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the Requirements of Master (LMD) Degree in
Didactics**

Theme

Investigating the role of Grammar teaching strategies Implemented in the Algerian high school:

(The case of first and second year classes at Boussam Mohamed Cherif high school, Bordj Ghdir)

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis Investigating the role of grammar strategies implemented in Algerian High school, the case of first and second year classes at Boussam Mohamed Cherif High school, Bordj Ghedir is our own to the limits of our knowledge, has not been submitted before toany other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at El-Bachir El-Ibrahimi University of Bordj Bouariridj, Algeria.

Date: 08/06/2022

Kaouthar Boutrig

Dounia Khababa

Dedication

I dedicate my dissertation work to my family and my friends. My special thanks go to my loving parents, Abd el Hakim and Nassima Kouidrate, whose words of encouragement and support still ring in my ears

My sisters Anfal and Meriem have never left me

My dearest brother Nour El Islam

My great parents who never stop sacrificing themselves in countless

ways

My dear aunts Abla and Samira, My cousin Sanaa and her daughter

Mila

My husband Ibrahim who is a constant source of support and encouragement, I am truly grateful to have you in my life

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I also dedicate this dissertation to my friends and family who have supportedme throughout the process. I will always be grateful for all they have done, especiallyMarwa Bendou and Lydia Imene Naimi.

To my high school English teacher Louail Chahinaz

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I dedicate this work to

My beloved parents BOUTRIG HAFNAOUI and BENAISSA HAMIDA for your constant love and support, I love you

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It was not easy but I am glad you were all there for me

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Abstract

Since every language is systematically organized by its grammar, which is linked to meaning and communication, it is difficult to form sentences without building grammatical structures. Grammar also gives students the opportunity to discover the nature of language through reading, listening, writing, and speaking (Jacobs, 2017). The aim of this study is to investigate the current situation and strategies of grammar teaching for EFL young learners in Boussam Mohamed Cherif High School, Bordj Ghedir, Algeria: the case of the first and second grades of High school. Therefore, the main aim of the study is to identify the strategies teachers use to teach grammar in Algerian High school, the impact of grammar strategies on students and the factors that prevent students from learning grammar in the classroom n order to achieve these objectives, a triangulation was used such as: primary data (a qualitative interview with English teachers), secondary data (a quantitative observation checklist), and supplementary data (a quantitative questionnaire) were collected over a period of twelve weeks. The results of the data analysis confirmed that grammar strategies have a great impact on the comprehension ability of EFL learners as they enable students to communicate their ideas.The study presents the different variables that can be a barrier to grammar learning in the classroom and thus influence students' feedback.

Keywords: Grammar, Grammar strategies, Grammar Teaching

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List of Abbreviations

EFL: English as Foreign Language	
TG: Transformational Grammar	
GTM: Grammar Translation Method	
CLT: Communicative Language Teaching	
PPU: Presentation, Practice, Use	
ESL: English as Second Language	
Q: Question	
T: Teacher	

General Introduction

General Introduction

1.1 Introduction:

Ideas are communicated through language to express feelings, views, and opinions. Without language, it is difficult for everyone to understand each other. Statistics from Statista show that English is the most spoken language in the world, either as a first or second language (Szmigiera, 2021). Historically, the economic, political, and demographic strength of English-speaking nations, particularly the United States and Great Britain, has contributed significantly to English's international status as a world language (Sharifian, 2008). In these times of globalization, the English language is considered a valuable tool for progress. According to Medjahed and Bouguettaya (2011), a person cannot participate in the globalization process without knowing both English and computing.

With the growth of the oil and gas industry in Algeria, new developments have occurred. There were changes in political, social, and cultural openness. Algeria had to come to terms with a situation in which English became a sign language not only in education but in almost all areas of life (Bouhadiba, 2006). Today, teaching English in schools has become a global concern, as it is now a part of the curriculum of all schools in Algeria (Belalem, 2020).

In language teaching programs, grammatical knowledge is the key element in achieving a certain level of fluency, as it is the foundation for four skills: Listening, Writing, Speaking, and Reading. Without grammatical knowledge, a language learner is unlikely to acquire other skills (Gregg & MacMillain, 2017).

In examining the role of grammar, the aim is to identify current or potential strategies and approaches for teaching grammar in Algerian secondary classrooms. There is no doubt that grammar plays an important role in language development in English as a Foreign Language (EFL). However, there are conflicting views on how grammar should be taught in different grade levels. This study aims to identify and investigate the influence of grammar strategies teachers use on students' academic achievement in Algerian High school classrooms.

1.2 Background of the study

The methods of communication evolved long before the structure of a language was thought about. Throughout history, as interest in grammar has grown, attitudes toward grammar and language have evolved. The ancient Greeks developed not only an alphabetic writing system but also a system of traditional grammar. This led to the development of

literary scripts of today. Thus grammar became necessary so that people could better interpret and understand what was written. English grammar was predominantly prescriptive (Bronwen, 2020).

Even though languages differ, they have much in common; there are distinct sounds and signs for every language. When we examine and adopt these principles, we refer to them as grammar, without regard to particular language patterns (Goold, 2004). In teaching English as a foreign language, communication is facilitated by grammar. Its place in the curriculum is evident when one looks at what is taught in middle and high schools. Some consider it a way to assess students' English skills. It usually shows up on exams and in the heart of tests and written assessments. It is also a crucial part of teaching grammar because the teacher's viewpoint will not fail to influence his or her attitude in the classroom, an attitude that contributes to the student's understanding of grammar. It is traditionally taught through a teaching method based on translation. To find out the meaning of a target language, the use of the mother tongue plays a role (Widodo, 2006).

From the perspective of FL teachers, grammar can be taught in different ways. The knowledge they have about English grammar and the way they teach to vary from teacher to teacher. Relevance theories not only describe how grammatical content is acquired through a variety of approaches, strategies, and methods, but also show that the approaches, strategies, and methods are selected according to the characteristics of grammatical content (Souisa & Yanuarius, 2020).

Grammar teaching has left behind the rules of memorization or discussion and focuses more on helping learners develop their communication skills by giving them tasks that enable them to recognize and be aware of grammatical forms and their uses. Teachers are now turning to innovation to address many challenges of teaching language structures from a communicative and meaning-oriented point of view and to make English instruction more viable and productive. Regardless of the specific techniques used to teach grammar, the trend in language teaching is to create original grammar tasks that are fully aligned with the course and used intellectually and intelligently (Bikowski, 2018).

The base of communicative skills is developed with grammar acquisition. Teachers have shifted their grammar teaching strategies from memorization or discussion to the promotion of those skills, and they are now trying to overcome challenges using innovative methods. This study aims to find out whether the grammar strategies used by teachers affect students' academic achievement in Algerian High schools.

1.3 Aims of the Study

This action research study was aimed at examining the grammar strategies used in teaching English as a foreign language in Algerian. Particularly, this research also attempts to draw a better understanding of the following aspects:

- Strategies used by teachers for teaching grammar
- The impact of grammar strategies on students academic performance
- Factors that prevent students from learning grammar in the classroom

1.4 Significances of the Study

The researcher expects that this study will carry some advantages to the practical as well as theoretical aspects in English instruction. However, even though it is not a brand new finding, this study is expected to give significance practically and theoretically.

1.5 Practical Significance

Practically, this classroom action research study is expected to be useful for groups of people in the English learning and teaching processes. Those are: the teacher, students, researcher, and other researchers.

I. English Teachers

In general, the results of this study are expected to motivate English teachers to use some of the aspects of this study to improve their classroom teaching. They can adapt several things from this study based on their students' needs. It will also encourage them to do innovation for the English learning process that will be very helpful for the students.

II. The Students

Students were expected to get indirect impacts from this study in order to improve their English, particularly their grammatical competence. Further to be more active and more motivated in the English learning processes.

III. The Researcher

By conducting this study, the researcher improves her professionalism in English teaching. Besides, the researcher also gets new perspectives of English language learning and builds empathy to the students.

IV. Other Researchers

This action research study possibly can give inspiration to other researchers to conduct relevant studies to overcome the problems arising in the classroom and to improve the quality of English teaching and learning in the classroom. They can conduct another action research study by considering their own setting and students' characteristics.

1.6 Theoretical Significance

Theoretically, this study is related to the role of grammar teaching strategies implemented in the Algerian high school. Moreover, the result of the study hopefully will give enrichment or another reference to the other teachers and researchers about the impact of grammar strategies on the comprehension ability of EFL learners.

1.7 Hypothesis

We hypothesize that:

- Grammar strategies have a great impact on the comprehension ability of EFL learners.
- Teachers' behavior and teaching methods have a crucial influence on learners.

1.8 Motivation for the Study

No work can be accomplished without motivation. The motivation to this research arose from two main factors:

- The personal experience as a learner of English as a foreign language
- The little experience in teaching young EFL learners. In the process we noticed that the learners lack grammar skills and fail to translate their grammar knowledge into communicative language.

1.9 Statement of the Problem

No matter how interesting and intriguing grammar instruction might be, it cannot be a viable solution for students to increase their language abilities in listening, speaking, reading, and writing unless it is authentic, engaging, effective, and practical (Ji & Liu, 2018). To implement a strategy, there must be a plan that describes the structure, instructional goals, and tactics to achieve those goals. (Issac, 2011) In education, grammatical knowledge is the foundation for learning. It is the structure of a language that we should know and be able to use. There are numerous opportunities for grammar strategies, such as authentic writing situations, anchor charts to grammar concepts, graphic representations of grammar situations (e.g., pictures, gestures, photos). The most successful teachers tend to use strategies that are appropriate for the content, task, and their own goals, needs, and stages of teaching and learning (Pachina, 2019).

However, studies have focused on grammar instruction in the global world, where skills and knowledge vary from nation to nation. Although it debates whether grammar should be taught at all, the fact remains that we cannot use language without grammar. The problem, then, may not be grammar itself, but the way grammar is taught (AE Teachers' Corner, n.d). Instead of asking whether grammar is important for language learning, it would be better to

ask how teachers should teach grammar to their students to give them the ability to learn English.

A good research question may not lead to good research, but poorly designed or constructed questions lead to problems throughout the research process (Agee, 2009, p. 431). Therefore, the research questions were formulated as follows:

- What strategies do teachers use to teach grammar in Algerian High schools?
- What is the impact of grammar strategies on students?
- What factors prevent students from learning grammar in class?

1.10   Methodology and Research Design

This study examines the grammar strategies used in teaching English as a foreign language. The purpose of this inquiry is to check whether these strategies have an impact on students' academic performance or not and to identify the common strategies and approaches used by teachers in Algerian High schools for teaching grammar. It will also compare and contrast their strengths and weaknesses. Ultimately, a longitudinal study will be conducted with first and second-grade students at Boussam Mohamed Cherif High School to determine the strategies used and analyze the results.

Literature Review

Chapter 01: Literature Review

1.1 Introduction

Grammar is undoubtedly a crucial component of language development in English as a foreign language. Without grammatical knowledge, a language learner is unlikely to acquire other skills. Despite this, there is disagreement over how grammar should be taught at different grade levels And because it is impossible to discuss grammar teaching and learning without presenting it from various perspectives This section outlines various aspects of grammar teaching and learning, including The definition of " grammar ", approaches to teaching grammar, teaching grammar directly versus indirectly, and finally, the factors influencing grammar learning.

1.2 Grammar definition

In any language, grammar plays a crucial role. Since it provides the grammatical structures necessary for correct and meaningful speech, it is considered the heart of a language. Language teaching and linguistics disagree on the definition of grammar. In language learning, grammar is not just about written communication. People learning a language should also demonstrate correct grammar and pronunciation in oral communication. When interacting with English users, they should use correct grammar and pronunciation. Consequently, grammar should be defined as a set of rules that include at least two aspects: Sounds and words, since spoken and written language, are used equally (Khaira, 2020).

A language cannot be learned without mastering its grammar, and that is why grammar is so important. Grammar is described as a system of rules that govern the selection and construction of sentences. It is understood differently by each writer (Oxford, 2008). A grammar rule is defined as rules that govern the formation of words and the formation of sentences (Djaiouat & Soukkou, 2015).

1.3 Types of Grammar

Grammar provides a structure for understanding a particular language. Grammar refers to the way language is described and analyzed, or the way it is structured. Linguists often emphasize that there are many types of grammar. Essentially, there are two types of grammar: descriptive grammar and prescriptive grammar. Descriptive grammar deals with language structure as it is spoken and written by speakers and writers; there is no right or wrong language. In addition, there are other types of grammar, such as comparative grammar - the analysis and comparison of grammatical structures between related languages. There is also generative grammar, which contains the rules for the structure and interpretation of sentences

in a language. There are also mental grammars, pedagogical grammars, performance grammars, reference grammars, theoretical grammars, traditional grammars, transformational grammars, universal grammars, etc. Each type of grammar has a different meaning. It is essential to learn the different types of grammar to present the language and vocabulary effectively. During early education in a foreign language, students are taught grammar and how to use it correctly.

I. Traditional Grammar

Greek and Latin were the two languages that shaped traditional grammar in the 4th century BC. The structure of the language can be defined as a collection of rules and terms. According to Williams (2005), traditional grammar is prescriptive because it emphasizes the differences between what people can do with language and what they should do with language. For effective language teaching and learning, traditional grammar is crucial because it contains certain rules that must be considered by teachers and learners (Djaiouat & Soukkou, 2015).

II. Structural Grammar (descriptive linguistics)

Compared to other language studies, the study of sentence structure is relatively new. Research on this topic developed primarily in the 1930s and 1950s. Ferdinand de Saussure is generally considered the father of linguistic analysis.

Analyzing written and spoken language using structural grammar is an important task. An example of this is the organization of the components of language such as morphemes, phonemes, phrases, and clauses in a sentence. In this type of analysis, the relationships between the elements are most important, as these relationships are more significant than any individual element on its own. Therefore, it is important to study this method to improve communication (Tatum 2022).

III. Transformational (Generative) Grammar

The notion of generative grammar, introduced in the 1950s by Noam Chomsky, had a major impact on linguistics. Chomsky defined and discussed several different types of generative grammar in his early work, and today one can think of many types of generative grammar. However, from the beginning, he was inclined to one type, which he called transformational grammar (TG).

To form a sentence in TG, context-free rules are used to build the structure of the sentence. Such a structure is called a deep structure. After that, more rules, called transformations, are used. There are several ways in which these rules can modify the structure. In the early versions of the program, they can add new materials to a structure or remove existing ones (Mambrol, 2020).

1.4 Teaching Grammar

Language teaching and learning are based on grammar. One of the biggest challenges in teaching English is grammar, and as we have already seen, teachers do not pay as much attention to grammar as they should. Swan explains that grammar knowledge is considered the central area around which pronunciation and vocabulary revolve (2005). Therefore, grammar plays an important role in the English classroom. Hinkel and Fotos (2002) state that one of the biggest challenges in presenting and teaching grammar in the second language classroom is how teachers can help their students acquire the grammar they deserve. However, effective grammar instruction is much more difficult than simply explaining forms and rules.

Weaver claims in The English Journal that grammar is taught to explain to students the ordered structure of their language. Thus, it is not a matter of memorizing rules in the classroom and practicing them in exercises, but rather of placing those rules in an appropriate context so that when it comes time to produce and understand something, it is difficult because it has not been learned in an appropriate context. He explains that sometimes teaching rules results in students using them, but sometimes they do not. This is one of the problems of teaching grammar (Weaver, 1996).

The question of how to teach grammar can be answered by looking at different approaches that are used for this purpose. These approaches include teaching grammar using examples with explicit grammar rules and then practicing these rules through exercises.

1.5 Teaching Grammar through Methods

The question of whether grammar should be taught directly or indirectly has been the subject of debate over the years. Various views, approaches, and methods have emerged from this debate.

1.5.1 Grammar Translation Method

In the early 20th century, the grammar-translation method was developed when classical or dead languages were taught to foreign students. The goal of teaching classical languages is to improve the literary skills of foreign students. However, a century ago, it became known as the grammar-translation method (Hakim 2020).

As far as skills are concerned, grammar-translation aims to improve intellectual ability and mental discipline by learning a language through reading its literature to benefit from literacy. Less importance is placed on listening and speaking than on reading and writing. In GTM classes, teachers teach grammar rules through examples and translations, and students learn the target language by studying it. Teachers teach mainly in their native language and use the target language only to a limited extent (Hakim 2020).

In addition to enriching Latin and Greek literature, the grammar-translation method aims to develop spiritual discipline and intellectual abilities through the study of a foreign language. The main objectives of the Grammar-Translation Method are described. It enables students to read and translate literature into the target language. It enables them to improve their reading and writing skills (Hakim 2020).

Based on Larsen-Freeman's (2000) discussion of the grammatical method of translation, the following techniques will be used: Students translate literary excerpts from the target language into their native language. They read comprehensive texts, draw inferences, and make connections to personal experiences; they look for synonyms and antonyms; they discover related terms by identifying similar spellings and sounds between the native language and the target language.

Learning GTM helps language learners memorize bilingual vocabulary, grammar rules, and grammatical paradigms. First, they try to understand grammatical structures before applying them to examples. Later, they write paragraphs, essays, or summaries in the target language (Hakim, 2020).

I. Advantages

Teachers can focus on a few specific skills on particular topics so that students learn the target language with the greatest possible accuracy.

Learners read literature that helps them develop their intellectual skills and independent thinking. Literature enriches students' diverse abilities. It also helps them improve their skills in reading and writing the target language (Hakim, 2020).

II. Disadvantages

In GTM, oral interaction is avoided. Unlike communicative language teaching, GTM emphasizes accuracy more than fluency, and learners have far fewer opportunities to practice their vocabulary in the classroom because they interact less with teachers (Hakim, 2020).

1.5.2 Communicative Language Teaching (CLT)

Communication Language Teaching (CLT) is a teaching method that focuses on learners' communicative competence rather than linguistic competence. CLT is a method that focuses on the communication needs of learners rather than aspects of grammatical instruction. The method emphasizes role-playing, pair and group exercises, and collaborative classroom activities. Rather than describing the core of the language only through grammatical forms, the importance of understanding the core of the language and how it is expressed is emphasized. Grammar is never ignored, while the emphasis is always on the communicative function of language. As for grammar rules, CLT principles never encourage ignoring grammar rules; instead, they suggest exercises that give students different ways to

practice them. They move from deductive to inductive methods of teaching grammar rules. Grammar thus assumes crucial importance in CLT. Thus, a key concern of CLT research could be to determine the adequacy of CLT implementation by analyzing the existing problems with grammar practice in CLT classrooms and finding effective solutions (Ahmed 2013).

1.5.3 Teaching Grammar in Situational Contexts

Grammar in Context uses authentic examples to show how speakers and writers use language in a variety of situations that differ from traditional grammar. Grammar in Context focuses on authentic examples that show how speakers and writers use language in a variety of situations (Mart, 2013).

I. Advantages

A variety of linguistic elements can be presented as part of a situational context. Using the examples generated, learners can show how they can derive rules of form from the context of the language. At the same time, working through the language can clarify its meaning. This approach is effective because learners can participate in developing and solving grammar problems, which makes it more interesting than traditional grammar (Mart, 2013).

II. Disadvantages

Students need opportunities to practice rules, not just information about rules. If students are in a poor mental state, they will not be able to do the cognitive work needed to derive grammar rules. More time is needed for the presentation than for explanation. Thus, the generative situation is not parsimonious, and it also requires an imaginative teacher who is not only able to create situations that produce multiple structurally identical sentences but also has the time and resources to prepare the visual aids appropriate for this process (Mart, 2013).

1.6 Teaching grammar directly/indirectly

Indirect instruction is done with videos, presentations, and readings where students can repeat what they did not understand and ask for further explanation. In direct instruction, on the other hand, the teacher can control the students because he or she is present in the classroom, which is often not possible with indirect instruction, and students can disengage from the lesson.

1.6.1 The deductive approach – rule-driven learning

In a deductive approach, after a grammar rule is presented, examples are given to show how it is applied. By studying and working through examples, learners become familiar with the grammar rule (Sik, 2015).

I. Advantages

Many rules, especially those related to form, can be explained more easily and quickly if they are compared with examples. In this way, the teacher can take the time to address language problems as they arise, rather than anticipating and preparing for them. Given the intelligence and maturity of many adult students, the importance of cognitive processes in language learning is confirmed (Sik, 2015).

II. Disadvantages

Some students find the introduction of grammar terms at the beginning of the lesson daunting. They may lack metalanguage (the language used to talk about language) or may not understand the concepts associated with grammar explanations. Grammar explanations promote teacher-centered, transferring instruction and often come at the expense of student interaction and participation. This approach promotes the idea that learning a language only about knows the rules. Explanations rarely stick in the memory as long as other forms of communication (Sik, 2015).

1.6.2 The inductive approach (the rule-discovery path)

The inductive approach gives students examples of language and helps them develop grammatical rules, but students must discover the rules themselves. In addition, inductive activities are usually more engaging and require more student participation. Both the direct method and the natural approach are based on rule discovery learning, which is characteristic of language acquisition, so students learn with deeper understanding because they are more actively involved in acquiring knowledge (rather than passively absorbing information) (Widodo, 2006).

II. Advantages

Learners who discover their own rules make the rules more meaningful, easier to recall, and more useful because they are more likely to fit their existing mental structures. The mental effort involved in discovering the rules leads to a higher degree of cognitive depth, which in turn increases their memorability. A particular advantage of this approach is that it emphasizes pattern recognition and problem-solving skills, suggesting that it is well suited to learners who like this type of challenge. When working collaboratively, learners are more attentive and, to some extent, more motivated, because involving students in the learning process leads to higher levels of engagement and motivation. Students learn independence when they discover things on their own, and this promotes their autonomy as learners. It also allows learners to practice their target language (Widodo, 2006).

II. Disadvantages

Students can believe that learning rules are the goal of language learning, not just a means. The time they spend working out a rule may prevent them from applying the rule in practice. If learners adopt the wrong rule or apply the rule either too broadly or too narrowly, this can pose a serious risk, especially if open-ended testing is not done, either by explicit examples or by asking for explicit statements. Learners who prefer to hear the rules because of their learning style or previous learning experiences (or both) find an inductive approach frustrating (Widodo, 2006).

The difficult nature of this topic can make planning a lesson difficult. Teachers must carefully select and organize the data to help students formulate the rule correctly while ensuring that the data are understandable. However, many areas of language, such as aspect and modality, are difficult to exclude.

Kubra Sik (2015) concluded that inductive instruction led to better learning outcomes and was perceived to be more effective than other instructional strategies. Both teachers and students were significantly improved by the effective use of instructional techniques.

1.6.3 Explicit versus Implicit Grammar Teaching

Grammar rules are formally represented in a formal framework. Explicit knowledge represents declarative knowledge, while implicit knowledge represents procedural knowledge. According to Widodo (2006), explicit grammar instruction can lead to conscious learning because it involves the conscious study of grammar rules, while implicit grammar instruction involves unconscious learning, or, as it is said, how children learn their native language unconsciously. Grammar rules can also be acquired implicitly, that is, learners acquire them without knowing they are learning them, just as children learn their native language. Brown (2007) defines implicit knowledge as knowledge about a language that is acquired unconsciously and in ways that are often manifested in naturally occurring behaviors or practices such as conversations in which learners learn grammar rules. Ellis (2001) argues that tacit knowledge refers to "the understanding of a language in some form of naturally occurring behavior or practice."

1.6.4 Prescriptive and Descriptive Grammar

Pedagogical grammar is about teaching people how to use language properly, and it deals with grammatical features and the different types of grammatical errors. For example, prescriptive grammar prohibits the use of split infinitives because they are inappropriate and incorrect. The difference between descriptive and prescriptive grammar is that descriptive grammar states that a sentence is grammatically correct if it is written by a native speaker, while prescriptive grammar states that such a sentence is correct only if it follows certain

grammatical rules. Accordingly, for the prescriptive grammarian, the surface form is more important than the language used in its natural context (Hachimi & Daneshfar2018).

1.7 Presentation, Practice, Use

In foreign languages, grammar and vocabulary are taught with PPU. The PPU cycle, as the name suggests, moves from strict control by the teacher to greater freedom for the students (Kostoulas 2012).

1.7.1 The presentation phase

It is the teacher's responsibility to control the presentation phase. A teacher can use text, tapes, or visual aids to present a situation and then extract the language forms needed. The teacher can also present the grammar rules without reference to a specific situation, for example by using descriptions with examples of substitution tables (Kostoulas 2012).

1.7.2 The practice phase

The (controlled) practice phase consists of the learners practicing the language structure correctly with the help of exercises, multiple-choice tasks, closes, conversion exercises, etc. In this phase, the teacher's role is to guide the activities, give positive feedback, correct mistakes, and model the correct form (Kostoulas 2012).

1.7.3 The use phase

Learners can move to the (free) production phase after they have mastered the form and can produce it without errors in controlled exercises. In this phase, learners use the newly learned language structure to produce oral or written texts. Dialogues, oral presentations, and the production of sentences, paragraphs, or longer texts are typical production activities. At this stage, teachers rarely intervene or correct. After all, students should not make mistakes now. If mistakes are made, the teacher's attention is drawn to them after the production phase is completed (Kostoulas 2012).

In theory, PPU could be an effective teaching method because it simplifies planning and can be done by relatively inexperienced teachers. However, this does not mean that it can also be an effective way of learning. The approach is often criticized because it is based on a simplistic view of language learning: Language learning is often more than rote repetition. There is also evidence that learners who excel in the practice phase often do not achieve this in production, and even when they do succeed in production, they often do not transfer this skill outside the classroom (Kostoulas 2012).

1.8 The Teaching Challenges Facing Learners

Teaching is not always easy. Financial constraints, overcrowded curricula, and unwilling students are just some of the problems teachers face in their profession. Below are the main challenges teachers faces when teaching grammar.

1.8.1 Grammar difficulties

Grammar is complex, and learners often have difficulty using and forming grammatically correct tenses and sentences. It is common knowledge that grammatically incorrectly constructed sentences lead to misunderstandings. The difficulty of English grammar is that it contains a large number of rules and exceptions. The complexity of grammar makes it difficult for learners to use and form correct grammatical tenses and sentences. As we know, incorrectly constructed sentences are misinterpreted by their recipients. Since grammar changes the meaning of communication for both native and non-native speakers, learners need to follow the correct grammar rules. English learners sometimes find it difficult to use English grammar; they understand the rules but have difficulty using them correctly (Hachimi & Daneshfar, 2018).

The English language has a large number of lexicons and vocabulary words, so it can be challenging for language learners to master too many different vocabulary words, especially for those who are still at the beginning of their language journey. In addition, a word in English has many meanings and the meaning changes depending on the context, which makes the learning process even more difficult. Since there are many words in English with different uses in different contexts (Hayat, 2009), learning all these meanings becomes boring from the learners' point of view.

Learning English grammar poses other concerns as well. Description of the grammar of a language should go beyond describing the forms and structures, but rather explain what they are for and how they are used. The form and meaning of English tenses present no long-term challenge to ESL/EFL students, but rather the pragmatic usage of the tenses. A second problem with grammar is referring to it as "a prescriptive enterprise". The problem lies in the level of explanation required to explain the rules. The difficulty arises more when a learner asks why a particular form is used than how the teacher explains it (Hachimi & Daneshfar2018).

1.8.2 Grammar terminology

Grammatical terminology is often referred to as Metalinguistic knowledge and refers to the terminology used to explain and represent grammatical structures in formal grammar instruction. This includes nouns, verbs, prepositions, and so on. Since English learners have difficulties remembering the terms introduced in grammar classes, grammatical terminology is a major obstacle to their success (Djaiouat & Soukkou, 2015).

1.8.3 Learners' attitude and lack of motivation

Individuals' attitudes and feelings play an important role in the process of language learning. Some English language learners seem to have negative attitudes toward the language at the beginning of the process, which leads to a lack of motivation, lack of confidence, and fear of making mistakes. When these feelings occur, learners cannot learn the language effectively. Similarly, learners should avoid negative feelings when learning a language as they lead to a distorted image of the language and develop cordial relationships in order to learn effectively (Bingol, 2014).

Grammar learning is demotivating for many learners (Hinkel & Fotos, 2002). Psychologists and educators involved in language learning have demonstrated that individual learners' attitudes can be critical to their success in learning a language. Language learning and acquisition can be driven by a positive attitude toward the learning process, as this is an essential component to improving a learner's learning process Mihalas et al. (2009) and Kozminsky (2002).

1.8.4 Environment

When learning a language, students should consider the size of the classroom, the educational atmosphere, and the geographic location and cultural background of the teachers. A safe environment and free interaction are desirable learning methods (Bingol, 2014). It is the teacher's responsibility to create a safe environment for students to learn a new language. A well-designed classroom leads to student participation, which reduces their feelings of anxiety (Brown, 2007).

1.9 Conclusion

The primary purpose of grammar is to provide students with knowledge of how language is constructed so that they can use the language they learn in listening, speaking, reading, and writing. Consequently, teachers must use creative and innovative strategies to accomplish

this. In other words, regardless of what exercises are given, teachers must allow students to produce grammatical items by using syntactically and semantically correct sentence examples with appropriate and relevant vocabulary. In this section, important issues related to the teaching and learning of grammar will be discussed. It will also cover the different approaches and methods of teaching grammar (direct, indirect, implicit, explicit, deductive, and inductive) and the factors that influence the learning of grammar.

Methodology and Research Design

Chapter 02: Methodology and Research Design

2.1 Introduction

This study aims to investigate the current situation of grammar teaching at Boussam Mohamed Cherif High School (EFL). It focuses on the way grammar is taught in the first and second classes and the approaches used. It also evaluates and discusses results. Thus, the main questions guiding this study are: what strategies do teachers use to teach grammar in Algerian high schools? What is the impact of grammar strategies on students? What factors prevent students from learning grammar in class? The study design and methods are discussed in more depth in this chapter. The subjects, samples, and instruments are also discussed. The data collection procedures are explained in this chapter as well.

2.2 Research Design

This study combines the best of both worlds, a blend of qualitative and quantitative research that combines both objective and subjective observation. The purpose of choosing these methods is first quantitative questionnaire to better understand the general characteristics of the selected population, second qualitative interview to gain a deeper understanding of instructional strategies, and third to observe the progression of the instructional process in its natural setting. This study relies on primary data collected to answer the research questions. To move this research forward, a mixed methodology is best suited for the time and the moment to obtain reliable and relevant data.

To obtain relevant data, this study could be described as inductive as it attempts to derive general principles and collect data to uncover a phenomenon or construct a theory from grammar strategies taught in Algerian high schools (Saunders, 2009). Quantitative research relies heavily on objectivity, while qualitative research relies largely on subjectivity. Therefore, this study involves both objectivity and subjectivity. Thus, this is a triangulation study that is both qualitative (interview and observation) and quantitative (e.g., a questionnaires) (Dawadi, 2021). Therefore, we gain insight into the data collection strategy, which consists of a holistic single case study. In holistic studies, the entire entity is examined as a whole. Moreover, the whole represents the most informative perspective. The study examines a specific population in Boussam Mohamed Cherif High School to get a clear picture of the research (DePoy & Gitlin, 2016). It requires a case study structured to examine the real-life situation from a variety of angles and perspectives using multiple data collection methods such as an interview, general observation, and a questionnaire.

This research is conducted at various points in time; it should be considered a longitudinal study.

The purpose of this case study is to identify the major themes in each case and then to carefully examine the common described in all cases (Yin, 2013). Among the participants are students in the first and second classes of high school. Teachers also participated in this section. Over three months, data were collected at the school. An observation, a questionnaire, and an interview were analyzed. This research includes narratives for each case because there were numerous cases in this study.

Data were collected in several steps. First, a questionnaire is distributed to students in English classes to find out their academic performances. Secondly, an interview is conducted with teachers of English at Boussam Mohamed Cherif High School to learn more about the strategies and approaches they use in teaching grammar to their students. Both teachers provided their years of experience to enrich this study. Third, an observation to take notes and observe the teachers and students in the classroom identify the proper environment and the effects of grammar strategies on the students during the lessons.

Last but not least, the descriptive method is used to analyze the data for both the quantitative and qualitative data. And since it is a mixed-method, statistics, tables, and graphs were used to illustrate each factor discussed.

2.3 Population and Sampling

A population is the number of people to be understood in research, objects, events, people, and things in which a researcher has a special interest. The sample population represents a subset of the total population. It is the population unit whose characteristics are representative of the group from which it is developed. For example, an extract from the population may include one or more observations, and the statistics for this sample will reflect it (Manna & Mete, 2021).

In the high school of Boussam Mohamed Cherif, the total number of students in the 1st and 2nd grades is 130. Accordingly, the sample number in this study is 97 participants. The number of the participants is determined based on Krejcie & Morgan's table (1970) (Appendix 01). As claimed by Showkat Wani, a non-probability sampling method is adopted for this research. Samples from non-probability populations are those in which not every element of the population can be included, such as purposive sampling, which is known to create well-matched groups. And the sample is selected according to certain criteria that are considered critical to the objectives of the study. The population is selected for this case study due to the educational system in Algeria, which provides additional and new grammar lessons to students in high schools.

The following section provides an overview of the participants in the study. The participants are divided into two types: English teachers at the high school, and students at the first and second-grade levels. In this section, two different perspectives might be important to consider. In order to collect information about the grammar strategies, a questionnaire and an interview are given to the respondents. Hence, the following main characteristics of the respondents are outlined:

English Teachers of Boussam Med Cherif High school			
Teachers	**School**	**Gender**	**Amount of Experience**
Teacher (1)	*Boussam Med Cherif Highschool, Bordj Ghedir, Algeria.*	Male	30 Years
Teacher (2)	*Boussam Med Cherif Highschool, Bordj Ghedir, Algeria.*	Female	15 Years

Table 1: English Teachers involved in this research

Students			
Number of Students	**Boys**	**Girls**	**Level**
26	12	14	1st year Foreign Languages Group A
26	8	18	1st year Foreign Languages Group B
26	6	20	2nd year Foreign Languages
26	7	19	1st year Scientific stream Group A
26	5	21	1st year Scientific stream Group B

Table 2: Students of English involved in this research

2.2 Instruments of the study

This section explains the tools that were used to collect information and the stages of their preparation for use in the study. According to the characteristics of this study, data should be collected through a combination of interview, questionnaire, and observation that will help achieve the main objectives of this study.

In this study, the strategies of grammar teaching are examined from an analytical point of view, with English teachers and learners playing a central role in the study. It should

be noted that although the literature review is not considered an instrument, it still provides a crucial context for this study. This is because it provides essential information about the topic under discussion. Basically, this section begins with an overview of the steps involved in selecting and preparing instruments:

2.2.1   Questionnaire

It is possible to conduct questionnaire in a systematic and disciplined manner, construct them relatively quickly, offer extreme flexibility, or gather a great deal of information rapidly and in an easy-to-use form. The purpose of the questionnaire in this study is to determine the factors that prevent students from learning grammar. Several items were included in the questionnaire regarding students' experiences with grammar learning. With close-ended questions related to the atmosphere in the class with the teacher and their academic performances.

According to the questionnaire, the main three factors that prevent students from learning grammar in the classroom are: the lack of teaching grammar in context, assessment and classroom environment, and last the lack of motivation.

2.2.2   Interview

The purpose of an interview is to ask participants questions and get their answers based on their own experiences. An interview can take many forms, including individual, group, and face-to-face interactions. Similarly, questions can be asked and answered by telephone or through other electronic devices (e.g., computers). An interview can also be structured, semi-structured, or unstructured. Other types of interviews include in-depth interviews, clinical interviews, case histories, and life histories (Trigueros et al, 2017).

The interviews in this study were conducted in a semi-structured format. It provides a variety of questions to explore during the interview and leaves some questions open for the interviewer to clarify. The interview questions addressed the teacher's teaching methods and how he or she conducts grammar instruction. Specifically, 16 items were asked about the area of grammar and their teaching strategies.

Teachers provided four main strategies used in teaching grammar, teaching grammar in context, communication in the classroom, teaching grammar with the aid of materials, and the PPU strategy (presentation, practice, use).

2.2.3   Observation

Direct observation means that you note details about a situation or event that is happening at that moment. After observing for a while, you can gain a better understanding of the research problem. These observations are divided into structured and unstructured observations. It differs from unstructured observation in that structured observation involves an observation guide and is non-participatory. Unstructured observations, on the other hand, do not require an observation guide and can be both participant, and non-participant (Trigueros et al, 2017).

The structured observation is used in this study. An observation protocol is created in the form of a checklist that includes the participants' perspectives on their environment, learning and academic performance.

The observation shows the negative and positive impact of grammar strategies used by the teachers on their students' academic performance.

2.3 Data Collection

This section provides a brief overview of the data collection procedure. A variety of methods were used to collect data, including published literature sources, surveys, interviews, and observations. These methods were supported by semi-structured interviews with teachers to understand their perspectives on grammar instruction. Students' behaviors were observed by the researchers using checklist to determine the effectiveness of the teacher's method. In a final step, questionnaire is given to the students to find out their opinions and whether they think the teachers' way of teaching grammar is effective.

Participants played an important role in the development of this study. The teachers at Boussam Mohamed Cherif High school were incredibly helpful in finding answers and providing relevant data for this study. They shared their knowledge of teaching in general and their experiences in teaching grammar. They also assisted in the collection of the questionnaire data by providing some of their teaching time. A large portion of the study is also conducted by students who understood the concept of the questions asked and kindly answered them. Both teachers and students welcomed the researchers and created a supportive environment as they observed them directly. The collection of data for this study is from March to April the following table shows the overall timeline:

Timeline for Data Collection			
Instruments	**February2022**	**March2022**	**April2022**
Interview			✓
Observation	✓	✓	✓
Questionnaire		✓	

Table 3: Timeline for data collection

2.4 Data Analysis

This section describes the data analysis of each instrument:

The questionnaire for the present study is analyzed manually using Excel. This study analyzes whether students agree or disagree with certain topics and which one is most appropriate for them. Excel displays the value of the coefficient squared. This number indicates what percentage of variation in one variable can be explained by variation in the other variable. It is easy to calculate by simply plotting two sets of data (Yes/No) and inserting the "linear trend line". This had the advantage that one could also see the data in the graph.

The interview is designed for English teachers. It contained 15 questions that targeted specific topics. Data were collected through personal interviews and tape recordings. Transcription is done manually by listening to the recordings and writing them into digital files. After carefully reading the transcripts and identifying any interviewee biases with coding, the next step in preparing the data for dissemination is to mark words, phrases, sentences, or clauses that are appropriate. With these common ideas, the categories were linked together. After that, it is possible to deepen the analysis. Subsequently, the transcripts were reviewed and similar themes were grouped to identify the most important strategies for teaching grammar.

The final data collection tool for this study is the direct classroom observation during grammar instruction over a period of approximately twelve weeks. A checklist is created for data collection in order to capture all the details that were important for the study. The data is analyzed by observing teachers and students in the classrooms and checking what they did and what they delayed.

2.5 Conclusion

This chapter contains the entire outlined plan for answering the research questions of this research. It consists of the research design, which includes the details of how and why this data will be collected, the population and sample that are the main subjects of the study and how the researchers selected them, and the instruments used to collect the data of the study.

Results and Discussions

<center>**Chapter 03: Results and Discussions**</center>

3.1 Introduction

This section provides an overview of the general data collected during the research process with the discussions.

The data were collected in both *quantitative* and *qualitative* ways. The first method uses questionnaires from students, while the second method uses interviews with teachers and direct observation.

3.2 Factors that prevent students from learning grammar in the classroom

The questionnaire aims to find out what prevents students from learning grammar in class and what their performance is. The questionnaire contains 15 items that were divided into three factors.

3.2.1 The lack of teaching grammar in context

In the first 5 items of the questionnaire, students were asked their opinion about grammar teaching in context, in addition to their perspective on how they would like to be taught.

According to the first item, 55% of students find authentic texts difficult. In the second item, almost 62% of participants think that one-sentence examples are the best for learning grammar. And the third item, 65% of students believe the topic discussed is considered the most important for understanding grammar. So, students look for the meaning and structure of topics to better understand the importance of context in learning grammar.

Given that learners prefer clear meaning in context, 68% of subjects believe that grammar is better taught explicitly than implicitly, as graph 01 determines.

Graph 01: Teaching grammar in context
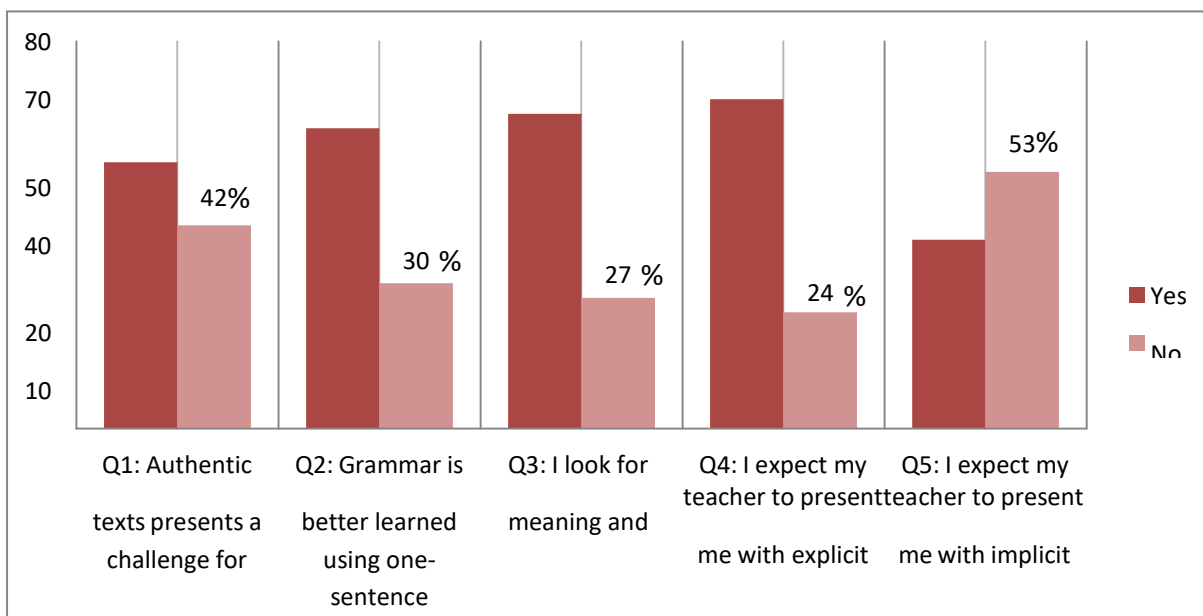
3.2.2   Assessment and Classroom environment

This part of the questionnaire aims to collect data on the impact of assessment and the role of the classroom environment on student achievement. The goal is to identify effective ways to improve grammar levels in conjunction with other important aspects such as reading and writing.

The following items were asked to the participants to get their opinion about the grammar assessment. Most participants confirmed that they tend to learn grammar through assessment. The results of item 6 show that about 70% prefer written activities to improve grammar. As for oral activities in item 7, 60% agreed that they can improve their grammatical accuracy. In addition, 59% of the participants in item 8 find problem-solving techniques helpful.

The last three items examine the influence of the classroom environment and atmosphere on student comprehension of grammar instruction. In item 9, 95% of the participants agreed that visual aids such as videos were helpful in understanding grammar points. Regarding the classroom atmosphere in item 10, 68% of students agree that it affects their performance and comprehension. For item 10, 64% of the participants think that the duration of grammar lessons per week is not enough and they need more grammar lessons.

As shown in this graph:
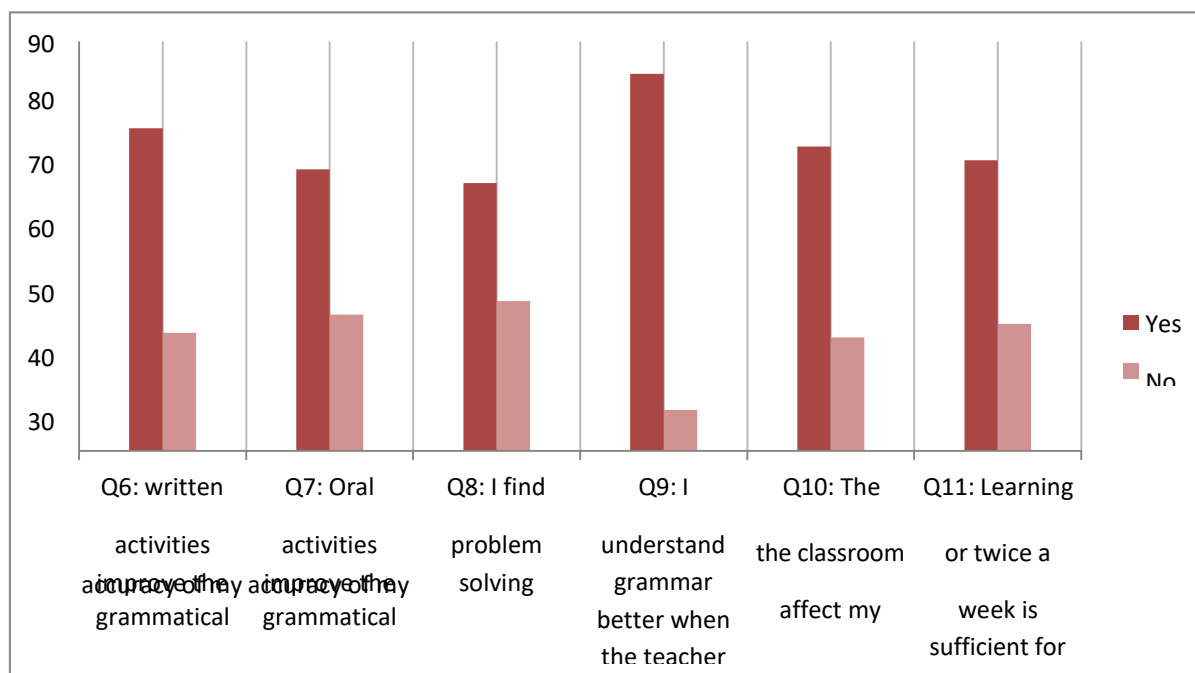
Graph 02: Assessment and classroom environment

3.1.3 The lack of motivation

This part of the questionnaire aims to determine students' ability to comprehend in class and their academic performance in grammar. It aims to identify factors that prevent the participants from learning grammar.

Participants were asked about their ability to use grammatical terminology. For item number 12, 53% of participants indicated that they could use and understand grammatical terms. For item number 13, 49% of the participants indicated that they had no difficulty using grammar when speaking in English language. Moreover, item number 14 showed that the vocabulary used in grammar class has an important impact on students' comprehension. As for improving their level in item number 15, 74% indicated that they need to be motivated by their teachers to understand and interact with grammar lessons by using games and sharing their thoughts about the rules they are learning. Furthermore, motivation increases energy levels and ensures that students are attentive and well-behaved. Last but not least, it ensures that students persevere longer, work harder, learn more, and perform better in class. As shown in the graph 03 below: %
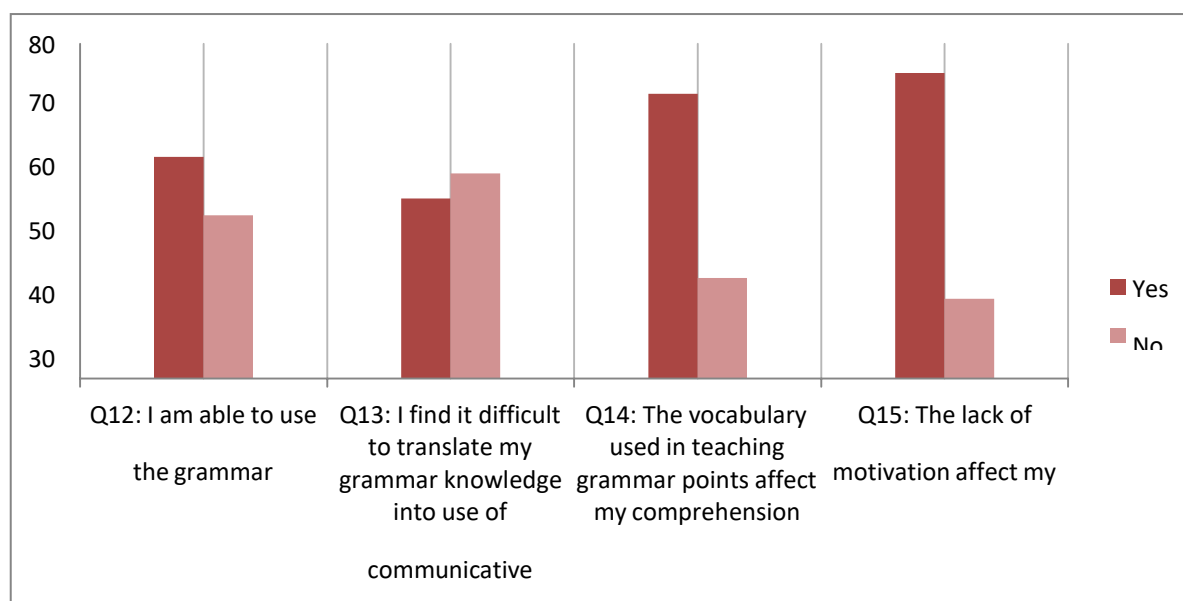
Graph 03: Atmosphere in the classroom

3.3 Strategies used by teachers for teaching grammar

This section represents the results obtained from interviewing teachers at Boussam Med Cherif High school. The data were collected using a face-to-face interview; the total respondents of this interview are two English lecturers. The data provided by the teachers recorded, to be analyzed later on, and each record coded using T and numbers, i.e.; (T1 and T2). Both teachers were asked to describe their method of teaching grammar.

3.3.1   Teaching grammar in context

Both respondents agreed that context is an important factor in teaching grammar to increase student engagement in class. They stated that the use of context enables students to understand and apply the structures they learn in the proper context. Also, Grammar is taught in context, through reading texts, watching videos, or listening to passages. As it is stated:

"Context is related to real-life situations or a text learned either by listening or

reading." (T/2)

The other teacher emphasized,

"A reading text is the most suitable, could also be a video or else a listening passage.

Visuals also can result in fruitful outcomes. Rather than that learners' interests could beinvested in a positive way if the teacher is capable of mastering his learners and the introduced aids (phones/tablets/pes...)." (T/1)

Moreover, both respondents agreed that explaining grammar in terms of what learners already know is a good way to introduce new complex concepts.

"That's a good start, of course, but then you should make a connection to link withnew complex information bringing learners up to develop their styles and basic knowledge

into a more efficient and complex knowledge."(T/1)

The data shows that respondents believe that teaching grammar in context is one of the most effective ways to convey information. The data also includes examples of context used, such as reading passages, listening to audio, and visuals. Respondents use the concept of teaching in relation to what their learners already know to revise and then teach more information.

3.3.2   Communication in the classroom

Teachers agree that asking questions is an important way to engage students in the lesson. As it is stated:

"There is no better way than going from easy to difficult. The assignment of activities is very delicate. A good teacher must take in consideration the levels of difficulty and draws

the way to more complex activities." (T/1)

For this reason, a wise teacher should prepare a series of questions to help students move from the simple to the complex. Questions and answers are the most effective means of communicating with others, and since communication plays an important role in

understanding information, teachers share questions and answers to get a clear picture of the material being taught.

3.3.3   Using materials in teaching grammar

The aim of this part is to see the importance of creating the right atmosphere for students in the classroom. The questions were related for providing materials such as diagrams, charts, and the use of visuals to engage students in the lesson. Respondents agreed

that they use all of the above materials to provide their students with a comprehensive picture of the subject matter.

"Of course, through teaching my learners how to arrange the components of sentence structure, as well as the different parts of speech to enable them map out the best

way to construct their phrases."(T1)

"Yes, for sure I use charts and diagrams to make my learners visualize the topic and sometimes to summarize rules. They help my students to memorize and understand better.

"(T2)

Regarding the use of visuals in grammar instruction, the respondents agree that they can be used to clarify the lessons, but (T/2) mentioned that:

"It depends on the availability of the data show at school."(T/2)

It is important to take in consideration that teachers cannot always provide materials like the data show because sometimes they are not available in the school. After that, respondents were asked about the methods they prefer as a basic teaching method:

"I usually use examples that are related to their life"(T/2)

As did the other respondent, who provided further details:

"Easy, clear and no time consuming to explain or understand. Examples from context, from real life and sometimes seizing the opportunity of a happening event which

could be invested." (T/1)

Specifically, respondents were asked whether they preferred a course book or their own instructional materials, they stated that:

"Generally my own materials since I know the level of my pupils and the kind of tasks and manner to consolidate and when tasks are of benefits". (T/1)

"My own materials, to motivate learners and to draw their conclusions".(T/2)

To be clear, teachers use their materials for teaching grammar, not textbooks, because they know what materials work best for their teaching strategies and also for the learners they are teaching. Therefore, they are not limited to textbook methods and strategies that may not affect their students.

3.3.4 Using the PPU (presentation, practice, use) strategy:

Teachers were asked about the main strategies they use in teaching grammar. Both teachers interviewed emphasized the PPU method as their most important teaching approach. PPU (presentation, practice, application) is a framework for teaching. It is used in lesson planning.

The presentation allows students to understand the context, practice allows them to develop their language skills (speaking, reading, writing), makes it easier for the teacher to identify and correct errors, and students use their skills to complete their understanding inside and outside the classroom in the final step, the use (Neher, 2009).

"The (PPU) strategy is the most used and the most suitable (presentation,

practice, use.)."(T1)

"Spotting mistakes and for better explaining I follow the (PPU) steps

(Presentation, practice, use)." (T2)

Respondents were asked about the effectiveness of this strategy. According to both, the students' performances in writing and speaking showed that their strategy worked. As it is stated:

"The performance of my learners would tell through participation, as well as

writing tasks through the implementation of the learnt grammar lesson in the

writing

process." (T/1)

"I feel that I have achieved my goal when I see my learners use correct sentences

in writing."(T/2)

In addition, this interview investigates whether there are activities that can be used to encourage students to apply the grammar unit they have learned. From the responses of the interviewees, it is clear that students pay attention to additional activities such as speaking and learning when applying the grammar units they have learned,

"- MCQ: Multiple choice questions – Choosing the right alternative – true or false –

Matching items."(T1)

3.4 The impact of grammar strategies on students academic performance

A direct observation checklist is used to examine the impact of grammar strategies on students in the classroom. Compared to the previous two methodological tools used to develop this study, direct observation provides the opportunity to observe both participants in this study-teachers and students. In the classrooms mentioned above, the researchers went in person to observe how grammar is taught. This instrument focuses on how the teacher teaches grammar to the students. A checklist is designed to capture the actions in 5 classrooms with two different teachers.

This graph gives the feedback on the teachers' behavior in the classroom:
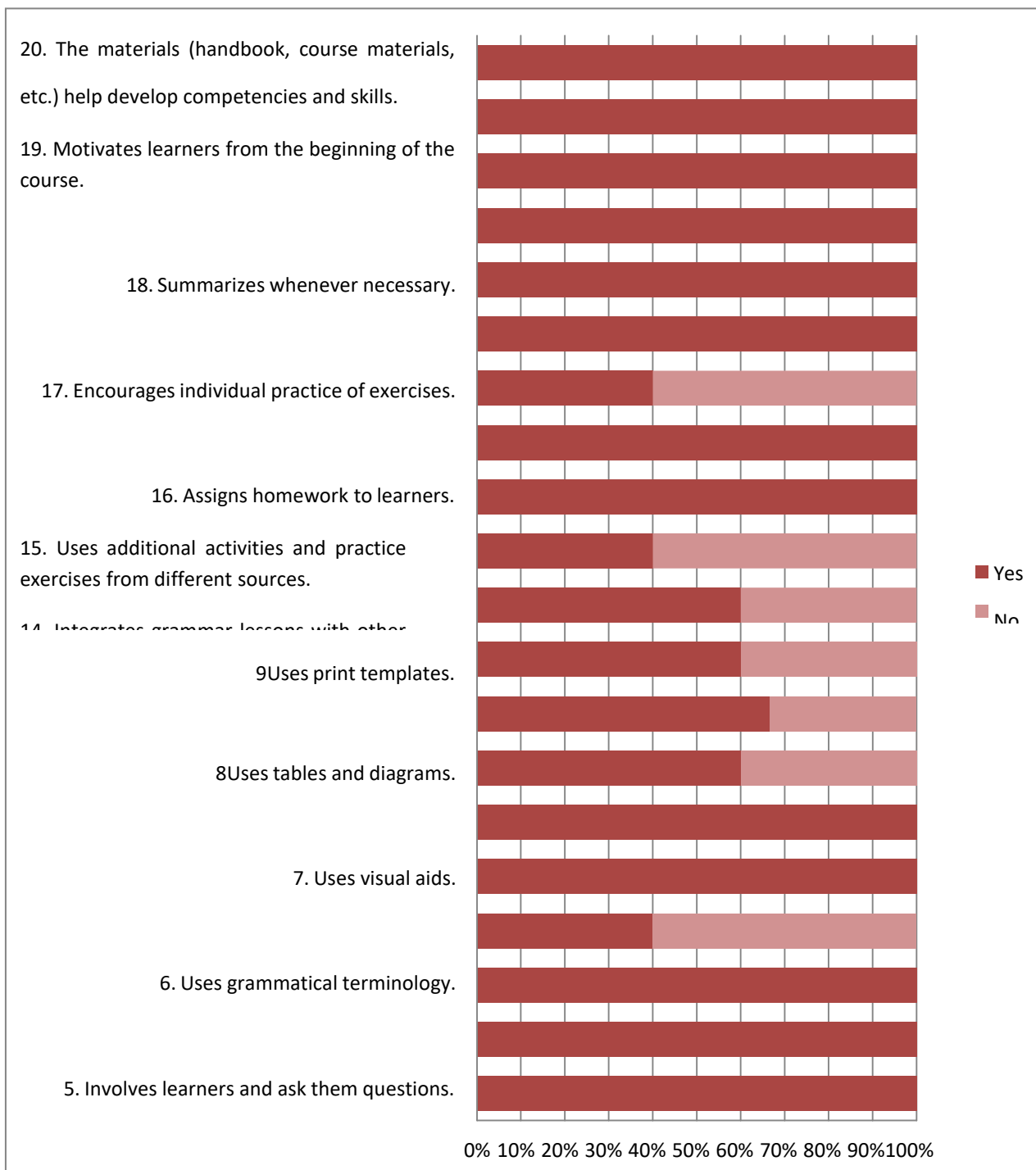
Graph 04: Classroom observation

3.4.1 Positive impact on students

Both teachers in this study used context in their grammar instruction, these contexts were very clear. (T2) exposed learners to authentic reading and listening and explained the difficult words to them. Both teachers did their best to engage the learners through questions and answers, and the communication between them is very clear. (T2) uses visual aids to explain her teaching every time the researchers were present. They both use grammatical terms in their conversations to identify each new aspect. (T2) uses much more tables and diagrams in her explanations than (T1) and also uses templates. (T2)'s strategy is to identify

36

errors and correct them immediately. Both provide clear examples and different activities so that the information reaches every student. (T2) integrates instruction with other language skills such as writing and reading. They used various activities from additional sources and designed homework assignments. Both encouraged students for their efforts and summarized when they were done with an important point. The teachers tried to engage their students with real-life events to motivate them. Teachers also used materials such as the handbook and printouts for their explanations.

3.4.2 Negative impact on students

(T1) does not expose learners to authentic reading and listening texts. (T2) has not used visual aids because they were not available at school. (T1) does not use tables, charts, and templates because he explained more with data. (T1) does not correct mistakes that students made for any reason and let them figure it out on their own. He did not link grammar instruction as well with other language skills such as listening and reading.

3.5 Discussions

The aim of this study is to develop a general understanding of grammar strategies in Algerian high schools, to determine whether these strategies have an impact on learners (EFL), and identify the main teaching strategies that influence learners' academic achievement. This section presents the main results obtained with the different research instruments used in this study, in line with the hypotheses previously established in the literature review.

According to the results, there is a significant relationship between grammar teaching strategies and grammar acquisition. Teachers' responses also seem to be influenced by most of these strategies studied. Thus, it could be concluded that there is a mutual relationship between the two variables, with one depending on the other. This could confirm the research hypothesis mentioned in the literature review about the advantages and disadvantages of each teaching strategy.

As shown in Chapter 04, 55% of students believe that learning grammar from authentic texts is challenging for them because understanding the authentic text takes more time than understanding the grammar rules. However, when grammar is taught in a situational context, learners can participate in developing and solving grammar problems, as shown in Chart 01 in chapter 02, where more than 60% of students prefer to learn grammar using one-sentence examples that are easy for them. Thus, teaching grammar through context could be a highly recommended strategy, as teachers in the interview indicated that this is the most appropriate method to convey the information to students.

Respondents indicated that communication plays an important role in teaching. As shown in Chapter 02, communicative language teaching is a method that emphasizes role-playing, pair and group exercises, and collaborative activities in the classroom. Instead of describing the core of language only through grammatical forms, it emphasizes the importance of understanding the core of language and how it is expressed, never ignoring grammar but always focusing on the communicative function of language (Ahmad, 2013). On the other hand, students confirmed that they tend to learn grammar through this strategy with oral and written activities because they may understand more by asking direct questions.

Regarding direct instruction, more than the average of students think that explicit and deductive learning is the best way to understand grammar instruction. The literature states that studying and working with direct examples makes learners familiar with grammar rules. In particular, rules related to form can be explained more easily and quickly when they are compared with examples. Explicit grammar instruction can lead to conscious learning because it involves the conscious study of grammar rules (Widodo, 2006). The respondents indicated that they use direct instruction but also use indirect methods when necessary. Thus, it is one of the most effective strategies in grammar instruction.

According to the results of this study, the use of materials can be a source of motivation for students, making them interact with the class and show more interest in learning grammar. Language learning and acquisition can be enhanced by a positive attitude towards the learning process, as this is an essential component in improving a learner's learning process (Mihlas, 2009). A well-designed classroom also leads students to be engaged, which reduces their feelings of anxiety (Brown, 2007). The materials used usually by teachers are: activities, visuals, graphs, diagrams, maps and games.

Since this study is conducted in an Algerian High school, teachers were asked about the most commonly used instructional strategy for teaching grammar in Algeria. Presentation, practice, application (PPU) is the answer given by the two teachers. As stated in the literature review of this study, PPU is a teaching method based on the presentation of the lesson using different materials, the subsequent practice of the lesson with examples and activities, and finally the application as an assessment or evaluation of whether the students have understood the lesson well (Kostoulas, 2012).

3.6 Conclusion

Chapter 4 of this study details the results of the various research methods. The discussions revealed that the way teachers deliver instruction strongly influences students' academic achievement. This led to the discovery of beneficial strategies for teaching grammar, namely: teaching grammar in context, teaching through communication, using materials, and the PPU strategy.

Conclusion

Conclusion:

The main goal in learning a second language is the ability to communicate effectively and reach a certain level of proficiency. Thus, the effectiveness of language learning depends on both input and output. However, there are certain prerequisites for learning a foreign language. The correct use of grammar plays an important role in communicating in English as a Foreign Language.

According to the results of this study, grammar strategies have the potential to increase students' academic achievement levels and shed light on the different variables that may hinder grammar learning in the classroom and thus influence student feedback.

Using data collected in a case study with first and second-grade students at Boussam Mohamed Cherif High School in Bordj Ghedir, the researchers were able to confirm the hypotheses. The results showed that grammar strategies have a great impact on the comprehension ability of EFL learners, as they are closely related variables and it is impossible to express one correctly without using the correct grammatical tenses and concepts. They include several factors that have a great impact on students, such as self-confidence, language anxiety, motivation, and attitude toward language. The results of the study confirm that teachers' behavior and teaching methods also have a crucial influence on learners.

Therefore, this research has shown that teachers need to be aware of the influence of different variables on their students. In this sense, it provides effective strategies that can be used for teaching grammar.

To sum-up, this study had a number of limitations; first and foremost, the study was limited in terms of the number of participants. In addition, there is a suspicion that some of the learners were not completely honest with their opinions and views. More accurate learner feedback would have increased credibility. In addition, there were no online references and no library-level documents on grammar strategies, which complicated the research process. In addition, most previous studies on grammar strategies were conducted abroad. Only future studies will show whether these results can be generalized to other universities or whether it is possible to study grammar strategies from different angles and perspectives.

1. Recommendations:

This study revealed the role of grammar strategies used in Algerian High school, based on the findings and the conclusions presented, the following recommendations are suggested:

1- Since grammar strategies have been shown to be effective in the classroom, teachers should integrate communication into their lessons, teach grammar in context, and use more materials to help students develop an understanding of grammar.

2- The study investigated factors that prevent students from learning grammar. The results need to be extended to investigate the availability of factors that could be used to improve grammar skills, as this was not part of study scope.

3- Further research could be conducted on grammar strategies used in other countries, while this study focused on a High school in Bordj Ghedir, Algeria. Perhaps the model could be applied in other High schools too.

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Appendices

Interview

Institute: Boussam Mohammad Cherif secondary school.Teacher's

Name:

Date:

Time:

Questions:

1. How long does it usually take to teach a grammar lesson?
2. Would you extend the time it takes to explain grammar for any particular reason?
3. Should grammar be taught in context?
4. What kind of context do you generally use when teaching grammar?
5. Do you explain grammar lessons in terms of what learners already know?
6. How do you engage learners in the lessons?
7. Do you think it is a good idea to involve learners in grammar teaching by askingquestions?
8. What types of examples do you use when teaching grammar?
9. What do you prefer to use when teaching grammar? The course book or your own materials? And why?
10. In your opinion, should grammar be taught explicitly or implicitly? What method do you think you use with your students?
11. Grammar can be taught inductively or deductively. Which method do you prefer?
12. Do you think that diagrams or charts can be used to teach grammar? Why or why not?
13. How often do you use visual materials in your grammar classes?
14. What specific strategies do you use to teach grammar?
15. How can you tell if your teaching strategy is having an impact on your students' learning?
16. Are there activities that you think can be used to encourage learners to apply a grammar unit they have learned?

Grammar Teaching Observation Checklist

Teacher: **Class:**   **Date:**

This checklist is used to record every action that takes place during grammar class.

Statement	Yes	No
1. Uses context.		
2. Clarity and appropriateness of context.		
3. Explains the grammar point briefly and clearly.		
4. Exposes learners to authentic reading and listening texts.		
5. Involves learners and ask them questions.		
6. Uses grammatical terminology.		
7. Uses visual aids.		
8. Uses tables and diagrams.		
9. Uses print templates.		
10. Corrects errors immediately.		
11. Delays correcting errors.		
12. Provides clear examples.		
13. Offers different activities for different learning styles.		
14. Integrates grammar lessons with other language skills.		
15. Uses additional activities and practice exercises from different sources.		
16. Assigns homework to learners.		
17. Encourages individual practice of exercises.		
18. Summarizes whenever necessary.		
19. Motivates learners from the beginning of the course.		
20. The materials (handbook, course materials, etc.) help develop competencies and skills.		

Questionnaire

(Adapted from Abdo Almekhlafi & Ramani Perur Nagaratnam, 2011)

Class: *Date:*

Sex: Boy◯

G

irl ◯Dear pupils,

We are master's students at El Bachir El-Ibrahimi university of Bordj Bou Arreridj. Our thesis examines the grammar strategies implemented in Boussam Mohammed Cherif secondary school. Please give us your feedback on your grammar learning experience by filling out this brief survey. We record all responses anonymously, so you are welcome to be honest. We will use the feedback you provide to improve the teaching and learning environment. Thank you forparticipating.

Please choose the right answer for you and give a check (√):

Statement	Yes	No
1. Does grammar in authentic texts present a challenge to you?		
2. Do you find that grammar is better learned using one-sentence examples?		
3. Do you look for meaning and structure in texts you can relate to?		
4. Do you expect your teacher to present you with explicit grammar points?		
5. Do you expect your teacher to present you with implicit grammar points?		
6. Do written activities improve the accuracy of your grammatical language?		
7. Do oral activities improve the accuracy of your grammatical language?		
8. Do you find problem solving techniques helpful to you?		
9. Do you understand grammar better when the teacher uses visual aids (e.g., videos)?		
10. Does the atmosphere in the classroom affect your performance?		
11. Do you think that learning grammar once or twice a week is sufficient for you?		
12. Are you able to use the grammar terminology?		
13. Do you find it difficult to translate your grammar knowledge into use of communicative language?		
14. Does the vocabulary used in teaching grammar points affect your comprehension?		
15. Does the lack of motivation affect your performance?		

Irregular verbs
(p 48 -49)

1.   **Look at the verbs in the box below. They are all infinitives of irregular verbs. Read the text below and say what the past simple tense of each verb is:**

<u>Key:</u>

To be	To have	To get	To think	To take
Was - were	**had**	**got**	**thought**	**Took**

To find	To see	To feel	To understand	To go
found	**saw**	**felt**	**understood**	**went**

2.   **Read the text again (the 1st two paragraphs and complete the table):**

<u>Key:</u>

Who are the characters?	What are they doing?	Where and when did the action take place?	What was the weather like?
Alice Her sister Her cat "Dinah" A white rabbit	Alice *was sitting* in the garden. Her sister *was reading*. Her cat *was mewing*.	The action took place *in the garden in Spring.*	The weather was *very hot.*

3.   **Copy down the verbs from the first two paragraphs of the text. Then say what their tenses are:**

4.

<u>Key:</u>

Infinitives of the verbs	Past simple	Past continuous
To be	was	
To sit		Was sitting
To have	had	
To read		Was reading
To mew		Was mewing
To find	did not find	
To think	thought	
To feel	felt	
To consider		Was considering
To pass	passed	

Phonetecs

1. **Here is the picture story in words. The sentences and paragraphs below are scrambled. Reorder them to get a coherent story:**

Key: (1-B) – (2-D) – (3-E) – (4-F) – (5-A) – (6-C).

2. **Now, close your books and tell Sindbad's tale to your classmates.**

Key:

Sandbad the sailor is one of the unforgettable stories. He made seven voyages. In his first one, he traveled from Bagdad to Basra and from there sailed down chatt el Arab; he continued sailing until he reached an island. Unfortunately, it was not an island but a whale.

Say it Clear: (p 38)

1. **Draw a table and indicate how ' ed' is pronounced in each verb. Tick in the right box. Then check with your teacher and say them aloud:**

Key:

/d/	Travelled – sailed – climbed.[used – called – allowed - followed]
/t/	Stopped.[looked]
/ɪd/	Started – landed.[wanted – suggested]

2. **Draw the table and write the adjectives according to their stress pattern. Then check with your teacher:**

Key:

o**O**o		**O**oo	
Dramatic	/ drəˈmætɪk /	Wonderful	/ ˈwʌndəfəl /
Fantastic	/ fænˈtæstɪk /	Saddening	/ ˈsædənɪŋ /
Relaxing	/ rɪˈlæksɪŋ /	Magical	/ ˈmædʒɪkəl /
Exciting	/ ɪkˈsaɪtɪŋ /		
Depressing	/ dɪˈpresɪŋ /		

➤ In **three-syllable** words, the stress generally falls on the **first syllable**. But if the first syllable is a prefix, the stress moves to the next syllable.
➤ In words ending with **'-ic'**, the stress falls on the **penultimate** syllable (2nd from the end).

By the end of this sequence, pupils should be able to:
-use conditional types 0, 1 and 2;

-form adjectives using suffixes [-al], [-ic] [-cal]…
-use quantity words: most, all…

(p 140)

1. **Read the reminder below and note the rule for using "if":**
   Reminder [Conditional type 0]

-**"IF"** introduces a **condition which can be true at any time**.

-**If (**verb in **present simple), (**verb in **present simple)**

2. **Match each of the conditions (1, 2, 3…) in column A with its result in column B (a, b, c…) to build a coherent sentence using "if". Make any necessary changes:**

Key:

1- **If/when** plants <u>do not get</u> water, they <u>die</u>. (**b**)
2- **If/when** you <u>don't wash</u> yourself, you <u>smell</u> bad. (**c**)
3- **If/when** air <u>gets</u> hot, it <u>rises</u>. (**a**)
4- **If/when** you <u>leave</u> milk in the sun, it <u>goes</u> bad. (**e**)
5- If/**when** metal <u>gets</u> hot, it <u>expands</u>. (**d**)
6- **If/when** you <u>pour</u> water on fire, it <u>goes</u> out. (**g**)
7- **If/when** a car <u>runs</u> out of petrol, it <u>stops</u>. (**f**)

<u>Note</u>: **If** in the sentences above can be replaced by **when**.

3. **Read the Reminder on page 141 and get the rule for other forms of the conditional:**

Reminder [Conditional type 1]

-**"IF"** introduces a **real possibility which can happen in the future**.

-**If (**verb in **present simple), (**verb in **future simple)**

Reminder [Conditional type 2]

-**"IF"** introduces an **unreal condition in the present which may not happen at all**.

-**If (**verb in **past simple), (would + infinitive)**

Résumé

L'objectif de cette étude est d'examiner la situation actuelle et les stratégies de l'enseignement de la grammaire pour les jeunes apprenants de l'EFL au lycée Boussam Mohamed Cherif, Bordj Ghedir, Algérie : le cas de la première et de la deuxième année du secondaire. Puisque toute langue est systématiquement organisée par sa grammaire, qui est liée au sens et à la communication, il est difficile de former des phrases sans construire des structures grammaticales. La grammaire donne également aux élèves la possibilité de découvrir la nature de la langue par la lecture, l'écoute, l'écriture et l'expression orale (Jacobs, 2017). Par conséquent, les questions suivantes ont été posées : Quelles stratégies les enseignants utilisent-ils pourenseigner la grammaire dans le secondaire algérien ? Quel est l'impact des stratégies de grammaire sur les élèves ? Quels sont les facteurs qui empêchent les élèves d'apprendre la grammaire en classe ? Afin d'atteindre les objectifs de l'étude, différentes méthodes de collecte de données ont été utilisées : des données primaires (un entretien qualitatif avec des professeurs d'anglais), des données secondaires (une liste de contrôle d'observation quantitative) et des données supplémentaires (un questionnaire quantitatif) ont été collectées sur une période de douze semaines. Les résultats de l'analyse des données ont confirmé que les stratégies grammaticales ont un grand impact sur la capacité de compréhension des apprenants EFL car elles permettent aux étudiants de communiquer leurs idées. L'étude présente les différentes variables qui peuvent constituer un obstacle à l'apprentissage de la grammaire en classe et ainsi influencer les réactions des étudiants.