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**Investigating the Effectiveness of Teaching Grammar through
Text-Based Instruction
Case Study of Third Year Pupils at 1 November 1954
Secondary School, Bordj Bou Arreridj**

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*Investigating the effectiveness of teaching grammar through
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secondary school, Bordj Bou Arreridj.*

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
لمطلوبة في إنجاز البحث المذكور أعلاه.

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Declaration

We hereby officially declare that the work we are going to present in this dissertation

Investigating the Effectiveness of Teaching Grammar through Text-Based Instruction The Case Study of Third Year Pupils at 1 November 1954 Secondary School of BBA

Is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references.

Dedication

I dedicate this work to everyone supported me. To my lovely family. My parents, my biggest supporters, my safety, and my best destiny in life. My sisters, my best friends. I appreciate every single detail I live with you. My two brothers, I am thankful for your love, your trust, and your support. My sisters in law, I love you. My partner in this study Aya, it is a pleasure to share such experience with you.

Remmache Khaoula

Dedication

First thanks to Allah for giving me the chance for better education

I would like to dedicate this work:

*To the sun of my life, the candle that enlighten my darkness, **my Mother** who taught me patience and diligence, my mother who upholds me in life through her blessing, praying to God and her continual guidance and advices*

*To **my Father** God have mercy on him*

*To **my Husband** who has been a source of strength, support and motivation for me throughout this entire experience*

*To my little princess, the apple of my eye, my **Daughter Rahaf** may Allah protect her*

*To my lovely sisters **Amani, Ikhlass, and Djana** without whom I would not achieve any success in my life*

To my grand mother

*To my partner **Khaoula** Remmache with whom I lived sweet moments*

And special precious to all my family and relatives and my husband's family

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ABSTRACT

This study investigates the effectiveness of text-based instruction (TBI) on grammar teaching, tries to discover whether secondary school teachers integrate TBI in teaching grammar and explores the teachers' proficiency in implementing the TBI in grammar teaching. In order to achieve these objectives. A field study was conducted in in 1 November 1954 secondary school in BordjBouArreridj for the academic year 2022/2023. A mixed-method approach was adopted, and the data was collected && pupils' questionnaire and teachers' interview. The pupils' questionnaire was submitted to third-year secondary school pupils. After that, the whole population (60 participants) was selected as the study sample. Concerning the interview, it has been done with five teachers from 1 November 1954 secondary school, and three other teachers from other secondary schools in BBA. The study revealed that secondary school teachers integrate the TBI in grammar lessons and their application of the method is appropriate. Moreover, using the text-based instruction is effective on grammar teaching. These results answer the research questions.

List of Abbreviations

ALM: Audio-Lingual Method.

BBA: Bordj Bou Arreridj.

CC: Communicative Competence .

CLT: Communicative Language Teaching.

DBA: Dictionary Based Approach .

DM: Direct Method.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

GTM: Grammar Translation Method.

L1: First Language.

L2: Second Language.

SS: Secondary School.

TBA: Text-Based Approach.

TBI: Text-Based Instruction.

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GENERAL INTRODUCTION

1. Background of the Study
2. Statement of the Problem
3. Significance of the Study
4. Research aims
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6. Research Methodology Design
7. Structure of the dissertation

1. Background of the study

English is taught as a foreign language in Algeria due to its necessity as an international foreign language. It has been included in the Algerian schools' curriculum at the primary, middle, and secondary levels. English is also considered an important module in some university programs. Nowadays, English is used in business, technology, science, and medicine, making it a language crucial for global communication. English language teaching and learning are extensive fields that require a thorough study of the languages' various aspects. Obviously, learners need to acquire proficiency in the language's four skills. Similarly, grammar plays a significant role in comprehending the receptive skills (listening and reading) and giving meaning to the productive ones (speaking and writing).

In order to effectively utilize acquired knowledge, the proficiency of grammar skills is essential (Mart, 2013). There are numerous reasons why grammar is crucial. Firstly, grammar and vocabulary serve as the foundation of the English language (Zhang, 2009). Therefore, in foreign language education, grammar holds a priority due to its function in regulating the syntax and the word order within a sentence (Zhang, 2009). Secondly, learning any language requires mastery of its grammar system. As a result, teaching learners how to produce the language correctly is vital to their ability to use a foreign language by following the appropriate rules. Last but not least, achieving learners' English language goals, such as effective communication, depends on the understanding and skillful use of grammar. This involves knowing how to utilize grammar appropriately to attain communication objectives in a socially acceptable manner.

In a study done by Saaristo (2015) about the role of grammar in language learning among Finnish university students, the results show that the majority of students value grammar as an important aspect of language learning. Another study by Norris (2016), which investigated the role of grammar in second language teaching, was revealed that educators preferred to teach grammar explicitly using authentic materials. Research demonstrates that both explicit and implicit grammar instruction have value whereas grammar is very essential in second language acquisition.

As teaching requires the attention and efforts of both learners and teachers, it is significant to acknowledge that students often have difficulties in acquiring and using grammar rules. The problem faced by students can occur due to various factors such as students, teachers, or techniques used in the teaching-learning process. Students may appear uninterested in learning

English because it is considered a foreign language and not commonly used in daily conversations. As Mrs. Senoussi, N.(2010) .discussed in her study the teaching EFL grammar in Algerian secondary schools which attempted to investigate current grammar teaching practices. The findings identified a range of factors that directly and indirectly hindered efficient grammar learning, including negative attitudes toward target language acquisition, low prioritization of English within the school system, learners' low proficiency level, and ineffective teaching strategies. These factors have prevented learners from becoming active language users in real-world communication settings, exacerbated by a lack of in-class and out-of-class practice opportunities. Tuomas.P conducted a study to investigate the common English grammar errors and grammar teaching methods. The results show that the most common explanation of the students' difficulties is the influence of learner L1. The study presents also the teachers' and learners' beliefs to the benefits of grammar. Also it revealed that an effective combination of teaching method needs to be done in order to achieve a higher language proficiency levels.

Therefore, the teaching method and approach are crucial in attracting students' attention and helping them develop their learning. Regarding the grammar teaching approach, it has become a topic of debate due to different views regarding the best teaching methodologies and approaches. Consequently, different methodologies and approaches have emerged for grammar teachers to choose based on their learners' needs and classroom environment. In this area, a study conducted by Terdjat,H at the university of Mohamed Kheider of Biskra investigated the challenges encountered by Algerian EFL students when using the English prepositions "in, on, at" . The test revealed that these prepositions pose a significant problem for EFL learners, and EFL teachers do not utilize modern methods to enable learners to improve their knowledge about preposition usage and to communicate in which they produce the knowledge.

One approach that addresses these issues is Text-based instruction, as the approach supports language learning as a social process (Feez and Joyce, 1998). It integrates learners into the learning process in which they interact and communicate, and also focuses on learning grammar in context, which provides the learners a view about how the rules function together. As it serves an in-class real practice, it also motivates them to create correct language.

Text-based instruction, also known as the Genre-based approach, is considered a modern teaching method used by teachers to instruct the grammatical features of spoken and written language. This method allows for the development of language skills in relation to various texts,

including the improvement of students' grammar competence. A study done by Gay.E, Djibat.B, Umahuk.S discusses the integration of Genre-based approach to teach English grammar in constructing sentences. The findings reveal that implementation of genre-based approach to teaching English grammar gives a good contribution to the improvement of the students' proficiency in constructing sentences. In addition to lampung. who conducted a study to know whether Text-based approach is able to enhance students' writing ability. The research finding shows that the students' writing ability underwent the improvement from 56.56 to 68.52 what means that text-based approach is able to enhance students' writing ability. Hence, as Derewianka explains that in text-based approach, teachers use the approach to teach structure and grammatical features of spoken and written language and therefore develop the language skills in relation to text. That is the approach may help in developing students' ability in grammar as it improves the four language skills. Also Surya Sarigo Batubara (2013) who conducted a research about the implementation of TBI in improving students' ability in English writing. The researcher found out that the approach enhances students' knowledge in vocabulary, grammar, and text features. Hence, from the previous studies, the present study will be conducted to investigate the effectiveness of the text-based instruction on teaching grammar in Algeria.

2. Statement of the problem

Making learners use a foreign language relies on teaching them how to produce it correctly, which means using the right rules in appropriate situations. Hence, grammar proficiency is significant in using language. Third-year secondary school pupils have always found acquiring and producing grammar rules in English language learning to be an obstacle. According to them, grammar has always been difficult and boring. Language teachers from their perspective, complain about the difficulty of covering all grammar aspects since most of them may use the traditional approach. Moreover, the teaching method plays a significant role in fixing such problems.

3. Significance of the Study

This study is valuable since it highlights one of the most helpful teaching approaches. The research will give understanding of the effectiveness of TBI and its implementation. It is valuable for teachers in the first place; they may reflect on the grammar teaching methods they use mostly, the effectiveness of this approach, and the process of teaching grammar through text-based instruction. For students, the study offers them an opportunity to enhance their grammar learning process. Additionally, they will be motivated to not only study the English language but also to use it appropriately in communication. In addition, for the researchers who are teachers-to-be, the study provides them with a direct experience and understanding of the implementation and usefulness of text-based instruction in grammar teaching.

4. Research Aims

Our aims in conducting this research are:

- To investigate the effectiveness of text-based instruction on grammar teaching.
- To discover whether secondary school' teachers integrate TBI in teaching grammar.
- To explore the teachers' proficiency in implementing the TBI in grammar teaching.

5. Research Questions

In harmony with the research aims, the research questions are:

- To what extent is integrating Text-based instruction effective on grammar teaching?
- Do teachers integrate TBI in teaching grammar?
- Do teachers implement the TBA appropriately?

6. Research Methodology Design

The methodological framework is necessary in any research for answering the research questions and validating the hypothesis. The present study tends to explore the effectiveness of Text-based instruction on grammar teaching. Descriptive design (mixed method approach) will be adopted. The data will be collected through pupils' questionnaire and teachers' interview. The pupils' questionnaire will be submitted to third year secondary school pupils of 1 November 1945 secondary school in BordjBouArreridj for the academic year of 2022/2023. The whole population will be taken as the study sample. However, the interview will be proposed to the 4 teachers of the same secondary school, and 4 others from other secondary schools.

7. Structure of the Dissertation

The present work starts with a general introduction, followed by the theoretical part and the Investigation part and it ends up with a general conclusion. The general introduction provides the skeleton of the dissertation. It presents the background of the study, statement of the problem, significance of the study, the research aims, questions and methodology design. The theoretical part is divided into two sections in which the first one is attempted to provide an overview on grammar, definition, formal and functional grammar. In addition to the role of grammar in language education, grammar teaching methods and lastly the most common grammar teaching approaches. Whereas the second section is basically about the text-based instruction. Starting by defining an approach, defining a text, the different types of texts, then it tackles the definition of the text-based instruction, its principles as an approach, moving to the process of teaching and learning through TBI, the main characteristics of TBI, previous studies related to the approach and benefits and limitations of the text-based instruction. Lastly the chapter ends with teaching grammar using text-based approach, sources of texts, and finally, the advantages of teaching grammar through text-based approach.

The second chapter which is the investigation part includes the practical part of the work research; it contains two sections. The first one is concerned with research methodology design whereby it justifies the choice of research approach. Data collection tools and sample in addition to a description of the questionnaire and its administration. The second section includes the

analysis of the data collected by means of the students' questionnaire and teachers' interview. Also, it includes discussion and interpretation of results. It also offers a general discussion. Finally, a general conclusion comes accompanied by research limitations

CHAPTER ONE

TEACHING GRAMMAR AND TEXT-BASED

INSTRUCTION

Section One: General Overview of Grammar teaching

Section two: Understanding Text-Based instruction

Introduction

This chapter deals with the theoretical framework, divided into two sections. The first section is concerned with grammar, starting with an overview of teaching and English language teaching, discussing the term grammar and its definition, and then highlighting the importance of grammar in language education, approaches and the most dominant methods of teaching grammar: grammar-translation method, direct method, communicative and Audio-lingual method. The second section deals with the text-based instruction, in which it discussed the types of text, definition of TBI, its principles, the process of teaching and learning through TBI, previous studies, benefits and limitations of TBA. Finally, teaching grammar using text-based approach, text sources, and advantages of teaching grammar through text-based approach.

Section one: General Overview of Grammar Teaching

1. Overview of teaching

For many experts, teaching refers to the process of transferring knowledge from the teacher to students, while creating an environment that fosters self-learning (Harmer, 1997). Dornyei and Murphey (2003) also define teaching as group leadership. Additionally, the teacher is responsible for taking care of a group of pupils and providing guidance and direction to help them achieve their goals. According to Harmer (1997), the role of the teacher is to establish a good relationship with the students and encourage them to work cooperatively, which involves exercising group leadership. As stated by Harmer (2007), providing direction involves decision-making and guiding students towards the best way of learning. In summary, teaching involves imparting knowledge, group leadership, responsibility taking, relationship building, direction providing, and decision facilitating.

Harmer (2007) suggests that many experts refer to certain teachers as facilitators. These individuals prioritize a democratic approach to teaching and encouraging learner autonomy by incorporating group and pair work into the lesson and by acting as a guide and motivator rather than solely a source of information (p.108). In addition to facilitating class activities, a teacher in this role actively participates in them, engaging in the role-plays and decision-making. Facilitators are seen as resources to their students and are able to prompt, inspire, and remind learners when necessary.

Although students may no longer rely completely on their teachers, they may still require their assistance as a valuable resource. They may need guidance on how to articulate or compose their thoughts or seek clarification on the meaning of a specific term or phrase. Additionally, students may require information regarding an ongoing activity or seek guidance on locating necessary materials such as books or websites. Therefore, teachers can serve as a crucial resource for their students. As tutors, teachers also provide direction and support to students working on longer projects, acting as a combination of prompter and resource.

2. Teaching EFL

According to Rodgers (2001), about 60% of the current world population is estimated to be multilingual, both modern and historical, making bilingualism and multilingualism the norm rather than the exception. Although it can be said that throughout history the study of foreign languages has become a necessary and practical concern, today English is the most studied foreign language in the world. English has become very important because of political changes in Europe.

English as a foreign language (EFL) is the practice of studying English in a country where it is not the dominant language. EFL has four language skills divided into receptive such as reading and listening, and productive like speaking and writing, each one of these four skills plays an important role in acquiring English as a foreign language, they give learners scaffolded support, the ability to communicate, opportunities to create, contexts in which to use the language and many more. Grammar on the other hand as a set of rules and structures of language plays a significant role in language teaching and improving language skills as whole.

3. Teaching grammar

3.1. Definition of grammar

The word “grammar” has varied meanings. Its origin can be traced back to the Greek word “Grammaticos” which means “the art of letters”. Presently, it has different interpretations (Quirk et al, 1985, p.12). as per Radford, grammar refers to the set of regulations governing how a sentence should be constructed in a language. Grammar pertains to the study of syntax and morphology of sentences. It elucidates the manner in which rules are laid and now disseminated (Radford, 1997, p.12). Harmer (2015) defines grammar as the understanding of words, including their appropriate form and placement (p.22). He emphasizes that teachers should not just teach

the meaning of language but also its usage (Harmer, 1991, p.22). In addition, Haddleston (1984, p.12) declares that grammar provides a comprehensive outline of the languages structure and interpretation.

Mammadova (2012, p.15) from his perspective stated that “it is a systematic description of a language. If we turn to grammar books or even text books we will clearly see that grammar has acquired a systematic form of representation, starting from elementary and going through the advanced levels”. He describes how grammar has been organized and developed over time. Grammar books and textbooks show that grammar is now presented in a systematic manner. This means that grammar concepts are interconnected and built upon each other.

Thornbury (1999) also explains that grammar is a study of acceptable structures in a language. “Grammar is the description of the rules that govern how language’s sentences are formed” (Thornbury, 1999). Grammar helps students understand the rules that govern sentence formation in order to recognize which structures are not acceptable.

According to McNally and Moerman (2001, p.3), grammar is a set of language rules shared by its speakers and includes how to use language in different contexts. They view grammar as more than just a set of rules. Meanwhile, Mammadova (2019, p.16) describes grammar as the entire system that characterizes a language. Freeman and Murcia (2015) define grammar as not just a collection of forms, but also as involving three connected dimensions of syntax, semantics, and pragmatics. These dimensions encompass the aspects of form, meaning, and use. This same concept is also expressed by Radfold (1997), who defines grammar as the study of syntax and morphology, which focuses on the formation of words.

Interactions of Language Form, Meaning and Use

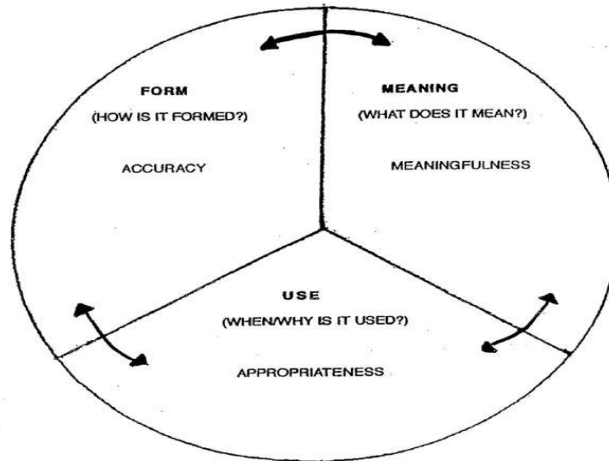


Figure 01: The three dimensions of grammar

3.2. Formal grammar and function grammar

Formal grammar pertains to language's rule and structures, which are conveyed in the conventional method of grammar instruction. According to Halliday' (1994) as cited in Purpura (2004), its primary focus is on linguistic knowledge. Furthermore, formal grammar regards grammar as a collection of regulations that establish all the feasible grammatical arrangements of sentences, both grammatically correct and incorrect. Its central concern is with the forms of grammatical features and their interconnectivity, rather than their meanings or applicability to various scenarios. As Lock (1996) noted, it is employed to analyze sentences formulated to illustrate distinct grammatical principles, rather than sentences based on real world sources. In contrast, functional grammar focuses on communication. From Locks' perspective, this approach regards language primarily as a medium of communication, and scrutinizes grammar in order to uncover how it is systemized to permit speakers and writers alike to compose and exchange meanings. The focus of the formal grammar is on determining if a form is suitable for a specific communicative objective in a particular setting. Grammarians who are who are inclined towards this kind of approach tend to rely on data extracted from authentic texts (spoken or written) that are situated in specific contexts.

3.3. The importance of grammar in language education

For various reasons, grammar has always been deemed important in English language teaching. According to Nunan (1991, p.297), it helps students perform better in the target language. Khanh, citing Norris and Ortega's (2000) extensive analysis of 49 students, supports this claim by stating that focusing on grammar positively affects the language teaching process. Drawing a comparison to the human body, motorcar, or any mechanism, Broughton (1990) highlights grammar as a major system of any language. Harmer (1991) shares the same sentiment "since the knowledge of grammar is essential for competent uses of a language, it is clearly necessary for our students" (p.22). In addition to facilitating better communication in English, proper knowledge of grammar also boosts students' self-esteem, particularly in their speaking and writing abilities, by making their speech relevant. Grammar gives the opportunity to talk about what is not present in the current situation. As Mammadova (2019, p.16) suggests, grammar is not mere fragment of language knowledge, but rather a comprehensive system that provides a complete understanding of a language. According to Brown (1994, p.194), language usage could become disordered without proper grammatical structures.

3.4. Approaches of teaching grammar

The crucial question is not why we teach grammar, but rather how to do it effectively. To answer this question, Williams (2005, p.41) suggests focusing on the best practices associated with grammar instruction. Deductive and inductive approaches are two main methods of grammar teaching.

3.4.1. Deductive approach

Also known as 'rule-driven learning', this approach to teaching is more traditional in nature. The teacher explains rules and their meaning to the learners. Ibid explains that lessons involving this method typically commence with the presentation of a rule, followed by examples that demonstrate its application. Widdodo (2006) added that the grammar rule is explicitly presented to learners and followed by activities that apply the rule. The deductive approach involves reasoning from the general to the specific. Rules, principles, or theories are presented first, followed by an application phase. Per Purpura (2004), teaching language through this approach involves passing on grammar rules from teacher to student, who expected to learn the language's intricacies and recites its rules (p. 1-2). The approach is teacher-centered; the teacher

who takes responsibility for explaining new structures to the students. The students, in turn, learn how to use these structures through contextual practice.

The deductive approach has been praised by experts for its clear explanation of structure and usage, as well as the time it saves by speeding up the learning process and providing more opportunities for practice.

3.4.2. Inductive approach

The inductive method, also known as ‘rule-discovery’, involves explicit teaching of grammar because of the existing “awareness of what is being learned”(Dekeyser,2011,p.314). According to Thornbury (2019), this approach begins with examples from which a rule is inferred (p. 29). Learners therefore derive an understanding of rules from examples and discover them on their own. Per Gover, et al (1995) this approach involves both the teacher and learner in which it presents new grammatical structures or rules in a real language context (p.135). The inductive approach is a modern way of teaching language grammar. Purpura (2004) explains, In order to formulate a comprehensive set of rules and guidelines for the target language, students are shown examples and led to discover the underlying principles of organization (p.2).

Unlike the deductive approach, the inductive one involves learning through experience and starting with specific observations to arrive at broader generalizations and theories.(Felder and Henrique,1995; as cited in Widdedo, 2006). This approach starts with input, it gives learners the opportunity to think upon language they are learning to use, and it alsoengages learners in the language discovery process and can improve their learning strategies.

Both deductive and inductive approaches are helpful for students, and they are better used as complementary to each other (Azar,2007).

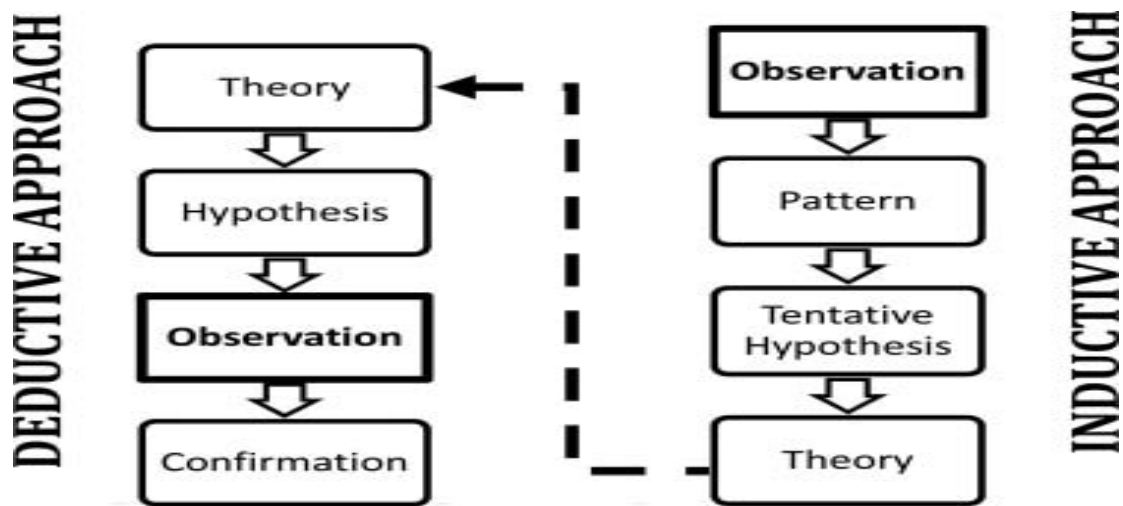


Figure 02: *Deductive and inductive method.*

3.5. Methods of grammar teaching

The teaching of grammar concentrates on the methods in which language users learn and apply grammatical rules, through history, grammar knew various methods, mentioning from them:

3.5.1. Grammar-translation method (GTM)

It refers to as explicit grammar teaching. For Larsen-freeman (2000) GTM has been a longstanding technique among teachers (p.11). According to Thornbury (1999), the GTM involves providing a grammar explanation before practicing with translation exercises that require converting sentences from the target language to the mother tongue. Deductive teaching of grammar rules is the key characteristic of this method, where native language is used to explain concepts that students are expected to memorize. Other traits of GTM include prioritizing reading and writing, using a bilingual vocabulary list, prioritizing accuracy over fluency, focusing on form over meaning, translating from L2 to L1, and teaching grammar rules in L1 through examples

3.5.2. Direct method (DM)

The direct method, also known as the natural method, was developed as a response to the GTM. It suggests that grammar ought to be taught without explicit rules and without translation. Conversely, the direct method is a way of teaching foreign language through speaking, discussion, and reading, exclusively using the target without translation into the mother tongue (Waster, 1984, p.76). The DM emphasizes speaking and listening skills using the target language throughout the classes. Additionally, it uses pictures and mimics to present target vocabulary and expressions, without relying on translations. Also vocabulary is focused on rather than grammar.

3.5.3. Communicative language teaching (CLT)

According to Thornbury (1999,p.22), the emergence of communicative language teaching (CLT) in 1970s was influenced by the rise of new sciences and sociolinguistics as well as by the belief that communication competence comprises more than just knowledge of grammar rules. Richard and Rodgers (1986) define the CLT as prioritizing communicating proficiency over the mastery of structures. Its main objective is to facilitate communication ability in the target language, as well as to develop problem-solving and critical-thinking skills. The CLT emphasizes the development of communicative grammar skills, which involves being able to use and understand structures in various contexts spontaneously (Binh and Phi-Ho, 2014). Fluency and communication take precedence over accuracy in this approach, and syllabuses are not structures in any particular way.

3.5.4. Audio-lingual method (ALM)

The audio-lingual method, also known as the Army method, is an oral based approach derived from behaviorism. Developed by Charles Fires, it differs from the direct method by prioritizing grammar over vocabulary acquisition. This teaching approach emphasizes the learning of grammatical and phonological structures for speaking and listening, relying on frequent repetition as a means of habit formation. ALM's defining characteristics include teaching vocabulary in context, using drills to teach structural patterns, and focusing on habit-formation rather than explicit grammar rules.

Section Two: Understanding Text-based instruction

Text-based Instruction (TBI) is an approach that is based directly on language teaching model; it is also known as Genre-based Approach. The text-based approach was formed out of Halliday's (1978) theory of language as social semiotic theory. In the middle of the 1960s, western nations adopted the genre-based method as a teaching strategy. Midway in the 1960s, the western world adopted the genre-based method as a teaching strategy. First used in London in 1964, a genre-based approach was applied in the School Council under Halliday's direction and Nuffield Foundation sponsorship.

The objectives of this approach is to help students to develop communicative competence in second language through mastering different types of texts, which have different contexts. This part start firstly with the definition of the approach.

1. Definition of an approach

A concise definition of an approach is given by Anthony (1963) in Richard & Rodgers (1986, P. 15), an approach is an arrangement of correlated concepts dealing with the nature of language learning and instruction. A method is an axiomatic. It describes the type of material that will be taught. Per Anthony (1963), an approach is a set of rules and procedures that clarify the nature of languages and how to learn them. Numerous strategies and techniques can be used in the classroom, according to Richard & Rodgers (1986).

2. Overview of text

2.1. Definition of text

The term "text" refers to any relevant spoken or written language, regardless of length, according to the Open English Learning Resources Booklet from 2002. A complete spoken speech,

a written message, or a text can all exist separately. It might be a single phrase or a series of words on a sign, in a discussion, or in a request for assistance. A variety of texts is ordered differently, serve a variety of objectives, and use a variety of linguistic qualities.

Text is any utterance or collection of utterances that has been captured in writing. Text, then, is a collection of words that transmits a meaning or meanings to the reader. Text is a type of

written work with many different forms and structures, such as words, phrases, and sentences that join a passage of writing. Books, plays, periodicals, newspapers, instruction manuals, and notes are just a few examples of the many formats that text may take in various sorts of work. Texts include a wealth of lexical information, including word family, meaning, lexical claims, and word connection. According to John and Davies (1983, p. 1), texts may be viewed as linguistic objects that serve as vehicles for information and stimuli for production when used to acquire and teach vocabulary.

Davies (1988) stated that, text as linguistic objects are used for language work, specially grammar or vocabulary. Moreover, Nation and Coady (1988) pointed out that,

“ The very redundancy or richness of information in a given context which enables a reader to guess an unknown word successfully could also predict that the same reader is less likely to learn the word because he or she was able to comprehend the text without knowing the word”

This statement is suggesting that when the readers are able to guess the meaning of an unknown word based on the context in which it is used, they may be less likely to remember what the word actually means. This is because they were able to understand the overall meaning of the text without needing to know the specific definition of the unfamiliar word. The statement also

2.2. Types of texts

2.2.1. Narrative text type

Narration is used to convey a tale, and the sequence of events is provided in chronological order. The goal of narrative writings is to amuse and captivate readers. The following are the elements of a narrative:

- Settings: when and where the tale takes place.
- Characters: the most important persons in the plot.
- Plot: the story's main happenings, which include the rising actions, climax, and falling actions; - Conflicts: the central dilemma around which the whole story revolves.
- Theme: the underlying meaning of the tale; it can be a fact to be learned from the story; it is not explicitly stated; it must be deduced.

2.2.2. Expository text type

It is often referred to as informative text. It is a nonfiction literature that provides facts and information about a topic. These academic works are common in topics including physics, history, and social sciences. Expository text is crucial to teach since it employs different structures and more advanced language to convey information than narratives. Teaching expository text structures: there are five types of expository text structures:

- Description: the author describes a topic, person, place, or thing by listing a collection of its features, examples, or additional information.
- Sequence: the author lists items or events or explains using numerical or chronological order.
- Compare-Contrast: the author shows the similarity or the difference between two or more events, topics, objects.
- Problem-Solution: the description of problem and giving one or more solutions.

Cause-Effect: the description of relationship between one and more causes the ensuing effects.



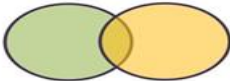
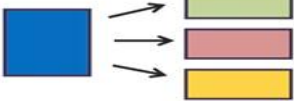

2.2.3. Argumentative text

It is based on the evaluation and subsequent subjective judgment of problem.

2.2.4. Literature

Literary text is a piece of writing as, a book, poem that has the purpose of telling story or entertaining as fictional novel causes the ensuing effects.

Non-Fiction Text Structures

Text Structure	Signal Words	Visual
<i>Description</i>	<i>for example, for instance, characteristics include, specifically, in addition</i>	
<i>Sequence & Order</i>	<i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i>	
<i>Compare & Contrast</i>	<i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i>	
<i>Cause & Effect</i>	<i>since, because, if, due to, as a result of, so, then, leads to, consequently</i>	
<i>Problem & Solution</i>	<i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i>	

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Figure 03: expository text structures.

3. Text-based instruction

The text-based approach was formed out of Halliday's (1978) theory of language as social semiotic theory. In the middle of the 1960s, western nations adopted the genre-based method as a teaching strategy.

Text-based instruction is an approach based on the language-teaching concept. As stated by Mumba and Mkandawire, (2019), text-based instruction is an approach that uses many different kinds of texts to allow students function successfully in the target language.

Additionally, TBA implies that learning specific phrases from text, including the significance of words, is implied. The language develops as written content, not as separated phrases and sentences. Thornbury (2005, P.8) said that teachers taking into account the needs of their students select texts. In the words of Jack C. Rodgers, text-based on the idea that communicative competence (CC) really involves mastering the capacity to utilize and comprehend various types of texts. Feez and Joyce (1998) to support language learning as a social process, created a paradigm called the genre-based approach.

The first step in text-based instruction is to determine the type of text that students need to be skilled in depending on their learning contexts. In addition, this approach is concerned with providing information about development of effective texts for particular purposes within the context of real, purposeful language use. Hammond and Derewianka (2008) define the text-based approach as an education method for language and literacy that unites a comprehension of genre and genre instruction in EFL classroom. Nugroho&Hafrizon (2009) indicate that this approach is the most productive methodology for executing a text-based curriculum. Text-based teaching and learning strives to develop communicative capability by obtaining proficiency in various text sorts.

The text-based integrated method means that a unit will be made up of an ordered set of lessons that will likely take one or two weeks to complete. This will need to be carefully chosen by the teacher to ensure that it is acceptable for the students in terms of interest, level of difficulty, and appropriateness.(Mumba &Mkandawire, 2019).

3.1. Principles of Text-based instruction

According to Feez and Joyce (1998), text based instruction is an approach that is based on the following principles:

- Teaching explicitly about the structures and grammatical features of spoken and written texts.
- Linking spoken and written texts to the social and cultural context of their use.
- Designing units of work, which focus on developing skills in relation to whole texts.
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts

3.2. The process of teaching and learning through text-based approach

3.2.1. Building the context: (preparation activities)

The objectives of this stage are to assist the students comprehend the sort of text they are studying or focused on, the intended audience for a certain text, the context in which the text occurs, and to engage their cognitive schemata. According to O'Malley et al. (1996), schemata are perception that is already stored in memory. Brown (2001) differentiates between two

categories of schemata. They are formal schemata (language knowledge) and content one (knowledge of the world); to provide the pupils with the subject generally; to stimulate their curiosity and develop anticipation. some examples of exercises are: Increasing vocabulary, the process of brainstorming forecasting, grouping similar words, eliciting or teaching important vocabulary terms, relating key words to pictures, guessing the text's content from visuals (pictures, videos), and reviewing the genre or text type from discourse and expression markers. Students in this stage: Learn about the social context of an actual text model;

- Investigate aspects of the larger cultural context in which the text type is employed and the social functions the text serves.
- Investigate the context of the current situation by examining the register of a model text that has been chosen based on the course aim and the needs of the learner.

3.2.2. Modeling

Modeling is an important aspect of teaching children how to write in a specific genre. In order to do this, they should first be introduced to the purpose and characteristics of the genre through exposure to examples and exploration of sample texts. Various activities can be used to accomplish this, such as providing an oral or written example that the students will later produce, discussing the functions of the text type in English society, identifying specific elements of the text's structure, and analyzing the linguistic features of each text type.

3.2.3. Joint construction of the text

Derewianka (1995) suggests that it is beneficial for students to engage in collaborative writing in the selected text before writing independently. The text can be constructed by the whole class, a small group, or during a conference between the teacher and a student. In this phase, the teacher can act as a facilitator while the students actively participate in the writing process. To gather information, students can observe, conduct interviews, take notes, read various resources, discuss with peers, or visit specific places.

3.2.4. Independent Construction of the text

Following the analysis of specimen texts within the genre of choice and a collaborative composition exercise, the students are now able to produce independently their own texts on related topics. By drawing on their knowledge of text structure, linguistic features, and social function acquired in prior stages, students may work in groups or individually to create a text and consult with their teacher for guidance. Exploration took place in the Building the context and Modelling stages while Elaboration occurred in the Joint construction stage, and confirmation is now taking place in the Independent construction stage. While terms of exploration, elaboration, and confirmation can be either stated or implied, character building is also taking place. The values of cooperation

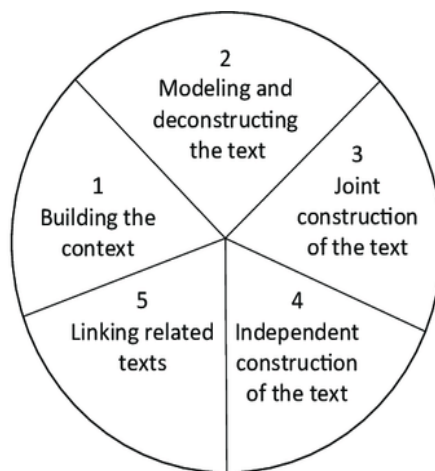


Figure 4: teaching and learning cycle (Feez & Joyce, 1998)

4. Characteristics of Text-based instructions

In the first place, the text-based approach emphasizes the significance of investigating the social and cultural context of language usage in writing competence, particularly in developing sentences. The context determines a document's purpose, and linguistic norms are frequently used to describe the general organization of a text that discusses language characteristics and text features. According to this method, students can only produce an effective composition that is approved by certain English-speaking discourse communities once they apply

it in the text's context to their writing work. Secondly, the approach stresses the importance of adhering to linguistic conventions and understanding the expectations of the leadership in order for a piece of writing to be accepted within a specific English language discourse community. Success in these communities requires the ability to produce texts with appropriate, grammar, organization and content.

Thirdly, the socio-cultural theory proposed by Vygotsky (1978) emphasizes that writing is a social activity. According to this theory, knowledge is best constructed when participants collaborate and support each other to create and reflect new knowledge. In writing classes, collaborative activities can help students to become more involved in exchanging ideas and negotiating with more capable people such as, colleagues and teachers. This can help to eliminate feelings of isolation that many students experience when writing, and provide positive reinforcement of linguistic knowledge, content, and ideas to improve their speech and writings.

Fourthly, a Text-based approach to writing education sees texts as attempts to engage readers by extending beyond subject matter, writing processes, and linguistic forms. This method focuses on instructing students in the use of language patterns to produce cohesive, meaningful prose writing. The fundamental tenet of it is that "we write something to achieve some purpose; we do not just write (Hyland, 2003). In this method asks student writers to consider the wider societal aims of a work when producing a piece.

In this approach's fifth point (Reid, 1995); the relationship between a writer and reader is highlighted.

Sixth, this method of instruction views the teacher's position as authoritative rather than authoritarian (Rothery, 1996). As the subject matter expert in the classroom, the instructor gives students methodical direction and cautious assistance through a variety of tasks so that students eventually achieve control over written genres. He or she also acknowledges the value of students' contributions to the teaching-learning process.

Finally yet importantly, the text-based method places emphasis on the explicit instruction of the linguistic conventions of the genre to beginner student writers of second languages (Christie, 2004)

5. Previous studies about TBI

This paper recognizes a plethora of studies, which have been conducted on text-based approach.

Mumba (2019) conducted a study in Zambia to investigate the use of the TBIA by teachers in teaching English to grade 11 learners. The study's main objective was to analyze the teachers' perceptions of the approach and how they applied it. It also looked into the training that teachers received on how to use it. The study was conducted through a mixed approach, which involved collecting data through questionnaires, interviews, and document analysis. The findings of the study revealed that there were various misunderstandings about TBA.

Previously, Qian Tinting (2011) did a research about text-based approach and dictionary based approach, the aim of the study is to find out which approach is more effective TBA or DBA, in learners' mastery of new words and time duration in learners' memory. Group A received a text containing ten target words with explanations. Where group B learners received the material of the same target words with meanings and examples. After 10 minutes, both groups were given the same test. They took all of them another test after two weeks. As a result, group A learners showed statistically more significant gains in their vocabulary knowledge in both tests than group B learners, and they memorize the words for longer time. The findings of this study demonstrate that text-based approach is more effective than dictionary-based approach.

Rustipha and her colleagues conducted a study that analyzed the various challenges that English teachers faced when it came to implementing text-based language teaching. The "New Normal" era refers to the sudden shift from traditional face- to- face methods to online teaching due to the emergence of new e-learning platforms, such as YouTube Videos and WhatsApp, the rise of social media has also led to the increasing number of teachers who are using these tools.

The study was conducted through interviews and questionnaires , and it revealed that the various challenges that teachers face when it comes to implementing text-based instruction are not only related to online teaching but also include choosing the right texts and adapting or altering them .

The findings of the study indicated that many teachers are not knowledgeable about the use of text-based instruction. This is in line with the arguments made by Ferrari et al., who claim that the traditional teacher-focused approach is not only inferior to online teaching but also leads

to technological-pedagogical issues. It was not easy for them to adopt the learner-centered methods, as they require them to actively participate in the learning process.

A mixed-method study of text-based approach in South Africa. Conducted by Triastuti and Riazi, in 2020 revealed that this approach was suitable and advantageous for English education, yet it failed to develop learner's communicative competence. They found that the problem was that English teachers implemented the TBA without in-depth knowledge and consciousness. A qualitative multiple-case study revealed that the difficulties of implementing TB teaching methods in selecting and organizing texts for teaching. They recommend training the teachers without the conceptual and practical knowledge of text based teaching.

KathrinaRustipa, YulistiYanti, and Sri Mulatsih, conducted a research about Text-based language teaching in the New Normal Era to achieve communicative competence: Challenges for EFL teachers in in October 2021 at Stikubank (UNISBANK) Semarang, and Dian Nuswantoro, Indonesia. The study describes the common teacher's problems in implementing the TBA especially under the COVID-19 pandemic. The methodology used was open-ended survey questions delivered to 15 researchers followed up their answers with an interview via a telephone call to understand the research participants' opinions. As a result, the main root of the problems is the teachers' lack of knowledge of TBA. Thus, updating the teachers' knowledge can be one of the solutions to the problems.

6. The benefits of Text-based approach

The Text-based approach in L2 communication be it spoken or written, offers a significant advantage by providing a structured framework for L2 students with limited exposure to authentic English writing. Within the genre-based approach, student communication, both spoken and written, is viewed as reproductions of texts based on the genre presented by the teacher. Consequently, the genre is expected to provide a process for producing a text that prioritizes the guiding process over the final product. Additionally, it is believed that learners can enhance their writing skills through the exploration and imitation of various writing models. As a result, learners must access as many examples of the same genre as possible to develop their ability to produce a specific genre. Through the repeated exposure to similar texts, learners can identify the specialized components unique to that genre. The genre-based approach in L2 communication be it spoken or written, offers a significant advantage by providing a structured framework for L2 students with limited exposure to authentic English writing. Within the genre-

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7. Limitations of text-based approach (genre-based approach)

The Text-based approach has its limitations, as pointed out by John Swales (2000). It may make learners passive and restrict their expression due to its reliance on model texts and emphasis on audience expectations. While genres can serve as useful guidelines for writers, they can also impede creative thinking and expression. Therefore, genre-based teaching requires careful consideration by both teachers and students. Additionally, selecting appropriate and authentic samples within a specific genre poses a challenge, particularly for non-native teachers with limited knowledge of authentic language use. Genre mixing further adds complexity to teaching based on genre analysis. Overcoming these obstacles requires a significant emphasis on the role of teachers, as the success of the genre-based approach hinges on their understanding and application of genres. Limitations of text-based approach (genre-based approach)

8. Teaching grammar using Text-based instruction

Thornbury (1999) suggests that a text-based approach involves looking at language when it is 'Doing work'. It is easier teaching grammar rules using examples taken out of context, especially for beginner and elementary learners who may struggle to grasp natural context. This is because language is context-sensitive, and taking words, sentences, or texts out of their contexts threatens their intelligibility. Therefore, taking individual grammar structures out of context is equally risky. As Thornbury mentioned, there are three levels of context: co-text which is the surrounding text, context of situation that is the situation in which the text is used, and context of culture which is about the culturally significant features of the situation.

Per Thornbury (1999), the text-based approach has two important implications. First, to gain a practical mastery of a second language, learners must be exposed to texts that showcase its

contextual use. This signifies that texts are crucial for language learning. Furthermore, students need to understand and produce complete texts rather than just individual sentences in the language. Consequently, grammar should be taught and practiced within context with entire texts being utilized as a means for grammar teaching.

8.1.Sources of texts

Texts can be picked from varied sources:

- 1- Course books.
- 2- Authentic sources such as Newspapers, songs, literary works..etc
- 3- The teacher.
- 4- The students themselves.

8.2 The text-based approach presentation of a grammar lesson

As the text-based approach process demands, the grammar lesson starts with the context-building phase in which the teacher should choose a text with a high frequency of instances of the targeted grammar element to help students notice it effectively. After giving the chosen text and presenting its topic the teacher begins by testing students' comprehension of the text through questions and tasks in order to achieve a minimum level of understanding for the text.

Then, during the modeling and deconstruction phase as per Feez (1995) “students build their knowledge about specific features of English at the level of grammar”, here the teacher shifts from meaning-focus to form-focus that is to say the teacher focus on the grammar structure and work with students to understand the form of sentences taking examples from the text. In this step the teacher elicits from the students a description of the form of sentences, and then he/she elicits the structure of the sentences.

Then for the joint construction phase the teacher works as advisor and editor for his pupils. He expands students' understanding by asking them to find other examples in the text.

Finally, comes the independent construction phase in which students work independently. Thornbury (1999) stated that the teacher assesses the students' ability by having them produce the appropriate forms in context, typically through a writing task. This task is preferred because it allows for more thinking time.

8.3. Advantages of teaching grammar through text-based instruction

Sean as cited in Ruday and Haddock (2023), suggests that the most effective way to teach grammar is by using books that engage students. This text-based approach has various advantages. According to Thornbury (1999), such an approach allows learners to deduce the meaning of unfamiliar grammatical items from the co-text and understand how they are used in real communication. Additionally, the TBA method is engaging, making language features more memorable, providing grammar and vocabulary input, as well as skills practice, which is beneficial for independent study, as per Thornbury (1999, p.79). Also for Ruday and Haddock (2023) “through these works our students are able to see authentic, real world examples of grammatical concepts”. Also, TBA follows a guided discovery approach and students are able to find out about the language themselves in which it gives the student the feeling that they are working through a step by step process .

Conclusion

Grammar teaching has gained a significant part in English language teaching, because good knowledge of grammar contributes in effective language use.

In section one, it was to provide an overview of teaching and English language teaching, discussing the term grammar and its definition, and then highlighting the importance of grammar in language education, approaches which are deductive and inductive approaches. Moreover, the most dominant methodologies of teaching grammar: grammar-translation method, direct method, communicative and Audio-lingual method. From section two, it was mainly about text based instruction approach, it was formed out from Halliday’s theory of language as social semiotic. It is also known as genre-based approach. Then a brief focus on definition of texts and types of texts. Following by the principles of text-based approach that are building the context, modeling, joint construction of the text, and independent construction of the text. TBI has different characteristics, benefits and limitations. In addition to teaching grammar using text-based approach, text sources, and the advantages of presenting a grammar lesson through text-based approach.

CHAPTER TWO

THE PRACTICAL PART

2.1. Section One: Research Methodology

Introduction

2.1.1. Research Approach

2.1.2. Research Instruments

2.1.3. Sampling and Population

2.1.4. Administration of the Questionnaire

2.1.5. Description of the Questionnaire

2.1.6. Description of the Interview

2.1.7. Ethical considerations

Conclusion

2.2. Section Two: Data Analysis and Discussion of Results

Introduction

2.2.1. Analysis of the questionnaire

2.2.2. Discussion of the Students' Questionnaire

2.2.3. Analysis of results of Teachers' Interview

2.2.4. General Discussion

Conclusion

2.1. Section one: Research Methodology

Introduction

This section is devoted mainly to the research design and methodology. It tackles a clear description of the design, the selected research approach, the data collection tools, and the selection of participants. It also covers a detailed description of the questionnaire with its administration and a description of the interview. In addition to the ethical conventions of the research conducted which are respected in the current study.

1.1.1. Research Approach

For assessing and interpreting profoundly the present phenomena, it was decided to adopt a mixed methods approach to get a broader understanding of the problem. In this adopted method, it is sought to obtain an investigation of the effectiveness of teaching grammar through text-based instruction on third year secondary school pupils. The obtained data was analyzed through a descriptive design.

1.1.2. Research Instruments

In the descriptive design, we opted for a questionnaire and an interview as the main data gathering tools. According to Brown (2001), “a questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p.66) . In other words, a questionnaire is any list of questions, which need to be answered. A questionnaire has different forms; it can be a checklist, multiple choices, yes/ no questions. In addition, an interview is “a method of collecting data involves presentation of oral-verbal, stimuli and reply in items of oral verbs responses” (Kothari, 2004, p.97). The use of teachers’ interview helps to treat the subject from another angle because the teachers have a significant part in this study.

A questionnaire in fact was selected because it gathers information from number of participants. It offers a quick way to get results (it takes less time to collect data). Moreover, it allows respondents maintain their anonymity. Lastly, the use of the questionnaire and the interview together would help in investigating the present problem. Therefore, more results that are valid would be reached.

1.1.3. Sampling and Population

Population is a group of individuals who have the same characteristics (Creswell, 2012). In the present study, the target population was the third year secondary school pupils from different branches at 01 November 1954 secondary school in BordjBouArerridj (BBA) for the academic year 2022-2023. The research population includes third year pupils; males and females. Thus, the total number of population was 60 pupils. 60 pupils answered the questionnaire. After that for the sample, as Croswell explained, is a subgroup of the target population that the researcher plans to study for generalizing about the target population (2012; p.142). The sample of the study was a total sampling because the population is less than 100 in number. Arikunto (2002, p.112) argues that if the population of the study are less than 100 in number, the researcher had better taken all of them. If the population are more than 100 number, the researcher can take around 15%, 20%, 25%, 40%, or 50% of them. Per Sugiyono(2007), the total sampling is a technique to collect the data, which is the total number sample, is similar with the total population. The choice of this sample was due to the fact that third year secondary school pupils have difficulties in acquiring and using grammar. In addition, the English syllabus of the level of third year secondary school integrates texts in the lessons.

Apart from pupils, English teachers also have a significant part in the study. An interview was conducted with eight teachers from different secondary schools in BBA, five (5) are from 1 November 1954 SS, two (2) others are from Ali Madoui SS, whereas the other one is from Said Zerrouki SS. Those English teachers are purposively selected to give precise data about teaching grammar through TBI.

1.1.4. Administration of the questionnaire

The questionnaire was submitted to third year secondary school pupils at 1 November 1954 secondary school of BordjBouArerridj. All the population was taken as a sample of this study, hence, this sample consists of (60) pupils from the different branches (scientific and literature and foreign languages). It took nearly 15 to 20 minutes of pupils' time to be completed, all the questionnaires were given back and the pupils were very serious and helpful. The choice of this instrument is to examine the pupils' perception and the usefulness of text-based instruction in grammar teaching.

1.1.5. Description of the Questionnaire

The questionnaire consists of (18) questions divided into 4 sections. Most questions were close-ended unless two questions were open-ended. The first section is about the general information of the participants. The second section is devoted to grammar, how it is viewed by pupils, what is their level in grammar and how they use it to develop their language learning. Additionally, the third section is about text-based instruction, in which it attempted to investigate whether English language teachers are using the method in teaching and if the pupils themselves are aware of the nature of texts in general. Lastly, the fourth section is about text-based instruction and grammar, the section was designed to discover the pupils' preferences concerning the grammar learning method, also to examine its effectiveness per pupils. These sections are as follows:

Section 1:General information.

The main aim of this section is to obtain data about learners' background. It consists of 3 questions. The first two questions Q1 and Q2 are about gender and age, while the third question targeted the pupils' preferences and their favorite language skills.

Section 2: Grammar.

In this section, questions are designed to elicit pupils' perception on grammar. Q1, Q2 are designed to know whether grammar lessons are achieving pupils' learning purposes. Q3 and 4 aim at exploring pupils' attitude towards grammar through their grammar marks and level. For Q5, it is concerned with how pupils perceive grammar and whether they consider it important. However Q6, Q7 are about examining whether 3rd year secondary school pupils have authentic background of English communication or they communicate by translating speech from native language, also if they are conscious of the usefulness of grammar in English communication. The last question is about exploring what activities teachers mostly use.

Section 3:Text-based instruction.

This section involves three major questions concerning text-based instruction. It was designed to facilitate the meaning of the approach and that it is about types of texts that are used as method for language teaching in general. Pupils were asked if their teachers use texts in teaching in the Q1. Q2 and Q3 are about the nature and the types of these texts.

Section 4 Text-based instruction and grammar.

The objective of this section is to investigate the pupils' perception of grammar through the text-based approach. Starting by the first question Q1, which tackles the pupils' preferred method to learn grammar through it. Q2 is to examine whether their teachers use texts in grammar teaching specifically. Q3 is about the pupils' view on the text-based instruction approach and whether they find it helpful or not in grammar learning. For Q4 it aims to investigate whether linking texts to the teaching process help pupils memorize vocabulary and remember the grammar aspects. Moving to the Q5 which is mainly about the production stage of the learning process, and whether the learning objectives are achieved. Finally. The same idea for Q6 was directed to pupils in order to express their ideas about TBI independently, which means that the responses should be free writing.

1.1.6. Description of the Interview

The second data-gathering tool is an interview. A Semi-Structured interview was conducted with eight (8) English teachers from different secondary schools in BBA. The purpose of this interview is to discuss with teachers their own experiences, perceptions, and attitudes about integrating text-based instruction during grammar teaching lessons. The interview was recorded after the teachers' permission. The next step was the transcription of the recorded data and the data was ready to analyze.

1.1.7. Ethical consideration

The research met ethical conventions of research conducted in the following ways:

- The participation was voluntary; no one was obliged to answer the questionnaire.
- The personal information is kept safe from being harmed.
- The participants (teachers and pupils) are not identified; Anonymity is a principle in the research.
- It did not tackle any sensitive topics.

Conclusion

To conclude, this chapter is devoted to the methodology design of the research presenting the method, the data collection tools, sample, with a deep clarification of the data collection procedure, which is the questionnaire. Also, it has fully justified the selection of each aspect mentioned above including all the questionnaire sections. Lastly, the second data collection instrument that is the interview will be mainly conducted with the data analysis and the discussion of the results.

2.2. Section two:

Introduction:

This section is concerned with data analysis and the discussion of the results in order to answer the research question as well as to evaluate the validity of the hypotheses. This will be done through analyzing data collected in the form of tables and figures that are going to be analyzed quantitatively through a statistical reading. Then a discussion and an interpretation of the analyzed data will be conducted by turning statistics into meaningful results qualitatively. Finally, a general discussion will be provided to summarize the results.

2.2.1. Analysis of the Questionnaire

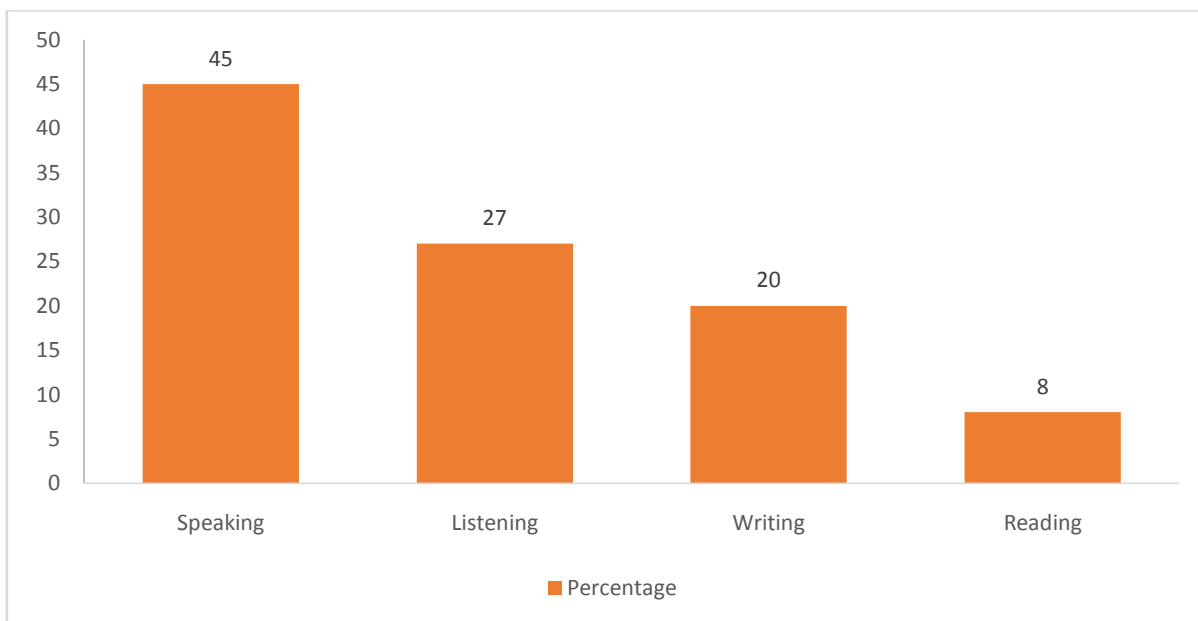
Section one: General information

Q 1: Which skill do you prefer the most?

Table01: Pupils' preferred skill.

Options	Number	percentage
Speaking	27	45%
Listening	16	27%
Writing	12	20%
Reading	5	8%
Total	60	100%

Figure 05: *Pupils' preferred skill.*



From the table (1) and the figure (5) shown above, it is noted that most pupils (27) with a rate of (45%) preferred speaking skill. Likewise, listening comes next with a rate of (27%) selected by (16) students, whereas a little attention was given to reading with an average of (8%) representing only 5 students. Significantly, writing is preferred by (12) students with a rate of (20%).

Discussion and interpretation

Data revealed that almost all students prefer speaking since it dominates with a noticeable distinction, next comes listening and writing, then finally reading with a lower average. These massive choices suggest that students prefer speaking because they feel free in expressing themselves, their opinions with no guided instruction.

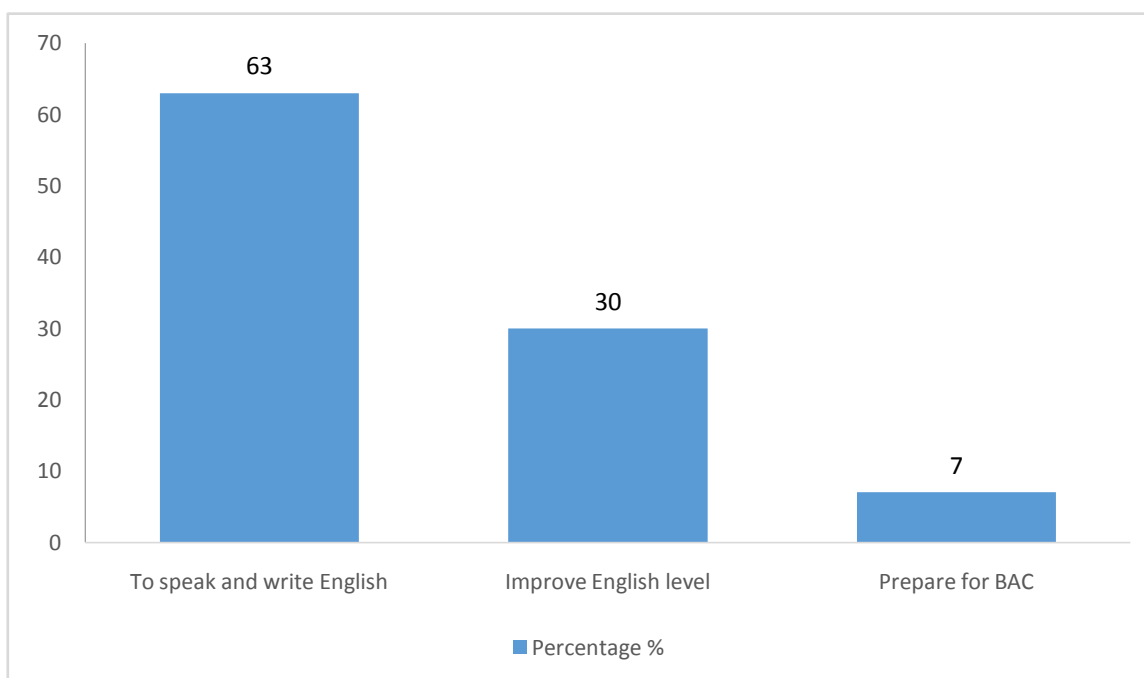
Section 2: Grammar

Q 1:What are your reasons for learning English?

Table 02: *Students' reasons for learning English.*

Options	Number	percentage
To speak and write English well	38	63%
To improve your level in English	18	30%
prepare yourself baccalaureate exam	4	7%
Total	60	100%

Figure 06: *Students' reasons for learning English*



As illustrated by the table (2) and the figure (6), (38) pupils with an average of (63%) learn English to speak and write well. Improving English level was ticked by (18) pupils, forming a percentage of (30%). At the third place came “preparing for the baccalaureate exam” with a percentage of (7%) selected by (4) pupils.

Discussion and interpretation

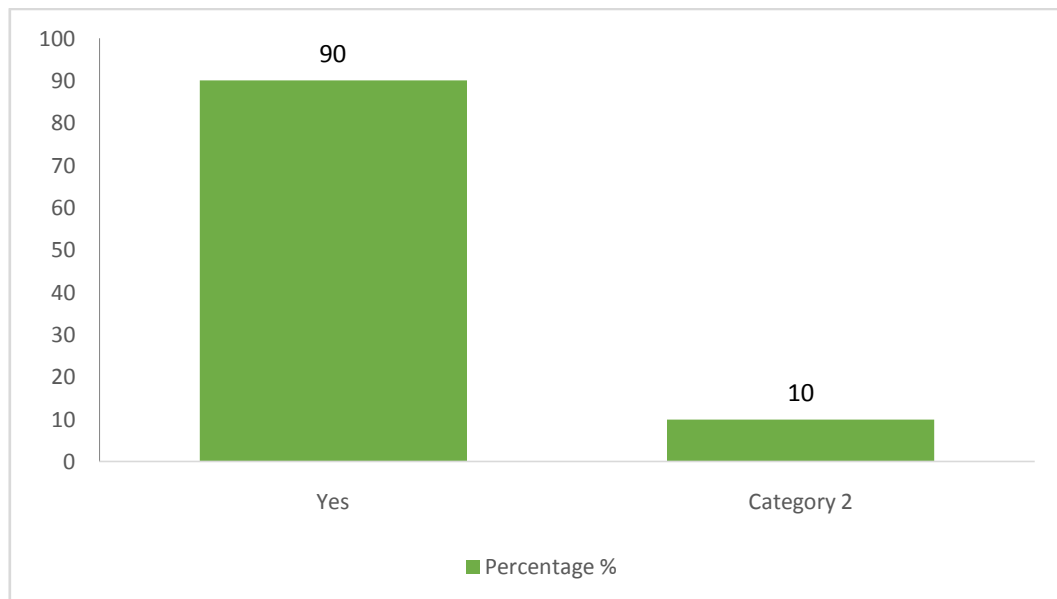
Since most pupils objectives of English learning is to speak and write well, it can be understood that they are aware of how much is English language important to the new world; hence, they aim at using it to communicate in their daily life efficiently.

Q3:Do you find grammar lessons useful in achieving such purposes?

Table 03: *Usefulness of grammar lessons in achieving pupils' purposes.*

options	Number	percentage
Yes	54	90%
No	6	10%
Total	60	100%

Figure 7: *Usefulness of grammar lessons in achieving pupils' purposes.*



The table (3) and figure (7) shown above, represent the usefulness of grammar in achieving pupils' purposes as English language learners. (90%) representing fifty-four 54 pupils believe that grammar lessons are useful in acquiring such purposes, whereas (6) pupils with an average of (10%) see that grammar lessons are not useful.

Discussion and interpretation:

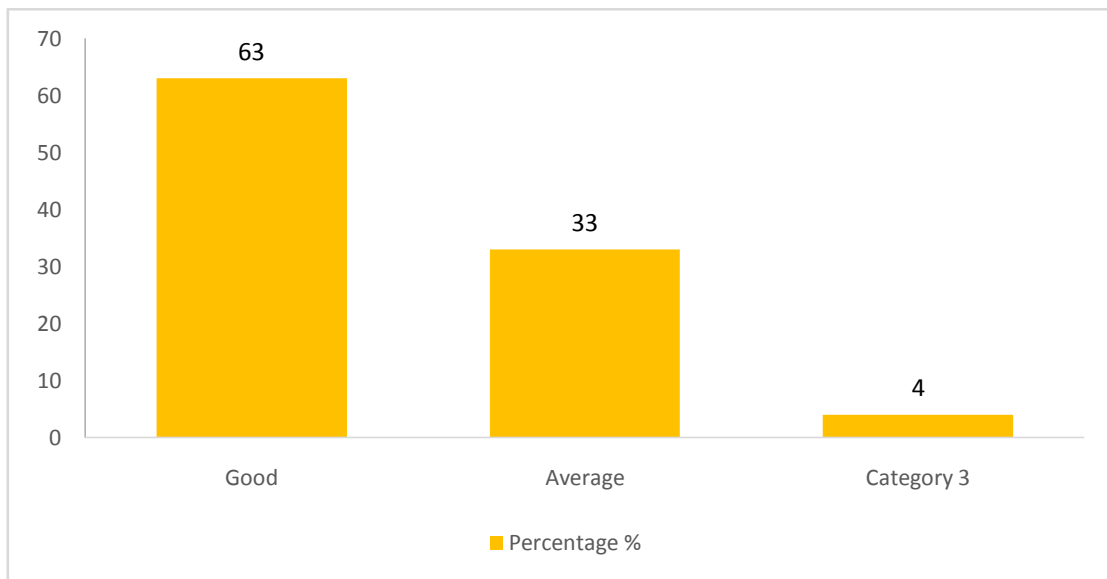
These results might suggest that third year secondary school pupils are conscious of the grammar efficiency in acquiring English language as whole. Since their purposes are speaking and writing English well, so they are now able to communicate easily. Also, improving their English level, as they are developing their different skills.

Q 3:How do you situate your level in grammar?

Table 04:*Pupils' level of grammar.*

Option	Number	Percentage
Good	38	63%
Average	20	33%
Low	2	4%
Total	60	100%

Figure08: *Pupils' level of grammar.*



From the table (4) and figure (8), (63%) representing (38) pupils stated that their level of grammar is good comparing to (20) pupils with a percentage of (33%) believe that their level of grammar is average, whereas only (2) pupils representing (4%) went for a low level.

Discussion and interpretation:

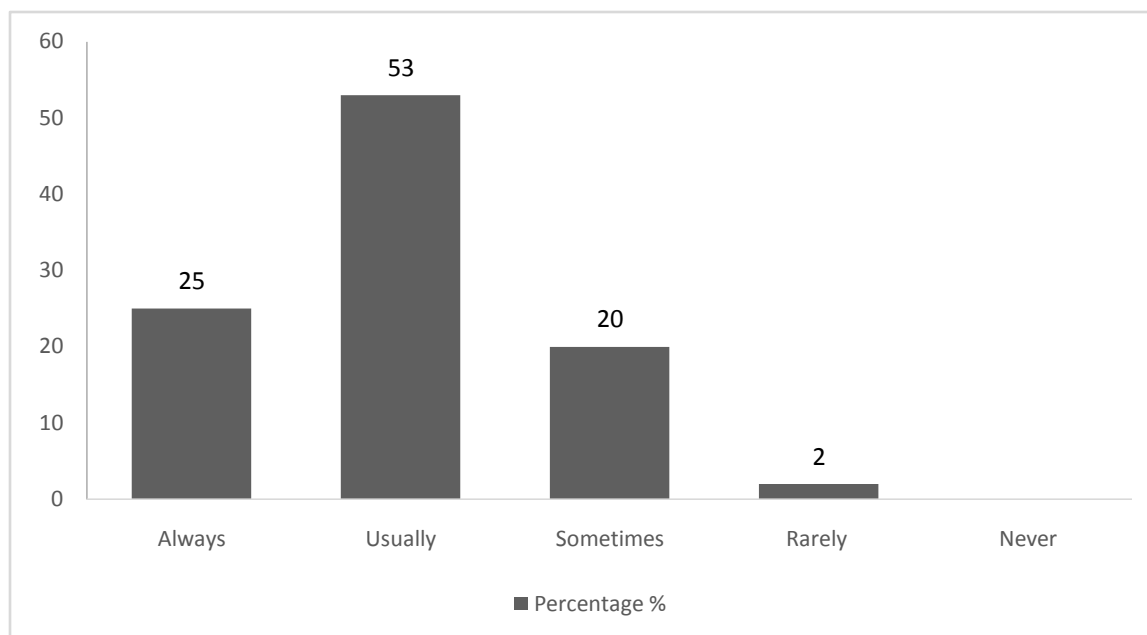
The aforementioned results show that third year secondary school pupils have good level in grammar as the majority representing 63% state. This may suggest that teachers’ teaching method is affective, his/her strategies and the pupils’ attitude toward the grammar session is positive.

Q 4: How often you get good marks in grammar tests?

Table 05: *Pupils’ marks in grammar tests.*

Options	Number	percentage
Always	15	25%
Usually	32	53%
Sometimes	12	20%
Rarely	1	2%
Never	/	/
Total	60	100%

Figure 09: Pupils' marks in grammar.



As shown in table(5) and figure (9), third year pupils responses on question (4) in the second section is as follow: out of 60 pupils, (15) with an average of (25%) stated that they always get good marks in grammar tests. (32) pupils with a considerable percentage of (53%) said that they usually get good marks in grammar tests, whereas (20%) representing (12) responded that they sometimes gain good marks in grammar, and only (1) pupil with a rate of (2%) said that he/she rarely get good marks in grammar tests.

Discussion and interpretation:

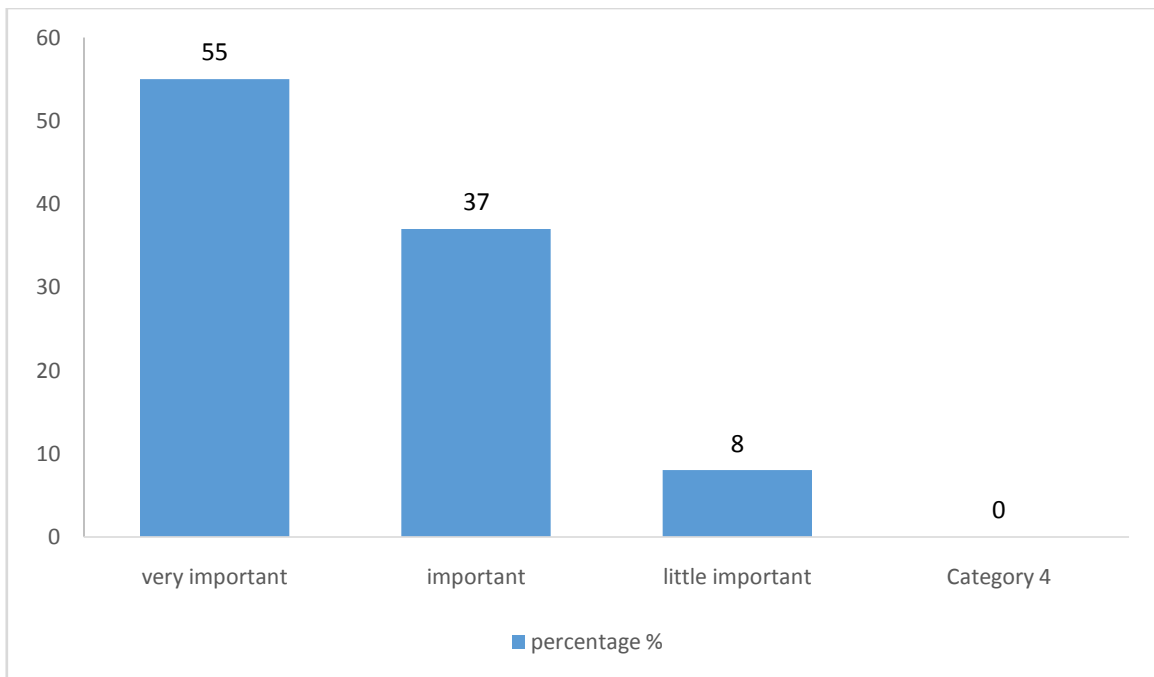
The data shown in the table(4) and figure (9), may suggest that a large number of pupils are interested of the field of grammar since it dominates in the English subject curriculum as it affects the whole language learning process.

Q 5: Do you think learning grammar of English is?

Table 06: Importance of grammar per students.

Options	Number	PERCENTAGE
Very important	33	55%
Important	22	37%
Important	5	8%
A little important	/	/
Total	60	100

Figure 10: *Importance of grammar per students.*



The results reveal that 33 pupils with a percentage of (55%) believed that grammar is very important. (37%) representing 22 pupils thought that it is important, whereas only 5 pupils with a rate of (8%) argued that grammar is a little important. What is noticeable that no one thought that grammar is not important at all in language learning?

Discussion and interpretation:

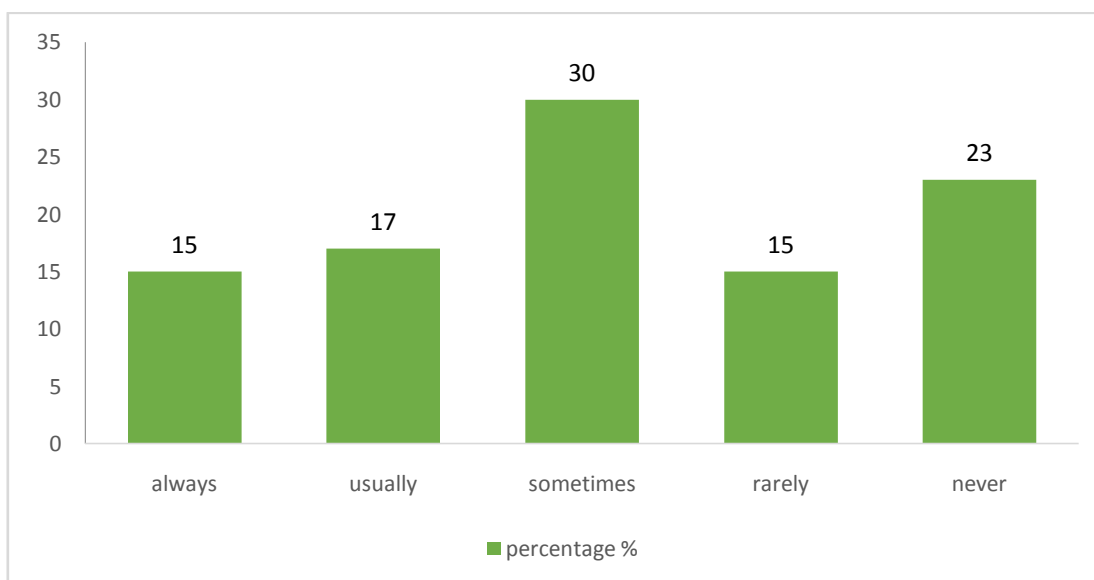
In support of the results shown above, it maybe reflects the respondents' consciousness of the significance of grammar in the process of learning a foreign language. Also, that they find it very essential to communicate.

Q6: How often do you form what you say first in native language then translate it when you communicate?

Table07: *Pupils' thinking in the native language and then translate into English.*

Option	Number	percentage
Always	9	15%
Usually	10	17%
Sometimes	18	30%
Rarely	9	15%
Never	14	23%
Total	60	100%

Figure 11: *Pupils thinking in the native language and then translate into English.*



The table (7) and the figure (11) show that most of the pupils (18) with an average of (30%) were sometimes thinking in their first language before they articulated in English. Others were always thinking in their first language presenting (15%) with the number of (9) pupils and (10) pupils with a rate of (17%) were usually producing what they say first in their native language. They present the meaning in the native language, transfer the rules and then produce in English. On the other hand, a total of (14) pupil never thought in their mother language with a percentage of (23%). In addition to (9) pupils representing (15%) were rarely thinking first in the native language.

Discussion and interpretation.

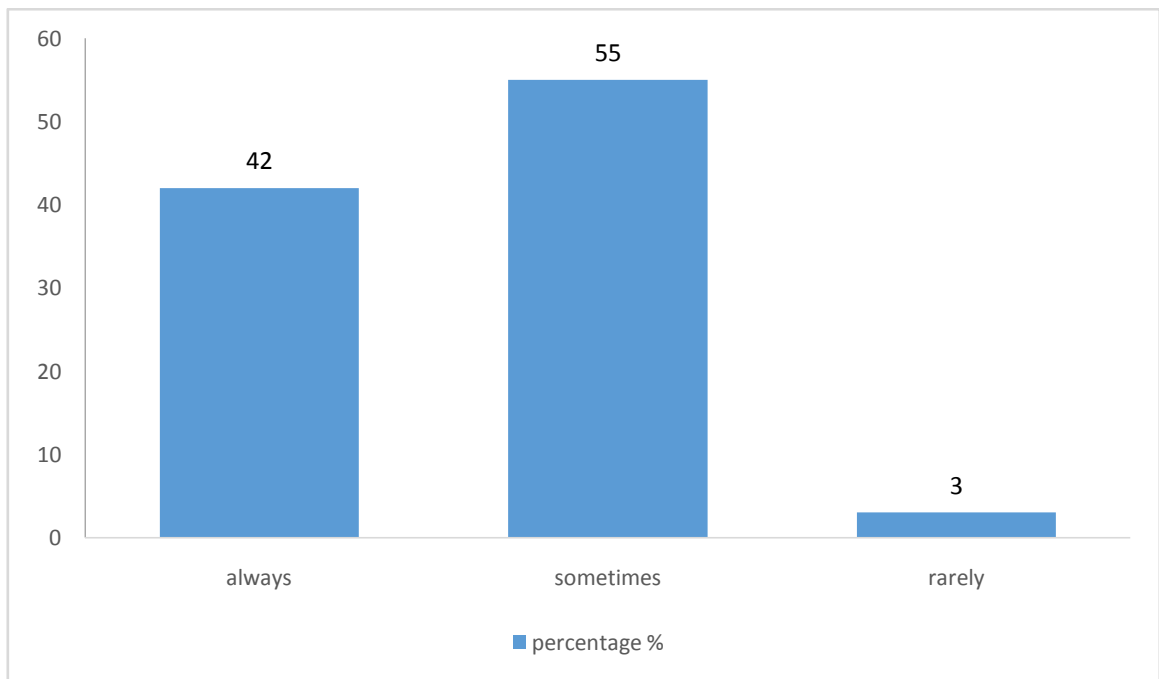
From the table (7) and figure (11) that show the disparity of the presented results between never and rarely, sometimes and usually. It can be suggested that pupils of third year secondary school do not have a previous background of English directly as they think in their first language and then translate what they want to say in English starting from structure to the expressions and words.

Q 7: How often do you benefit from grammar when you communicate in English?

Table 08: *The use of Grammar in English communication according to pupils.*

Options	Number	percentage %
Always	33	55%
Sometimes	25	42%
Rarely	2	3%
Total	60	100%

Figure 12: *The use of Grammar in English communication according to pupils.*



As for the usefulness of grammar in communication in students' opinions, almost all pupils argued that they benefit from grammar when they communicate, for a number of (33) students presenting (55%) grammar is always beneficial when communicating in English, furthermore (25) pupils stated that they sometimes benefit from grammar in communication with an average of (42%). However, (2) pupils asserted that grammar is rarely beneficial.

Discussion and interpretation:

Based on students' answer, it could be concluded that third year secondary school pupils are aware of grammar efficiency, and able to use it in communication correctly since they practice it on language production.

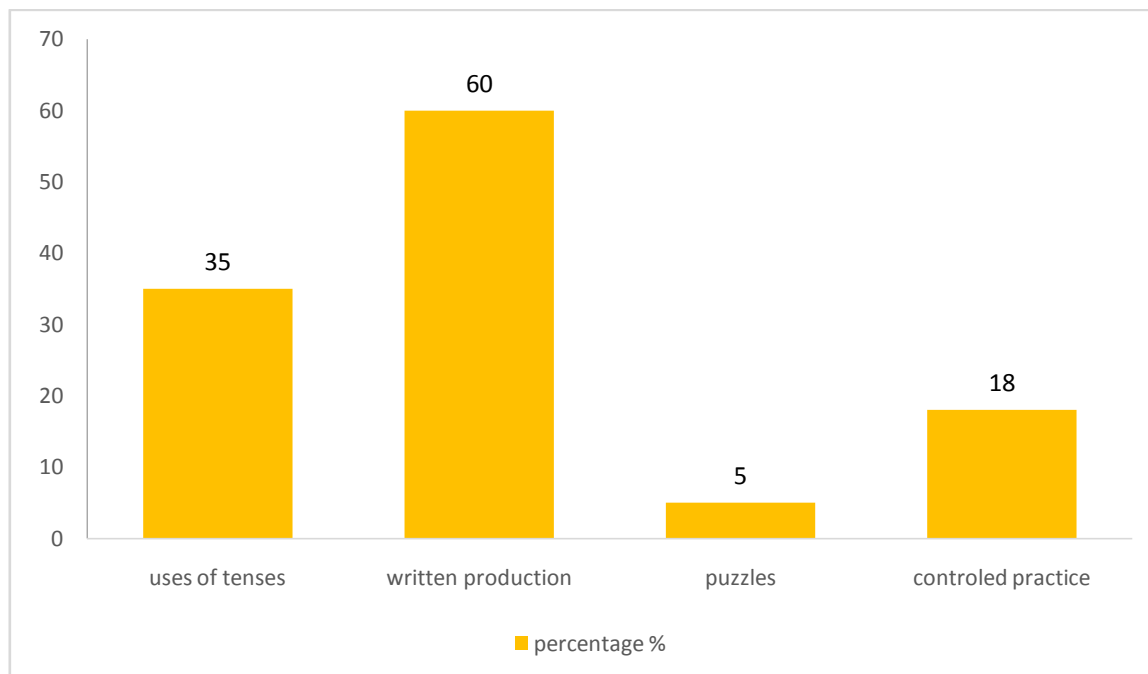
Q 8: what are activities you usually have in grammar class?

Table 09: *The frequency of grammar activities.*

Options	Numbers	percentage
Uses of tenses	21	35%
Written production	29	48%
Puzzles	1	2%

Controlled practice	9	15%
Total	60	100%

Figure 13: *The frequency of grammar activities.*



From the table (9) and the figure (13), it could be noticed that the written production activities are highly used by the teacher of grammar due to the prominence of its frequency in pupils' ticking with a range of (48%) selected by (29) pupils. Besides, uses of tenses activities was ticket by (21) pupils having a percentage of (35%). The third ticked activity was the controlled practice, which was selected by only (09) pupils, forming a percentage of (15%), whereas puzzles the less ticket activity was chosen by (02%) representing only one pupil.

Discussion and interpretation:

Based on pupils' answers, it can be suggested that their teachers of grammar give more attention to the written production since it helps pupils develop analytical skills, as writing is not only about writing but also about grammar, lexis and discourse.

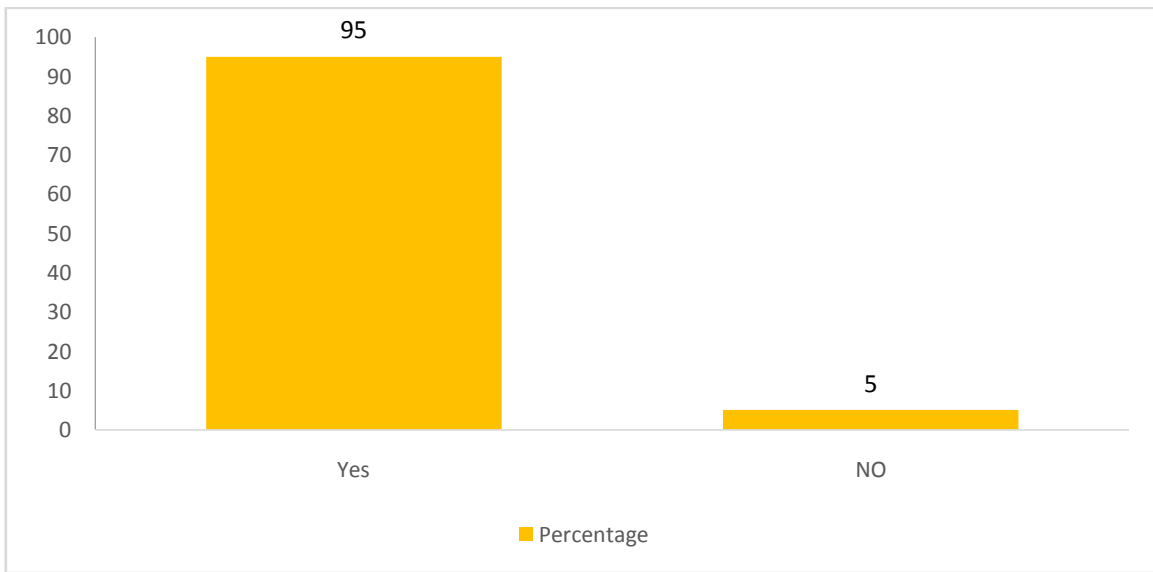
Section 3: Text-based instruction

Q1: Do your teachers use different types of texts in English teaching?

Table 10: *The teachers' use of different types of text during the teaching process*

Options	Number	percentage %
Yes	57	95 %
No	3	5 %
Total	60	100 %

Figure 14: *The teachers' use of different types of texts during the teaching process*



From the table (10) and the figure (14) shown above , it is shown that the highest rate with 95% representing 57 pupils claim that their teachers use different types of texts in English teaching . Contrariwise, three pupils took an opposite position answering with no.

Discussion&interpretation: from the pupils' answers, teachers use a variety of types of texts during English teaching.

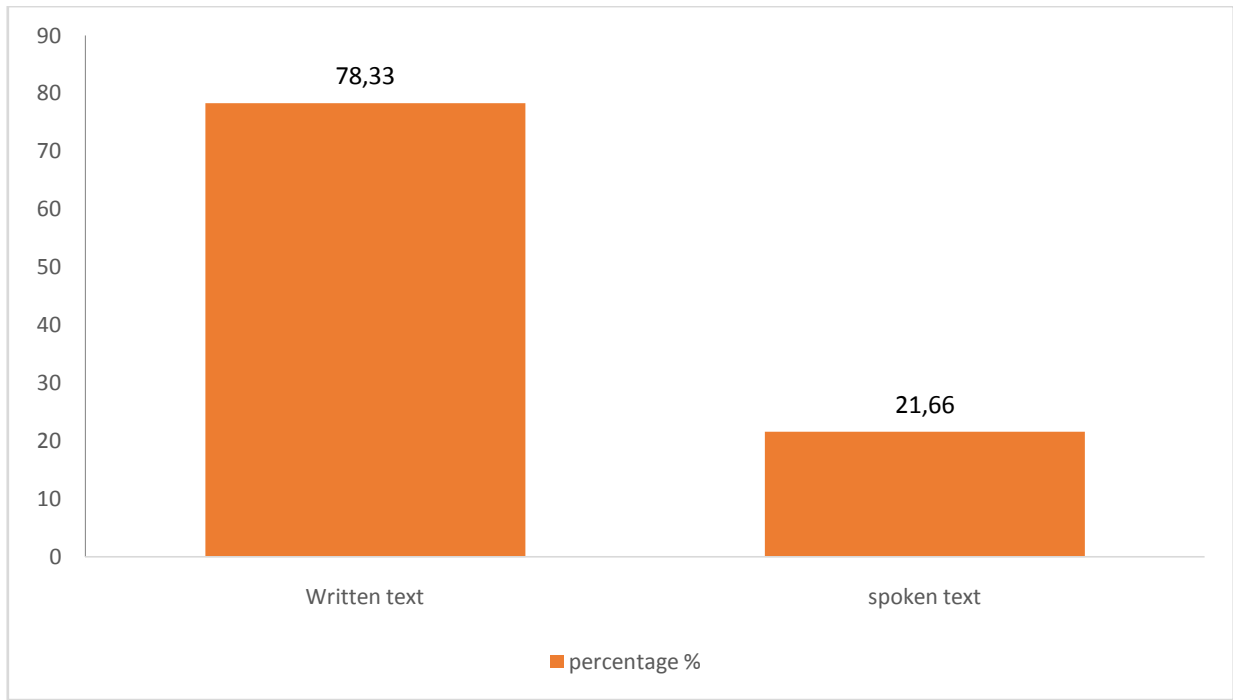
Q2: what do you prefer spoken or written texts?

Table 11: *Pupils' perceptions about spoken or written text*

Choices	Number	percentage %
Spoken texts	13	21.66 %
Written texts	47	78.33 %

Total	60	100 %
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Figure 15: Pupils' preference for spoken or written texts



This question was mainly asked to check whether pupils prefer spoken or written texts.

As demonstrated in table (11) and figure (15), the minority of pupils (21, 66%) preferred spoken texts. By contrast, the majority of them (78, 33 %) preferred written texts.

Discussion and Interpretation:

The findings indicate that great number of students preferred written texts because the written ones serve as a general source of information through which students can acquire vocabulary, forms, and grammar rules correctly. Moreover, written texts can be attached with pictures, diagrams, tables that can clarify the information, and help to understand and learn the language better.

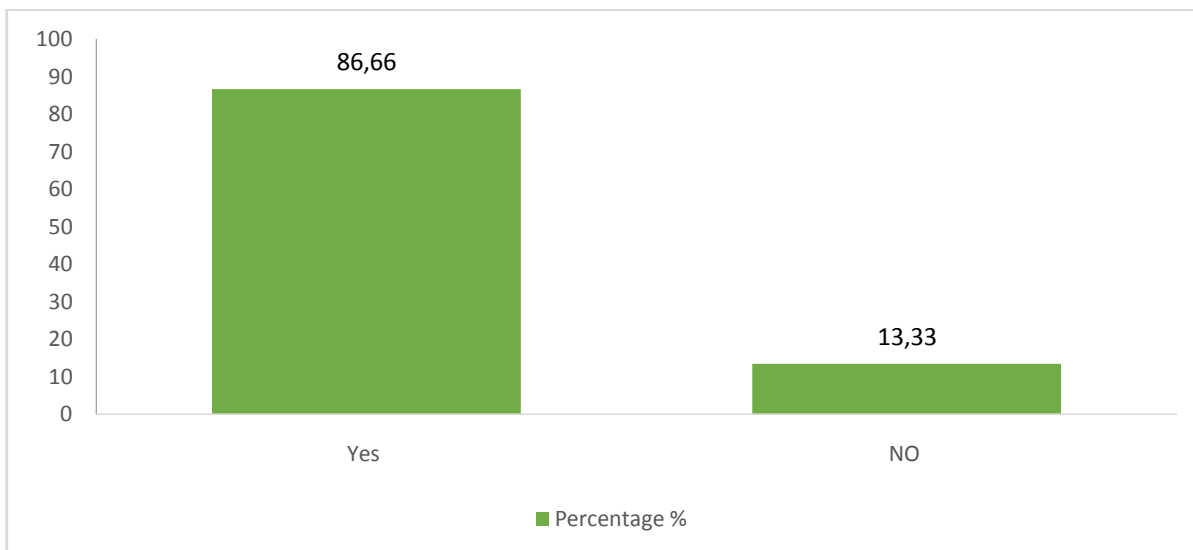
Q 3: Do you know different types of texts?

Table 12: Students' knowledge of different types of texts

Options	Number	percentage %
Yes	52	86,66 %

No	8	14,33 %
Total	60	100 %

Figure16: Pupils' knowledge of different types of texts



From the findings of table (12) and figure (16), 52 students, which presented (86, 66 %), answered with “Yes”. In contrast, only 8 students which presented (13, 33 %) answered with “NO”. Students who opted for “Yes” were asked to mention different types of texts, and they provided different answers as presented in the table below.

Table 13: Pupils' mentioning of different types of text

No answer	27 participants
Answers (33 participants) (In some cases, many students provided the same comments).	<ul style="list-style-type: none"> ▪ Argumentative, historical, story, person' life story. ▪ Narrative , expository ▪ Descriptive ▪ Fiction, scientific texts, reported texts, philosophical texts.

	▪ Report, letter, biographic texts, email.
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Discussion & Interpretation:

According to the results of the table (12) and figure (16) shown above, the majority of the students are knowledgeable of different types of texts. This might suggest that they learn them in class.

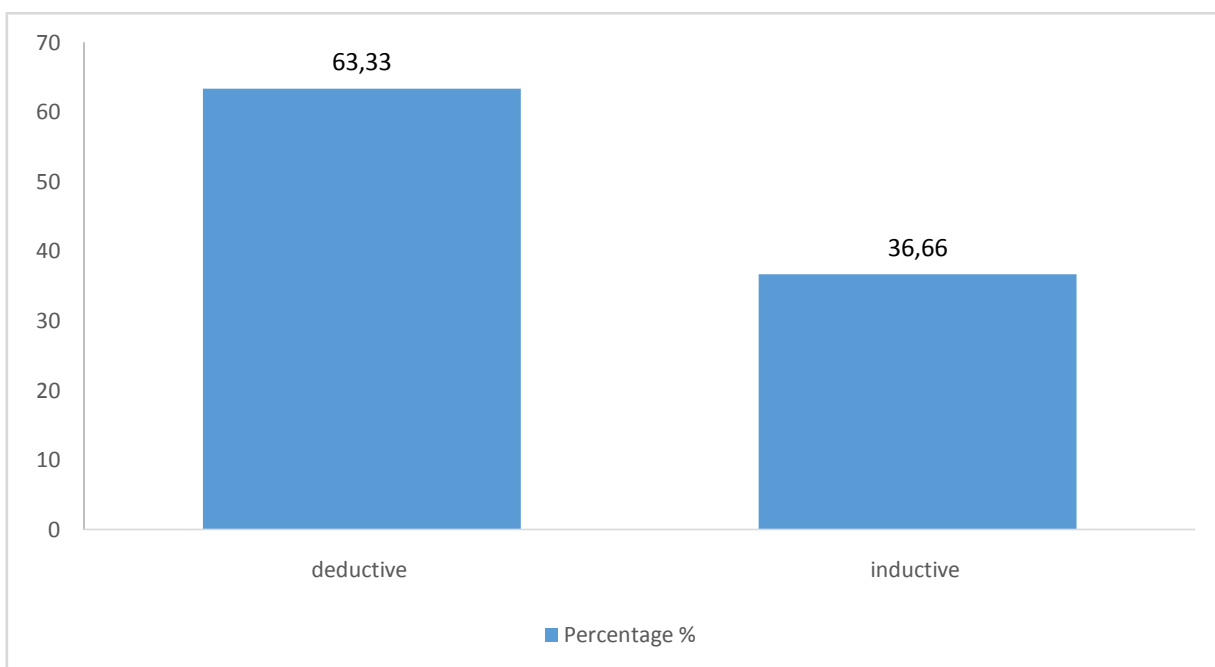
Section 4: Text-based instruction and grammar

Q1: During the explanation of the grammar lesson, do you prefer the deductive or the inductive approach?

Table 14:*Pupils' preference of deductive or inductive approach*

Options	Number	percentage %
Deductive	38	63,33 %
Inductive	22	36,66 %
Total	60	100 %

Figure 17:*Pupils' preference of deductive or inductive approach*



The aim of this question is to explore which approach pupils prefer during the grammar lesson.

Table (14) and figure (17) illustrate that almost all pupils (63, 66 %) chose the deductive approach representing 38 pupils. On the other hand, only 22 pupils (33, 66 %) selected the inductive approach.

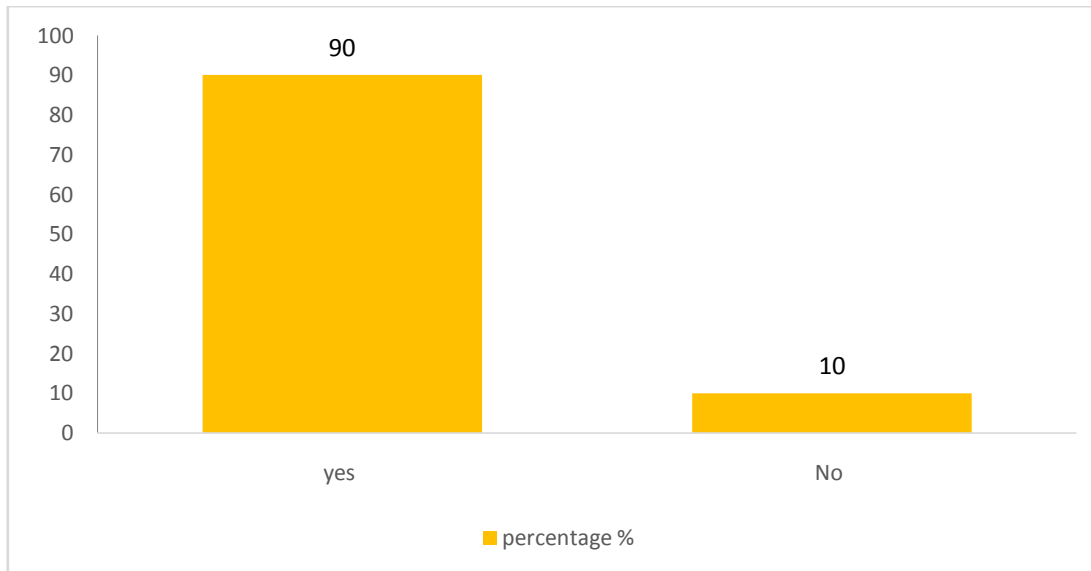
Discussion & Interpretation:

Based on pupils' answers, it might suggest that third year secondary school pupils are aware of their learning process. They maintained that the deductive method facilitates learning grammar rules as well as accelerates language learning in general. In contrast, pupils who chose inductive method because it prompts their interests and motivates them to think about the form and its meaning based upon its various uses.

Q2: Does your teacher use texts in grammar lessons?

Table 15: *The use of texts in grammar lessons*

Options	Number	percentage %
<i>Yes</i>	<i>54</i>	<i>90 %</i>
<i>No</i>	<i>6</i>	<i>10 %</i>

Figure 18: *The use of texts in grammar lesson*

As the table (15) and the figure (18), the results reveal that 54 pupils with a rate of (90 %) answered that their teacher use texts in teaching grammar. Yet only 6 pupils a with rate of (10 %) answered with no, their teacher did not use texts when teaching grammar.

Discussion & Interpretation:

The majority of pupils answered with yes, these results strongly indicate that teachers use text-based instruction approach in grammar teaching. By contrast, only 6 pupils answered with no this is due to the fact that they did not pay attention during the lesson or they did not aware of the different types of texts.

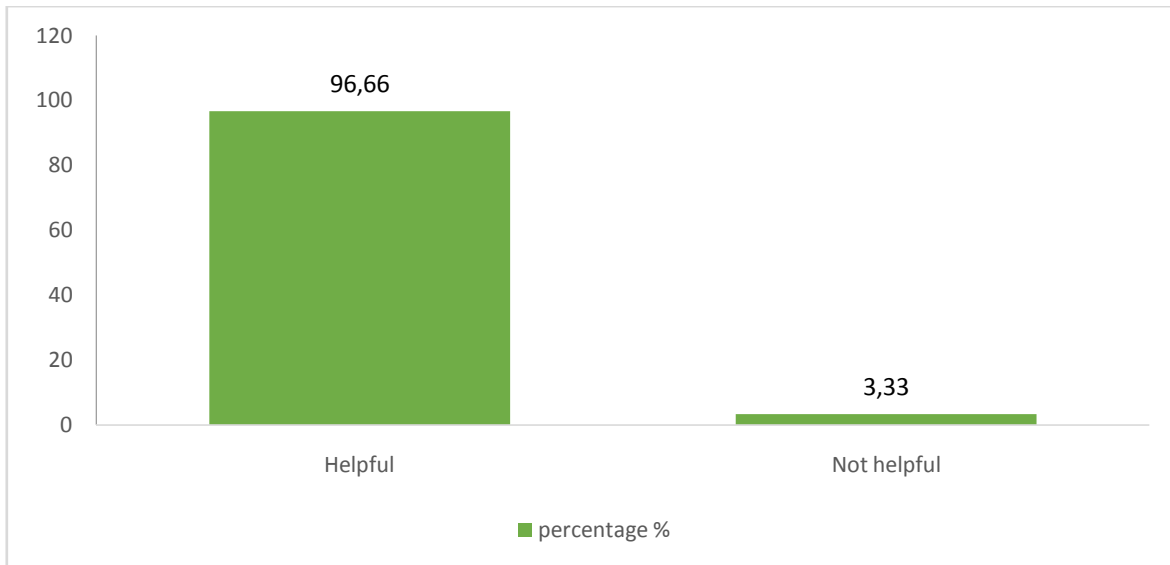
Q3: What do you think about text-based instruction method?

Table 16: *Pupils' opinions about text based instruction method*

Options	Number	percentage %
Helpful	58	96,66 %
Not helpful	2	3,33 %

Total	60	100 %
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Figure 19: *Pupils' opinions about text-based instruction method*



This question aimed at exploring pupils' opinions about text-based instruction method in grammar teaching.

It can be noticed from Table (16) and Figure (19) that the majority of pupils (58) with range of (96,66 %) believed that text-based instruction is helpful . Contrariwise, 2 pupils took the opposite position and answered that the method is not helpful.

Discussion & Interpretation:

From the results of table 16 and figure 19, it is noticeable that pupils are aware of the importance of text-based instruction method in grammar learning. This is because they found it helpful and effective during grammar learning, it matches their needs.

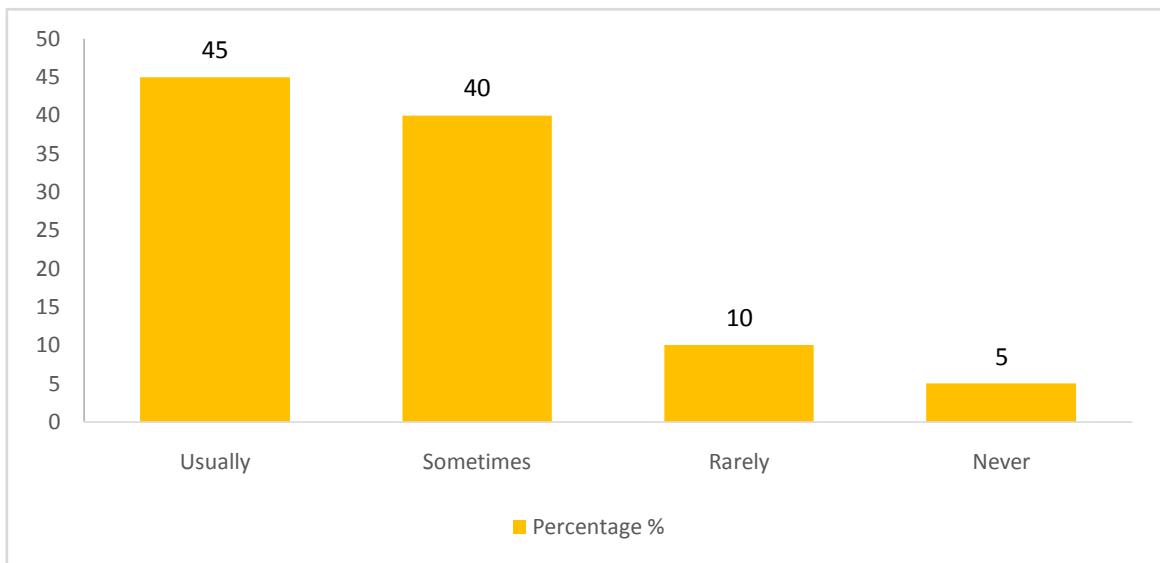
Q4: How often do you memorize vocabulary and grammar rules when you learn them from texts?

Table 17: *The frequency of pupils' memorization of vocabulary and grammar*

Options	Number	Percentage %
<i>Usually</i>	27	45%

<i>Sometimes</i>	24	40 %
<i>Rarely</i>	6	10%
<i>Never</i>	3	5 %
<i>Total</i>	<i>60</i>	<i>100 %</i>

Figure 20: *The frequency of pupils’ memorization of vocabulary and grammar*



As demonstrated by the table (17) and the graph (20), a considerable rate of pupils (45 %) selected the box of “usually” (27 students). Then, it comes” sometimes” with 24 pupils with rate of (40 %). Thirdly,8 eight pupils, forming a rate of (10 %), selected “rarely” . however, the minority of pupils (3) with rate of (5 %) answered with “never”.

Discussion & Interpretation:

These results strongly indicate that text-based instruction approach helps pupils to acquire and memorize vocabulary and grammar rules.

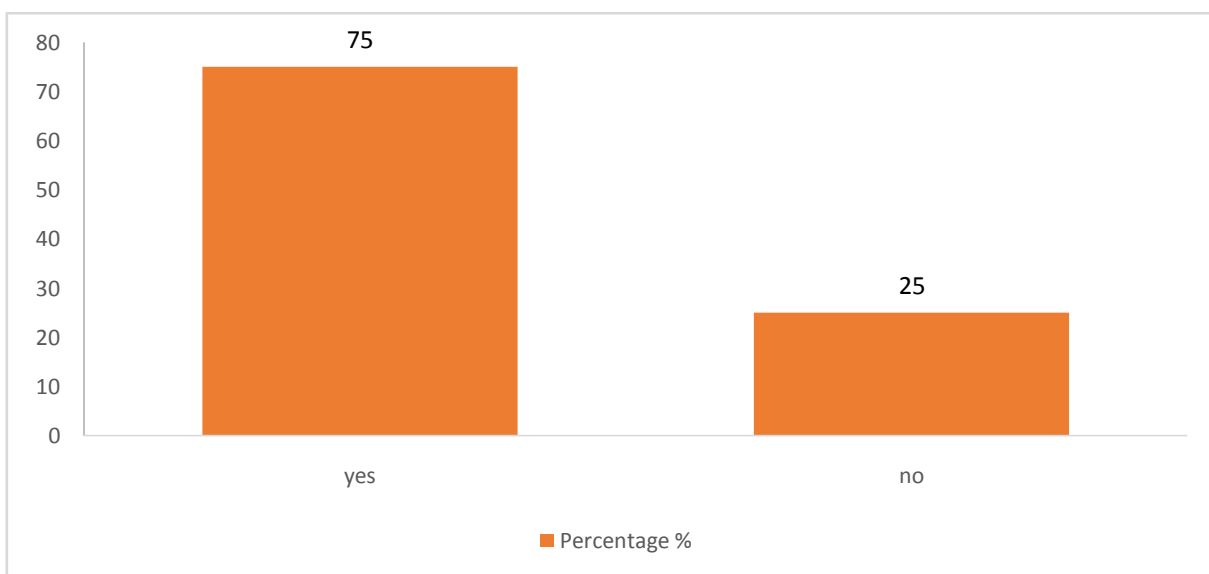
Q5: When it comes to practice, do you find it easy?

Table 18: *Ease of practice forpupils*

Options	Number	Percentage %
Yes	45	75 %

NO	15	25 %
Total	60	100 %

Figure 21: *Ease of practice for pupils*



The aim of this question was to detect if pupils find practice easy or not.

From table (18) and figure (21) shown above, the majority of pupils (45) with range of (75 %) opted with “yes”. In contrast, a range of (25 %) which represented 15 pupils opted with “no”.

Discussion & Interpretation:

From the data collected, it is noticeable that the majority of pupils find practice easy. It might suggest that text-based instruction method is effective, and help pupils to do their practice easily.

Q6: What can you say about text-based instruction being a grammar teaching approach?

This question was an open-ended question where pupils are asked to give their opinion about Text-based instruction approach.

Table 19: *Pupils’ comments and opinions about text-based instruction*

No comment	20 participants
Comments (40 participants) (In some cases, many students provided the same comments).	<ul style="list-style-type: none"> • It is a good way of teaching • It is important to speak and write well. • It is too helpful. • It is beneficial because I can get many information. • We find it in many statements that we can use it in communication. • It helps to memorize vocabulary and grammar. • Understand better. • Helps to learn new words. • Learn grammar with examples. • It makes things better.

2.2.2. Discussion of the Students' Questionnaire

Based on the previous analytical focus, the obtained results show that third year secondary school pupils are at the first place conscious of the grammar importance in acquiring the English language as whole believing that it is an essential field. Also, the pupils' attitude towards grammar is positive since most of them have good level in grammar. Furthermore, most of pupils find it beneficial when they come to communicate since using grammar structures give meaning to the language. Also, the results shown it is significant that the teachers' method and

strategies and the provided activities of grammar teaching are effective. Additionally, according to pupils' answers, teachers use a variety of types of texts during grammar lessons. Hence, pupils show that they prefer written texts because written texts are easy and effective. In addition, they are knowledgeable of different types of texts. A great number of pupils choose a deductive approach. Moreover, pupils assert that their teachers use a text-based instruction approach during grammar lessons.

Concerning the importance of text-based instruction, almost all pupils answer that this approach is helpful. When it comes to practice, they confirm that they find it not complicated. Finally, pupils show their positions, they give their opinions about TBI, the majority of them show the positive position.

2.2.3. Analysis of the Teachers' Interview

From the interview, 3 participants have less than 10 years of grammar teaching experience. In addition, one participant has 10 years and another one has 16 years, also one participant has 23 years of experience. Yet 4 participants have 20 years of grammar teaching experience.

Firstly, according to the teachers' answers, 4 participants defined grammar as a set of rules and structures that allow the production of the sentences and words in order to convey meaningful language, whereas 2 other participants stated that grammar is the way words function together in order to transfer an accurate meaning. One other teacher said that grammar is the study of sentence structure (syntax) and word structure. Lastly, only one participant defined grammar as a tool used to make a proper speech.

Second, concerning the teaching materials and tools, 3 participants use visuals like pictures, power point, data show, and 3 other teachers stated that they use linguistic materials such as books, texts, dictionaries. Meanwhile 2 interviewees use worksheets, games and white board. Additionally, participants were asked about what makes grammar important in language learning, their answers were as follows: 3 participants argued that grammar is important because it permits students to communicate coherently and effectively with other speakers of the same language. 2 others confirmed that it allows producing statements. Besides, one teacher said that grammar connects structure to meaning, further, 2 last participants insisted that grammar makes language understandable and language learning easier and clearer. Otherwise, participants were asked about which method they think is better used to teach grammar, explicitly or implicitly with an

explanation of their view. On the one hand, 3 teachers preferred teaching grammar explicitly to allow pupils understand clearly how to use a specific rule and where to use it properly. 2 interviewees on the other hand claimed that they usually teach grammar implicitly because in this way students are supposed to be fully engaged in the lesson by deriving the rule themselves. Eventually, 3 last participants went that they may use both methods relying on the pupils' level and the grammar lesson itself.

The 6th question is about whether teachers use the text-based instruction (TBI) in grammar teaching. As a result 5 participants stressed that they use TBI in grammar teaching due to the fact that it provides pupils with a full understanding of the context besides that it engages them in the lesson. 2 other interviewees use it sometimes depending on the grammar lesson. Lastly, only one stated that she uses it rarely.

From the previous question, teachers who use the method were asked if they have been trained to use the TBI in classroom, 5 participants confirmed that they have been trained, whereas the last 3 teachers have not been trained to use the TBI in classroom. Furthermore, seven (7) teachers stated that TBI method is successful and one of them explained that is successful because it allows a pattern that is used in baccalaureate exam. Whereas, only one teacher said that it not successful and there are other methods more successful. Moreover, six (6) teachers out of eight (8) answered that TBI engage their students in grammar lessons. Yet only two (2) participants asserted that this method does not engage their students so that it is not effective. As for the last question, the teachers were requested to give their steps of presenting a grammar lesson using TBI method. Two (2) participants mentioned that they start with introducing the topic first, and then they provide students with the material (text) and set time to read it. After that, they have a conversation to appreciate the text. Next, they urge students to do the activities following the text so that they are going to deal with. The following step is to ask students to pick up examples from the text similar to the one given at the beginning. Draw the students' attention to the form of the structure so that they can extract the rule and the use. Finally, they ask students to write an original production using the learnt form; they correct them, and give feedback. In addition, three (3) other teachers mentioned almost similar steps of presenting a grammar lesson as following: first, they set pupils to read short text or paragraph. Then, they ask them to deal with the comprehension tasks through those tasks they are supposed to take examples and then write them on the board. Next, let pupils guess and identify the rule. Finally, learners do practice in which they write examples using the learnt rule or structure. In addition, two (2) participants stated that

they began with presentation, identification of the pattern, formal and functional explanation. Finally, practice. Whereas, only one teacher said that she choose the method according to the lesson, she used a variety of approaches during presenting the grammar lesson.

2.2.4 General Discussion

This part is mainly devoted to discuss the findings obtained from the employed data instruments, from which the present study seeks to answer the research questions . As well as to compare the findings of the present study with those of similar studies. From the analysis the students' questionnaire, it can be inferred that third year secondary school pupils are conscious of the grammar importance in acquiring the English language and they believe that it is an essential element. Thus, the pupils' attitudes towards grammar are positive since most of them have a good meaning to the language.

Based upon the analysis of students' Questionnaire and the teachers' Interview, the following results can be drawn: regarding the first research question, to what extent is integrating text-based instruction effective on grammar teaching. From the pupils' questionnaire, pupils were asked which approach they prefer during grammar lesson, deductive or inductive. Pupils went for deductive and they maintained that the deductive method facilitates learning grammar rules as well as accelerates language learning in general. Whereas 36% chose the inductive approach, they prefer to think about the form and its meaning based on its various uses. After asking pupils about TBI, the majority found text-based Instruction helpful when they learn grammar. Pupils strongly stated that TBI helps them to acquire grammar and to memorize grammar rules, vocabulary for a long time. When it comes to practice, pupils argue that they found it easy because they got a better understanding of the grammar rules. The teachers' answers confirmed the pupils' answers. When teachers were asked whether they found TBI successful, the majority of them answered that it is successful and helpful method, because TBI engages their students in the grammar lesson. The revealed results , for both teachers and pupils, answered the second research question. QianTiang (2011), Carol.H, Mathezo.M, Tereza.S, Lisa .C (1995) reported similar findings

In respect to the second research question, do teachers integrate text-based approach on grammar teaching in secondary school, Pupils stated that their teachers use different types of text, in which the majority of pupils 95 % answered "yes" whereas 5 % of them answered "no". In addition, they confirmed their knowledge of different types of texts by mentioning several types

of texts. Moreover, pupils stressed that they prefer written texts than spoken ones. From the teachers' interview, teachers were asked about which tools and materials used to teach grammar. Three teachers used pictures, Power Points, data show. Another three of them used texts. Whereas two others used worksheets, games, whiteboards.

Regarding this question, it can be concluded that teachers implement text during grammar teaching. This is evident in teachers answers, five participants stressed that they used TBI in grammar teaching, as it engages students in the lesson, and it provides pupils with a full understanding of the context. Those findings answer the second research question.

Regarding the third research question and from the teachers' interviews, teachers were requested to give their steps of presenting a grammar lesson using TBI to see whether English teachers at Algerian secondary schools know how to adopt this method. Two participants mentioned that they start with introducing the topic first, and then they provide students with the material (text) and set time to read it. After that, they have a conversation to appreciate the text. Next, they urge students to do the activities following the text so that they are going to deal with. The following step is to ask students to pick up examples from the text similar to the one given at the beginning. Draw the students' attention to the form of the structure so that they can extract the rule and the use. Finally, they ask students to write an original production using the learnt form; they correct them, and give feedback. In addition, three (3) other teachers mentioned nearly similar steps of presenting a grammar lesson as following: first, they set pupils to read short text or paragraph. Then, they ask them to deal with the comprehension tasks through those tasks they are supposed to take examples and then write them on the board. Next, let pupils guess and identify the rule. Finally, learners do practice in which they write examples using the learnt rule or structure. In addition, two (2) participants stated that they began with presentation, identification of the pattern, formal and functional explanation. Finally, practice. Whereas, only one teacher said that she choose the method according to the lesson, she used a variety of approaches during presenting the grammar lesson.

After asking teachers if they have been trained before, the majority said yes. The findings were opposite with the findings Mumba and Mkandawire (2019), Rustipha (2021), Triastitu and Riazi (2020). Teachers are knowledgeable how to use TBI since the majority follows the process of text-based approach in presenting the grammar lesson; so that they implement TBI appropriately. To sum up, the obtained data' results had clearly answers the research questions.

Conclusion

The aim behind this section was to analyze and discuss the findings of the data collection. The results revealed that third year secondary school pupils like TBI and they find it effective and helpful. It helps them to learn grammar easily and to memorize the rules for a long time. From the teachers' Interview, it can be conclude that the majority of English teacher prefer the Text-based instruction approach in teaching grammar. They found TBI effective, successful, and it engages their students in the grammar lessons.

GENERAL CONCLUSION

General Conclusion

Research Limitation

General Conclusion

Grammar is the foundation of any language and it is essential for an effective communication. It helps to structure sentences correctly, and to convey the ideas clearly. Indeed, it is crucial to learn and understand grammar to improve the English language skills. Therefore, acquiring and using grammar rules can be challenging for English language learners, especially if their first language is very different from English. Teachers can use various methods to help students learn grammar effectively.

Text-based instruction is a teaching method that focuses on the analysis and production of different genres of text. This approach emphasizes the importance of understanding the purpose, the structure, language features, and the context of texts. This was the main motive behind conducting the current research at 1 November 1954 in BBA in order to investigate whether teachers integrate this method in teaching grammar, is TBI an effective method, and do English teachers adopt this method appropriately.

To achieve this, the work comprises two main chapters. The first chapter was about the theoretical framework, it was divided into two sections. The first section was meant to provide the definition and the importance of grammar, followed by a description of the main grammar teaching methods. In the second section, the concept of text-based instruction approach was introduced, followed by the definition of text and its types or genres. In addition, it was meant to provide the principles, characteristics, benefits, and limitations of TBI and previous studies about TBI. The second chapter was the investigation part

In the second chapter, the investigation part aimed at answering the research questions. In order to answer them a mixed method was adopted to gather the needed data through administering a questionnaire to third year pupils of SS and interview with teachers. The participants were totally selected 60 participants; the data was descriptively analyzed.

In fact, the findings revealed that integrating text-based instruction is effective on grammar teaching. The research results revealed that English teachers adopt this method in

grammar teaching and they know how to use it appropriately. It is in line with the previous research which support that integrating text-based instruction approach is effective on grammar teaching QianTiang (2011), Carol.H, Mathezo.M, Tereza.S, Lisa .C (1995). Whereas the findings were the opposite with previous studies research which support that English teachers at Algerian secondary schools implement TBI appropriately as and Mkandawire (2019), Rustipha (2021), Triastitu and Riazi (2020).

Research Limitations

The present study has a number of limitations that should be highlighted. Firstly, the most significant constraint is related to time. Due to this, only the questionnaire and the interview were adopted as data collection instruments despite it was decided to use an observation as a third instrument. Additionally, a questionnaire was given during a period when third year secondary school pupils were absent due to the final revision for the baccalaureate exam. The third limitation faced was that another group had already selected the first chosen topic in the same class, making it difficult to find another topic that would interest the researchers. Furthermore, Algerian researchers had not previously conducted the topic of the study, which added to the difficulty of finding local previous studies.

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APPENDICES

- How often you form what you say first in native language and then translate it into the English language?

Always Usually Sometimes Rarely Never

- Do you benefit from grammar when you communicate in English?

Always Sometimes Rarely

- What are the activities you usually have in grammar class

Uses of tenses Written production Puzzles controlled practice

Section Three: Text-based instruction

- Do your teachers use different types of texts in English teaching?

Yes No

- Are these texts spoken or written?

Spoken Written

- Do you know the different types of texts?

Yes No

If yes, mention them

Section four: Text-based instruction and grammar

- During your teacher explanation of a grammar lesson, do you prefer?

To have examples from which you deduce the rule with your teacher help

To have the rule directly, than examples

- Does your teacher teach you grammar use text in teaching lessons?

Yes No

- What do you think about text-based instruction method?

Helpful Not helpful

- How often do you memorize vocabulary and grammar rules when you learn them from texts?

Usually Sometimes Rarely Never

- When it comes to practice, do you find it easy?

Yes

No

What can you say about text-based instruction being a grammar teaching approach.....
.....

Thank you

Appendix 02

The Teachers' Interview

1. How many years have been teaching English?
2. How you can define grammar?
3. What materials or tools do you often use in teaching grammar?
4. What makes grammar important in language learning?
5. What do you think grammar is best taught explicitly or implicitly, please explain?
6. Do you use text-based instruction in grammar teaching?
7. How well is your pupils' grammar performance?
8. Have you been trained to use this approach in the classroom?
9. Did you find TBI successful method?
10. Did TBI engage your students in the grammar lessons?
11. Could you give the steps of presenting the lesson using TBI?

Appendix 3

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Mohamed El Bachir El Ibrahimi of BBA
Faculty of Letters and Languages
Department of English Language



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة محمد البشير الإبراهيمي من بوعريش
كلية الآداب واللغات
قسم اللغة الإنجليزية

السيد رئيس القسم

منير بوزيدي

الى السيد مدير ثانوية 1 نوفمبر

1954 - برج بوعريش

توجيه

يشرفني أن أوجه اليكم الطالبتين رماش خولة وميلودي آية المسجلتين في السنة الثانية ماستر لغة انجليزية بالسنة الجامعية 2022-2023، تخصص تعليمية اللغة الإنجليزية وذلك لتمكينهما من جمع بيانات عن طريق اجراء مقابلة مع الأساتذة واستبيان موجه للتلاميذ لغرض إجراء دراسة حول تعليم اللغة الانجليزية.

يرجى منكم تقديم المساعدة الممكنة في حدود أغراض البحث العلمي.
تقبلوا مني فائق التقدير والاحترام.

السيد رئيس القسم
2023/04/27
رئيس قسم اللغة الإنجليزية
بوسريش منير

هو افندي
2023/04/27
رئيسة اول نوفمبر
البريد
منير بوزيدي
بن قاسمي محمد

Résumé

L'objectif de cette étude est d'explorer l'efficacité de l'inclusion du programme basé sur le texte dans l'enseignement de la grammaire anglaise chez les élèves de la troisième année secondaire. Si les enseignants de la langue anglaise utilisent les instructions basées sur le texte pour enseigner la grammaire. Et si leur implémentation est correcte. L'approche descriptive quantitative a été suivie afin d'obtenir des résultats fiables et objectifs, où deux types d'outils de recherche ont été adoptés pour collecter des données, qui est un questionnaire destiné aux élèves de troisième année secondaire, qui comprend un ensemble de questions fermées et ouvertes en plus de mener des entretiens oraux avec des professeurs d'anglais dans l'enseignement secondaire. Sur la base de ce qui a été mentionné ci-dessous, le nombre total d'étudiants a été pris comme échantillon pour l'étude, y compris 60 étudiants. Les résultats de la recherche ont montré que l'inclusion du programme basé sur le texte est efficace dans l'enseignement de la grammaire anglaise et en confirmant que les enseignants de la langue anglaise utilisent le programme basé sur le texte pour enseigner la grammaire anglaise et que leur application de la méthode est correcte. Ceci confirme la validité de l'hypothèse.

المخلص

يتمثل مسعى هذه الدراسة في استطلاع فعالية ادراج المنهج القائم على النصوص في تدريس قواعد اللغة الإنجليزية لدى تلاميذ السنة الثالثة ثانوي، بثانوية 1 نوفمبر 1954 ببرج بوعريرج. هل يستعمل الأساتذة هذا المنهج في تدريس قواعد اللغة الإنجليزية، وما إذا كان تطبيقهم للمنهج القائم على النصوص صحيح. تم اتباع المنهج الكمي الوصفي من اجل الوصول الى نتائج موثوقة وموضوعية. أين تم اعتماد نوعين من الأدوات البحثية لجمع البيانات والتي تتمثل في استبيان موجه لتلاميذ السنة الثالثة ثانوي والذي يشمل جملة من الأسئلة المغلقة والمفتوحة. بالإضافة الى اجراء مقابلات شفوية مع أساتذة اللغة الإنجليزية في الطور الثانوي. وبناء على ما تم ذكره مسبقا تم اخذ العدد الكامل للتلاميذ كعينة للدراسة بما فيها 60 تلميذ. وقد أظهرت نتائج البحث ان ادراج المنهج القائم على النصوص فعال في تدريس قواعد اللغة، إضافة الى ان أساتذة اللغة الإنجليزية في التعليم الثانوي يستعملون المنهج القائم على النصوص في تدريس قواعد اللغة وان تطبيقهم للمنهجية صحيح. وهذا ما أكد صحة الفرضيات.