Question 1: how many years have you been teaching English?

.....
.....

Question 2 : How do you find teaching grammar under the CBA?

- a. Difficult
- b. Easy
- c. In between

-Why ?

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

Question 3:How do you assess 2AS pupils' grammar proficiency?

- a . Very good
- b . Good
- c . Average
- d . Weak

-Why ?

.....

.....

.....

Question4: What challenges do you encounter when teaching EFL grammar under the CBA?

- a . The insufficiency of the time allocated to grammar classroom activities
- b . Teaching grammatical structures in a communicative way is a difficult task
- c . Lack of ICT (Information and communications technology)
- d . Any others ? Please specify.

.....

.....

.....

Question 5: Do 2AS pupils find difficulties in applying the grammatical rules appropriately and accurately?

a. Yes

b. No

Question6 :What are the reasons behind such difficulties?

a. Grammar is difficult in itself

b. Time devoted to the practice of grammar is not enough

c. Pupils' negative attitudes toward learning grammar

d. Lack of materials

Question7: How do you find 2AS pupils' Getting Through textbook in terms of teaching grammar?

a. Helpful

b. Not helpful

question 8 : Did you receive any training?

a. Yes

b. no

Question 9: What solutions do you suggest to overcome such difficulties?

a. Grammar should be taught communicatively through games and songs

b. Provide more materials

c. Allow more time for the teaching of grammar

-Other suggestions :

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

- If you have any additional comments, write in this free space.

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

Appendix B
Pupils' Questionnaire

Dear pupils, you are kindly required to answer the following questions to help us draw a picture about grammar learning at the level of 2AS

Question 1 : Is learning English grammar enjoyable for you?

- a. Yes
- b. No
- c. Somehow

question 2 : How do you find grammar lessons at 2AS level?

- a. Difficult
- b. Easy
- c. In between

question 3 : Why grammar is difficult for you?

- a. Grammatical terminologies are difficult
- b. Lessons of grammar are uninteresting
- c. Insufficient practice in grammar
- d. Lack of grammatical materials
- e. Inadequate teaching

-Others:

.....

.....

.....

.....

.....

.....

Question 4 : Is the time devoted to grammar sufficient for you?

- a. Yes
- b. No

Question 5: During your teacher's explanation of a grammar lesson, do you prefer :

- a. The teacher gives the rule followed by the examples
- b. The teacher gives examples from which you discover the rule

Question 6: How do you learn grammar?

- a. You work alone and you have a daily practice of grammar
- b. Ask your teacher for help

Question 7: How often do you have grammar exercises during the classtime ?

- a . Frequently
- b . Sometimes
- c . Rarely
- d . Never

Question 8: How often do you have grammar exercises as homework?

- a. Always
- b. Sometimes
- c. never

Question 9 : Does learning grammar help you speak and write English?

- a. Yes
- b. No

Question 10 : What solutions do you suggest to overcome such difficulties?

- a. More hours should be devoted to grammar
- b. Practice outside the classroom
- c. Grammar lessons should be motivating

Any other suggestions:

.....
.....

THANK YOU FOR YOUR CONTRIBUTION
MISS . GHERIB AHLEM
MISS . KAFI NASSIMA
MISTER . DERBALA INESS
Master degree candidates
Section of English
2017-2018

Bibliography

- Aimeur, R. (2011). Project-Based Learning in the Algerian Secondary School Syllabuses and Textsbooks. (Magister Dissertation) .MouloudMammeri University, Tizi-Ouzou. Retrieved from:
[http://www.ummo.dz/IMG/pdf/Memoire de MAGISTER .pdf](http://www.ummo.dz/IMG/pdf/Memoire_de_MAGISTER_.pdf) on 19/03/2014.
- Bacher, A. (2013). Investigating Teachers' Attitudes toward the Adequacy of Teacher Training Programs and CBA-related Instructional Materials: A Case Study of the Algerian Intermediate School Teachers of English in the Region of Biskra. (Doctorate Thesis). Mohamed Khider University, Biskra. Retrieved from: 61//http://thesis.univ-biskra.dz/6/1/investigating_teachers_attitude_toward_adequacy_of_teacher.pdf on 12/03/214.
- Benadla, L (2012). The Competency Based Language Teaching in the Algerian Middle School: From EFL Acquisition Planning to its Practical Teaching Learning. Arab World English Journal. Vol, 3. PP .44-151. Retrieved from:
http://www.researchgate.net/publication/236149879_The_Competency_Based_Language_Teaching_in_the_Algerian_Middle_School_From_EFL_Acquisition_Planning_to_its_Practical_Teaching_Learning on 07/02/ 2015.
- Brown, H. D. (2000). Principles of Language Learning and Teaching. NY: Addison Wesley Longman, Inc.
- Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: Oxford University Press.
- Ellis, R. (1997). Second Language Acquisition. Oxford, UK. : Oxford University Press.
- Fraenkel, J. R.&Wallen, N. E.(2003). How to Design and Evaluate Research in Education (5th ed.).New York: McGraw-Hill.

- Getting Through (2006). Teacher's Book, Secondary Education: Year two, Algiers: The national Authority for School Publications. Retrieved from: [22http://edudz.net/upload/etudes/2AS/AUTRE/2as-autre-anglais-livre-prof.pdf](http://edudz.net/upload/etudes/2AS/AUTRE/2as-autre-anglais-livre-prof.pdf) on 03/03/2015.
- Gillham, B.(2000).Developing a Questionnaire. London: Continuum.
- Harmer, J. (2001).The practice of Teaching. English Language (3rd ed.). Harlow: Longman: Pearson education.
- Harmer, J. (1999).How to Teach Grammar. London: Cambridge University Press.
- Larsen, F.D.(2000).Techniques and Principles in Language Teaching. London: Oxford University Press.
- Mackey, A Gass, S. (2005).Second Language Research: Methodology and Design. Mahwah, NJ: Lawrence Erlbaum Associates.
- McDonough, J. (1999). Research Methods for English Language Teachers. London: Arnold.
- Murphy, R. (2004). English Grammar in Use .London: Cambridge University Press.
- Nunan, D. (2004).Task-Based Language Teaching. New York City. Cambridge University Press.
- Purpura, J. E. (2004). Assessing Grammar. New York City. Cambridge University Press.
- Richards, J.C. & Rodgers, T.S. (1995). Approaches and Methods in Language Teaching. London. Cambridge University Press.
- Senoussi, N. (2011). Teaching EFL Grammar in the Algerian Secondary School (The Case of 3AS Classes). (Magister Dissertation). Abou Baker Belkaid, Tlemcen.
- Yin, R. K. (2003). Case study research: Design and methods.). ThousandOaks, CA: Sage.

- Yin, R. K. (2009). Case study research: Design and methods (4th Ed.). ThousandOaks, CA: Sage.
- Thornbury, S. (1999). How to teach grammar. Harlow: Pearson Education Limited.
- Zaidah, Z. (2007). Case Study as a Research Method. Vol, 9. PP. 1-6 Retrieved from: <http://core.ac.uk/download/pdf/11784113.pdf> on 07/04/2015 on 07/04/2015.
- Zhang, J. (2009). Necessity of Grammar Teaching. International Education Studies. Vol, 2. PP. 1-4. Retrieved from: <http://www.ccsenet.org/journal/index.php/ies/article/viewFile/1725/1659> on 11/03/2015.

أن النهج القائم على الكفاءة هو المهارات الأساسية والسلوكيات
الحياة المهمة . وهو يتناول يفترض يقوم به
الحياة الواقعية. وهكذا، الأخير مهد طريقه الثانوية
بأهداف . والهدف هو التلاميذ الهياكل النحوية
سياقات حقيقية عملية، يتعلم التلاميذ بالقيام.
هذه الاستكشافية هو وتحديد التحديات الرئيسية تواجه المعلمين
والتلاميذ الثانية أيد الثانوية .
هذا هو لتحديد التحديات تواجه المعلمين التلاميذ التدريس،
الإنجليزية أجنبية منهج الكفاءة . وكيف يتعامل والتلاميذ هذه
التحديات.
هذه البحثية، سيتم البيانات المستجيبين
بحثية، وسيتم نهج يجمع بين . سيتم تسليم استبيان
المعلمين وسيتم تسليم التلاميذ الثانوية.
وتشير التحقيق التحديات المعلمين السلبية للتلاميذ التدريس /
كفاية لمواجهة هذه التحديات، يجب
المعلمين والتلاميذ يتخذوا إيجابية والمزيد يجب
لتعليمها،

ABSTRAIT

Bien que l'ABC soit une compétence, une connaissance, une attitude et des comportements essentiels pour une performance ou une activité réelle. Il aborde ce que les apprenants sont censés faire avec l'apprentissage dans la vie réelle. Ainsi, c'est une réforme récente qui a ouvert la voie au niveau secondaire avec des objectifs clairement définis. Le but primordial est de pousser les élèves à réinvestir les structures grammaticales acquises dans les écoles dans des contextes concrets concrets, c'est-à-dire que les élèves sont censés apprendre la grammaire en faisant. Le but de cette étude exploratoire est d'explorer et d'identifier les principaux défis auxquels sont confrontés les enseignants et les élèves de deuxième année dans l'école secondaire Ayad Ali à Boutheldja El Tarf.

Ce projet de recherche est destiné à déterminer quels sont les défis auxquels sont confrontés les enseignants / élèves lors de l'enseignement et l'apprentissage de la grammaire EFL dans le cadre de l'ABC. Et comment les enseignants et les élèves traitent-ils de tels défis.

Afin de répondre à ces questions de recherche, les données de l'étude seront recueillies auprès des répondants en utilisant un questionnaire comme outil de recherche, et une approche mixte combinant une méthode de recherche quantitative et qualitative sera adoptée. Un

questionnaire sera remis à 2 enseignants, un autre sera remis à 2 élèves du même secondaire.

Le résultat de l'enquête indique que les défis impliquent à la fois les enseignants et les attitudes négatives des élèves à l'égard de l'enseignement / apprentissage de la grammaire en plus de l'insuffisance du temps alloué à la grammaire. Pour faire face à de tels défis, les enseignants et les élèves devraient avoir des attitudes positives à l'égard de la grammaire et plus de temps Devrait être consacré à son enseignement et à son apprentissage.