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**EXPLORING COMMUNICATIVE GRAMMAR FOR
ENHANCING ACCURATE WRITING: ALGERIAN
SECONDARY SCHOOL STUDENTS' AND TEACHERS'
PERSPECTIVES**

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Fulfillment of the Requirements for a Master's Degree in Didactics*

Supervisor:

Dr. Youcef BENAMOR

Candidate (s):

Miss. Medjda BOUCHAREB

Miss. Sarah MEGUENI

Miss. Malika OUALI

BOARD OF EXAMINERS

<u>Chairman</u>	Dr. Yacine MOULLAY-HASSAN	MCA	Ibn Khaldoun University-Tiaret
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<u>Examiner</u>	Dr. Mokhtaria LAHMER	MCA	Ibn Khaldoun University-Tiaret

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DEDICATION

We lovingly dedicate this modest work to those who hold a special

place in our hearts;

Our beloved parents and families

Our friends and colleagues

Your keen love and encouragement are what kept pushing us to

accomplish this research.

We are extremely grateful for your unconditional love and

support.

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Abstract

The research at hand is based on three main enquiries. First, it questions and examines the extent of communicative grammar (CG) implementation in EFL classroom. Second, it investigates the possible obstacles that teachers may face in the process of implementing CG. Third, it inquires about whether the latter can enhance EFL learners' accurate writing. To this end, by adopting probability sampling techniques, third-year Algerian secondary school English teachers (n=70) and students (n=60) were randomly selected to take part in this study. The entire research process was conducted through a single research tool (Online Questionnaires) combining both quantitative and qualitative approaches. The findings unveiled that teachers, to some extent, implement CG in EFL classrooms, because of a set of obstacles such as the insufficient availability of communicative materials, the meager use of students interactions due to large classes, and the differences in learners' learning styles. The premise that communicative grammar can better enhance learners' accurate writing performance is not validated at the end of this research. Nevertheless, the study, eventually, manages to draw some recommendations, implications, and suggestions for further research.

Keywords: Communicative Grammar, EFL Learners, Obstacles, Writing Accuracy, Writing Performance

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KEY TO ABBREVIATIONS AND ACRONYMS

CG: Communicative Grammar

CLT: Communicative Language Teaching

CW: Creative Writing

DA: Deductive Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

ID: Inductive Approach

L2: Second Language

NNS: Nonnative Speaker

PPP Model: Presentation, Practice, Production Model

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GENERAL INTRODUCTION

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General Introduction

Background to the Study (Contextualization)

The connection between grammar and writing can never be overstated. The rules of grammar govern the way writing takes place, and ensure that it can be easily understood by the ones who read it. Every language in the world has its own distinct grammatical and writing systems. In parallel, several methods have been developed to effectively teach grammar to any kind of learners.

One of the recent methods in the field of grammar teaching is known by the term ‘Communicative Grammar’ (CG). The latter can be simply defined as the process by which grammar is taught through communication. In other words, CG is based on the communicative approach to the teaching of second/ foreign languages. This means that language structures cannot be taught in isolation but rather integrated in the four language skills (Rojas C., n.d., p 173).

When most people hear the term communicative grammar, they immediately link it to the speaking/ communication skill. However, the study at hand attempts to shed light on the implementation and the kind of impact CG has on the writing performance of EFL learners.

Research Questions

In the light of what is mentioned above, the following research questions were formulated to guide the research process:

- 1- To what extent do teachers use CG in teaching grammar to EFL learners?
- 2- Does CG enhance the learners’ grammatical knowledge and accuracy in writing?
- 3- What kind of difficulties do teachers face in implementing CG?

Hypotheses

Drawn upon the inquiries of this research, we have formulated the following hypotheses:

- 1- Teachers may use CG to some extent only. They cannot fully rely on it.
- 2- The difficulties that teachers may face in implementing CG are: the lack of materials and the differences in learners learning styles.
- 3- CG may have a positive impact on enhancing learners' accurate writing.

Aims and Objectives of the Study

The current study is built upon and directed to serve the following aims and objectives:

- 1- Drawing a clear image on how CG is implemented in EFL classrooms;
- 2- Shedding light on the obstacles that teachers face when it comes to teaching both grammar and writing;
- 3- Contributing to the already existing knowledge on CG effectiveness; and
- 4- Paving the way for further research about the direct connection between CG and writing.

Significance of the Study

Given the increasing importance of the English language nowadays, it is important for EFL learners to know how to write as much as they know how to speak. This study is significant in terms that:

- 1- It tries to find the best method to teach grammar for EFL learners; and
- 2- It could highlight CG as an efficient method to enhance learners writing performance.

Research Methodology

A. Sample Population

The sample selected for the fulfillment of this study consists of both Algerian secondary school teachers and students. We relied on probability sampling where all the possible participants had equal chances to be part of the study. Thus, we investigated 70 English teachers and 60 students of 3rd year in secondary school.

B. Data Collection Methods and Procedures

To answer our research questions and assess the validity of the hypotheses we set, we relied on a single research tool (online questionnaires) that uses both qualitative and quantitative approaches. Said differently, we designed two online questionnaires for teachers and students. The questionnaires involved closed-ended questions for quantitative data and open-ended questions for qualitative data.

After the data collection process, the next phase is to analyze the data using 'Excel 2016 Software' in order to extract the exact percentages and statistics needed for the interpretation and discussion of the findings.

Organization of the work

This research displays an outline divided into three distinct chapters:

- **Chapter 01:** deals with the definition of grammar, its significance, in addition to the models developed for teaching it.
- **Chapter 02:** is concerned with the grammatical knowledge as both a form and a function. Moreover, it spots the light on the different approaches for teaching grammar in classrooms. Finally, it deals with the communicative language teaching and its connection to writing.
- **Chapter 03:** is devoted to the description of the methodology used in this study. It includes the data collection process, its findings, and the discussion of results. Finally it reveals the study's limitations and some recommendations and suggestions for further research.

Delimitation of the Study

The reason behind opting for secondary school as a context to this study is that both teachers and students in secondary school are more exposed to the English language than others (Middle school teachers/ students). Furthermore, the grammar lessons in the secondary level are somehow more complex and students are required to write more sophisticated lengthy products such as compositions, speeches, letters, etc. We did not want to shed light on students specialized in English because they would be more immersed in the language and the same goes for teachers. In other words, we opted for this particular sample because the participants in such phase are taking the first real step in applying the grammatical rules in written product.

Chapter One

Grammar Teaching

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Introduction

The central part of a language is its grammar since it is considered as the only effective, appropriate and efficient tool that EFL learners rely on to learn the target language. Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), in that without a good knowledge of grammar, learners' language development will be severely constrained. Additionally, grammar is thought to furnish the basis for a set of language skills including writing. In this chapter, we are going to talk about the definition of grammar and its importance in language teaching. Next, we are going to tackle changes in grammar teaching and the different types of grammar, we are also going to talk about features of contextualization and also covering the most important models of teaching grammar communicatively. In addition, we are going to shed light on grammar based approaches and the PPP model. Finally, we are also going to tackle the most common challenges of teaching grammar communicatively.

1.1 Definition of Grammar

In any language the concept of grammar is considered as an important one; it represents the core element of language since it tells about its structure. Many definitions are given to the concept of grammar and this may be due to the different views of researchers in this field. In order to illustrate this, Purpura (2004) suggested: "Definitions of grammar and grammatical knowledge have changed over time and across context, and I expect this will be no different in the future" (pp.50-51). Another definition is that "*grammar is partly the study of what forms (or structures) are possible in language*" (Thornbury , 1999, p.1). It means that grammar represents how a language is structured or formed. Additionally, grammar is "the study of use of the rules by which words change their forms and are combined into sentences" (The Longman Dictionary of contemporary English, as cited in Shih chuan , 2011,

p.14). The previous definitions show that grammar is concerned with the forms and rules of language which they combined with each other to build meaningful sentences. Accordingly, grammar is viewed as “a system of meaningful structures and patterns that are governed by particular pragmatic constraints” (Larsen- Freeman, 2001, p. 124).

1.2 The Importance of Grammar in Language Teaching

Learning the grammar of a language is perceived as crucial since it helps learners to produce sentences or clauses that are possible to be understood (Corder, 1998 & Widodo, 2004, as cited in Widodo, 2006). In order to show the importance of grammar, Larsen freeman (2010, p. 2) says that” grammar knowledge is important, but in sofar as it enables students to communicate accurately, meaningfully, and appropriately”. That is to say, learning grammar allows learners to use the structures and patterns of language correctly and helps them in improving their skills when using the language in particular context. Similarly, grammar allows students to express their ideas and put them in comprehensible sentences so that they communicate successfully (Widodo, 2006). For instance, in the language acquisition process, learners need grammar because without it they will find themselves unable to use the language correctly (Çagri, 2013). To summarize, (Azar, 2007, p 02) argued: “One important aspect of grammar teaching is that it helps learners discover the nature of language”.

1.3 Changes in Grammar Teaching

The way grammar is taught has changed a lot throughout history. These shifts, which have been triggered by a variety of theoretical and empirical advances in the field, have been irregular and marked by numerous pendulum swings. They can be classified into three categories: those who conceptualized teaching in terms of methods with an exclusive focus on grammar, those who continued as types of exposure to meaningful communication, and

those who emerged more recently as a set of instructional options with a focus on both grammar and meaning.

1.4 Types of Grammar

1.4.1 Prescriptive Grammar

Prescriptive grammar emerged in the second half of the seventeenth century. It was at its culmination in the eighteenth century, and this period was termed as "Prescriptive stage" (Gruyter,2008). This type of grammar is a system that defines a language by standardizing its rules. It attempts to describe how a language should or should not be used. This method has been used for a long time. However, it does not positively affect learners' progress and improvement in the target language since it is less concerned with real- world usage. (Richard Nordquist.Education.about.com).Some experts in the field of linguistics such as Isle Depraetere and Chud Langford feel: "Prescriptive grammar is one that gives hard and fast rules about what is right {or grammatical} and what is wrong {or ungrammatical}, often with advice about what not to say, but with little explanation" (Advanced English grammar: linguistic approach 2012). Further, as far as the Algerian teaching is concerned, some Algerian teachers of English tend to teach grammar following the prescriptive method. For instance, when teaching past simple tense, the teacher usually presents the rule on the whiteboard, then the pupils are asked to memorize that rule and apply it later in the exercises. The teacher also asks the learners to memorize by heart a list of irregular verbs without even explaining the meanings of those verbs. So, here learners will only memorize the rule and they do not have the chance to deeply understand the meanings, the functions and the usage of this simple tense. Thus, the learners will not be able to apply the knowledge of grammar into real life situations. That is to say, they memorize those rules for exercises and exams only and they forget about them later.

Opponents of traditional grammar teaching argue that knowing the foundation and the structure of a language is an essential and a major factor in second language acquisition. (Dean, 2008). Nevertheless, following such a method solely and uniquely has been proven to notably deprive EFL learners from the natural outcomes and results of practically implementing conventions to serve communicative needs, particularly when writing (Hillocks ,2008, p 5). That is to say, prescriptive grammar instruction alone is seen to be ineffective in improving students' writing performance (Weaver, McNally&Moerman,2001).

Many scholars acknowledge the necessity of teaching grammar to students. Yet, they highlight the role of selecting the suitable and appropriate approach when teaching it. Consequently, Burgess (n,d) has stated: “There is a satisfactory boniness about grammar which the flesh of sheer vocabulary requires before it can become vertebrate and walk the earth. But to study it for its own sake, without relating to function, is utter madness” (Burgess, n.d). Burgess(n.d) also shed light on the importance of teaching not only the elements and separated items that are involved in grammar, but instead he emphasized on the necessity of teaching the function of those components that are included in general grammar, and paying attention not to teaching them separately, but rather in a certain united context. Many scholars and linguists have severely criticized the traditional approach and its principles since it does not lead the students to implement their knowledge of grammar when communicating. “Across the various languages and subsystems of grammar, perhaps the most widely practiced traditional approach to grammatical instruction has been portrayed as the three ps _ present , practice , produce” (Larsen Freeman , 2009, p 523).Learners only grasp the rules explicitly.

They have learnt those rules through the process of presenting the rule, practicing on it then finally comes the production. Yet, they do not use those rules in authentic situations. Moreover, following such a method of teaching grammar does not permit learners to dig

deeper in understanding certain utterances and sentences in addition to the distinct meaning which they convey. Linguists such as: (Long & Doughty ,2009 , p 523) supported these ideas when stating:

One of the most trenchant criticisms of this approach is that students fail to apply their knowledge of grammar when they are communicating. Students know the grammar_ at least, they know the rules explicitly. But they fail to apply them in communication. this problem has been discussed by others as “non_ interface” problem, in that there is no apparent connection between explicit knowledge of the rules and implicit control of the system and the learnability problem following from the observation that grammar is not learnt in a linear and atomistic fashion (Long & Doughty, 2009, p 523).

Furthermore, many of the most cited normative rules for English failed to depict natural and genuine language used by English natives. Some of English prescriptive grammarians presented a number of errors associated with prescriptive grammar approach. Those rules which are considered as errors are clearly accompanied by illustrations from authentic situations. This shows that the rules are reintroduced to the English grammar by the natives. That is to say, these rules are considered as non-errors which are commonly used by native speakers. First, the rule against “ending sentences with prepositions” is considered as one of the most widely prescriptive distributed rules for the English language. Yet, this language prescription is totally wrong since English native speakers often end sentences with prepositions, as it is mentioned in the following examples:

Example A: Where do you come from?

Second, split infinitives are also regarded as errors by prescriptive grammarians. However, English native speakers still use this form in their daily conversations. For instance:

Example B: It is very important to scientifically illustrate facts.

Besides, another prescriptive rule concerns the use of the relative pronouns “who” and “that” in relative clauses. This normative rule indicates that “who” should be used for people, and “that” should refer to things and places. However, in many cases “that” is also used to refer to people in authentic language use.

Example C: The man that stole your car is my neighbor.

1.4.2 Descriptive Grammar

Descriptive grammar describes how people really use language in real-life situations, not how they should use it. Only native speakers of a specific language can make grammatical and feasible sentences. Following this descriptive approach, a grammarian would be interested in describing these spoken phrases and looking for explanations of the possible mental systems that led to these surface forms. This description has been made possible by the availability of a large number of linguistic corpora.

1.4.3 Contextualized Grammar

The heading above involves two distinct, yet interlocked concepts namely: Context and grammar. The term grammar was defined in different ways by several linguists and experts in the field of education.

According to Dr. Timothy Taylor, all human languages are highly based on grammar which represents a system of rules and principles that organize the natural language.

However, these rules should be implemented for making meanings and for better language usage. Grammar should be exploited to reflect the basic characteristics of human languages (human experiences, interpersonal relations, emotions, feelings, etc.) and the only way for this is to be contextualized. Besides, grammar concerns both language rules and the way these rules function in real contexts (purpose of language). The descriptive rules should be successfully implemented in authentic contexts. In addition to this, EFL learners should know how to use their grammar knowledge (rules) to achieve meaning and communicate in real situations.

Grammar is both a choice of form and meaning. For example, EFL learners can derive various meanings from one form which can help them develop their language use in real situations. An example that illustrates this is: from the use of future simple form, learners can derive different meanings. For instance:

Example E: I will see you tomorrow (making arrangements).

Example F: She will marry a prince (making predictions).

Example G: Will you help me, please? (making a polite request).

In short, Grammar instruction has traditionally emphasized on form. However, it should tackle and balance attention to three major, intertwined elements namely: Form, meaning and use. These three concepts are integrated in one word: Context.

Grammar is a negotiated system of rules that govern the relationship of parts within a system of systems• it reflects many characteristics of language which is highly personal , emotional and powerful in addition of being rule -governed, culturally contextualized and sometimes very dull. In other words, grammar is both straightforward and very complex; a natural part of

language systems and a highly technical academic subject. (Dr Timothy Taylor, April 2016, p 500)

The term context can be defined in two distinct ways. First, it can refer to a group of words surrounding one particular word or phrase. These words help in inferring the meaning of that word or phrase in question. For example: when saying “John insulted Jane, so she flew off the handle and smashed a cup on the floor”. Thus, if the reader does not know what the phrase: “flew off the handle” means, he could work it out from the rest of the sentence. The phrase “flew off the handle” means lost her temper or got into a rage. Second, the term context is also used to refer to the real world through which the meaning of abstract knowledge can be easily understood. For example, the meaning of tenses in grammar can be grasped when they are presented in a context of a sentence. Meaning can only be inferred from context. Meaning and context are interlocked. That is to say, good understanding of meaning can be reached through context. The latter represents the setting in which events occur. For instance, present continuous can have multiple meanings that can be understood from context. For example, it can be used to describe both events that are happening at the time of speaking like when saying: I am writing the lesson, and when talking about an arranged plan like: when we arrive at the airport, we are taking a private car to the hotel. Christian and Dahl supported these ideas when they said:

The word context is used by different authors and communities for different but often interrelated and dependent notions. linguists often refer to the context of phrase or word as the text that surrounds it. Another everyday usage of context refers to a section of the real world in which some events or the discourse takes place, and is often intertwined and confused with another meaning namely knowledge about the same thing. (Christian &Dahl, 2005,p100)

Furthermore, Thornbury stated that it is very difficult to derive the meaning of a certain word or phrase when there is no context gathering all these components. *“Language is context sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase”*. (Thornbury ,1999,p69). For instance, the word “hide” on its own can be a verb or a noun. Thus, there is no way of telling which meaning is the one needed unless it is placed in a full sentence like so: “The shoes were made from the hide of the buffalo. Therefore, depending on this context, the word hide is clearly signified as: “animal skin”.

In the same respect, Harmer feels that the best way to learn a language is to present it in context. That is to say, EFL teachers should avoid teaching grammar and vocabulary as separate and isolated subjects, but rather portray the language in relevant and genuine situations. For instance, talking about daily routine can be a good way to approach “present simple tense”. In addition to this, learners usually learn the grammatical structure from a real life setting. For example, ordering from a menu is a real world way of introducing “I would like” as a structure. *“Students need to get an idea of how the new language is used by native speakers and the best way of doing this is to present language in context”* (Harmer, 1991,p. 57). Moreover, learners of the target language need to see how the language is used in authentic circumstances by the natives. Similarly to Harmer, Anderson also claims that contextualized grammar instruction enables learners to connect the knowledge they have learnt of the target language, to real and authentic life situations and circumstances. *“Teaching grammar in context provides a meaningful framework that connects to reality in the targeted language”*(Anderson, 2005 .p 65). Besides, the identification of meaning and the increment of the amount of lexis to be grasped are tightly dependent to context. Next, grammar importance in language learning lies in its contribution in organizing significant piece of writing or discourse. *“Context gives a more precise understanding of how to use the*

grammar, and provides accuracy in the studied language both in oral and written skills” (Wajnryb , 1990, p 6). That is to say, to what extent grammar facilitates accurate both verbal and written communication.

Likewise, many scholars advocate the integration of authenticity in EFL learning. Most of them encourage EFL teachers to implement authentic materials in order to teach the target language. According to Hadley, foreign languages should be taught in authentic and real contexts. This way, in the case of grammar teaching, learners can naturally and accurately use grammatical structures. *“Students need to learn language in logical contexts , either through authentic discourse _length input or through language learning materials that stimulate authentic input , using sentences that flow in logical sequence” (Hadley , 2003, p152).* In addition to this, contextualized grammar instruction provides learners with the divergent functions of grammatical structures. Moreover, applying authentic materials in teaching grammar facilitates learners’ understanding of the target language. As a result, context-based teaching is very beneficial and useful for learners since it relies on authentic and genuine materials, and supports to portray and depict logical and natural input, to be easily and readily grasped by the EFL learners. For instance, some Algerian teachers start changing their old methodologies of teaching grammar. They tried to integrate authentic materials in grammar teaching process. For example, some of them rely on a text to teach past simple tense to third year secondary school pupils. They use a text relevant to the unit that is entitled: Exploring the Past (Ancient Civilizations) of grammar in context rubric, tackling ancient civilizations. Thus, through this text the teacher can teach not only the form of past simple tense but also the meanings and the usage of this tense. For instance: the pupils are asked to read this text carefully and correct the verbs between brackets. *“Most ancient civilizations (to rise) and (to flourish) on the banks of rivers. The earliest one (to be) the Sumerian civilization which (to emerge) about 5.500 years ago. Many other civilizations*

(to follow) it such as the Egyptian, the Indian and the Chinese. Most of these civilizations (to fall) and (to collapse) after having built imposing cities, fine palaces and temples. The main causes of their collapse (to be) internal conflicts and external conquests”. This way, the learners will be able to recognize that past simple tense is used to narrate and describe past events at a known time, to know some time expressions which are used to express this tense and finally to distinguish the past form of some irregular verbs.

1.4.3.1 Principles for Creating Context for Grammar Teaching

To achieve the desired results in its teaching and learning, the method for bringing context into grammar classes should be carefully addressed. Authenticity, instructive background, and interest attraction are three elements of a good context. First, the appropriateness of context can be achieved if the teacher brings something “real” and “useful outside the classroom” (Lewis & Hill, 1992, p. 28). Second, context should “provide the background for a lot of language use so that students can use the information not only for the repetition of model sentences but also for making their own sentences” (Ur, 1996, p. 57). In other words , It should provide enough information for students to investigate the form and meaning of the goal structure in order to replicate it later. The following principles, in particular, should be followed in an instructive context:

The context should be easily recognizable and comprehensible one.

- It should provide lots of clues as to the meaning of the target item.
- It should help eliminate other, competing meanings.
- There should be more than one example of the item if possible (but not so many that the text sounds unnatural).
- The item should be displayed in a variety of forms. (ibid., p. 57)

Finally, pupils' interest should be piqued by the context. It should be made "seductive" in the sense that students will be unable to resist it and will be forced to "dig" it and "get their hands dirty." (Ehrenworth & Vinton, 2005, p. 89).

1.4.3.2. Models of Teaching Grammar Communicatively

The actual difficulty for today's EFL teachers, particularly Algerian teachers, is to find ways to make grammar classes more participatory, creative, exciting, and productive. This is not a simple assignment in this setting, especially since we know that a lack of sufficient training, coupled by a lack of materials, are not motivators for these language teachers who must devise and conduct engaging activities to pique learners' interest, motivation, and excitement. However, because many Algerian EFL teachers nowadays are relatively new to the profession and are willing to overcome obstacles in order to achieve professional success, it is worthwhile to provide teachers with some practical tasks that combine real-life scenarios. Some of the activities suggested by many experts might make grammar sessions more entertaining, fun, and task-oriented for the benefit of students. Examples can be these :

- Using modals to provide advice: students may be asked to act as an advice columnist. They are given the opportunity to write a column about an interesting topic and then offer advice to a classmate who is experiencing a specific problem related to the topic. They might also pretend to be in a 'dilemma' (locking the car key inside the car at a picnic for example). Working on such components in writing and speaking exercises can help students understand the differences between written and oral grammars. (William, 1998, p.71).
- A newspaper item in English may be given to pupils by the teacher. He instructs pupils to detect tenses, keywords, simple and complex sentences, connector usage, and

discourse pattern analysis. Because the material follows a predictable framework, this activity will assist students anticipate the shapes and structures the text will have. This will help them improve their forecasting abilities.

- The teacher instructs students to connect grammatical patterns to specific communicative meanings, and the students select the appropriate pattern to communicate their thoughts and feelings on a given topic. This will enable students to employ grammar to communicate various communicative meanings, and they will be able to see the link between form and function.
- Using a grammar structure and their previous knowledge, the teacher engages the students in a short debate about an issue that is relevant to their lives. The teacher will present materials for engaging and dynamic conversation through referential questions, while students negotiate meaning and review grammar forms, finally leading to true communication.
- One of the most common difficulties for EFL/ESL students is determining when to utilize the present perfect tense versus the past tense. A job interview circumstance is a good example of this. 'Have you ever worked as a secretary or on a computer?' might be a good question to ask in this situation. 'Yes, I have,' is a likely affirmative response. I used to work in..... or I used to work at Students will take turns playing the roles of interviewer and interviewee. The two decisive components that will help learners make the right appropriate choice will be the social and linguistic discourse environments. (Freeman, 2001 , p.72) .

All of these suggestions are targeted at advancing recent advances in language instruction to match the needs, goals, and interests of students. However, one would wonder what the ramifications of this new proposed modification in the Algerian setting might be. The employment of a particular teaching technique, strategy, or methodology is impacted by

the language teacher's educational background and formal training, as Borg (1998) correctly points out. As a result, as some of our responder instructors admitted, a teacher whose educational background is strongly shaped by the traditional approach to grammar teaching will be hesitant or at least not confident enough to walk boldly into this ostensibly "new" subject. The teacher is presented with a system that violates the great weight of tradition by crossing the line to regard grammar as a skill and communicative grammar teaching as an endeavor to apply both a form of description and methodological practices that reflect a process view of grammar. When a teacher is fully motivated by the idea of making grammar sessions pleasant and enjoyable, on the other hand, he will apply rules in a practical and up-to-date manner for true interaction between students, just as in a real-life situation

This necessitates a certain amount of flexibility and willingness, as well as a readiness to question standard grammatical dogma. It is mandatory to conduct a nationwide awareness campaign about the issue, as well as frequent in-service training and a modification in the format of national exams that are overly prescriptive in nature. This will eventually assist teachers in implementing successful and beneficial teaching techniques that will persuade students to view grammar as an effective tool for transferring their ideas in a clear, exact, and suitable manner.

1.5 Instructional Grammar Based-Approaches

Grammar has been at the heart of language education for thousands of years. Grammar was employed as both content and organizing principles for building curriculum and language teaching materials, and language teaching was equated with grammar teaching (Celce-Murcia, 2001, p.20). Language was thought to be primarily made up of grammar rules, and that knowing those rules was sufficient for learners to understand the language. Grammar's importance in language instruction stems from a variety of historical factors. One

cause, according to (Rutherford, 1987, p.71), was the significance placed on grammar expertise in philosophy and science during the Middle Ages. There was also a tight association between the study of grammar and other medieval sciences (such as law, religion, and medicine) throughout this time period.

1.6 Models of Grammar Instruction

Many L2 schools still employ grammar-based approaches. The PPP (Presentation-Practice-Production) paradigm of language training is a common variant of this approach. This approach is "so extensively recognized that it now forms the core of many teacher training courses," according to D. Willis (1996b, p. v). In numerous language teaching and teacher training textbooks for foreign and second language teachers, different versions of the PPP model can be found e.g., (Harmer, 1996, p.40). In many current L2 classes, the PPP is what many teachers consider to be a basic lesson framework (Crookes & Chaudron, 2001). Grammar instruction follows a three-step structure in the PPP model: a presentation stage, a practice stage, and a production stage. The new grammatical rule or structure is introduced in the presentation stage, usually through a text, a dialogue, or a story that includes the structure. The pupils either listen to or read the text aloud. The primary goal of this stage is to assist pupils in becoming acquainted with the new grammatical structure and retaining it in their short-term memory (Ur, 1988). After the lecture, students are given several written and oral assignments to repeat, manipulate, or replicate the new forms. Controlled practices that focus learners' attention usually begin the practice stage. After that, the focus shifts to less controlled practices with more open-ended exercises. The purpose of the practice stage is to assist students in gaining control of the knowledge presented in the presentation stage, assimilating it, and moving it from short-term to long-term memory (Ur, 1988). Finally, learners are encouraged to employ the rules they

acquired in the presentation and practice stages more freely and in more communicative activities during the production stage. The goal of the last stage is for learners to fully master the new form by allowing them to internalize and use the rules effortlessly and spontaneously. In some ways, the goal is to improve fluency. The PPP model is theoretically informed by learning models of information processing and skills acquisition, stating that language learning is a cognitive talent akin to other types of learning. Language is acquired in this way because it is processed from input and then accessed for further comprehension and production. Learning is a transition from declarative knowledge (i.e., explicit understanding of rules and systems) to procedural knowledge, according to skill acquisition theories (Anderson, 1983). (i.e., knowledge of how to use the system). Students first establish conscious understanding of the new target rules and structures, and then practice them in order to obtain control of them. Presentation and practice, in this perspective, are critical in language acquisition.

1.7 Challenges of teaching Grammar Communicatively

Teaching grammar communicatively in EFL classes requires the implementation of various authentic materials such as : visual aids and ICTs . The implementation of authentic materials using ICTs and visual aids is likely to be a demanding task for educational institutions, and more precisely for EFL teachers. There are various barriers and hindrances that hinder the act of integrating authentic materials through visual aids and ICTs for grammar instruction in Algerian high schools. According to (Livingstone,2002, p. 23), bringing changes into traditional teaching is a challenge to schools, curriculum design, materials needed, and the kind of assessment applied by EFL teachers in the process of teaching grammar, taking into consideration learners' needs, potentials, learning styles and finally their learning preferences in the target language. The obstacles faced by EFL teachers could be at the level of materials unavailability, and

lack of time.

In the first place, a major issue that hinders EFL teachers from integrating authentic materials for grammar instruction is material inaccessibility. *“If a teachers’ school does not possess adequate computers and fast internet connection, the implementation of educational technology is not feasible”*(Johnson ,2016, p. 16). Therefore, the lack of materials in most educational institutions prevents teachers from applying digital technologies in their classrooms. Next, the integration of educational technologies in the grammar teaching process is time demanding and consuming. Johnson supported the idea of time insufficiency and he pointed out: *“Adopting a new educational technology can be a time-consuming process”*. (Johnson ,2016, p. 17). This lack of time clearly appears in lesson preparation and during its presentation in the classroom as well. Especially if taking into account the time allotted to each lesson at Algerian secondary schools which is one hour only.

Conclusion

In this chapter, we tackled some elements that seem to be important in this study; the definition of grammar and its importance in language teaching. At first, we gave a clue about changes in grammar teaching . We also analyzed the traditional way of teaching grammar "prescriptive grammar" and the critics addressed to it by linguists in the field of education. Moreover, we shed light on the contextualization of grammar that emerged as a reaction to the ineffectiveness of the prescriptive method. Then, we shed light on descriptive grammar, features of contextualization and the various models of teaching grammar communicatively. We have also covered grammar based approaches and the ppp model. Finally, we have also mentioned the most important challenges and barriers of teaching grammar communicatively.

Chapter Two

Communicative Grammar and

Writing Accuracy

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Introduction

Grammar is increasingly important in language instruction, particularly in English as a second language, because learners' language growth will be severely limited without a thorough understanding of grammar. Grammar also represents the foundation for a variety of language skills, especially writing. Thus, this chapter delves into grammatical knowledge of grammar as both being a form and a function. Additionally, it mentions the different approaches to teaching grammar in the classroom. Moreover, this chapter also highlights communicative language teaching, communicative grammar, and the advantages of implementing the communicative teaching methodology in grammar classes as. It also covers approaches to writing, grammatical accuracy, and the importance of grammatical accuracy in second language writing.

2.1 Grammatical Knowledge

Batstone (1994) sees that a language without grammar is disabled and chaotic and there are serious obstructions to compelling communication, He observes grammatical knowledge and concept as a must for successful communication, and Purpura (2004) defines grammatical knowledge “as a set of internalized informational structure related to the theoretical model of grammar” (p. 85). He also mentioned that it consists of two highly related components: grammatical form, and grammatical meaning.

2.2 Grammar as a Form and Function

A valuable refinement in linguistic use is that of form and function. Grammatical form is concerned with the depiction of linguistic units in terms of what they are, and **grammatical function** is concerned with the depiction of what these linguistic units do

2.2.1 Grammar as Form

Form refers to the structure of a phrase or clause. In a given setting, certain forms are required in English to be considered accurate, and Form is often described by reference to rules that speakers follow (either consciously or unconsciously) and is likely what most people think of when they think of grammar and is likely what most individuals think of when they think of language use. Thus, Teaching grammar as a form means that teachers provide learners with the relevant structure or rules that are appropriate to a grammar lesson, and Grammar form has to do with the different classes; nouns, verbs, adjectives, adverbs, and pronouns. For instance, “it includes a host of forms on the phonological, lexical, morphosyntactic, cohesive, information management, and interactional levels”. (Purpura, 2004, p.61).

2.2.2 Grammar as Function

Thorunbury (1999) claims that, in the mid-seventies, teachers started inquiring about the relation between grammar and function, in that time it was a crucial subject for them since they tried to focus on how structures function in language. In addition, he argued that when we deal with language, we are not only attempting to understand words and the syntactic structure, but we are also trying to deduce the addresser’s intention. In other words, trying to grasp what the speakers want to convey is not necessary their spoken discourse. Chiefly, the goal of functional grammar, on one hand, is to make a link between the forms (structures and rules), as well as, the functions they are expressing, and on the other hand, attempting to make a matching meaning in context.

2.3 Approaches to Teaching Grammar in Classroom

Several approaches have been followed through the ages for the study of English grammar. However those approaches falls under the two categories of deductive approach that aims at testing existing theory and inductive **aims at developing a theory;**

2.3.1 The Deductive Approach DA vs. the Inductive Approach IA

There has always been a debate on how to teach the grammar of foreign languages because Grammar instruction has been identified by several methodologies and teaching approaches that vary from each other, yet we can divide them into both the deductive and inductive approaches.

In the deductive approach grammar instruction starts when the learner is given a rule, and then this rule is followed by examples and practice. It is a top-down instruction. “In this approach (deductive approach), the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules” (Purpura,2004, p. 1).

This approach can be defined as “the process of going from the general to the specific”. Even though, the deductive approach was the first method of teaching grammar, it was noticed that this approach is more teacher-centred. That is to say, the students learning is highly dependent on the teachers' cognitive and intellectual abilities, which makes them responsible for introducing, explaining, and simplifying the rules to the learners.

The deductive approach was preferable as the major method of teaching grammar in language schools, however, the teaching approaches have been changed from deductive to inductive since the inductive approach is more student-centred and pays special attention to the meaning. (Rutherford & Smith, 1988).

Subsequently, this leads to the creation of “The Inductive Approach”. The latter starts from examples through which a rule is inferred, it is called “rule-discovery”. It is more student-centred and it allows learners to discover the rule by themselves and be more autonomous, and this is what made it more operational. as illustrated by Thornbury (1999) who states that: “*In an inductive approach, ...without having met the rule the learner studies examples and from these examples derive an understanding of the rule*”(Thornbury, 1999, p. 49). That is to say, this approach enables the learners to study the examples first, then come up with the rules on their own. Thus, EFL teachers must select the appropriate approach when teaching grammar based on the objective of the lesson which is set in the early beginning. for more emphasis; For more emphasis Goner et al. (1995) put it thus: “Understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students” (p. 129).

In brief, EFL teachers must vary in the usage of these two approaches of grammar from time to time, taking into account many variables of teaching outcomes.

2.3.2 The Communicative Language Teaching CLT

Most of the previous methods were serving the purpose of making learners able to learn another language. In 1970 researchers started inquiring about the accomplishment of that goal when they observed that some learners could use the target language accurately in the classroom, but could not produce it when communicating in real situations; those learners required a communicative competence, not just a linguistic one. All these paved the way for the appearance of the CLT approach (Larsen-Freeman, 2000). Similarly, (Thorunbury 1999) states that, in the time of 1970s, simple knowledge about the structure was no longer

important as there was a development in both science and sociolinguistics; thus, communicative competence was demanded.

The aim of CLT is to showcase that the goal of language teaching is based on communicative competence, as well as, establishing new procedures in teaching productive and receptive skills (Richards and Rodgers, 2001). In this respect, the CLT approach is highly suggested, to make learners more competent when communicating, additionally, to provide the appropriate techniques that are necessary for teaching the four language skills. Furthermore, The most important principles of CLT are given by (Larsen-Freeman ,2000, p. 125-127), a summary of them are the following;

1. Learners can figure out the writers' " or speakers'" intentions.
2. The target language is the vehicle of classroom communication not just the objective of study.
3. One function can have many forms.
4. Students should work with language at the discourse level. 5- Games are important.
5. Students should be allowed to express themselves.
6. Errors are tolerated.
7. Communicative interaction encourages a cooperative relationship.
8. The social context of the communicative event is essential in giving meaning to utterances.

Moreover, here are some of the common techniques provided by (Richards,2006, p. 18-19) which are associated with the CLT approach:

- 1) Information Gap: This refers to the fact that in real communication, people normally communicate to get the information they do not possess.
- 2) Task – Completion: puzzles, games, and map reading; it is about using one's linguistic resources to complete a task.

- 3) Information–transfer: this requires learners to take information those are presented in one form, and represent it in a different form.
- 4) Role play activities in which learners are given roles and improve a scene based on given information.

2.3.3 Communicative Grammar (CG) and CLT

In communication, grammar is “the knowledge of how words are adapted and arranged to form [a] sentence” (Widdowson, 1990, p. 82), the importance of grammar in CLT is debatable because some scholars feel it does not include any grammar and instead focuses solely on meaning, while others claim it still includes a solid grammar foundation comprised of added grammatical principles.

To dispel the misunderstanding, Thornbury (1999, p.18-19) identified two types of CLT approaches; shallow-end and deep-end approaches. Through grammatical norms and their application in situations, the former supports the use of communicative language. In truth, it is an inductive approach that encourages teachers to present instances from which learners infer rules rather than rote learning of grammatical principles. It's referred to as consciousness-raising (Rutherford,1996). The deep-end approach to CLT, on the other hand, refers to the unconscious acquisition of grammar in communicative contexts without any prior and explicit instruction. This technique is consistent with Krashen's (1985) Natural Approach theory. Unfortunately, this strategy is ineffective since learners' competency is harmed by a lack of precision and fluency, and most teachers are uncomfortable not teaching grammar for communicative purposes.

2.3.4 The Advantages of Teaching Grammar Communicatively

A communicative approach to language learning can give the learner a better chance to communicate than a grammar-based approach. However, there are a number of factors that make both the Communicative Approach and the standard grammar method effective tools for students learning a second language, here are few examples:

- Make real communication the focus of language learning, and provide students with the opportunity to try out what they've learned.
- Be forgiving of learners' mistakes because they indicate that the learner is honing his or her conversational skills.
- Give students opportunities to improve their accuracy and fluency.
- In the real world, connect different skills like speaking, reading, and listening.
- Allow students to explore or invent grammar rules. (Richards, 2006, p. 13)

In order to use these ideas in the classroom, language teachers will need to change their teaching methods. As a result, activities that require learners to organize their knowledge of the language, negotiate to mean, interact with their peers, plan activities that require logical thinking, and defend their point of view must be substituted for activities that require learners to organize their knowledge of the language, negotiate to mean, interact with their peers, plan activities that require logical thinking, and defend their point of view.

2.4 Approaches to Writing

There have been numerous techniques to teaching writing over the years. The Controlled-to-Free Approach, The Free-Writing Approach, The Paragraph-Pattern Approach; the Communicative Approach, the Grammar-Syntax-Organization Approach, and the Process Approach were introduced by (Raimes,1983). We will deal with only two writing approaches

that are now prevalent in the English writing, education sector, for the sake of brevity: the product approach and the process approach.

2.7.1 The Product Approach

The product approach to writing is focused on the final result of writing: the essay, report, or tale, as well as how that product should "look" (Brown, 2001, p. 335). This technique was based on behaviourist theory in ESL/EFL environments. According to (Pincas, 1962, p. 185-186): "The learner is not allowed to 'create' in the target language at all ... The use of language is the manipulation of fixed patterns; ... these patterns are learned by imitation, and ... not until they have been learned can originality occur."

In other words, in this technique, students are given a model composition and urged to copy it in order to create a similar output. Content, organization, vocabulary use, grammatical use, and mechanical factors such as spelling and punctuation are all used to evaluate the student's final result. It's hardly surprising, then, that the teacher has a lot of control over the content and format with which the students work. The following exercises might be included in a typical product class. The teacher would introduce a topic or use textbook guides to introduce it, discuss it, and possibly invite a small class discussion, before explaining how students will write a composition based on it. The pupils would then be instructed to write separately in class or after class and submit their work to the teacher for marking. The teacher marks the piece with corrections or correction symbols, as well as other comments, with a focus on form rather than content. . As Silva, (1990), p.13) puts it, in the product approach

The writer is simply a manipulator of previously learned language structures; the reader is the ESL teacher in the role of editor or proofreader, not specifically interested in the quality of ideas or expression but primarily concerned with formal linguistic features.

(Silva, 1990, p.13)

2.4.2 The Process Approach

The process method arose in response to the product approach's flaws in the early 1980s. The process approach, as its name implies, shifts the emphasis of attention from the finished product to the entire writing process: planning, drafting, revising, editing, and publishing. The process approach, according to Appellebee (1986, p. 8), “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (the patterns of organization, spelling, grammar”. Similarly, Badger and White (2000, p. 154) reported that “Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure.”

2.4.3 Genre Approach

The major concept behind genre writing is to make college students examine as many as texts as they are able to, related to a particular genre earlier than starting to produce their personal works on that style This method is usually associated with the field of ESP (English for Specific Purposes) Nevertheless, the usage of it in any English lecture room is beneficial as well. What is essential for college kids to think about even as writing in a particular style is the subject, fashion, the context and the reader (Harmer, 2001). There are numerous

developers of this approach which is primarily based on a “systemic functional theory of language” (Firkins, Forey & Sengupta, 2007). Its initial developer is Halliday (1978, 1994), and is later stepped forward through Martin (1992), Christie (1999) and Macken-Horarik (2001). Halliday’s genre-primarily based technique incorporates of three levels which are essentially based on a cycle of teaching- mastering. There isn’t a specific order of those levels, as an alternative in any case the support the instructor gives needs to be of maximum degree. These stages are: 1. Modeling a textual content 2. Joint creation of a textual content 3. Independent production of a textual content (Firkins, Forey & Sengupta, 2007) Another version of the style technique that isn’t always mentioned above is Swales’ version. Swales’ (1990) definition of style is noted by Kim (2006): “a category of communicative activities, the participants of which share a few set of communicative functions” It can be inferred from his definition that there are a few conventions related to the purpose the writer has in thoughts including writing reports to offer statistics or information about an problem. As its motive determines its conference, for such a textual content its conference would be specific from a private letter written to at least one’s friend. In addition to the conventions, Swales (1990, as mentioned in Kim, 2006) states five that there are structural capabilities that for each genre related to its purpose. These functions include standards of corporation shape and linguistic functions and have an impact on the series of the written work.

2.4.4. Creative Writing (CW)

CW Is related to writing fiction or non-fiction works using creativity, which is a time period defined by way of Moustakis (1977, as referred to in Ho & Rogers, 2013) to be “dwelling your lifestyles your personal manner”. Moreover, Gaffield-Vile (1998, as noted in Harmer, 2001) claims that innovative writing is “a journey of self-discovery and self-discovery promotes effective mastering”. These statements aid the idea that this model of

writing is stimulating and encouraging for newbies. As a rely of reality, this expression “self-discovery” shows that newbies frequently employ their personal lifestyles encounters (i.E. Memories and experiences) to spark their creativity (Harmer, 2001). Despite the advantages, Harmer (2001) recognizes that idea to put in writing creatively is not some thing that comes to the thoughts of the scholars whenever they desire. To triumph over this impediment, what is suggested is to encourage college students to jot down grade by grade in preference to the entire of the work also to apply activates such as giving a state of affairs, frequently famous stories, to be completed or exchange characters, area and so forth, within a tale.

2.5 Definition of Accuracy

It's crucial to define the term 'accuracy' before we can understand what we're talking about. The following is a list of existing definitions in chronological order, (Buck, and Thompson, 1989, p.17) refer to accuracy as “the acceptability, quality and precision of the message conveyed.” Johnson (2001) considers accuracy associated with initially syntactic. Subsequently, phonetic correctness, semantic, and lexical accuracy should also be taken into consideration, in addition, Brown (2001), also mentions that accuracy means being “clear, articulate, grammatically and phonologically correct.” (p.268). Furthermore, Byrd (2005, p.551) asserts that “in most cases, accuracy refers to “grammatical accuracy” but other areas of language use can be involved, too: spelling and/ or pronunciation.”

It is worth emphasizing that in this study, accuracy is mostly linked to grammatical accuracy, which involves interrelationships between syntactic, semantic, and pragmatic correctness. In other words, a learner will be accurate in his use of a target feature if he is able to utilize the correct form carrying the relevant semantic notion in the correct context.

2.5.1 Grammatical Accuracy

Generally, accuracy can be attributed to the extent to which the grammar, vocabulary, and pronunciation are produced accurately. “Accuracy refers to the ability of the learners to

produce grammatically correct sentences” (Shilpi, 2014, p. 55). It can be “*being clear, articulate grammatically and phonologically correct*” (Brown, 2001, p.06). On the other hand, some researchers refer to accuracy as the “*acceptability, quality, and precision of the message conveyed*” (Buck, Byrnes, & Tompson, 1989, p.06). In addition to those definitions, grammatical accuracy also refers “*to how well the target language is produced in relation to the rule system of the target language*” (Skehan, 1996, p. 139).

When attempting to learn a foreign language, the speaking skill is a very demanding one, subsequently, to be accurate while speaking, learners need to pay attention to form, it is a difficult task for them to focus on meaning that is conveyed as well as pay attention to what the other speaker saying simultaneously. The task of the teachers here is to help their learners pay attention to forms after making them familiar with the meaning. In this respect, accuracy practice comes at the second phase of the grammar learning process. Since attention requires time, learners the more time they have the more accurate speech they will produce; in addition, they require feedback after practising accuracy (Thornbury,1999).

2.5.2 The Contribution of Grammatical Accuracy to L2 Writing

Skehan (1996) claimed that ESL students can catch meaning if they adopt communication skills that aid comprehension. However, because they achieve their communicative aims without explicit attention to form, continuous misuse of these types of communicative tactics may reduce students' incentive to acquire correct forms. In the long run, it may stifle the development of their interlanguage system and lead to fossilization. The occurrence of errors in writing has a negative impact on readers' perceptions of the quality of L2 writing. (Ferris ,1995,p. 18) stated;

Though students may be much better at invention, organization, and revision than they were before, too many written products are still riddled

with grammatical and lexical inaccuracies. No matter how interesting or original a student's ideas are, an excess of sentence- and discourse-level errors may distract and frustrate instructors and other readers.

Accordingly, (Hinkel, 2002, p.181) notes that “in evaluations of nonnative speaker (NNS) writing, grammatical accuracy plays an important role.” Thus, teachers should realize the need to help and encourage students to pay more attention to accurate forms in their writing in order to communicate effectively. As Muncie (2002, p. 183) asserts “Grammar is just as important an instrument of communication as content, and a text can not be written cohesively without attention being paid to how meaning is being expressed through the grammar” Considerably, To achieve advanced skills in L2 writing, students must pay close attention to grammar in their works, especially if they have the option of returning to the text they just wrote and painstakingly reviewing and editing it for grammatical accuracy.

In short, In order to successfully edit their written compositions, learners must be consciously aware of the rules controlling the use of the target form. As a result, many scholars are reconsidering the significance and efficacy of grammar training in enhancing writing accuracy.

2.6 Communicative Grammar and Accurate Writing

We reckon that communication is a skill that can be learned. Thus, Everyone must learn to communicate well in order to present themselves successfully and when we look at the fact of grammar being is the essence of any language. Subsequently, to have an effective communication correct knowledge of Grammar is important since it helps to increase accuracy of language weather verbal or writing. By simply forming habits in the minds of learners and, when combined with logical and rhetorical skills, gives learners precise use of language and word, as well as, precision of thought. In brief, grammar rules help learners

develop a routine of thinking in a logical and clearer way. Hence, when learners study grammar, they become more accurate in the language.

Conclusion

The practical value of explicit knowledge, as being the outcome of grammar instruction, to the improvement of student writing accuracy has been the central concern of this chapter. The latter has dealt with grammatical knowledge, grammar as form and as function and also approaches of teaching grammar in the classroom namely: the deductive approach and the inductive approach. We have also shed light on communicative language teaching, communicative grammar and also the advantages of implementing the communicative teaching methodology in grammar classes and approaches to writing: the product approach and the process approach. Finally, this chapter has also covered accuracy, grammatical accuracy and also the importance of grammatical accuracy in L2 writing.

Chapter Three

Research Methodology and Data Analysis

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Introduction

The study at hand is devoted to investigate whether CG enhances learners' grammatical knowledge and accuracy in writing. Added to that, it attempts to shed light on CG in EFL classrooms and the kind of difficulties teachers face in implementing it. In this regard, the following chapter deals with the implemented methodology for the requirements of this research; and eventually reports the collected data quantitatively and qualitatively. Initially, a comprehensive description is provided to the methodology and the sample of the study. Second, the results from the collected data will be reported and analyzed, and then the findings will be critically discussed. Finally, we will present implications and recommendations of the study in addition to some suggestions for further research.

3.1 Research Design and Methods

The research methodology used in this enquiry was designed in accordance with the cluster of objectives it tries to fulfill and questions it attempts to answer. In this respect, the research relied on one main data collection tool (Online Questionnaire) combining both quantitative and qualitative approaches to data collection and analysis.

3.1.1 Description and Objectives of the Online Questionnaires

An online questionnaire is a structured questionnaire posted on the internet in a designed form for the targeted sample to fill in and complete. Online questionnaires vary in length and format and they have several advantages. For example, the data is stored in a database where the questionnaire designing tool (Google Forms in our case) provides some levels of analysis to the data. Other privileges to using online questionnaires are:

- 1) It facilitates the data collection process;
- 2) The participants would feel more comfortable filling out an online questionnaire as their identities remain completely anonymous;
- 3) It can reach distant participants; and
- 4) It has no financial costs.

Following the common standards for designing a questionnaire, in this research we designed two different online questionnaires each encompassing four distinct sections. The first one was merely devoted for teachers to answer, while the second was for students. **Table 3.1.** below provides a thorough description to both teachers' and students' online questionnaires:

Table 3.1.

A Summary of the Online Questionnaires

Questionnaire	Teachers' Questionnaire	Students Questionnaire
Objectives	<ul style="list-style-type: none"> • Getting teachers' perspectives on grammar teaching process in general, and on CG in particular. • Obtaining feedback on the application and effectiveness of CG. • Obtaining feedback on CG impact on students writing. • Illustrating suggestions for better grammar teaching. 	<ul style="list-style-type: none"> • Having a better understanding to how students view grammar and its significance. • Getting feedback on the application and the effectiveness of CG. • Obtaining feedback on CG impact on students writing. • Illustrating suggestions for better grammar learning.
Section One	<ul style="list-style-type: none"> • Teachers' Personal and Professional Information 	<ul style="list-style-type: none"> • Students' Bio and Educational Data
Section Two	<ul style="list-style-type: none"> • Grammar Teaching Importance, Methods and Materials 	<ul style="list-style-type: none"> • Students' Attitudes towards Learning English Grammar
Section Three	<ul style="list-style-type: none"> • Communicative Grammar for Accurate Writing 	<ul style="list-style-type: none"> • Communicative Grammar and writing

Section Four	<ul style="list-style-type: none"> • Teachers' Recommendations and Suggestions 	<ul style="list-style-type: none"> • Students' Suggestions for a Better Grammar Learning
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3.1.2 Sampling Method and Target Population

The population selected for the fulfillment of this research consists of secondary school teachers and 3rd year secondary school students. The reasons behind selecting this kind of population are:

- 1- Teachers and Students of secondary school are more mature and more exposed to the English language.
- 2- Students in such phase would be more focused and devoted to their studies; therefore, they would provide better feedback.
- 3- Teachers in such phase would be determined to strengthen their students' skills and potentials, that is why, they would provide different perspectives and suggestions.

It is worth mentioning that we did not choose a particular secondary school as our questionnaires were directed to any secondary school teacher and student. This means that our sample was randomly chosen (probability sampling) where all the probable participants had a fair chance to be part of the investigation. We considered having a random population from different districts of the country as an advantage to our study; it would provide the investigation with different data from distinct participants. The sample size is limited to 70 secondary school teachers and 60 secondary school learners.

A. Teachers' Profile

Due to the limitations that the study encountered, only 70 teachers were randomly selected to be part of the sample under investigation. After analyzing the data obtained from the

respondents' answers to the questionnaire, the statistics revealed that the teachers sample consists of:

- 17 males, making 24.3% of the population.
- 53 females, making 75.7% of the population.
- 67 teachers carry a masters degree (15 males and 52 females) , making 95% of the sample
- 2 of the teachers holds a PhD (1 male and 1 female), making 2.9% of the sample
- 1 male teacher has a magister degree, making 1.4%
- The teachers' age ranges between 25 to 45 years.

B. Students Profile

Only 60 students were randomly selected to be part of the sample under investigation. The analysis of the data obtained from the students' questionnaire revealed that:

- 15 are males, making 25% of the population.
- 45 are females, making 75% of the population.
- 33 students belong to the scientific stream, making 55% of the sample.
- 15 students belong to the literary stream, making 25% of the sample.
- 12 students belong to the technical stream, making 20% of the sample.

3.2 Data Analysis

3.2.1 Teachers' Online Questionnaire Results

The data obtained from the online questionnaire is reported using percentages and frequencies.

3.2.1.1 Teachers' Personal and Professional Information

Question 01, 02, 03, and 04: Teachers' Personal and Professional Information

*A. Teachers' Gender***Table 3.2.***Gender*

Gander	N	%	Age
Male	17	24.3	25 – 35
Female	53	75.7	36 – 45
Total	70	100	45+

According to **table 3.2.** the item introduced is gender where the majority of teachers are females (75.7%) while less than half of them (24.3%) are males.

*B. Teachers' Age***Table 3.3.***Teachers' Age*

Age	N	%
25 – 35	60	85.7
36 – 45	3	4.3
45+	7	10
Total	70	100

The second item represents the teachers' age (**Table 3.2.**): the age of most teachers ranges from 25 to 35 years (85.7%), only 4.3% of them are 36-45 years old, while 10% are 45 years old or more

C. Teachers' Academic Degree

Table 3.4.

Teachers' Academic Degree

Degree	N	%
Masters	67	95.7
Magister	1	1.4
PhD	2	2.9
Total	70	100

The third item, showcases the teachers degree (**Table 3.4.**). Most of them hold a masters degree (95.7%), while only (1.4%) and (2.9%) have a magister and a PhD.

D. Teachers' Teaching Experience

Table 3.5.

Teachers' Teaching Experience

Years of experience	N	%
1 – 5 years	48	68.6
6 - 10 years	11	15.7
10+ years	11	15.7

Total	70	100
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In the last item, we included teachers' years of experience (**Table 3.5.**) where we found that the majority of teachers have experienced teaching for 1 to 5 years (68.6%). The rest are divided between those who have a 6 to 10 years experience (11.5%) and those with 10 or more years of experience (11.5%).

3.2.1.2 Grammar Teaching Importance, Methods and Materials

Table 3.6.

Importance of Teaching Grammar to EFL learners

Option	Very important	Important	Not important	Total
N	50	17	3	70
%	71.4	24.3	4.3	100

According to table 3.6., 71.4% of the teachers believe that it is very important to teach grammar to EFL learners while 17% of them say that it is important. Only 4.3% of the teachers answered with not important.

Question 02: How difficult it is for you to teach grammar to EFL learners?

The following figure illustrates how difficult it is for teacher to teach grammar for EFL learners:

Figure 3.1. The difficulty of Teaching Grammar



Looking at figure 3.1., teaching grammar to EFL learners is very difficult to 4.3% of teachers, difficult to 61.4% of them and easy to only 3.4%.

Question 03: How do you usually present grammar lessons to EFL learners?

- **Option 01:** Present and explain rules, then practice and use them in examples.
- **Option 02:** Ask learners to discover rules in meaningful situations
- **Option 03:** Both
- **Option 04:** I use communicative situations then provide and explain the rules
- **Option 05:** Sometimes I teach grammar indirectly using videos and pictures
- **Option 06:** I make students obtain the rules through examples

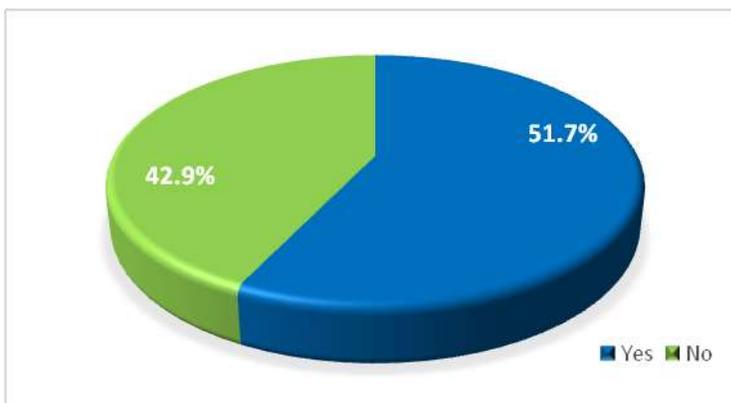
Table 3.7.*Teachers' Method of Presenting Grammar lessons*

	Option 1	Option 2	Option3	Option 4	Option 5	Option 6	Total
N	6	30	31	1	1	1	70
%	8.6	42.9	44.3	1.4	1.4	1.4	100

The analysis of table 3.7. illustrates that 8.6% of teachers present and explain rules, then practice and use them in examples in their grammar sessions. Almost half of the (42.9%) ask the learners to discover the rules through meaningful situations, and also almost the half (44.3%) uses both of these methods. A small number of teachers added other methods like:

- a. The use of communicative method then providing and explaining the rules (1.4%).
- b. Teaching grammar indirectly via videos and pictures (1.4%).
- c. Making the learners obtain the rules through examples (1.4%).

Question 04: Are you familiar with Communicative Grammar?

Figure 3.2. *Familiarity with CG*

As demonstrated in **graph 3.2.**, more than half of the respondents (57.1%) are familiar with CG, while 42.9 % are familiar with it. This can be taken as an indicator to the implementation of CG in EFL classrooms.

Question 05: If yes, can you briefly define it?

The definitions of the 40 teachers who said they were familiar with **CG** can be classified as follows:

- **Definition 01:** CG is It is to o teach grammar in a communicative situation.
- **Definition 02:** CG is the use authentic materials and visual aids to teach grammar.
- **Definition 03:** CG means teaching grammar through communicative tasks and activities.

Table 3.8.

Teachers' Definitions to CG

Definition	1	2	3	Total
N	15	12	13	40
%	37.5	30	32.5	100

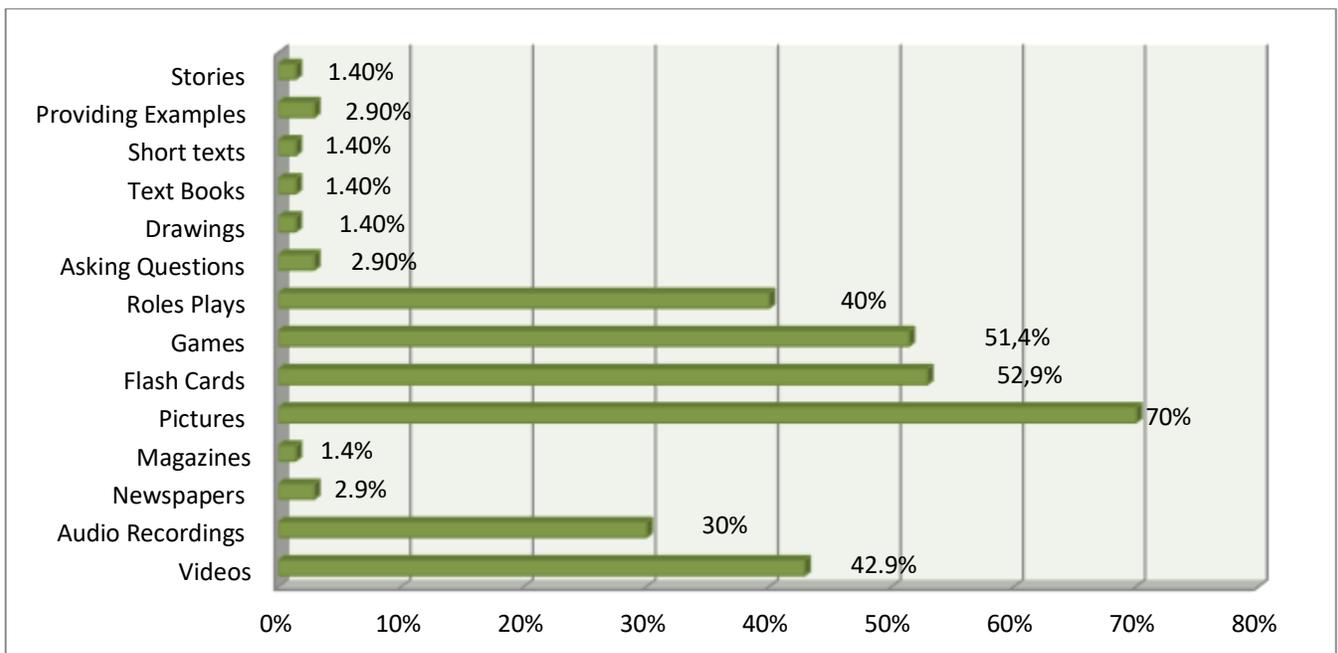
Table 3.8. shows that 37.5% of teachers defined CG as teaching grammar in a communicative situation. 30% said that CG revolves around the use of authentic materials and visual aids, and 23.5% stated that it is teaching grammar through communicative tasks and activities.

All the definitions provided by teachers are relevant to the actual definition of communicative grammar. This signals that teachers are well aware of the concept of CG and the use it in a proper way.

Question 06: Which of the listed materials do you use the most to teach grammar rules? (You can tick more than one choice)

Figure 3.3. lists the materials that the teachers usually use to teach grammar in EFL classrooms:

Figure 3.3. Teachers' Materials to Teach Grammar



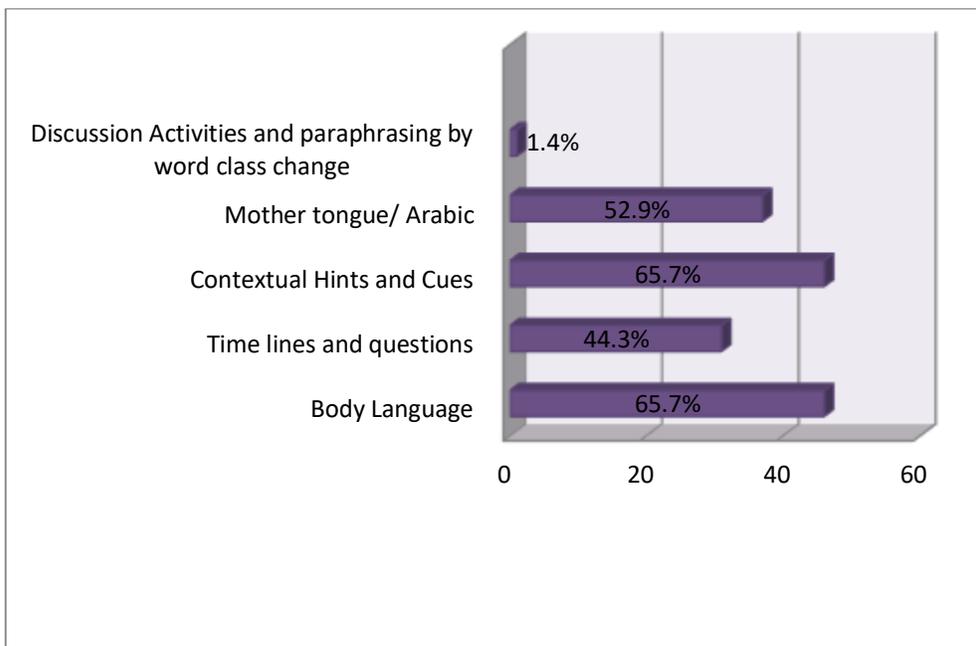
According to figure 3.3., the material used most teachers (70%) is 'pictures'. Then, in the second place, 'flash cards' are used by more than the half of the teachers (52.9%). In the third, fourth, and fifth places, games are used by 51.4%, 'videos' are used by 42.9% and 'role plays' are used by 40%. 30% of teachers opt for using 'audio recordings'. 'Newspapers', 'asking questions', and 'providing examples' are used by 2.9% of teachers. 'Magazines', 'drawings', 'text books', 'short texts', and 'stories' are each used by 1.4% of the sample.

These results indicate that the materials that the teachers use to teach grammar to their learners do support the implementation and use of communicative grammar.

Question 07: Which of the listed techniques do you use most to explain grammatical rules/structures? (You can tick more than one choice)

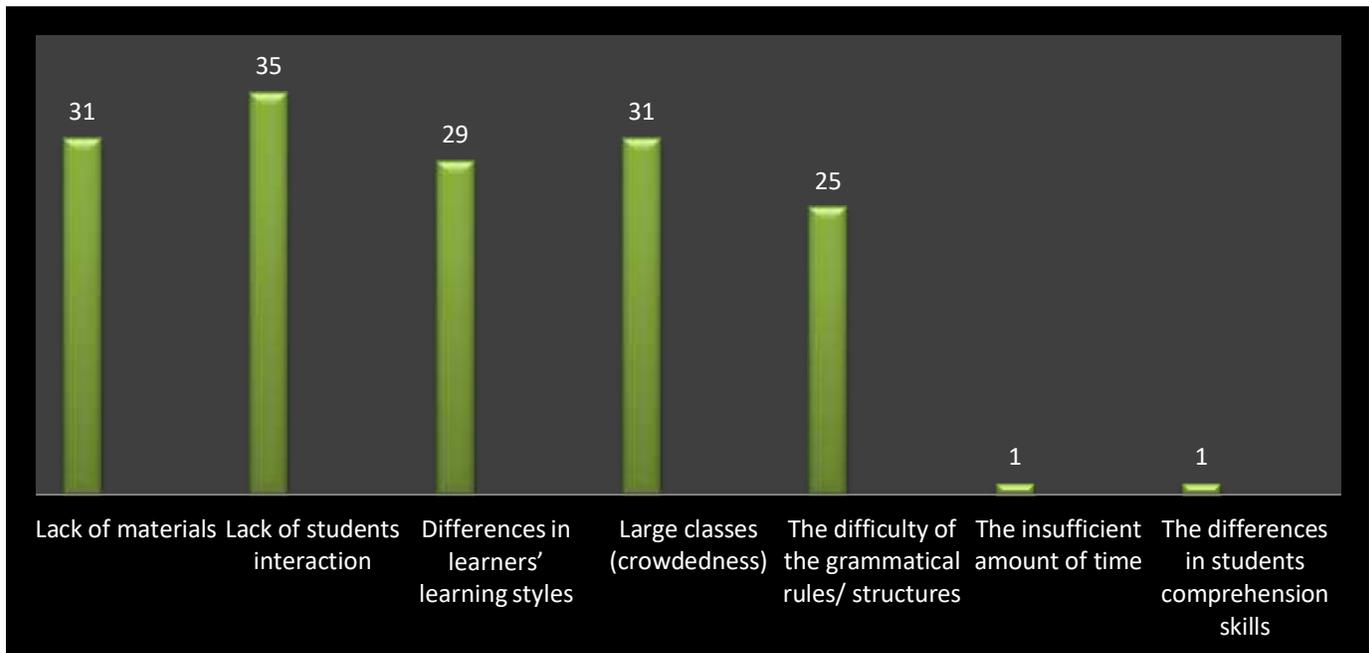
Figure 3.4. lists the techniques teachers use the most to explain grammatical rules/structures:

Figure 3.4. Teachers' Techniques Explain Grammatical Rules



Looking at figure 3.4., 65.7% of teachers yield to using 'body language' and 'contextual hints and cues'. 'Mother tongue/ Arabic' is used by more than the half (52.9%). 44.3% uses 'time lines and questions'. Only 1.4% uses discussion activities and paraphrasing by word class change. These techniques also support the use of communicative grammar in EFL classrooms.

Question 08: What are the main obstacles that usually prevent you from teaching grammar communicatively? (You can tick more than one choice)

Figure 3.5. Obstacles of Teaching CG

By analyzing figure 3.5. we can see that the major obstacle hindering the process of teaching grammar communicatively is the lack of students' interaction (50% of teachers). Second, 44.3% of teachers said it is the lack of materials and also the crowdedness in EFL classrooms. The differences in learners learning styles was chosen by 41.4% of teachers and 35.7% said it was due to the difficulty/ complexity of the grammatical rules and structures. Only 1.4% said that the insufficient amount of time and the differences in students' comprehension skills also prevent them from the use of CG.

3.2.1.3 Communicative Grammar for Accurate Writing

Question 01: How often do you give your learners writing assignments after grammar lessons?

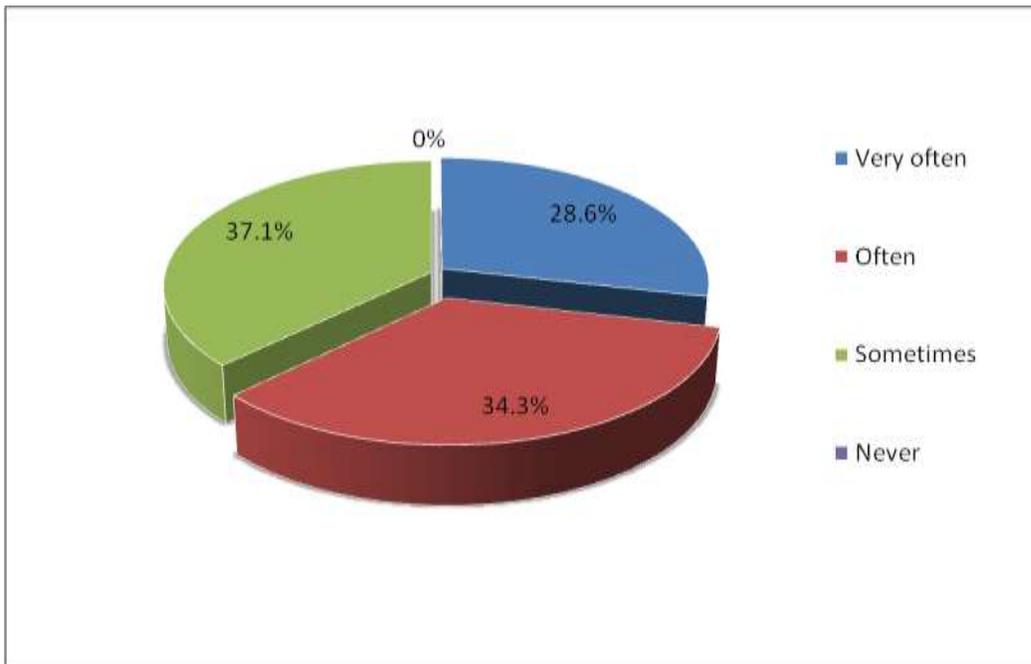
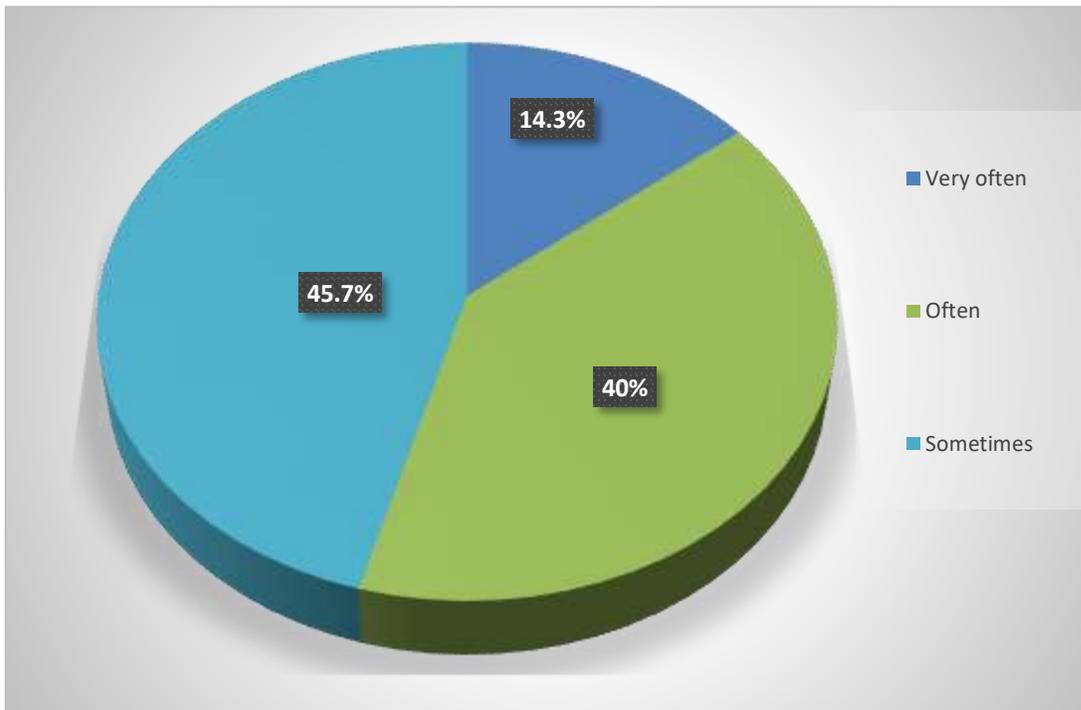
Figure 3.6. *Frequency of Giving Students Writing Assignments*

figure 3.6. shows that the majority of teachers (37.1%) yield to give their students writing assignments after finishing a grammar lesson only sometimes. 34.3% said that they do it often, and only 28.6% said that they do it very often.

Despite the variety in the frequencies, these results illustrates that students do get to practice writing after learning a grammatical element/ rule in a communicative way.

Question 02: How often do your learners manage to write accurate sentences using previously learnt grammar?

Figure 3.7. *The Frequency of Students' Writing Accurate Sentences*



Looking at figure 3.7., 45.7% of teachers said that their students manage to write accurate sentences using previously learnt grammar only sometimes. 40% of teachers stated that their students manage to do so often, and only 14.3% said that it is very often.

These results can be taken as a sign to the effectiveness and positive impact of CG on students' writing skills, to some extent at least.

Question 03: How would you generally describe your learners' writing level?

Figure 3.8. Teachers' Describing their Students' Writing Level

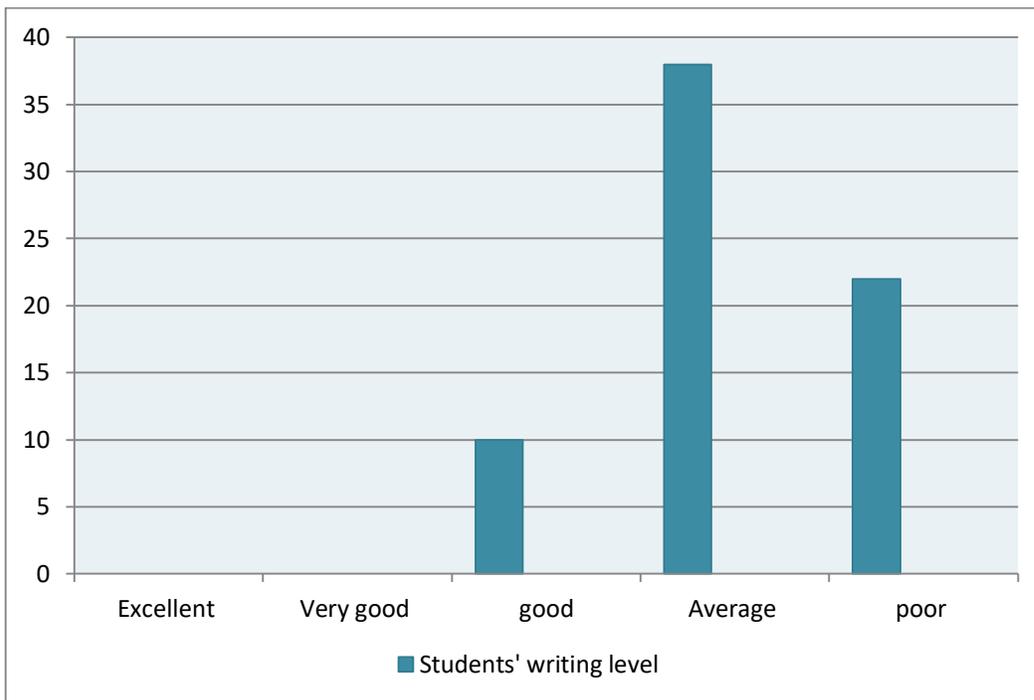
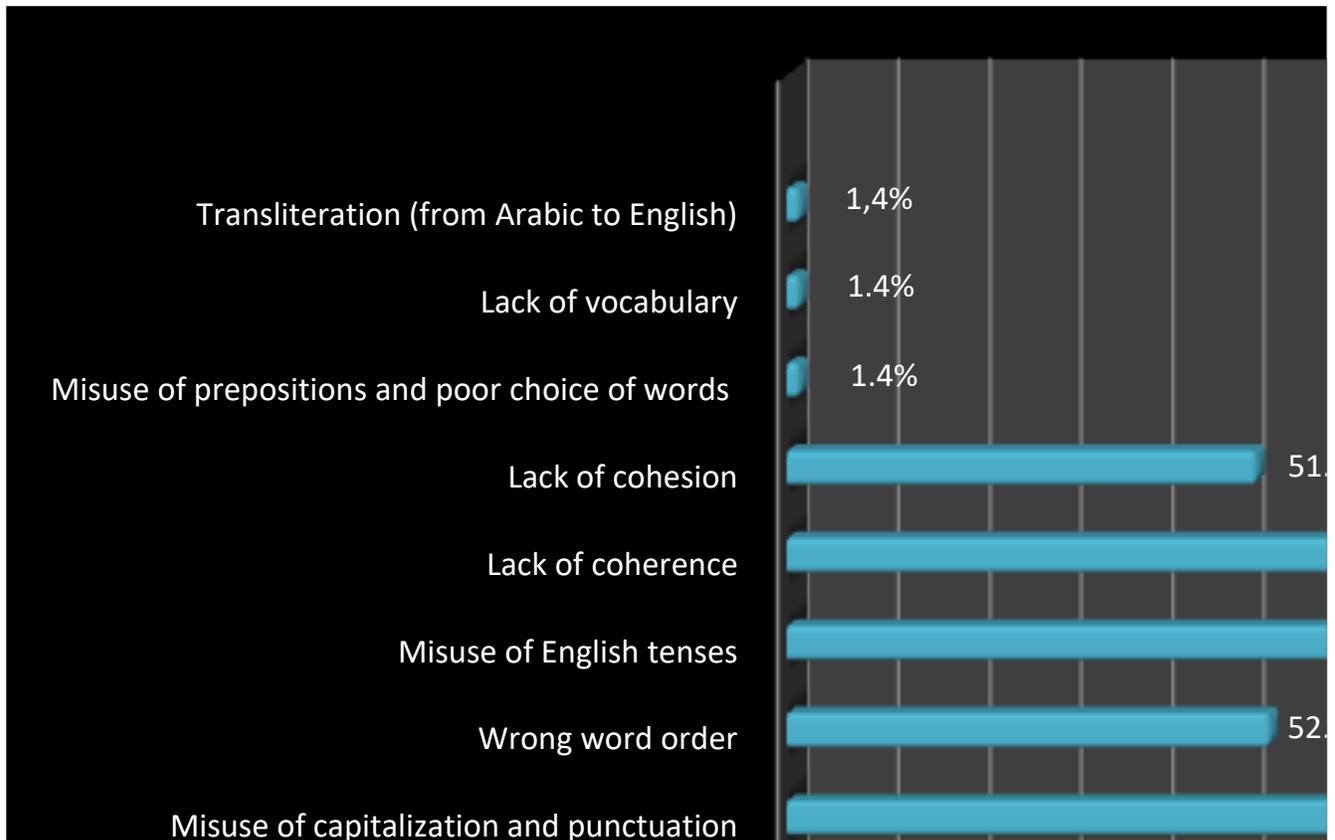


Figure 3.8. shows that none of the teachers describes their students writing level as excellent or very good. More than half of them (54.3%) described it by being average. Only 14.3% said that the students level is good and the remaining 31.4% said that their students have a poor level in writing.

Supporting the results obtained in question 02, these results also signal that CG does have a relatively noticeable impact on students writing skills.

Question 04: What are the common mistakes your learners frequently make in their writing?

(You can tick more than one choice)

Figure 3.9. Students' Common Mistakes in Writing

By analyzing figure 3.9. we found that the mistakes students make the least are Transliteration (1.4%), Misuse of prepositions and poor choice of words (1.4%), and lack of vocabulary (1.4%). On the other hand, the teachers reported that the mistakes their students make the most are spelling mistakes (84.3%), misuse of the English language tenses (68.6%), misuse of capitalization and punctuation (65.7%), and that their writings lack coherence (61.4%). In addition to these, teachers also listed other mistakes like wrong word order (52.9%) and lack of cohesion (51.4%)

Question 05: Do your learners apply the grammatical rules they learnt in their written products?

Table 3.9.

Students Application to Grammar Rules

Option	Yes, they do.	No, they do not.	Sometimes, they do.	Total
N	10	5	55	70
%	14.3	7.1	78.6	100

In table 3.9. we can see that most of the teachers (78.6%) said that their students sometimes apply the grammatical rules they learnt in their writing. Only 7.1% of teachers said that their students do not apply the rules an 14.3% said that they do.

3.2.1.4. Teachers' Recommendations and Suggestions

Question 01: Do you recommend the use of communicative grammar to enhance learners' writing accuracy?

Figure 3.10. Teachers Recommendations Regarding Communicative Grammar

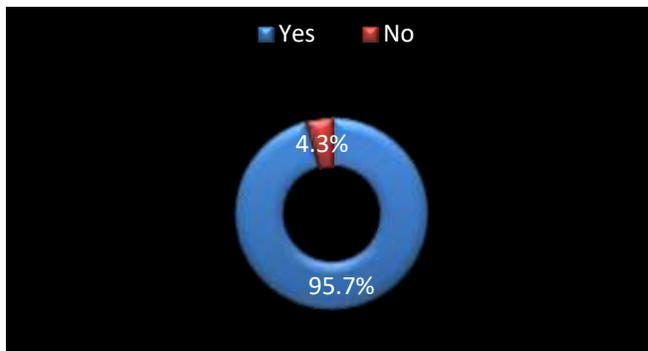


Figure 3.10. illustrates that the majority of teachers (95.7%) support the use and implementation of communicative grammar in EFL classrooms, while on 4.3% do not recommend its use.

The teachers were asked to justify their answer whether they do recommend the use of CG or they do not.

The 67 teachers who recommended the use of communicative grammar to enhance the learners' writing accuracy justified their choice as follows:

- “Using this approach helps learners stay aware of the semantic effect of grammar in their writings.”
- “It is useful because it helps learners easily grasp the grammatical structures and reinforce their writing skills.”
- “When grammar is learnt through communication it would make it easier for learners to know the grammatical rules without having to memorize them. In this sense ,when asked to write a piece of writing, learners would avoid a lot of mistakes and have a better command on the grammatical structures.”

The 3 teachers who did not recommend the use of communicative grammar justified it as follows:

- They do not have thorough information about CG so they cannot recommend its use.
- They think it's not efficient when it comes to enhancing learners' writing skills.

Question 02: What other techniques/ methods can you suggest to enhance learners' writing grammatical accuracy?

The teachers' suggestions fall under the following main points:

- “Promoting the gamification method.”
- “Teachers should give tasks to learners for example reading short stories or books and summarize them to practice the grammatical rules.”
- “The use of guided practice handouts. It motivates learners to work, eliminates laziness, and they can be time saving.”
- “First, we as teachers we should devote much time to writing. Second, we ought to make learners aware of the importance of grammar when they write. Then, we should provide them with grammar quizzes and use modern interactive techniques to practice grammar and use it in context.”
- “The extensive use of visual aids besides the excessive practice inside and outside the classroom.”

3.2.3 Students' Online Questionnaire Results

3.2.3.1 Students' Bio and Educational Data

A. students' Gender

Table 3.10. Students Gender

Gender	N	%
Male	15	25
Female	45	75
Total	60	100

As table 3.10. shows, the first item represents the students' gender where the majority are females (75%) while few of them are males (25%).

B. Students' Educational Stream

Table 3.11.

Students' Educational Stream

Educational Stream	N	%
Scientific	33	55
Technical	12	20
Literary	15	25
Total	60	100

The second item represents the students' educational stream where more than half of the students belong to the scientific stream (55%). 25% of them belong to the literary stream and only 20% represents the technical stream.

Question 03: What's the highest grade you usually get in English exams? (The mark is out of 20)

Table 3.11.

Students' Grades in English Exams

Grade	0 - 5	5.5 – 9.5	10 - 15	15.5 - 20	Total
N	0	3	26	31	60
%	0	5	43.3	51.7	100

According to table 3.11., nearly half of the students (51.7%) get grade between 15.5 and 20 in English exams. 43.3% said that their grade is between 10 and 15, while only 5% reported that their grades in English are between 5.5 and 9.5

These results indicate that the majority of students have an average to a good level in English.

Question 04: Do you take any out-school reinforcement courses in English?

Table 3.12.

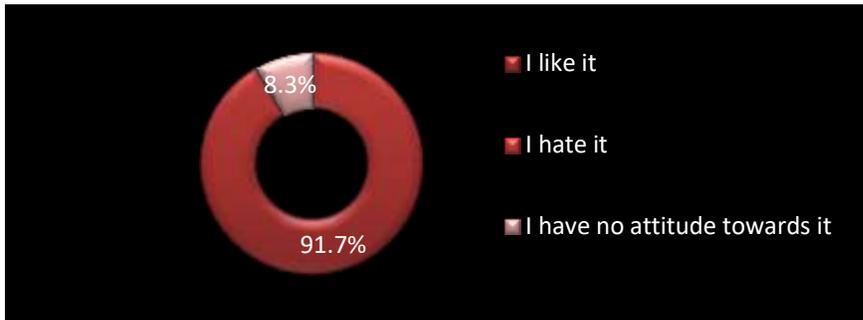
Students' Reinforcement Courses in English

Option	Yes	No	No answer	Total
N	7	50	3	60
%	11.7	83.3	5	100

As represented in table 3.12., 83% of the students' sample said that they do not take any reinforcement courses in English, while only 11.7% reported that they do. Only 5% of them provided no answer in this regard.

3.2.3.3 Students' Attitudes towards Learning English Grammar

Question 01: What is your attitude towards the English language?

Figure 3.11. Students' Attitude towards the English Language

In this section of the questionnaire, students were asked about their attitudes towards the English language. Figure 3.11. shows that the majority said that they do like English (91.7%), while only 8.3% said that they have no attitude towards it. None of the students manifested a negative attitude towards English.

These results indicate that most students are motivated to learn English and they enjoy the process of learning it.

Question 02: According to you, how important is learning grammar in the process of learning English?

*Table 3.13.**The Importance of Grammar*

Option	Not important at all	Slightly important	Very important	Absolutely essential	Total
N	2	9	33	16	60
%	3.3	15	55	26.7	100

As represented in table 3.13., almost half of the students' sample (55%) believes that grammar is very important in the process of learning English. 26.7% stated that grammar is

absolutely essential, while 15% of them said that is only slightly important. The remaining 3.3% of students said that it is not important at all

These results show that most students acknowledge the importance of grammar in the process of learning English to various extents.

Question 03: How do you like your teacher to explain new grammatical rules for you? (You can tick more than one statement)

- **Option 01:** He provides examples and then makes you deduce the rules.
- **Option 02:** He explains the rules then provides you with examples.
- **Option 03:** I like to learn grammar rules through the games and videos the teacher uses.

Table 3.14.

Students' Preferences in Learning Grammar

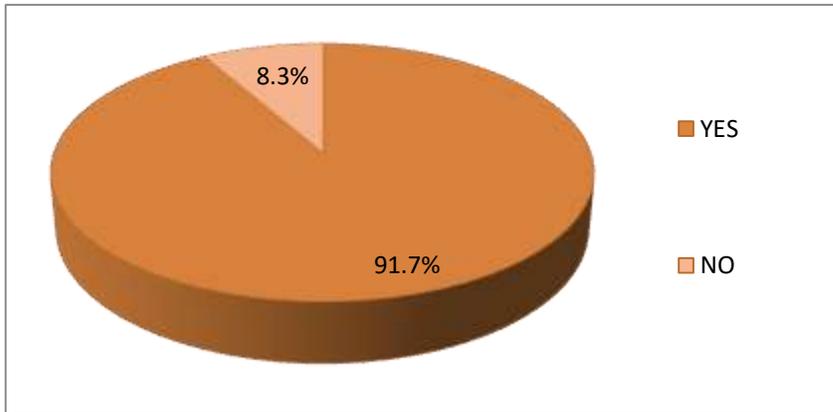
	Option 1	Option 2	Option 3
N	28	26	31
%	46.7	43.3	51.7

Looking at table 3.14., nearly half of the students (51.7%) said that they prefer to learn grammar rules through the games and the videos used by teachers during the lesson. Also, 46.7% of them said that they like to deduce the rules by themselves from the examples that the teacher provides. 43.3% reported that they like the teacher to, first, explain the rules, and, then, provide them with examples.

These results mean that a good number of students (more than the half) do prefer the use of the communicative method to learn grammar.

Question 04: Can you easily discover the grammatical rules from videos and games?

Figure 3.12. *Students' Ability to Discover Grammatical Rules from Videos and Games*



In figure 3.12., we can see that the majority of the students (91.7%) reported that they can discover the grammatical rules from games and videos, while only few of them (8.3%) said that they cannot do so. This means that students like to be taught grammar in a communicative way and it is more efficient to them than any other method. **Question 05:** If not, justify why?

The five students who said that they cannot discover the grammatical rules from videos and games justified it as illustrated in figure 3.13.:

Figure 3.13. Students' Justifications

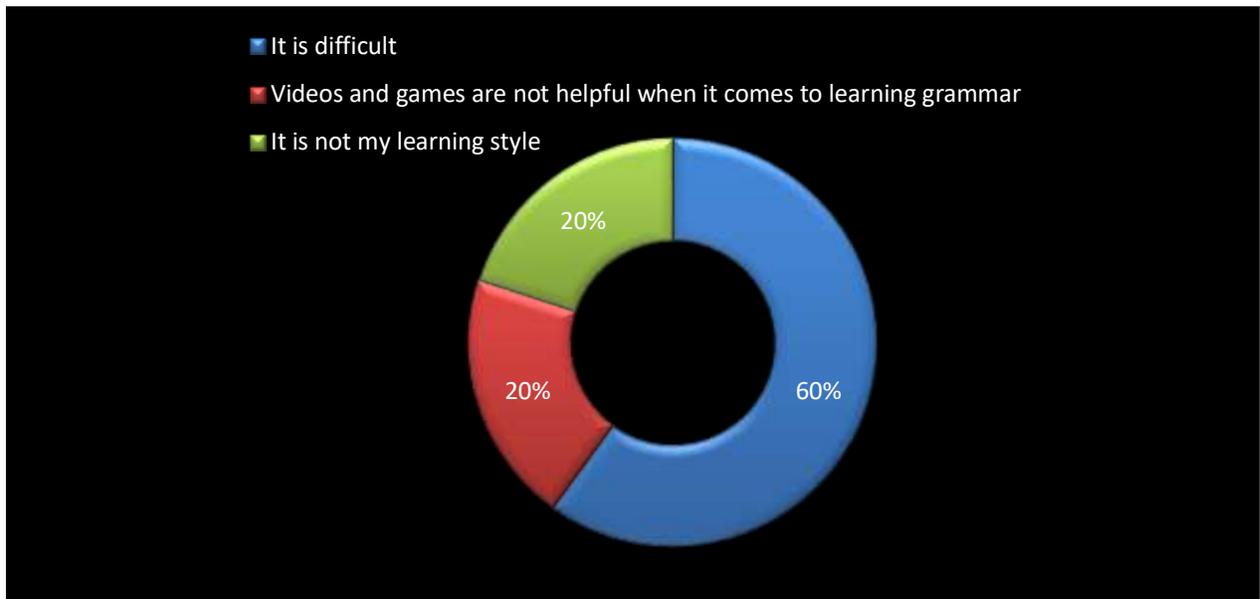


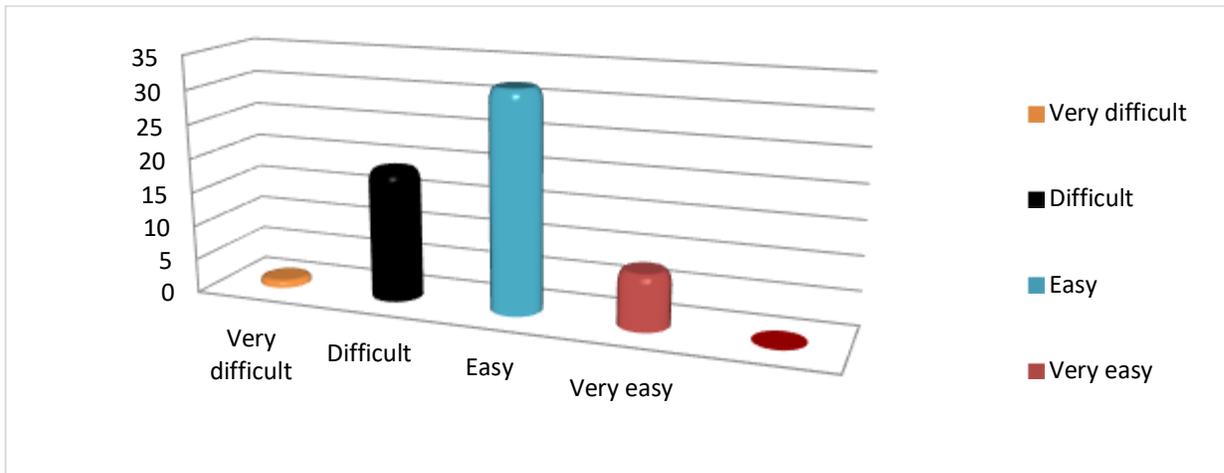
Figure 3.13. shows that 3 of the five students cannot discover grammatical rules from videos and games because they find it difficult. One of them said that videos and games are not helpful when it comes to learning grammar and the other said that this method is not exactly his learning style.

From these results we can interpret that despite the effectiveness of CG to most students, it cannot be taken as a method that suits and fulfills every learner's needs.

3.2.3.3 Grammar and Writing

Question 01: How difficult is it for you to write a short, coherent and meaningful paragraph?

Figure 3.14. The Difficulty of Writing a Coherent Meaningful Paragraph



We asked students how difficult it is to write a coherent meaningful paragraph. Figure 3.14. shows that nearly half of the students' sample (53.3%) finds it easy to do so. About 31.3% said that it is difficult and 13.3% said that they find it very easy. Only 1.7% reported that they find it very difficult.

Looking at these results we can say that the majority of the students (66.6%) find writing a meaningful coherent paragraph an easy task to accomplish.

Question 02: What are the frequent mistakes you make when you write a paragraph? (You can tick more than one statement)

*Table 3.15.**The Frequent Mistakes Students Make in Writing*

Option	Spelling mistakes	Misuse of capitalization and punctuation	Wrong word order	Misuse of English tenses	Lack of coherence	Lack of cohesion	Misuse of the passive and active voice
N	28	15	22	17	17	12	1
%	46.7	25	36.7	28.3	28.3	20	1.7

The analysis of table 3.15. shows that the mistakes made by nearly half of the students (46.3%) are spelling mistakes. Then, 36.7% of them said that they struggle with word order. Misuse of capitalization and punctuation was selected by 25% of the sample. Lack of coherence and misuse of the English tenses were each selected by 28.3% of students. 12% of the sample selected lack of cohesion as one of their common mistakes and only 1.7% added that they face difficulties with using the passive and active voice.

By comparing these results to the ones obtained from the teachers' questionnaire when asked about their students most common mistakes in writing (**Question 04, Section 03**), we can notice that the results the results are quite close. This means that both teachers and students are aware of the common mistakes students frequently make in their writing.

Question 03: Do you apply the rules you have learnt when you write in English? (If your answer is no go to question 4, if yes go to question 5)

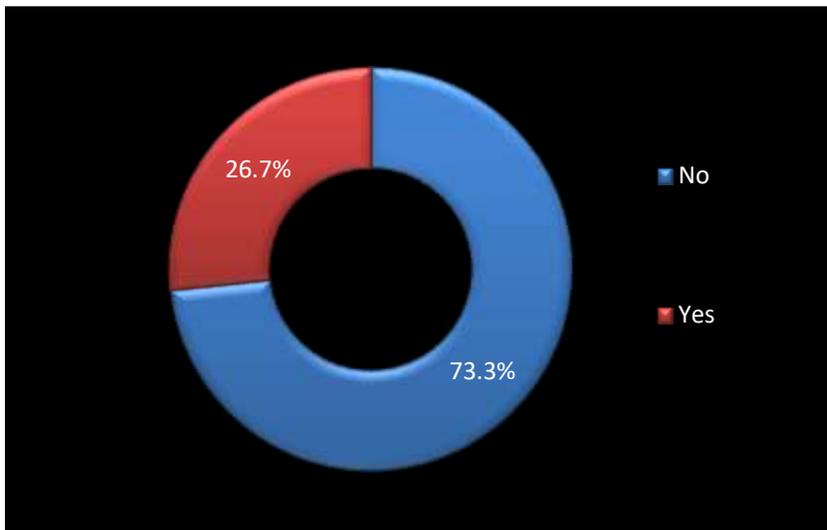
Figure 3.15. Students' Application to Grammatical Rules

Figure 3.15. shows that most students (73.3%) said that they do not apply the grammatical rules in their writing, while only 26.7% reported that they do.

Comparing these results to the ones obtained from the teachers' questionnaire when asked the same question (**Question 05, Section 04**) we can see that the findings are close and students do struggle to apply the rules in their writings.

Question 5: If not, it is because?

*Table 3.16.**Students' Justification*

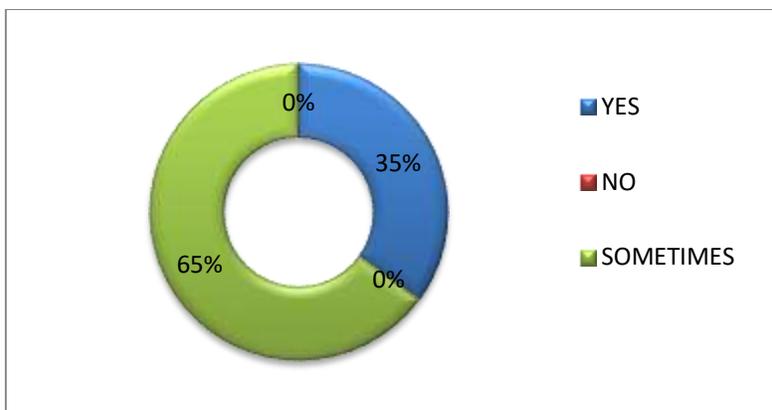
Option	1. You forget the rules when you come to write	2. You do not know how to apply the rules when you write	3. Both	Total
N	20	20	4	16
%	45	45	9	100

Table 3.16. illustrates that 45% of the who do not apply the grammatical rules in their writings said that it is because they forget the rules when they come to write. Another 45% of them said that they do not know how to apply the rules when they write. Only 4% said that it is both reasons.

From these results we can deduce that although students enjoy learning grammar in a communicative way and despite the efficiency of this method to a noticeable extent, students still struggle to link and apply the things they learn from CG in their written products.

Question 06: In case you apply the rules you previously learnt, are you able to detect the grammatical mistakes you make and correct them?

Figure 3.16. *Students' Ability to Correct their Grammatical Mistakes*



In figure 3.16. we can see that only 35% of the students sample are able to detect and correct their mistakes when they read what they have written. On the other hand, the vast majority (65%) said that they are only able to it sometimes.

From these results we can say that CG raises the possibility of students detecting and correcting their grammatical mistakes.

3.2.2.4 Students' Suggestions for a Better Grammar Learning

Question 01: What suggestions can you give your teacher so he / she make learning grammar easier for you?

The students' suggestions can be classified under the following main points:

- Make the grammar lesson fun by the use of games and the element of entertainment.
- Providing examples as much as possible.
- Teaching grammar using the communicative approach.

In general, we can say that all students are in favor of using communicative grammar as a main method to learn English grammar.

3.3 Discussion of the Questionnaires Results

In this section we are going to discuss the results obtained from both teachers and students questionnaires. Eventually, the discussion will either prove or refute the validity of the hypotheses set at the beginning of this study.

Initially, both teachers and students were inquired about the importance of teaching/ learning grammar in the process of learning English as a foreign language. The large majority of both samples acknowledged the importance of grammar in such process. This means that, students and teachers are equally aware of how significant grammar is when it comes to enhancing and strengthening one's skills in English.

Second, when the participants were asked about the methods they prefer regarding teaching/ learning grammar, both of them were mostly in favor of teaching grammar through materials like videos, games, pictures and communicative situations. This indicates two things:

1- Besides using the deductive method, teachers do use the communicative method in teaching grammar because they think it is more efficient.

2- Students are more responsive in grammar classes when they are taught using the communicative method.

Third, the findings show that a large portion of teachers are unfamiliar with CG as a concept though they use materials that support and signal its use. In this respect, we can say that some teachers use the communicative method without being fully aware of its technical concept (Communicative Grammar Method). Then, regarding the obstacles that hinders the use of CG as the main method to teach grammar, teachers mostly highlighted the lack of materials, the lack of students' interaction, and the classes' crowdedness as main obstacles. From this, we can understand why teachers do not rely on CG only when it comes to teaching grammar. In other words, due to the numerous obstacles teachers face in implementing CG, they are forced to use other methods like the deductive and inductive methods. When they lack materials, and when they stand in front of crowded irresponsive class, teachers have to follow the traditional methods to teach grammar.

At this point of the discussion, we can say that the hypotheses set to the first and second research questions are confirmed. First, teachers only use communicative grammar to some extent. They cannot fully rely on it owing to the numerous obstacles they face. Second, these obstacles can be summarized in three main ones:

- 1- The lack of materials;
- 2- The lack of students interaction; and
- 3- The classes' crowdedness which raises the chance of having learners with different learning styles.

The second inquiry of our study was whether CG enhances the students' performance in writing. In this regard, most teachers said that their students writing level is average as they manage to apply the grammatical rules in their written products sometimes only. Furthermore, teachers reported that the mistakes frequently made by students are mostly spelling mistakes, mistakes at the level of tenses use, punctuation and capitalization. On the other hand, students stated that writing a paragraph is relatively easy but they still make the same mistakes highlighted by teachers. Additionally, students said that they do not know how to integrate the rules they learnt in their written products because they forget them and they are not familiar with how to apply them in writing. Nevertheless, a good number of students reported that they can detect and correct their mistakes afterwards. Taking all these findings into consideration, we can say that CG does not have that much of a positive impact on students writing, simply for the reason that teachers have not found a proper way to connect the effectiveness of CG to enhancing the students' writing performance. This means that third hypotheses we set is rejected.

3.4 Recommendations and Implications

Despite the inconclusiveness of the above results, the study tried to provide some recommendations and implications to better implement CG in Algerian EFL classrooms and enhance the learners' writing performance. These suggestions are based on the perspective and the data obtained from both the teachers and students sample.

1- Students appeared to acknowledge both grammar and writing as significant components in the process of learning English. Thus, teachers had better draw a clear link between the two for students. This would make them focus more during grammar sessions and value the status of grammatical rules even more.

2- Teachers should give a special attention to the grammar skill in their courses. They should make their students practice more either by guided assignment or even creating assignments for extra credits. This would motivate the learners more to improve their writing performance.

3- Most students are in favor of using the communicative method to teach grammar. So, teachers ought to consider their learners preferences when it comes to grammar learning. Additionally, it would be more efficient if they found more creative ways to link the application of CG to writing practices.

4- To overcome the lack of references when it comes to teaching CG, teachers must promote its use on a national level and discuss its implementation as a fixed and a soul method to teach grammar with the specialized sectors of education.

3.5.Limitations of the study

Like any other research, this one, too, has faced a number of obstacles along the research process. First of all, the lack of materials on the relationship between CG and writing was a major obstacle as we had no clear reference on the kind of methodology to follow in the methodology phase. Second, the fact that we only opted for online questionnaires might have given the chance for both teachers and students to be biased to certain answers than others. Said differently, no interviews or observation were conducted throughout the data collection process. Third, the students were not as collaborative as we thought they would be. They did not want to take a full test of writing which resulted in a serious shortage in the amount of qualitative data. Finally, the size of the sample was relatively small. Thus, no conclusions drawn at the end of the research were definite or conclusive.

3.6 Suggestions for Further Research

Further investigations should be carried in order to cover other areas that this study could not cover and to overcome its limitations. These investigations could address the following aspects:

- **Examining the efficiency of CG in different in areas across the globe:** this would provide more insights on how students respond to the use of this method when it comes to learning grammar rules.
- **Further and deeply delve into the connection and/or impact CG has on the learners writing performance.**
- **Investigating the reasons behind the students' poor level in writing and trying to find better ways to improve it.**

Conclusion

The third chapter was merely dedicated to the practical side of this investigation. Initially, it displayed a detailed description to the methodology and the population sample. Then, it analytically presented the data obtained from the participants alongside a critical discussion to the most recurring findings. Last, but not least, the chapter included some implications, recommendations, and suggestions for further research.

GENERAL CONCLUSION

General Conclusion

In a time where English is the powerful lingua franca dominating the world, it became crucial for people of all ages and races to master the four skills of this language; namely, speaking, writing, reading, and listening. Some would choose to give a great portion of their attention to improving their speaking skill; however, it is also important for all EFL learners to be conscious of the major importance of writing in English.

Everyone knows that writing is intersected with the mastery of grammatical rules. In other words, grammar is what governs the way people write and it is what makes their writings understood by those who read it.

Most EFL learners struggle when it comes to learning grammatical rules and applying them in their written products. That is why, this study sought to examine the impact of one of the recent methods developed to teach grammar (Communicative Grammar) on the writing of EFL learners. Furthermore, the study investigates the extent of implanting this particular method in EFL, and the difficulties that teachers face along the process.

To meet the requirements of this research, the population sample consisted of both secondary school English teachers and students. Moreover, the whole work was organized under three main chapters.

To provide a better understanding to the notion of grammar, chapter one provided a thorough overview to its available definitions, related terminology, and the models developed for teaching it. The second chapter shed light on the grammatical knowledge as both a form and a function. Then it highlighted some of the prominent methods to teach grammar, and it closed with discussing the connection between grammar and writing. Finally, the third chapter was merely devoted to the practical side of the study. The population sample, the applied

methodology, besides the findings have been thoroughly described. Furthermore, conclusions were drawn based on the critical discussion and provided literature.

The discussion of the generated data revealed that:

- ✓ Secondary school English teachers only use CG to some extent; they cannot fully rely on it due to a number of obstacles

- ✓ The major obstacles that teachers have to deal with regarding the implementation of CG are: the lack of materials, the lack of students' interaction, and the classes' crowdedness that may result in the gathering of students with different learning styles.

- ✓ CG does not necessarily enhance/ impact the students' writing performance; probably, because of the fact that teachers have not developed clear ways to link between the two.

These findings demonstrate that the first and second hypotheses drawn at the onset of this study are valid to an acknowledged extent. Nevertheless, the third hypothesis suggesting that CG enhances EFL learners' writing performance has not been proven. It is worth mentioning again that pursuing this research was not an easy task due to a number of methodological obstacles that were stated at the beginning of this paper.

As a final conclusion, this work was merely an attempt to link CG to writing rather than speaking. It managed to find that a lot of students favor the use of CG than any other method when it comes to learning the grammatical rules. Additionally, it highlighted the major obstacles that teachers face concerning the implementation of CG. However, generalizing these results remains out of reach as further studies and investigations have to be done to clear the entire ambiguous facets related to this particular subject.

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Appendices

Appendix A: Teachers' Online Questionnaire

Dear Teachers,

The questionnaire at hand is a part of an MA2 dissertation. It is devoted to investigate the use of Communicative Grammar (CG) in EFL Classrooms. Furthermore, it examines whether it enhances the learners' accuracy in writing.

You are kindly invited to honestly answer this questionnaire according to your own teaching experience.

Section One: Teachers' Information and Professional Information

Please provide the following information. Put a cross on the valid response.

1. Gender: Male Female
2. Age: 25 – 35 35 - 45 +
3. Degree : Masters Magister hD
4. Years of experience: 1 – 5 years 6 – 10 10+

Section Two: Grammar Teaching Importance, Methods and Materials

1. How important do you think it is to teach grammar rules for EFL learners?
2. Very important Important Not important
- 2- How difficult it is for you to teach grammar to EFL learners?
- Very difficult Difficult Not difficult (easy)
- 3- How do you usually present grammar lessons to EFL learners?
- A. Present and explain rules, then practise and use them in examples.

B. Ask learners to discover rules in meaningful situations.

C. Both

3. Are you familiar with Communicative Grammar method?

Yes

No

If yes, can you briefly define it:

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

4. What kind of materials do use to teach grammar rules?

Videos Recordings papers magazines

Pictures flash cards tapes

Others

6. Which of the listed techniques do you use most to explain grammatical rules/structures?

(You can tick more than one choice)

Body language Time lines and questions Contextual hints/cues

Mother tongue/ Arabic

others

Section Three: Communicative Grammar for Accurate Writing

1. How often do you give your learners writing assignments after grammar lessons? Differences

Very often Often Sometimes ever

2. How often do your learners manage to write accurate sentences using previously learnt grammar?

Very often Often Sometimes Never

3. How would you generally describe your learners' writing level? Very often

Excellent Very good Good Average

4. What are the common mistakes your learners frequently make in their writing? (You can tick more than one choice)

Spelling mistakes

Misuse of capitalization and punctuation

Wrong word order

Misuse of English tenses

Lack of coherence

Lack of cohesion

Other

5. Do your learners apply the grammatical rules they learnt in their written products?

Yes, they do No, they do not Sometimes, they do

Section Four: Recommendations and Suggestions

1. Do you recommend the use of communicative grammar to enhance learners' writing accuracy?

Yes No

Justiy?

.....

.....

1. What other techniques/ methods can you suggest to enhance learners' grammatical accuracy?

.....

.....

.....

.....

*Thank you immensely your time
and your cooperation.*

Appendix B: Students' Online Questionnaire

Dear students,

This questionnaire is a part of an MA2 dissertation. It is devoted to investigate the use of Communicative Grammar (CG) in EFL Classrooms. Furthermore, it examines whether it makes learners' writing better.

Could you please spare few minutes to answer the questionnaire according to your perspective.

NOTE: communicative grammar is when your teacher uses communication and materials (like videos, songs, games, ect ...) to teach and explain grammar rules for you..

Section One: Students' Eductaional Data

- Please tick (✓) the appropriate choices and provide the necessary information.

1. Gender: Male Female
2. Stream: Scientific Literary Technical
3. What's the highest grade you usually get in English exams? (The mark is out of 20)
0-5 5.5 – 9.5 10 – 15 15-20
4. Do you take any out-school reinforcement courses in English? (دروس خصوصية في الإنجليزية)
Yes No

Section Two: Students' Attitudes towards English Learning

This section is about your opinions and attitudes towards learning English

Please tick the statement that best indicates your attitude.

1. What is your attitude towards the English language?

I like it I hate it I have no attitude towards it

2. According to you, how important is learning grammar in the process of learning English?

Not important at all Slightly important Very Important
Absolutely Essential

3. How do you like your teacher to explain new grammatical rules for you?

- He provides examples and then makes you deduce the rule.
- He explains the rule and then provides you with examples.
- I like to learn grammar rules through the games and videos the teacher use.
- Other

4. Can you easily discover the grammatical rules from videos and games?

Yes No

5. If not, justify why?

.....
.....

Section Three: Grammar and Writing

1. How difficult is it for you to write a short, coherent and meaningful paragraph?

Very difficult very easy easy difficult

2. What are the frequent mistakes you make when you write a paragraph? (you can tick more than one statement)

- Spelling mistakes
- Misuse of capitalization and punctuation
- Wrong word order

- Misuse of English tenses
- Lack of coherence
- Lack of cohesion
- Other

3. Do you apply the rules you have learnt when you write in English? (If your answer is no go to question 4, if yes go to question 5)

Yes No

4. If not, it is because?

You forget the rules when you come to write

You don't know how to use the rules when you write

Both

Other.

5. In case you apply the rules you previously learnt, are you able to detect the grammatical mistakes you make and correct them?

Yes No Sometimes

Section Three: Students' Suggestions for a Better Grammar Learning

1. What suggestions can you give your teacher so he/she makes learning grammar easier for you?

.....

.....

.....

Many Thanks for Your Time and Attention

Résumé

La recherche en cours est basée sur trois enquêtes principales. Tout d'abord, il interroge et examine l'étendue de la mise en œuvre de la grammaire communicative (CG) dans la salle de classe EFL. Deuxièmement, il étudie les obstacles possibles auxquels les enseignants peuvent être confrontés dans le processus de mise en œuvre de la CG. Troisièmement, il demande si ce dernier peut améliorer la précision de l'écriture des apprenants d'Anglais comme une langue étrangère. À cette fin, en adoptant des techniques d'échantillonnage probabiliste, les professeurs d'anglais de troisième année du secondaire (n = 70) et les élèves (n = 60) ont été sélectionnés au hasard pour participer à cette étude. L'ensemble du processus de recherche a été mené au moyen d'un seul outil de recherche (questionnaires en ligne) combinant des approches quantitatives et qualitatives. Les résultats ont révélé que les enseignants, dans une certaine mesure, mettent en œuvre la CG pour expliquer les leçons du grammaire anglaise, en raison d'un ensemble d'obstacles tels que la disponibilité insuffisante de matériel de communication, la faible utilisation des interactions des élèves en raison des grandes classes et les différences dans les styles d'apprentissage des apprenants. La prémisse selon laquelle la grammaire communicative peut améliorer les performances d'écriture précises des apprenants n'est pas validée à la fin de cette recherche. Néanmoins, l'étude parvient finalement à tirer des recommandations, des implications et des suggestions pour d'autres recherches.

Mots-clés: Grammaire communicative, Apprenants d'Anglais comme Une Langue Étrangère, Obstacles, Précision de l'écriture, Performance de l'écriture

يستند البحث في المتناول إلى ثلاث إشكاليات رئيسية. أولاً, يختص بفحص و يتساءل عن مدى تطبيق دراسة القواعد بشكل تواصلية في أقسام اللغة الإنجليزية كلغة أجنبية. ثانياً, تبحث هذه الدراسة عن العقبات المحتملة التي يواجهها المعلمين خلال عملية تعليم القواعد بشكل تواصلية. ثالثاً, يستفسر البحث عن مدى فاعلية القواعد التواصلية في تحسين و تعزيز مهارة الكتابة عند متعلمي اللغة الإنجليزية كلغة أجنبية. من أجل هذه الغاية, تم تبني طريقة الاحتمالات في اختيار معلمي اللغة الإنجليزية (ن=70) وطلاب السنة الثالثة ثانوي (ن=60) عشوائياً كعينات من أجل المشاركة في هذه الدراسة. اعتمدت عملية البحث على آداة واحدة تجمع بين كل من النهج الكمي و الكيفي (استبيانات على الإنترنت). كشفت النتائج أن المعلمين لا يعتمدون على تطبيق القواعد التواصلية كلياً بسبب تعدد المعوقات التي يواجهونها خلا العملية و التي تتمثل في عدم توفر المواد التواصلية بشكل كافي, انتباه الطلاب الضئيل بسبب اكتظاظ الأقسام, و الاختلافات على مستوى أساليب تعلم التلاميذ لم يتم التحقق من صحة الفرضية القائلة بأن قواعد اللغة التواصلية يمكن أن تعزز بشكل أفضل أداء الكتابة الدقيقة للمتعلمين في نهاية هذا البحث. ومع ذلك , تمكنت الدراسة , في نهاية المطاف , من استخلاص بعض التوصيات والإرشادات والاقتراحات لمزيد من البحث.

الكلمات المفتاحية: قواعد اللغة التواصلية, متعلمي اللغة الإنجليزية كلغة أجنبية, العقبات, دقة الكتابة, أداء الكتابة