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**EXPLORING TEACHERS' BELIEFS AND
PRACTICES REGARDING GRAMMAR
INSTRUCTION IN ENGLISH CLASSES:
A CASE STUDY OF SECONDARY SCHOOL
TEACHERS IN BISKRA**

**A dissertation submitted to the Department of English, University of Algiers, in
partial fulfilment of the requirements for the Degree of Magister in English
Linguistics and Didactics**

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Declaration

I declare hereby that the substance of this dissertation and the reference or acknowledgement is made, whenever necessary to the work of other researchers.

I am duly informed that any person practising plagiarism will be subject to disciplinary sanctions issued by authorities under the rules and regulations in force.

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Signed:

Dedication:

To my dear mother and my father, Khadidja and Salah;

To my wife;

To my father- in- law, Mohamed Dehane;

And to my aunt, Noura Chagra.

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Abstract

It is now widely acknowledged that teachers' beliefs influence their practices and their learners' results (Carlgren, Handal and Vaage, 1994; Saracho and Spodek, 2003; Duyer and Normore, 2012). The present study, conducted in 17 secondary schools in Biskra (Algeria). It seeks to investigate three main areas:

- How English teachers in Biskra perceive grammar teaching and learning
- How they approach grammar in their classes
- Whether their beliefs affect grammar practices

Uncovering the beliefs of these teachers is an important step towards understanding their resistance to innovative instructions and will help to improve curriculum change and innovations. Results confirmed that the majority of the teachers highly valued grammar as it was the key to learn English. The beliefs held by the teachers regarding the value of grammar were behind their tendency to instruct grammar explicitly and deductively in their classes. While a few of similar studies confirmed the consistency between teachers' beliefs and their instructional practices regarding grammar pedagogy, key findings in this study revealed that the teachers' beliefs and practices were neither totally connected nor completely mismatched raising awareness of the effect of a number of contextual factors (e.g. learners' proficiency level and examinations demands) on the relationship between teachers' beliefs and curriculum implementations. The teachers resorted to quick decisions such as listing rules and immediate corrections due to the effect of some experiential and contextual factors on teachers' beliefs and practices. The study argues that to improve teachers' grammar practices, both teachers' beliefs and contextual features need to be treated in curriculum reforms and teacher education. It also recommends that teachers training should revolve, among other things, around a reflection and an evaluation of teachers' beliefs with regards to the role of grammar teaching.

Keywords : teachers' beliefs , grammar pedagogy, contextual factors, curriculum reforms.

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List of Abbreviations and Acronyms

%: Percent

Bac: Baccalaureate Examination

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EFL: English Foreign Language

e.g : For example

ENS: Ecole Normale Supérieure (in French) = Teachers' Training School

ESL: English Second Language

FL: Foreign Language

i.e: Id est

L1: First Language

L2: Second Language

N: Number

r: Pearson Coefficient Relationship

RQ: Research Question

SD: Standard Deviation

SPSS: Statistic Package for Social Sciences

GENERAL INTRODUCTION

There is almost consensus among researchers that what teachers do in the classroom is affected by what they cognitively believe (Carlgren, Handal and Vaage, 1994; Saracho and Spodek, 2003; Duyer and Normore, 2012). Throughout their experience, educators develop pedagogical beliefs which might eventually affect the practices in their classes. They generally rely on their own beliefs rather than academic research when making decisions in their work (Nespor, 1987).

Teacher's practices in English as a foreign language (EFL) instruction have often been a matter of debate and discussion. If we consider, for example, the teaching of grammar, we realise that, although it has enjoyed much interest in FL acquisition, it nevertheless remains controversial. As in other teaching practices, there is no general agreement on the best method to teach grammar in FL classrooms (Borg, 1998b; Richards and Renandya, 2002). This is perhaps one of the reasons that makes Krogh and Morehouse (2014, p. 124) state that "the questions about methodology still were not answered". The absence of a well-defined approach to teach grammar rules that govern the target language encourages, as a matter of fact, certain teachers to rely on their own beliefs, when making decisions (Borg, 1998a).

Exploring teachers' beliefs regarding grammar instruction is said to be important to understand their decisions, and therefore to help policy makers to provide teachers with a qualitative training in order to minimise their

resistance to the innovative ideas (Borg, 1998b), and thus to achieve satisfactory results.

Statement of the Problem

Teaching English as a foreign language in Algeria has gone through various encouraging innovations aiming at helping learners be skilled and proficient communicators in English in order to satisfy the demands of globalisation and modern societies.

To achieve this, since 2002, Communicative Language Teaching (CLT) and Competency-Based Approach (CBA) have been introduced in Algerian schools as substitutes for traditional approaches such as the structural and the grammar- translation ones. In these two modern approaches (i.e. CLT and CBA), different ways in teaching grammar are suggested - grammar is no longer mechanical but has to be instructed inductively, communicatively and within context.

It seems, however, that while some educators are more receptive to innovations, many teachers experience difficulties and therefore show some resistance to the textbook instructions. This is clearly shown in a few studies (e.g. Baiche, 2009) and in some inspectors' reports (Appendix E) which state that teachers tend to apply teachers- centred methods to instruct the formal language knowledge rather than to follow the instructions of the curriculum.

More specifically, although the current textbooks in Algerian high schools (At the Cross Roads, Getting Through, and New Prospects) recommend teachers to instruct grammar inductively, interactively and within a meaningful context, it has been observed that a number of teachers introduce grammar deductively, mechanically and without context (e.g. Appendix J). Certain teachers appear to adopt the innovative reforms and textbooks instructions only if they are observed or professionally evaluated by inspectors.

Throughout my own teaching experience as an Algerian secondary school teacher of English in Biskra (2008- 2018), I have noticed a gap between the official curriculum and the practice of the curriculum in EFL classes. My personal experience has also shown that teachers resort to many quick decisions such as listing direct rules, translating items, and correcting errors for the difficulties they generally encounter such as dealing with low proficiency learners in large classrooms.

Clearly, the disappointing results achieved by learners in Algerian schools are inconsistent with the efforts made in curriculum innovation. Investigating teachers' beliefs and grammar instruction is therefore desirable as different beliefs may well have something to say in classroom practices. This will help policy-makers to rethink teacher-training in terms of belief-practice relationship thus encouraging teachers to be more reflective and to become informed professionals.

As part of solving such problems, Cherchalli (1988, p. 4) proposes that having “knowledge of the learners’ perceptions is desirable”. It is desirable as well to explore teachers’ beliefs because beliefs influence perceptions which in turn influence behaviour. As teachers are directly responsible for guiding the instructional procedures in classrooms, their beliefs are the main resource of their own decisions. Some dissatisfactory voices from practitioners call for inserting additional changes in secondary education to ensure a change in learning achievement.

Aims of the Study

To achieve a better understanding of EFL teaching and learning in a particular context, there is a need to study teachers’ practices under the light of their beliefs (Borg, 1998b). Specifically, within the context of secondary schools in Biskra, the purpose of this study is:

1. To identify teachers’ beliefs about grammar teaching.
2. To explore and describe how grammar is actually practised in classrooms.
3. To discuss how the differences in teachers’ beliefs affect differences in grammar implementation in classrooms, and to examine the contextual factors that affect the tension between beliefs and practices.

Research Questions

The present research is guided by three main questions; these questions are interrelated and serve to provide a focal point which determines teachers' beliefs and practices regarding grammar pedagogy in Algerian secondary schools. The research questions are as follow:

1. How do English language teachers in Biskra secondary schools perceive grammar teaching and learning in the classroom?
 - a. Do they think that grammar is important for improving learners' communicative ability?
 - b. What methods do they favour to teach grammar? Do they favour explicit or implicit instructions? Inductive or deductive teaching?
2. How do teachers approach grammar teaching in their classrooms?
 - a. Do they focus on fluency or accuracy?
 - b. Do they correct grammar errors?
 - c. Does their past learning experience have an impact on the current teaching?
3. Do teachers' beliefs affect grammar practices?
 - a. What factors affect the tensions between beliefs and practices?
 - b. What factors hinder teachers from practising their own beliefs?

Significance of the Study

The present study is an attempt to extend existing knowledge in the area of teachers' beliefs and practices in grammar teaching. Most studies predominantly looked at ESL beliefs and practices either in universities or language private schools (e.g. Borg, 1999; Phipps and Borg, 2009; Wach, 2013; Uysal and Bardakci, 2014; Burns and Borg, 2015). These studies were mainly conducted in developed or industrial countries where English is a common language that is used in different domains. ESL contexts are not fully representative of the EFL contexts where English is part of the schooling curriculum that is used in very limited places (e.g. classrooms). The findings and suggestions resulted from the studies in ESL contexts might not give an answer to the problems and difficulties teachers often encounter in EFL settings (Nelson, 2006). Among the problems discussed in EFL contexts were:

large classes, lack of teaching aids, un(der)trained local teachers with low English proficiency, lack of appropriate textbooks and teaching resources, unfamiliar educational bureaucracies, antiquated examination systems, and lack of congruence between the educational ideologies and practices" (Govardhan et al. 1999, p. 116).

Though the difficulties of EFL teachers are numerous, relatively little attention has been paid to the teachers' beliefs and practices in governmental institutions in general (Budak, 2014), and to the issue of teaching grammar as

prescribed by the current syllabus in Algerian secondary schools in particular (e.g. Baiche, 2008). Therefore, this study is expected to extend research to EFL teachers in Algerian secondary schools in a context that is different from the one considered in previous studies.

The Structure of the Dissertation

The present dissertation is planned to contain a general introduction, four chapters and a general conclusion. The general introduction gives an overview of the whole dissertation to pave the way to the research. It presents the statement of the problem, the research questions, the aims, and structure of the study. The four chapters of the present dissertation consist in the following:

Chapter one, Literature Review, is meant to discuss the nature of beliefs held by EFL teachers about grammar teaching. In this chapter, the literature has been reviewed on the meaning, the resources and the development of beliefs teachers have while doing their jobs. It will deal with the views and beliefs researchers and teachers hold in regards to grammar teaching and practices in EFL classrooms.

The second chapter, Research Design and Data Collection, elaborates and explains the methodology of the research. The main aim of this chapter is to give specific details and the rationale behind selecting the research methodology. This chapter is intended to present the procedures of collecting data and to explain how the data was analysed.

Chapter three, Data presentation and analysis, will account for the data analysis and present the results obtained in the practical field by questionnaires, classroom observations and interviews. Different types of data are presented and organised in this chapter for discussion and interpretation.

The last Chapter, Discussion and Interpretations of the Findings, provides an interpretation and discussion of the findings and gives recommendations and suggestions to EFL teachers and policy-makers regarding grammar instruction in particular. Limitations of the study are also pointed out in this chapter.

Finally, a general conclusion is supplied to summarise the outcomes of the dissertation.

Chapter One: Literature Review

Introduction

This chapter reviews the literature on teachers' beliefs and practices regarding the instruction of grammar. It involves two main sections. The first section provides information about the nature of teachers' beliefs and the effect they have in classroom practices. The second section deals with the beliefs held by teachers regarding formal instruction in particular. The nature of relationship between teachers' beliefs and practices is reviewed in order to understand how grammar is taught in English learning settings.

1.1 Teachers' Beliefs: A Complex Construct

This section will present the theoretical framework on the beliefs teachers generally hold for their significance in teachers' choices in their own classrooms. Themes concerning defining teachers' beliefs, sources of change and development, and measurement of beliefs are mentioned to shed light on theoretical foundation to recognise the centrality of beliefs in EFL classes. Previously published works are reviewed in this part for their relevance to this study.

1.1.1 Theoretical Background

Teachers are recommended to teach English communicatively. However, their understanding of the learning situation determines how they approach teaching in their own classrooms. As a matter of fact, research now is no longer interested in what teachers do or how they act in classes. Rather, new

studies have focused on teachers' thinking, understanding and cognition due to the fact that what teachers do in the classroom is merely a reflection of what they hold in their minds (Borg, 1998; Borg, 2001; Farrell and Lim, 2005). This paradigm shift (from behaviouristic to cognitive) in educational research has reflects researchers' perception to teaching as part of a cognitive process. Teachers' perceptions, understanding and views (cognitive system) of how EFL should be taught affect their instructional practices in classrooms. Certain beliefs, as a part of teachers' cognition (Nespor, 1987), are at the heart of classroom practices since they play a prominent role in interpreting teachers' decisions and choices they make to teach English (Fives and Gill, 2015). Furthermore, exploring EFL teachers' beliefs might explain why teachers resist change and innovations in Education and why they are unable to conform to CLT norms in their own classrooms. It may help provide insights into how to bridge the gap between teachers' personal theories (beliefs) and researchers' theory.

As beliefs play a significant role in teachers' actions and behavior, it is of priority to attempt to clarify the concept 'beliefs'.

1.1.2 Beliefs and Teachers' Beliefs System: Definition

The construct of beliefs has been perceived differently by researchers in various disciplines such as mathematics, philosophy and religion; nevertheless, teachers' beliefs are understood mainly as "teachers' pedagogical beliefs" or "epistemological beliefs" (Sing and Khine, 2008). There is a need to define 'beliefs' and 'teachers' beliefs' for the sake of

limiting this research to a particular form of the psychological constructs that play a crucial role in classroom life.

A large number of studies have defined the meaning of beliefs. Though the perspectives are distinctively different, researchers attempted to describe beliefs from theoretical and practical perspectives to fully understand and clearly identify the meaning of the term. In his notable article ‘Cleaning Up a Messy Construction’, Pajares (1992) used 19 words to define beliefs as they refer to:

attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy (p. 309).

Besides, belief according to Borg (2001, p. 186), is a proposition which may be “ consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment”. Richardson (2003, p. 2) attempts to explain and broaden Borg’s definition by stating that philosophers, social psychologists and anthropologists have agreed that beliefs are “psychologically held understandings, premises, or propositions about the world that are felt to be true”. In a similar vein, Wach (2013) commented on Borg’s definition as she stated that:

Beliefs play a role in how one understands the world, in how new information is acquired, and whether it is accepted or rejected. Moreover, they are largely responsible for understanding, evaluating and judging events” (p. 299).

It was Clark (1987, pp. 5- 6) who defined teachers' beliefs as the "implicit theories" which "tend to be eclectic aggregations of cause-effect propositions from many sources, rules of thumb, generalisations drawn from personal experience, beliefs, values, biases and prejudices". It appears that the concept 'belief' is cognitive in nature and relevant to the individual's decisions, behaviours and reactions. However, the problem of course is to highlight the nature of this relationship.

More than 24 years have passed since Pajares (1992) first coined beliefs as a 'messy construct' in the sense that the concept has not only one single definition. Based on a long and a valuable research, Pajares (ibid) attempted to get rid of the complexity of 'beliefs' as an effort to highlight the nature of the term in the following summarised points:

1. Beliefs are shaped early and tend to last longer, persistent against contradictions throughout time, education or experience.
2. People form a belief system that involves all the beliefs attained through the process of cultural transmission.
3. The belief system functions like an adaptive device that helps people to define and understand the world.
4. Belief substructures such as attitudes and values must be understood in terms of their connections to beliefs in the system.
5. Individuals' beliefs have a strong effect on their behaviours.
6. Unlike newly acquired beliefs, the early beliefs are more difficult to change.

More specifically, and in the scope of language teaching and learning in particular, Richards and Schmidt (2013) describe teacher belief systems as:

[...] ideas and theories that teachers and learners hold about themselves, teaching, language, learning and their students. Teachers' beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. Beliefs also serve as the source of teachers' classroom practices. Beliefs form a system or network that may be difficult to change. In teacher education a focus on belief systems is considered important since teacher development involves the development of skills and knowledge as well as the development or modification of belief systems (p. 586).

The above quote exhaustively articulates the content of beliefs held by language teachers and learners that might leave no room for vagueness or misapprehension. Researchers did not agree on one single definition; however, it can be perceived that teachers' beliefs are the personal theories which inform teachers' practices, the implicit theories are derived from an understanding of the education components.

It is intuitive that FL teachers come to classrooms with various beliefs concerning language learning and teaching, views about learning strategies, beliefs about grammatical accuracy and communicative fluency. Whether such beliefs are realistic or not, they are an influential part of FL teachers' career. Examining teachers' beliefs and exploring their views about language learning and teaching may help teachers themselves understand the hidden variables that affect teaching outcomes.

Since teachers' beliefs have attained this significant role in FL teaching and learning, dealing with their nature is such a challenging matter. The concept of 'beliefs' appears not to be easily defined, though its components seem highly interrelated. Of course, the concept beliefs may entail the pedagogical beliefs, attitudes, and professional opinions teachers hold when they are about to teach

grammar which is an essential component in the FL learning process (Little, 1994). For this study, teachers' personal theories are chosen to refer to the broad concept 'teachers' beliefs' to limit the focus on teachers' thinking, understanding and interpretation of the teaching context. This study will distinguish between some cognitive terms that are supposed to be linked with the term 'belief'.

1.1.3 Beliefs, Opinions and Attitudes

Perhaps, the difficulty to define the term belief may be due to its connection with neighbour terms such as opinions and attitudes. The three terms are clearly central aspects that are fundamental to our lives (Oskamp and Schultz, 2005). The absence of consensus about their definitions makes researchers attempt to compare and contrast between them to gain more clarification about these concepts. Though the terms fall under the same banner, slight distinctions have to be taken into account.

The distinction between beliefs and opinions is generally obvious. Following Baker (1992) who clarifies that opinions can be considered as overt beliefs, but they are free from affective components where attitudes hold emotional reactions. This inspires that beliefs are more general in nature than opinions. It follows that if a teacher says that "The use of the Grammar Translation Method is a waste of time", it is considered as a belief, while if the teacher says, "I don't prefer correcting spelling mistakes", it is accounted as an opinion (ibid). Additionally, opinions can be visible and verbalisable while

attitudes might be latent. Further, attitudes include a cognitive component (beliefs and opinions), affective reactions (feelings toward the attitude object) and conative (behavioural) component as well. Hence, beliefs and opinions are major components of an attitude by definition (Wyer, 2005).

It has become clear now that a belief is a cognitive unit that can be true or false. It can also be conscious or unconscious which may evaluate a situation or advocate an action. Basturkmen et al., (2004) regard beliefs as thoughts, and knowledge that are expressed as evaluations of what ‘should be done’ or ‘should be the case’ (p. 244). On the other hand, opinions are cognitively prominent which include verbalisation, observable responses and lack of affective units, while attitudes include both the cognitive and emotional elements (Siddiki, 2008).

Oskamp and Schultz (2005, p. 8) state that the concept ‘attitude’ has come to mean ‘posture of the mind’. It is conceptualised as readiness for response and it is relatively enduring in nature. To clarify the matter further, an attitude holds an evaluative aspect in the sense that it is seen as a disposition to respond in a favourable or unfavourable manner to a given object, it can include attitudes to certain features of language, attitudes to language use, and attitudes to language learning and teaching in general (ibid.).

At this level, the overlap of meanings among beliefs, attitudes and opinions has relatively been manifested by the foregoing definitions since all the three constructs share the cognitive and evaluative features in dealing with objects,

situations or reactions. On the other hand, beliefs, opinions and values are concepts that are related to attitudes, but they are not synonymous (ibid). Even though the cognitive, affective and behavioural components are originally separate in nature, they are interrelated features when it comes to describing terms such as beliefs or attitudes.

Teachers, generally, come to schools with different beliefs that some of them are strong and not open to question or discussion. Perhaps, the sources of these beliefs are behind of teachers' resistance to discuss or revise them, and therefore they react against imposed instructions. It is important to shed light on the sources of teachers' beliefs. What follows will introduce some of them.

1.1.4 Sources of Teachers' Beliefs

Teachers often embrace beliefs and understandings that are to be true usually about learning and teaching (Ishihara and Cohen, 2010). Teachers' belief systems are based on the goals, values and thoughts they have in relation to the content and the process of teaching and their perceptions of their roles within it. These values and thoughts serve as the background of most of the teachers' cognition and constitute of what is called "culture of teaching" (Richards and Lockhart, 1996). Educational psychologists such as Richards and Lockhart (1994) as well as Bansal (2009) have attempted to identify a number of sources of beliefs teachers hold in or out of their classrooms.

A brief scanning of previous pieces of research has identified that teachers' experiences as language learners are one of the main sources of teachers' cognition. Nesper (1987) insists that teachers have learnt something about teaching while they were learners. Bansal (2009) holds the view that pre-service teachers form their own beliefs which are generally based on experiences gained when they were learners in primary and secondary school classrooms. Debrel (2012) also went on the same line finding that pre-service teachers obtain part of their beliefs as a result of their experience during their schooling years.

Richards and Lockhart (1996, p. 30) state that "teachers were once students, and their beliefs about teaching are often a reflection of how they themselves were taught". What comes to be born in mind is the fact that students have a variety of learning and teaching experiences which will also make them hold various belief systems concerning their future profession as teachers. Their various experiences and different beliefs as language learners are the main references for teachers' beliefs and will further affect their attitudes towards learning, teaching and instructional decisions.

The second main source of teacher' belief is their experience of what works best in their educational settings. Richards and Lockhart (1996) explain it as "formulating a conviction that a given procedure is effective on the basis of teaching experience" (Piechurska-Kuciel and Szymanska-Czaplak, 2013, p. 300). In research on language teacher cognition, Goh and Chen (2014) note that:

Learning experience, examined as satisfaction with the oral English instruction that teachers received as students, was found to be significantly related to their beliefs about communicative competence. Teachers who were very satisfied with their own language learning experiences strongly aligned themselves with the developments of communicative competence for learners. On the other hand, those whose personal experiences were less than satisfactory did not (p. 118).

In this respect, Richards and Lockhart (1996, p. 31) suggest that “teachers may have come up with an idea that some teaching strategies work effectively and some do not”. This idea may become as one of the principles that underlie teachers’ beliefs.

The third origin of teachers’ beliefs is their experiences in education and professional training (Borg, 1998). Guskey (2002, p. 384) states that “beliefs about teaching in general are also largely derived from classroom experience”. Richardson (2003, p. 2) proposes that pre-service teachers’ beliefs about learning and teaching are very strong, resistant to change, and the form of training they have experienced affects the beliefs that teacher candidates bring with them into their teacher education programmes. It can be deduced that novice teachers have diverse beliefs from those held by experienced teachers regarding language learning and teaching.

Yaman and Özdemir (2012) confirmed the effect of training when they conducted an experimental research in which they asked 80 pre-service teachers to describe the effective teacher. As the pre-service teachers moved from theoretical courses to practical ones in their training program, the results showed that pre-service teacher beliefs of effective teachers changed throughout their teacher education program as they moved from theory to

practice. The experiment showed that educational training was a main source of the beliefs held by teachers. It implies that teachers' beliefs can be manipulated or changed by the type of training they have in hope they successfully implement innovative curriculum and gain satisfactory results.

1.1.5 Teachers' Beliefs Change and Development

It is necessary to investigate the nature of belief and belief change for the pivotal role they play in the development of teaching practices (Pajares, 1992). The shift in the teacher behaviour may be associated with the shift in the teacher cognition. Changing, developing or refining teachers' beliefs is one of the most prominent goals of education (Richardson, 2003). It is well conceivable that not the entire human beliefs are subject to change; however, the change in pedagogical beliefs and attitudes, teachers and learners hold, is not a questionable but a desirable matter. Yet, foreign language teaching has never been free from this form of research.

Professional development can change practising teachers' beliefs (Fives and Buehl, 2012). Professional development refers to "the learning activities that help professionals acquire the knowledge and skills they need for career advancement or to carry out their job responsibilities" (Dennen and Myers, 2012, p. 133). It is a kind of advancement in skills and knowledge that may encourage the teacher to change the way of instruction. This fact was concluded by Brownlee (2003) who conducted an experimental research on 11 primary teachers that engaged in three years of teaching programme then interviewed after three years of training, most of them exhibited shifts in their

epistemology beliefs over time. If teachers initiate professional development activities, they will change their own beliefs.

Kagan (1992) went further to state that if professional development course is to be an effective tool for changing beliefs among instructors, “it must require them to make their preexisting personal beliefs explicit; it must challenge the adequacy of those beliefs; and it must give novices extended opportunities to examine, elaborate, and integrate new information into their existing belief systems” (cited in Ertmer, 2005, p. 32). These lines made by Kagan have left no room for ambiguity over the fact that pedagogical beliefs are subject to change through professional development sessions teachers might undertake, though beliefs are often resistant to such kind of alteration.

Teaching experience alone can change teachers’ beliefs about learning and teaching. Nespor (1987, p. 1), states clearly that “teachers’ beliefs are heavily influenced by their experience in classroom more so, indeed, than by formal training”. Cook and Young (2004, cited in Fives and Gill 2015, p. 259) explain that interaction with students is regarded as a powerful tool to change or disturb teachers’ beliefs. In this case, teachers as human beings may need to re-examine their perceptions in the sense that observation or interaction urges teachers to get rid of some old beliefs and adopt new personal theories for the sake of consistency (Bicchieri and Dalla Chiara, 1992).

It is important to note that in-service teachers’ beliefs are subject to alteration over time and teachers may develop a richer understanding of the

classroom context through reflection (Fives and Gill, 2015). It is worth to note that experienced teachers generally pass through what is called enculturation by testing the effectiveness of the previous beliefs through participation in teaching activities and observation. They attempt to develop more awareness about their beliefs towards particular aspects in the teaching context (Debreli, 2012).

1.1.6 Eliciting and Measuring Beliefs

Having access to one's beliefs is such a challenging task that it is not easy to achieve. This is mainly because beliefs are not observable. Eliciting teachers' beliefs needs to employ different strategies to get teachers articulate their views. Asking teachers directly about their own beliefs is not appropriate since some teachers may have never been asked before about their own beliefs.

Borg, a professor at the School of Education of University of Leeds, confirms the sensibility of beliefs in a notable interview when he states: "I 'm thinking of visual strategies for example, getting teachers to draw **pictures, which are** an indirect way of trying to access their **beliefs**" (Birello, 2012, p. 89). In other words, giving teachers a piece of work or a lesson plan is a productive tool to infer their beliefs. Teachers might be asked to comment on the procedures and the examples used by a particular teacher to instruct a particular grammar notion. However, the need to measure the strength of beliefs is very important in our research. Barnard and Scampton (2008)

validated the use of the questionnaire in exploring teachers' beliefs as they noted:

It has long been recognized that individuals' thinking processes and belief systems cannot merely be observed or measured, but instead must be inferred from what individuals say – and this has conventionally been investigated by attitude measurement techniques, often via questionnaires pioneered in the 1920s and 1930s by Thurstone, Likert and Gutmann (p. 61).

A reliable instrument to measure teachers' beliefs is required to help teachers understand how their teaching choices and instructions are influenced by their own beliefs. Data collection on teachers' beliefs is commonly attained through two main techniques: by self-reported descriptions of psychological phenomena supposed to affect teaching and learning or through observations of teacher actions and associated exemplars of teaching. The data gathered should be subjected to quantitative and qualitative analysis and interpretation to inspire valuable insights (Hoffman and Seidel, 2015).

Pajares (1992) suggests that the assessment of educational beliefs requires careful reconsideration and investigators need to be in agreement on the meaning of beliefs because they are specific enough to be easily measured. The researcher proposes that the teachers' verbal expressions, predispositions to action and teaching behaviours must all be included in assessments of beliefs, but additional measures such as open-ended interviews, responses to dilemmas and observation of behaviours must also be involved to validate measurement. **Wilson (1990)** confirms, therefore, that beliefs can be deduced from the answers as well as behaviours.

1.1.7 Research on Teachers' Beliefs

The issue of teachers' beliefs was the concern of many researchers. Borg (2001) conducted a qualitative study to investigate beliefs of six English language teachers and the effect of self-reflection in teachers education on their beliefs. The researcher encouraged teachers to talk about their own beliefs for the prominent role they play in their career.

Richards, Gallo, and Renandya (2001) attempted to provide insights into teachers' beliefs and language learning and teaching. They concluded that self-appraisal and reflection are among the effective factors of changing beliefs.

Similarly, Farrell and Ives (2014) examined the association between one ESL teachers' beliefs and practices with regards to L2 reading. The researcher reached the point that "teacher's beliefs provided a strong basis for his classroom action" (p. 608).

Debreli (2012) was preoccupied with changes in beliefs about EFL teaching and learning with pre-service teachers. Surprisingly, no significant changes were observed in the teachers' beliefs after having a nine-month teacher training program.

Diab (2009) explored 30 Lebanese EFL teachers' beliefs about language learning. It was found that Lebanese teachers held different beliefs on language learning. The researcher advised teachers to be aware of their own beliefs for the effect they had on language leaning situations.

A mixed methods study of teachers' beliefs on communicative language teaching in Iranian high schools was conducted by Jafari, Shokroure and Gutterman (2015). It is an exploratory study that sought to investigate 70 Iranian high school teachers' perceptions of CLT approach. The results showed that they had favorable attitudes towards CLT approach to EFL learning and teaching, however they faced some problems to implement the principles of the approach. Clearly, this is an indication of the complex nature of the relationship between teachers' beliefs and classroom practices.

A great deal of research has already been conducted in examining teachers' beliefs and practices, though no piece of research was free from limitations or weaknesses. The study of Farrel and Ives (2014) focused on one ESL teacher, Debrelly (2012) intended to deal only with pre-service teachers and Diab (2009) explored 30 Lebanese EFL teachers' beliefs about language learning. The number of participants and the type of the sample are important to validate the study and to generalise the results. It is intended to avoid the shortage of a number of previously published studies by exploring 37 in-service teachers' beliefs and practices to gain more insights into how formal instruction is actually approached in the secondary schools of Biskra.

1.1.8 Teachers' Beliefs and Classroom Practices

One of the most important areas of interest in EFL teaching research is the study of the relationship between beliefs and practices. Establishing the link between teachers' beliefs and their actual practices has often been put under investigation (Phipps and Borg, 2009). Although the power of beliefs and the

effect they made in classrooms identified by some researchers in teaching mathematics and science (Stipek et al., 2001; Mansour, 2013), it is necessary to highlight the nature of the association between teachers' beliefs and practices in FL teaching scope. Research has attempted to determine the type of relevance between the cognitive and behavioural components of the teacher's belief system. Exploring the relationship between teachers' beliefs and practices might give a clear picture of the teachers' decisions in their own classrooms.

1.1.8.1 Congruence between Teachers' Beliefs and Practices

A link between teachers' beliefs and classroom events has been established by some researchers (e.g. Pajares, 1992; Johnson, 1992; Richards and Rogers, 2001; Farrel and Lim, 2005). Richards and Rodgers (2001) propose that teachers' beliefs have a strong effect on the activities and materials selected for the classroom. Indeed, looking at the beliefs helps understand the instructional choices made by teachers. Farrell and Lim (2005) suggest that the best indicator of the type of instructional practices undertaken in teaching is the teachers' beliefs. Researchers who investigate into beliefs have shown a strong relationship between teacher's beliefs and their planning, classroom decisions and instructional practices (Pajares, 1992).

Johnson (1992) made an investigation attempting to determine the extent to which 30 ESL teachers' instructional practices were consistent with their theoretical beliefs. The results suggested that most of the teachers held clearly defined theoretical beliefs and orientations which were consistent with literacy

instruction for non-native speakers of English. This revealed the significant role of teachers' theoretical beliefs play on pedagogical decisions. Nevertheless, this conclusion cannot be generalised to any context in the world.

1.1.8.2 Incongruence between Teachers' Beliefs and Practices

While a few previously published bodies of research insisted on the congruence between teachers' beliefs and practice, further findings have shown a disconnection between them (e.g. Basturkmen et al., 2004; Powers et al., 2006; Liu, 2011). Powers et al. (2006) attempt to describe and examine the changes in four teachers' beliefs and practices in literacy assessment, the findings indicate that teachers' instruction in the classroom and their beliefs are often inconsistent due to a wide range of factors "such as the pressure to conform to a particular school philosophy" (p. 3).

In another study and exactly in Taiwan, after Liu (2011) had questioned 1139 elementary teachers, she found that Taiwanese teachers held learners-centred beliefs, but they did not integrate constructivist teaching with technology. Based on the results, Liu (2011, p. 1) wrote in the abstract that the "analytical result confirms the conflict between teacher beliefs and teaching activities". The inconsistencies between teachers' beliefs and practices are likely to weaken the relationship and may well lead to reluctance in putting theory into practice. "Teachers do indeed have set of complex belief systems that are sometimes not reflected in their classroom practices for various

complicated reasons, some directly related to context of teaching” (Farrell and Lim, 2005, p. 1). At any rate, the “tenuous relationship between the teachers' practices and stated beliefs” (Basturkmen et al., 2004, p. 243) is probably due to the enormous complexity of everyday classroom life (Allwright and Bailey, 1991).

It appears that most previous studies on this particular area have already been conducted on ESL contexts where English is a mainstream language and almost taught by native- speakers. Extending research to our context in Biskra high schools (EFL teachers, limited exposure to learning opportunities, etc) is supposed to give a better understanding of the effect of teachers' beliefs on classroom events and helps find the reasons behind teachers' resistance to change and innovation in the curriculum.

To highlight the extent of consistency between teachers' beliefs and practice, it is necessary to concentrate on the context or the educational setting where teachers and learners come together. The beliefs extracted from teachers' responses ought to be relevant to their contextual setting rather than related to ideal situations. For example, teacher's beliefs regarding grammar play a critical role in the choices and decisions in grammar classes, and the more we look at what happens there the more we find the factors that lead teachers to undertake a particular method of EFL teaching in general (Allwright and Bailey, 1991) and in grammar instruction in particular.

1.2 Teachers' Beliefs in Grammar Teaching

Introduction

After reviewing the literature on the nature of teachers' beliefs, this section is intended to explore teachers' beliefs regarding teaching and practices of grammar in EFL classrooms. No doubt that 'grammar' is important for EFL learners but the perceptions of how they should learn it effectively are still controversial. Besides as mentioned earlier (p. 1), EFL teachers find it difficult to adopt an appropriate way to teach the rules of the language since there is an absence of a clearly defined approach to grammar pedagogy. Bearing this in mind, grammar needs to be defined for its ambiguity in the field of language learning and teaching (Larsen- Freeman, 2009).

1.2.1 Grammar: Definition

According to **research**, the term 'grammar' is neither easy to define nor simple to explore. This is because the term means many things to different people. Understanding clearly what grammar is, its value and approaches to teaching are among of the main goals of this research.

In linguistics, Huddleston (1984) explains that grammar is a description of the structure and the meaning of utterances involving syntax and morphology. The term refers to the structures, rules and systems that govern the language. Moreover, Harmer (2001, p. 12) defines the grammar of a language as "the description of the ways in which words can change their forms and can be combined into sentences in that language". For example, third person singular

verbs take 's' in present-tense context. Thornbury (1999, p.1) describes grammar as “partly the study of what structures are possible in a language... at the level of the sentence. Thus, grammar is a description of the rules that govern how a language’s sentences are formed” (p. 1). Further, Richards and Schmidt (2013) illustrate that grammar is:

[...] a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language” (p. 252).

A reading of the above definitions reveals that they agree to maintain that the structures and the forms are the backbone of the language system. This is a simple description of the term ‘grammar’; nevertheless, the concept warrants further clarification. In fact, if the reader looks hard and enough at the previous definitions mentioned above, he or she might recognise that the recent definitions have just shed additional light to the early ones.

Larsen-Freeman (2003) insists that the form, meaning and use are the three dimensions of grammar. The form, the meaning and usage are all involved in the description of language system since the writer defined grammar as “a system of meaningful structures and patterns that are governed by particular pragmatic constraints” (Larsen-Freeman, 2009, p. 521). Yet, the definition now has become slightly less simple.

To explain the matter further, teaching grammar as a skill or what is known as ‘**grammaring**’ is meant to enable learners to communicate

accurately, meaningfully and appropriately (Larsen-Freeman, *ibid*; Wach, 2013). In other words, it is not sufficient to introduce the structure of the target language, EFL students need to know how to apply or use the structure in order to be real competent users of English (Savage, Bitterlin and Price, 2010). Figure 1 classifies grammar in three main distinctive dimensions. Grammar embodies the form, the meaning and the use. These three dimensions are interdependent and complementary to each other.

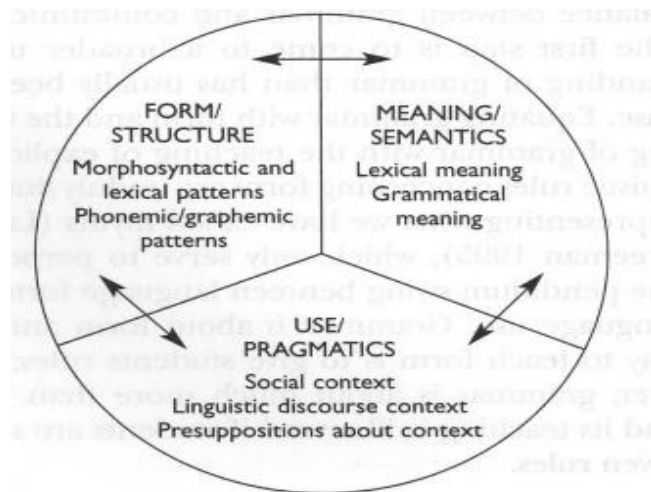


Figure 1: Three-perspective grammar content (Larsen-Freeman, 1991)

1.2.2 The Value of Grammar Instruction

Generally speaking, communication among individuals may suffer, unless the language used is accurately articulated. In fact, grammar teaching has attained different degrees of interest for many decades. The importance of grammar in language teaching and learning is one of the controversial issues related to the field (Uysal and Bardakci, 2014).

The traditional methods of language teaching and learning put too much emphasis on grammar instruction in order to enable learners to have a good command of the target language. The language learning was divided into the instruction of grammar rules and forms and immediate error correction (ibid.).

On the contrary, Dash and Dash (2007) state that:

Modern educationists say that a pupil who is good at grammar and has studied all the rules will still make the most elementary mistakes in grammar. Increased knowledge of grammar does not lead to proportionate increase in the ability to use English correctly. It is because the ability to use English correctly is a matter of habit, not of knowledge of information (p. 92).

The controversy issue over the value of grammar instruction is mainly due to the diverse views and different perceptions researchers have about the nature of language teaching and learning. Here are some of these various views about grammar:

- The teaching of grammar is a necessary part of language acquisition (Katz and Blyth, 2007).
- Grammar is very important in writing (Christison et al., 2015).
- The grammar of language will thus be a device that generates all of the grammatical sequences of language and none of the ungrammatical sequences (Chomsky, 1957).
- The study of grammar as such is neither necessary nor sufficient for learning to use a language (Newmark, 1979; cited in Ur, 1991).
- Conscious knowledge of rules is not responsible for our fluency; it does not initiate utterances (Krashen, 1982). Grammar teaching should be at the core of the English curriculum (Krashen, 1998).

From what has been mentioned above, it seems there has been no consensus, among researchers, on the degree of importance of grammar as

the matter of teaching the language forms is controversial. The position of grammar teaching in terms of priority and effectiveness appears to be contentious and not yet well clearly defined (Barnard and Scampton, 2008).

However, teachers of English from different parts of the world valued teaching grammar for the benefits it has to their learners. Barnard and Scampton (ibid) conducted a survey study with 32 university teachers in New Zealand, concluding that “most of New Zealand teachers surveyed considered that grammar plays a central role in language’ (p. 66). Similarly, Van Vooren, Casteleyn and Mottart (2012) intended to explore teachers’ beliefs regarding grammar pedagogy with 8 secondary school teachers in Belgium. They concluded that the teachers believed that “grammar is important as a basis for second language teaching” (p. 654).

Language educators are often recommended to teach grammar for some particular reasons. First, the study of grammar is an important vehicle for learners to generate language creatively. Second, teaching grammar may secure learning and avoid learners from fossilising. Third, rule teaching might be needed particularly in large classrooms to accelerate unmotivated learners to develop the language. Fourth, the teacher who instructs grammar may meet learners’ needs and expectations (Thornbury, 1999). Grammar as such is an important aspect of language literature; however, making the choice of the method to teach rules in FL classes is not an easy task to undertake.

Besides, the debates on teaching the form or teaching the meaning, focusing on accuracy or on fluency and instructing the rules explicitly or implicitly have often occupied a central place in FL pedagogy in general and in grammar teaching in particular (Uysal and Bardakci, 2014). The variety of approaches and methods of formal instruction in EFL classrooms is based on the different goals each method seeks to achieve. Grammar instruction might be considered as a facilitating tool in EFL teaching, though the effects of grammar teaching tend to be partial (Lee and Benati, 2009).

Teachers who insist on having grammar courses are motivated by some personal theories, perceptions, and beliefs regarding grammar pedagogy. Evidently, the belief held about a subject matter determines the approach to instruct it. Similarly, the beliefs about grammar pedagogy may affect the method of formal instruction (Wach, 2013).

1.2.3 Approaches to Teaching Grammar

Language teaching and learning methods have historically alternated between two opposing views, those that emphasize the value of language analysis and accurate production at the expense of communication and those that stress the appropriate use and communicative fluency with little focus on form and accuracy (Savage, Bitterlin and Price, 2010). Specifically, the approaches to formal instruction have reflected the beliefs and assumptions practitioners hold about the nature of FL learning and teaching.

Grammar-Translation method gave too much importance to teaching grammar. In this method, the grammar rules were taught explicitly followed

by translation from and into the mother tongue (Thornbury, 1999). It aimed at achieving accurate reading and writing through teaching and learning grammar deductively in an organised and a systematic manner (Richards and Rodgers, 2001). In most cases, teachers ordered students to learn by heart the rules for future reading and writing achievement, and supplied them with immediate error correction and instant feedback. In the end, however, teachers and linguists began to write on the need for a new method to give much consideration to oral skills (ibid.). This kind of reform accelerated the emergence of the Direct Method which turned the former approach into its head.

Unlike the Grammar-Translation, the Direct Method rejected all the analytical procedures that emphasised the explicit explanation of the grammar rules and encouraged the natural and spontaneous use of the foreign language (Richards and Rodgers, 2001). Therefore, literary texts were given to students to read for pleasure rather than being analysed grammatically (Murcia, 2001). In practice, learners were supposed to grasp the grammatical rules in an inductive way as the child picks up the grammar of her native language (Thornbury, 1999). Apparently, practitioners of this method made no distinction between acquiring the first language and learning the foreign language; nevertheless, the circumstances in each situation are much different. Consequently, the direct method was unable to produce EFL students who are able to communicate accurately and meaningfully. Looking for an alternative method, therefore, had become a must.

Audiolingualism did not introduce grammar in the same way as the Grammar Translation Method did. Instead of memorising a list of grammar rules and vocabulary, it emphasised memorisation of structural patterns as an essential part of FL acquisition and not the development of communicative proficiency (Nassaji and Fotos, 2011).

Though its syllabus was based on patterns and constructions which were grammatical in nature, the Audio- Lingual Method rejected the way rules were taught explicitly and deductively (Thornbury, 1999). The grammatical structures were sequenced in a linear manner with little attention to the meaning or context and the rules were instructed inductively (Murcia, 2001). The developers of this method were influenced by the behaviourist perception of learning as habit formation by means of repetition of the language patterns (Boers and Lindstromberg, 2008). They also avoided considering the study of grammar as the main goal of foreign language teaching. Practically, teachers selected grammatical patterns and structures to become the focus of different types of exercise and patterns-practice drills (Richards and Rodgers, 2001).

However, the prominent American Linguist Chomsky opposed both the behaviourist view of learning and structural approaches to language teaching emphasising that the language ability is an innate human capacity (Thornbury, 1999; Corbett, 2003). Echoing Chomsky's view, knowing the language is related to possessing knowledge of the rules and the application of them appropriately, the view referred to the ability to understand and speak

languages as ‘linguistic competence’ which was cognitive in nature. Chomsky (1980, cited in Barton, 1990) explained:

It makes sense, I think, to analyze the mental state of knowing a language into further components, in particular, to distinguish what is sometimes called “grammatical competence” from “pragmatic competence” By grammatical competence, I mean the cognitive state that encompasses all those aspects of form and meaning and their relation including underlying structures that enter into that relation... Pragmatic competence underlies the ability to use such knowledge along with the conceptual system to achieve certain ends or purposes (p. xxi).

Furthermore, the distinction between ‘competence’ and ‘performance’ made by Chomsky inspired Dell Hymes, an American linguist, to suggest the ‘communicative competence’ which encompasses how to use language adequately in socio-cultural circumstances. Under these conditions, the Communicative Approach emerged as a reaction to the former methods which were incapable to produce learners who were able to communicate properly.

The Communicative Language Teaching is affected by the prevailing belief that the communicative competence is composed of more than having the grammatical rules alone in mind. Teaching the language form is considered secondary, being taught not as an end in itself unless it expresses the functions and the notions that are highlighted (Murcia, 2001). The approach came as a result of the shift from a focus on language structures to focus on language function and use in communicative contexts (Nassaji and Fotos, 2011).

However, two main different versions have been noticed within the CLT Approach. Shallow-end version considers grammar teaching as the main component of CLT courses, whereas the deep-end version regards the explicit method of formal instruction as a kind of waste of time (Thornbury, 1999). Focusing on forms is a controversial issue because it leads to poor teaching of communicative use; however, focusing on meaning alone is a problematic matter since it does not satisfy the learners' needs for the formal knowledge to communicate appropriately (Long, 2000). Putting things together, research findings support the integration of both form-focused tasks with meaning-focused practices for the development of communicative competence (Savignon, 2001). Figure 2 summarised the tensions between approaches to teach grammar.

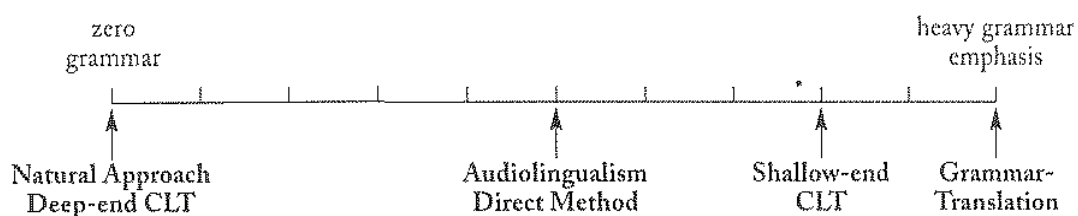


Figure 2: Approaches to Grammar Teaching (Thornbury, 1999)

1.2.4 Methods of Teaching Grammar

Research into grammar instruction has a long history and the question of the best instruction method still dominate many issues in FL learning and teaching (Wach, 2013; Uysal and Bardakci, 2014). Obviously, grammar is a very important element in any language; nevertheless, EFL teachers are in

doubt about whether formal instruction should be approached deductively or inductively in their own classrooms (Smith, 2005).

1.2.4.1 Explicit and Implicit Methods

Two approaches informed teachers' beliefs with regards to grammar teaching and learning: the traditional approach supported the explicit method of instruction and the communicative approach emphasised the functional linguistic usage in communicative contexts (Van Vooren, Casteleyn and Mottart, 2012). Teaching the grammatical features explicitly or implicitly has aroused a great deal of controversy (Larsen-Freeman, 2009). It is important for EFL teachers to distinguish between explicit and implicit approaches to teaching and learning forms and structures. The distinction between the two opposing methods might be apparent, but there is a need to have a closer look at these two different fashions of grammar presentation. Should grammatical rules instructed to learners be explicitly or implicitly? (ibid).

a. Explicit Presentation

Generally speaking, learning language items explicitly occurs by means of conscious exposure of language input (Richards and Schmidt, 2013). That is to say that grammar is supposed to be learnt through the explicit description of the forms and structures that govern the target language. "Explicit instruction is where students are instructed in the rules or patterns or guided to induce them" (Larsen-Freeman, 2009, p. 528). For example, the teacher may say 'today, we are going to know how to use the past tense!'. Practically, the

students need to have meta-linguistic awareness of the rules given deductively or achieved inductively (Ellis, 2010).

Teaching grammar explicitly calls for ‘consciousness-raising tasks’ in the sense that the teachers drive learners’ attention to the target structure using meta-linguistic terminology accompanied with controlled practice of the target form (Housen and Pierrard, 2006, cited in Ellis, 2010). Larsen-Freeman (2009) insists that teaching grammar explicitly is associated with the role of meta-language and grammatical terminology.

Though the two methods of learning appear different, the development of the implicit knowledge can be affected by explicit instruction (Ellis, 2010). More specifically, deductive explicit teaching provides students with explicit knowledge about a grammatical form or pattern, while inductive explicit instruction involves providing students with the facts and guidance that they could do with to comprehend the grammatical rules (ibid.).

Perhaps the reason behind teaching grammar explicitly is the faith that explicit instruction will turn into implicit use of linguistic units through practice and use (De Keyser, 1998, cited in Uysal and Bardakci, 2014). Barnards and Scampton (2008), for instance, found that New Zealand teachers preferred explicit grammar teaching because they believed that their students expect them to present grammar points explicitly. Wach (2013, p. 306) concluded that ‘learning grammar should contain an element of learning by heart’ that insisted on the explicit instruction of grammar.

b. Implicit Presentation

Krashen (1998) opposed the direct teaching of grammar and the immediate error correction as being unnecessary or even harmful to EFL learners. In this view, the interaction between explicit and implicit knowledge is unreal as such as learning will not lead to acquisition (Uysal and Bardakci, 2014).

The implicit language learning occurs when students' attention is driven to grammatical features elected from meaningful contexts whereas their main focus is on the meaning (Nassaji and Fotos, 2011). To explain the matter further, learners are given a text, for example, which involves structures and forms to pay attention to, where they are supposed to negotiate the meaning of the passage without conscious instructions or grammar terminology use.

Implicit teaching induces students to spontaneously work with communication-oriented activities and to freely use the target form (Housen and Pierrard, 2006, cited in Ellis, 2010). Instead of giving the students the rules explicitly, however, Krashen (1981, cited in Doughty and Williams, 1998) advises teachers to provide learners with a rich variety of comprehensible input by which they could induce the grammar rules from the language input. Celce-Murcia and Hilles (1988) proposed some techniques to teach grammar implicitly, they suggested that they could use listening and responding, telling stories, role-plays, pictures, graphics, songs, games and text-based exercises to enrich EFL learners with the raw material required to learn the language communicatively.

Whether the grammatical patterns are best introduced explicitly or implicitly, teachers had better check if their learners gain much understanding of the elements and their appropriate use in meaningful situations (Savage, Bitterlin and Price, 2010). If the setting goal was not achieved, teachers would attempt to use other methods and techniques to instruct grammar successfully.

1.2.4.2 Deductive and Inductive Method

The question of whether rule presentation occurs before using the structural forms (the deductive approach) or to focus on the grammatical structures before presenting the rule (the inductive approach) is one of the problematic issues in FL learning and teaching (Haight et al., 2007; Larsen-Freeman, 2009).

Deductive learning is an approach to language pedagogy in which learners receive rules to practise them in future language production, whereas learning by induction means instructing the grammatical features of the language indirectly in the sense that the students are left to deduce the rules from their experience of language use (Richards and Schmidt, 2013). This means that in deductive method the teacher provides the learners with grammar rules then encourages them to generalise the patterns into different structures and contexts, whereas teachers in inductive approach are supposed to present different examples for a given feature to allow the learners to discover how the grammatical concept works in the language.

The deductive method may be adopted in FL classrooms for some reasons. Thornbury (1999) makes clear that the method is time-saving, gives the individual's mind an essential role in language acquisition and allows teachers to deal with specific points that confirm many students' anticipations of classroom learning. It seems that these advantages, mentioned by Thornbury, are somehow far from rationality and reasonability. As any approach and method in EFL teaching, the deductive learning has been assessed and evaluated. Zamani (2014) proposes that:

The deductive method is often criticised because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical. This method can, however, be a viable option in certain situations; for example, when dealing with highly motivated students, teaching particularly difficult concepts, or for preparing students to write exams (p. 91).

All in all, the effectiveness of the deductive learning tends to be limited since the students are supposed to be passive agents in such FL teacher-centred classroom. Recently, the move from teacher-centredness to learner-centredness has reflected the shift from deduction to induction in FL learning and teaching.

Haight et al. (2007) conducted a study in Georgia with 47 French students who were English native speakers enrolled in French classes. The results of this study indicated the effectiveness of the guided induction and the active role of students in building accurate and meaningful structures. However, in an attempt to compare between the two pedagogical strategies, Zamani, an Iranian teacher of English, divided 24 Iranian teenaged students into two

groups; the first group were taught grammar deductively while the second group received an inductive method of teaching grammar. Zamani (2014) analysed the results then concluded that the deductive approach was as effective as inductive approach to teaching English grammar. According to the researcher, both methods are recommended alternately to instruct grammar in EFL classrooms.

Grammar is one of the most important subjects that have preoccupied teachers with a series of questions about how it can be fruitfully approached and productively studied. Two opposing approaches to teaching grammar have been noticed in the field. Some teachers prefer grammar-based instruction while others favour communicative teaching. Though the two approaches are distinctively different, their principles are complementary to each other (Savage, Bitterlin and Price, 2010). This study tends not to claim that all teachers are aware of all these terms and methods to teach grammar, but to attempt to shed light on how they perceive their role in introducing the grammatical features in their own lessons, and therefore to understand classroom practices.

1.2.5 The Use of Grammar Terminology

The role of metalanguage or grammatical terminology is closely associated with teaching grammar explicitly (Larsen-Freeman, 2009). Many teachers use grammar terms to describe or explain the language features they would like to present. The lack of evidence of the effectiveness of the explicit meta-

language instruction led researchers to investigate one of the controversial issues concerning the use of terminology in formal instruction (Borg, 1999). Whether or how to use grammar terminology in FL instruction are among the questions that cannot be answered in black and white (Berry, 2010; Larsen-Freeman, 2009).

Krashen (1981) regards introducing grammar terminology has nothing to do with language acquisition as it does involve a conscious meta- awareness of grammar. For him, language learning such as using grammar rules and terms is boring and unsuccessful, and language acquisition is natural and effortless (Fenner, & Newby, 2006). Steel and Alderson (1995) found no correlation between French metalinguistic knowledge and reading proficiency, with a weak relationship between grammar terminology knowledge and language accuracy.

Roehrer (2008) found out a strong and significant correlation between university level of student in L2 German and L2 metalinguistic knowledge. The experiment emphasised the significance of the meta-language instruction to explain the grammatical features encountered by the learners. Although the effectiveness of teaching the grammatical terms is not yet assured, researchers insisted that learners' use of the grammatical metalanguage "helps learners to regulate their own cognitive functioning" (Larsen-Freeman, 2009, p. 529).

1.2.6 Error Correction

Teachers generally react differently towards learners' errors due partially to the variety of views they hold about the objective of EFL learning and teaching. Many teachers avoid interrupting students during oral work due to some reasons. Borg (2001) conducted a notable research with four teachers to investigate the reasons behind the negative views towards the immediate correction. The researcher summarised their rationales in the following points:

1. Errors are natural outcome of learners' use of the target language.
2. Focus upon errors discourages students to work fluently.
3. Self confidence in learning is touched by the immediate interruption.
4. Attention to successful communication without fear from errors is beneficial to students to complete classroom activities.

In Algeria, textbooks were designed to recommend EFL teachers to consider learners' errors as a natural part of learning as New Prospects (third year teachers' guide) stated:

In this coursebook, we view language learning as a developmental process through which the learners make errors as a natural part of that process, and self-correct. We also regard the mastery of grammar as the cornerstone of a good command of English (p. 9)

In most cases, the top-down instructions are often highlighted in textbooks and syllabuses to recommend educators to teach English effectively, they are subject to teachers' self-interpretation and understanding. Having in mind that 'mastery of grammar as the cornerstone of a good command of English' and

‘learners’ errors as a natural part’(Ibid) of language learning allowed Algerian teachers, like elsewhere, to use different methods and techniques for formal instruction. Most of these techniques refer to grammar-translation learning and teacher’ centred teaching.

This study attempts to show whether Algerian secondary school teachers hold distinct perceptions and understandings towards the instruction of grammar in their classes, and therefore react differently against the imposed methods prescribed in the present curriculum.

1.2.7 Grammar is Back

The role of grammar has been diminished by some practitioners as the explicit teaching of grammar has nothing to say to acquire the language naturally (Krashen, 1981). In spite of the emergence of the communicative approaches and the disappearance of grammar in certain curricula, grammar tends now to regain its prominent place. In certain educational settings, EFL rules and forms are still taught traditionally, explicitly and in non – integrative manner (Larsen- Freeman, 2015).

Although they are advised to adopt the communicative principles, some EFL teachers tend to give much value to grammar pedagogy and therefore teach grammar explicitly believing that language learning in formal classrooms differs from children’s acquisition of their first language. Therefore, they tend to use traditional and structural methods to raise learners’ awareness and consciousness of how the system of target language works (Hudson and Walmsley, 2005).

Wach (2013, p. 299) notes, “teaching procedures depend to considerable extent on what teachers’ think about the effectiveness and appropriateness of particular approaches and activities”. Moreover, the teachers’ views towards the controversy over giving significance to meaning or form (fluency/accuracy) have resulted in attempts to revise the application of the communicative approaches, and therefore to adopt explicit methods in classrooms. In short, teachers’ avoidance to instruct grammar implicitly is mainly due to the lack of trust in the validity of the communicative approaches to meet particular needs in their own classes.

In Algeria, the teachers are asked to conform to CBA and CLT norms to teach English effectively, but they feel they have to raise their learners’ awareness towards how the language system works or how to correct errors in spoken production at the expense of development of the language fluency. Consequently, teaching grammar explicitly has prevailed, and the focus on the communicative skills has been reduced due to the beliefs held by teachers about EFL learning in the teaching context.

The rationale for researching teachers’ beliefs and grammar instruction is based on the fact that teachers are expected to deliver productive teaching if classroom practices are consistent with their beliefs. Exploring teachers’ beliefs is important for the power they have to guide classroom events. The production of learners who are able to communicate effectively might not be achieved if the teachers resist realistic beliefs and research’s theory.

This study was conducted in the context of the secondary schools of Biskra to uncover the reasons behind teachers' avoidance to teach English communicatively. This setting was selected because learners at this level survive a transitional period from elementary education to advanced learning. The teachers in Biskra share common linguistic and cultural circumstances. English is used neither as a native nor as a second language, it is considered as a foreign language that is used only in very limited settings (e.g. formal classrooms and foreign institutions). EFL teachers find it a challenge to cope with reforms and innovations to introduce English to learners who come to classes with different proficiency levels and tend to learn English out of their own choices. Grammar pedagogy is concerned in this study for the controversy over how it must be practically approached by EFL teachers.

1.2.8 Limitations of Previous Studies

Most of the previously published studies in teachers' beliefs and practices regarding grammar instruction were conducted in universities and in private schools in developed countries where English was instructed as a second language (Borg, 1999; Phipps and Borg, 2009; Wash, 2013; Uysal and Bardakci, 2014; Burns and Borg, 2015).

However, very few attempts in the last years were made to investigate how **grammar** is perceived and taught in Algerian public secondary schools (e.g. Baiche, 2009; Senoussi, 2012) where the EFL teachers are provided with some prescribed textbooks in order to introduce English to EFL learners who

study English out of their choices in large classrooms. Senoussi (2012) discussed the reasons behind learners' failure in activating language knowledge in communication while Baiche (2009) examined the efficacy of innovations and change in the curriculum of Algerian secondary education. Both researchers did not pay much attention to teachers' beliefs and practices towards grammar instruction to gain a better understanding of the problem of teachers' resistance to change and innovation in **secondary education**. To fill in this gap, this study aims at extending the relevant studies in this area to our context (Algerian secondary schools) by investigating the influence of teachers' beliefs regarding grammar on classroom actions to understand the contextual variables (limited proficiency level, large classes, unmotivated learners, etc.) on EFL learning and teaching in the country.

Methodologically, very few researchers used classroom observation as a tool to elicit teachers' beliefs and practices (e.g. Borg, 2001; Farrell and Lim, 2005; Phipps and Borg, 2009). This study exploited direct classroom observation because teachers' decisions were supposed to be observed rather than to be self reported. To achieve a better understanding of how, why and when teachers instructed grammar in their own classrooms, I used mixed methods (questionnaires, observations and interviews) to have a clear image of the phenomenon and meet the objectives of this project. The following chapter will explain the research design in detail.

Conclusion

This chapter is divided into two main sections. The first section has theoretically dealt with the concept of teachers' beliefs in different aspects. Recently, there has been increasing interest in teachers' beliefs in education in general and in EFL learning and teaching in particular. The focus on beliefs comes from the assumption that teachers' beliefs affect actions and decisions in EFL classrooms. Researchers have devoted much effort to understand beliefs held by teachers to reach a better understanding of the phenomenon in its real context (the classroom). In order to understand more the relationship between teaching beliefs and practices, we need to have access to the school settings where the teachers instruct the subject matter. The second section has dealt with issues related to teachers' beliefs regarding grammar and grammar instruction. EFL teachers present grammar differently for the variety of beliefs they have on EFL learning and grammar teaching. They even tend to resist innovations in curricular and textbooks for different reasons. How they perceive grammar and what makes them resort to make sudden decisions in classroom formal instruction are among the objectives of this research. Therefore, this study attempts to adopt a reasonable research design to fit the purpose of this project.

Chapter Two: Research Design and Data Collection

Introduction

This chapter provides an account of the methodology followed in this work, introduces the research design and explains the data collection procedures to carry out the present project. This study draws on the methodology and techniques to explore and explain the issue of teachers' beliefs regarding grammar teaching and the extent to which these beliefs affect professional actions in EFL classes. It exploits a mixed methods design, which is employed frequently in applied linguistics research (Jafari, Shokrpour and Guetterman, 2015). The choice of the research design is identified and justified in this chapter.

Specifically, this research aims to answer the following research questions:

1. **RQ1:** How do English teachers in Biskra perceive grammar teaching and learning in the classroom?
2. **RQ2:** How do teachers approach grammar teaching in their classrooms?
3. **RQ3:** Do teachers' beliefs affect grammar practices?

To answer the three research questions, both quantitative and qualitative methods were exploited complementarily to highlight the effect of variation in teachers' beliefs on grammar practices in EFL classrooms.

2.1 Rationale for Mixed Methods Case Study Design

Johnson and Onwuegbuzie (2004, p. 17) **define** mixed methods research as a type of research where the researcher incorporates quantitative and qualitative research techniques, methods, approaches, concepts within the same study .

Additionally, Creswell et al. (2003) suggest:

A mixed methods study involves the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research (p. 213).

To identify how and why teachers approach grammar in their classrooms, a range of methods was employed in data collection for the significance they have to get a comprehensible image of the phenomenon (Allwright and Bailey, 1991). Since beliefs are not clearly defined and grammar teaching is a controversial issue, the necessity for a reliable research design to collect data has become a must. Thus, mixed methods (questionnaire, observation and interview) were used in this study to hear the teachers' voices and observe their different instructional practices regarding the issue of grammar instruction. Holistic views as well as an in-depth research were required in this study to decipher the complexity of the issue. Quantitative and qualitative data were collected and analysed to understand the phenomenon and to triangulate the results. First, quantitative data were collected to have a general overview of a large group of participants about how they conceptualised and approached formal instruction in their classes. Second,

qualitative data were collected to gain a deep understanding of why teachers instruct grammar the way they did.

2.1 Participants and the Settings

The fieldwork for this study was secondary schools that are located in the southeastern region of Algeria, Biskra. The selection of this setting was based on the fact that learners at this level survive a transitional period from elementary learning to advanced Education. As I have been a teacher of English in Biskra for many years, the teachers here considered me as a colleague and a member of the staff, so it was possible for me to meet teachers in this region and to start my work. The secondary school teachers in Biskra were invited to participate in this study because they were responsible for implementing the current prescribed curriculum in teaching English as a foreign language. Thus, such sample in such a setting might be considered as a focal fieldwork to embark on this investigation.

Data collection was carried out from 10 December 2015 to 21 of May 2016. To meet the teachers in their own schools, written permission was obtained from the university administration to show it at the entry of every institution (Appendix D). This study had no intention to limit the research to a specific group of teachers or institutions so I attempted to randomly visit a number of secondary schools in the region of Biskra (17 schools) to involve the teachers

who showed their readiness to participate. The teachers generally worked in classrooms which varied in size from 23 to 42 pupils. They were provided with the programme by the administration which was in charge to ask frequently the teachers to complete the syllabus before the end of the school year.

It was not possible to personally meet all the participating teachers because many of them were unavailable during my presence in their schools. Some teachers and administrators, who I knew well, agreed to help me to hand in my questionnaires to the absent teachers. They were informed as well that I had to come back to collect the completed papers after a few days. Some of them phoned me to appoint an arrangement to take the completed ones. In my free times, I visited the secondary schools either to recruit extra teachers or to collect the completed papers. Besides, I met a number of teachers at a teacher's conference so I took the opportunity to distribute a number of questionnaires which were not available in their schools. The teachers who were busy in teaching loads and exams correction preferred to take the questionnaires home in order to answer the questions in their free times.

The total number of the participants was 37 teachers (24 females and 13 males) who willingly agreed to participate in filling in the questionnaires. They were from 17 secondary schools and were selected on the basis of their willingness to be part of this research. Each completed questionnaire was given a serial number (from 1 to 37) that corresponded to a particular teacher. Although

the questions were in the field of research, some teachers (13) refused to participate out of the fear of being judged by self- report statements.

All the participants were Algerian teachers whose native language was Arabic. English was a foreign language for both teachers and their learners. The participants age varied between 23 to 55 years old and their teaching experience ranged from 1 to 32 years. They were teaching in urban and rural schools and they shared approximate working conditions as the schools belonged to the same region. Both female and male, novice and experienced teachers were recruited in this work to comprise the research sample.

After collecting the questionnaires, four participants were selected from the questionnaire participants as they showed their willingness to be observed in their classes. It appeared that the majority of the teachers had no problem to fill in the papers, but only a few agreed to be observed in their own classes. My personal relationship with the four teachers contributed to building a trustful atmosphere to complete the research with them. I intended to make a fair sampling in the sense that the four participants were two males and two females, two novice and two experienced teachers in the hope of making the sample representative to the whole population. The four participants were given pseudonyms for ethical considerations. They were Sokor, Zain, Salima and Djaber. Both Djaber and Zain were experienced teachers whereas Sokor and

Salima were novice teachers. I intended to recruit them from a different range of training and experience for the effect of the training and experience on teachers' views and perceptions (p. 23). After being observed in their classes, the teachers were informed that they would be interviewed to discuss the decisions they made in their own observed sessions. It was intended that the teacher participants were not used merely as subjects for data collection, but they contributed to data analysis and interpretation.

My own experience in teaching English at the secondary level made me aware how sensible it was to ask teachers about their own beliefs or observe their own classrooms. My acquaintance with the research context encouraged the teachers to deal with the research procedures in a feasible manner. Further, the participants were informed of the nature of the study "because this knowledge might affect their responses" (Jackson, 2008, p. 50). The teachers felt at ease to react feasibly to the questionnaires as well as to the interviews, I was cautious of making them not to feel they were tested or professionally evaluated.

2.3 The Pilot Study

To ensure the validity of the research instruments and to achieve reliable results, the questionnaire was piloted in December 2015 with 6 teachers of English who were working in different secondary schools of Biskra. Of course, this attempt came before initiating the main research to try out the research tool

and to refine it. The participating teachers in piloting were different in age, gender, and experience to gain mixed reactions. The suggestions and comments they wrote on their papers helped to edit the components of the instrument. Consequently, some forms of the questions were facilitated and the ambiguous statements were clarified to increase the level of validity and readability. One of the questions was deleted and some statements were meaningfully highlighted to limit the focus on the objectives of this study. The revised version was printed to 50 questionnaires then distributed to the secondary school teachers of English. It is worth mentioning here that the piloting teachers were selected only to improve the instrument in the sense that they were definitively excluded from the main sample of this research. In fact, the piloting stage had contributed in avoiding receiving a large number of incomplete papers, and therefore it might have raised the validity of the research tools.

2.4 Research Tools and Collected Data

Different methods were used in this study to corroborate and triangulate the collected data as they might help provide a comprehensible data driven from a variety of resources. Questionnaires, classroom observations, and interviews were the main methods exploited to collect data and to answer the aforementioned research questions. As a result, quantitative and qualitative data

were gathered to make sense of the findings and to understand the phenomenon from different perspectives in its natural setting (classroom).

2.4.1 Questionnaires

In December 2015, a questionnaire was essentially designed to obtain a holistic picture of how EFL teachers believe grammar should be approached in secondary schools. I started with the questionnaires before conducting observations and interviews simply because I personally wanted to start collecting general facts from a relatively large group of participants (37 teachers) before arriving at specific details from a small size sample (4 teachers). The components of the questionnaire were partially adopted from Burns and Borg (2015) with some modifications such as avoiding irrelevant items that were out of the concern of this work. I had to make the items as suitable as possible.

The questionnaire (Appendix A) in this study was given a title and an introductory passage to show the readers the nature of the project and its intended aims. I assured the participants that their privacy would be highly protected to encourage them to answer the questions as honestly as possible. Each questionnaire was given a serial number to keep the personal information anonymous. Although the piloting teachers took no more than 10 minutes to complete the questionnaires, many participating teachers in the main sample did not fill in the questionnaires on the spot as they preferred to complete them out of the school setting. Therefore, I had to wait a few days to gather them.

In mid January and February of 2016, 50 questionnaires were randomly distributed to EFL teachers in the high schools of Biskra. However, 37 papers were completed and returned with a rate of 74%. The questionnaire was typically divided into three main sections in three different pages to inform the readers of the aim of each part. In the first section, the teachers were asked to give their personal information in terms of gender, training and teaching experience. This part was meant to collect profiles that gather the demographic data of the participants.

The second section of the questionnaire was designed to measure teachers' beliefs about grammar pedagogy. This part consisted of 11 items about beliefs on form-focused instruction in which the participants were asked to show their level of agreement or disagreement with each statement on a numerical scale ranging from 1 to 4. To explain the matter further, the 11 items were constructed on a four-point Likert- scale with response section containing 'strongly disagree = 1', 'disagree = 2', 'agree =3' and 'strongly agree = 4' selection. The items covered particular themes concerning the role of grammar (e.g. statement 1), inductive and deductive teaching (e.g. statement 7), and the role of the teacher (e.g. statement 10) and the use of terminology in grammar teaching (e.g. Statement 11). These items might characterise the general orientation of each teacher towards form-focused instruction.

The third section of the instrument intended to collect data about how grammar was instructed in EFL classes. The questions of this section are put in random order so as not to influence the responses (Appendix A). They are based on the Likert scale of five-point continuum 0) never; 1) rarely; 2) sometimes; 3) often and 4) very often. The teachers were asked to answer 5 practical questions on how they approached grammar teaching. The questions emphasised the frequency of teaching grammar (e.g. question 1), adoption of textbook instructions (e.g. question 2), and corrective feedback in classrooms (e.g. question 5). The results of the questions were compared with findings from the second section to explore the relevance of beliefs to the reported practices.

Questionnaire generally provides “superficial answers and does not allow in-depth exploration of particular issues” (Borg and Burns, 2008, p. 459). “However, by using it on its own we run the risk of losing the social dimension that is so crucial to perception data” (Cherchalli, 1988, p. 58). Thus, the questionnaire of this study are supported with three open-ended questions under each section in order to address the effect of beliefs on grammar pedagogy. In addition, questionnaire generally cannot measure teachers’ actions but only teachers’ reports on their actions. Therefore, the findings emerging from the survey questionnaires were corroborated with the results obtained from the following classroom observations and interviews.

2.4.2 Classroom Observation:

Classroom observation was used as a second research instrument in order to gain a rich picture of how the teachers approached grammar in their own classes. Teachers' self-reported beliefs were not sufficient to predict the instructional practices of each lesson due to the complexity of classroom lives. Four of the questionnaire participants were asked to be observed in their own classrooms to see what actions and decisions they made in their settings. As previously mentioned (p. 58), the four teachers composed a balanced sample with the characteristics of population in terms of gender, experience, and education since the significance of results based on the quality of the sample rather than its quantity.

An observation checklist (Appendix B) was designed in 10 March 2016 to take field notes to describe the features of each lesson. The observation procedures took place during the months of March and April 2016. The focus was on matching the classroom instructions, interactions and teachers talk with the themes (deductive and inductive teaching, error correction and use of metalanguage) that generally characterise grammar classes.

The four teachers were selected because of their willingness nature to take part in this research. Although I had trusting relationships with them, it was not available for me to attend and observe their classrooms at any time. The teachers were free to select the appropriate time to access their own classes. At first, I was

in doubt whether to attend any type of English lessons or just to observe grammar sessions. I found it reasonable to avoid attending lessons which aimed specifically at developing vocabulary or pronunciation skills for the sake of limiting the focus of my research to grammar teaching and learning in particular.

Each observation session lasted between 50 and 60 minutes and took place in the participants' classes with their own pupils. I sat at the back of each classroom as a non-participating observer not to disturb the normal routine of the classrooms and to observe clearly what was going on in the natural setting. Each teacher was observed once due to time restriction. The main purpose of the classroom observations was to investigate how grammatical rules were introduced to the learners, and to collect the required data as naturally as possible. Each observed lesson was described by the checklist (Appendix B) and then transcribed in field notes (Appendix F). The information collected from the observation sheets was then confirmed by the teachers after each session. After the classroom observations, the four teachers were asked to schedule a time to be interviewed about the decisions made in their observed classes.

2.4.3 Interview:

Supporting this study with interviews is necessary in this type of research to “throw light on the questionnaire data” (Cherchalli, 1988, p. 65). The interviews in this enquiry (Appendix C) were designed to involve six main questions. During May 2016, the teachers who participated in classroom observations were

invited to attend an interview on an individual basis in order to gain deep insights into how and why they approached grammar in their own classes. Of course, the 4 participants were observed before being interviewed because they had to defend the instructional decisions undertaken in their observed classes.

It was hard to schedule interviews immediately after classrooms observation because the teachers were busy with teaching loads and exam correction. At the end of May 2016, the teachers were free from teaching obligations in the sense that they were able to attend interviews and answer my questions.

The focus in this step was not to discover their opinions but to associate their own beliefs with their own experience in teaching grammar. English was used in the interviews not as an obligatory language but for the ability teachers had to easily identify themselves in this language. The copy shown in Appendix C was used to guide the flow of the conversations. The interviews were conducted individually and lasted less than 50 minutes for each. They occurred in the observed classrooms to easily recall the classroom events. The pupils were no longer present in their classes after having the third term exams. Although, the four teachers were observed using a variety of teaching methods, they were asked the same questions to easily compare between their reactions and to limit the focus of the research on the reasons behind the different decisions they made during teaching. The four teachers were interviewed in the light of observation

data to answer the research questions and to provide extra details on teachers' beliefs and practices with a particular regard to grammar instruction.

I had a close relationship with the school members, but I did not manage to film the teachers or record their voices because I was not given permission from the administration to insert a camera into the classrooms. Female teachers in this region refused recording their voices in any electronic format for cultural and identity reasons. All their responses were recorded on papers as field notes and checked after the meeting. I showed the interviewees the field notes in order to confirm whether the rote data were accurate and ready to be analysed.

Overall, some procedures in this study were conducted intentionally to validate the research methods and to corroborate results. I attempted to design the questions in the interviews to address the research questions. Additionally, the four-selected interviewees had already participated in classroom observations as well as in filling the questionnaires to integrate the quantitative data with the qualitative data in analysis and interpretation.

2.5 Data Analysis

While the 37 completed questionnaires were being collected, the coding of the returned papers began in March 2016. Each completed one was given a serial number from 1 to 37. I managed to download SPSS software (Version 20.0) from the internet then installed it into my desktop computer to analyse statistically the preliminary data obtained from the questionnaires. I did not have

experience with SPSS but I attempted to learn how to exploit it only from watching some videos on Youtube website (www.youtube.com). I uploaded manually all the questionnaires close-ended responses into the software (SPSS) by giving each level of agreement a corresponding number. The teachers' responses to each statement were coded to the subsequent numbers from 1 to 4 (strongly disagree = 1', 'disagree = 2', 'agree =3' and 'strongly agree = 4). After that, I filled the software (SPSS) with all the numerical data emerging from the completed questionnaires in order to be analysed by the software. Novice researchers in applied linguistics and educational research are recommended to use SPSS as it does not need much experience in statistics and programming (Dornyei, 2007). The programme provided a descriptive analysis to answer the research questions statistically. Such analysis helped measure the degree of congruence or divergence between various variables such as beliefs and practices towards grammar instruction. The description of the quantitative data, emerging from the questionnaires, was supported sequentially by the analysis of the qualitative data obtained from classroom observations and individual interviews to increase the quality of the research.

Teachers' responses to open- ended questions were given the serial numbers of the questionnaires (from teacher 1 to teacher 37) to show and make a distinction between questionnaires quotes and interviews quotes. However, the qualitative data emerging from observations and interviews were given 4

participants' pseudonyms (Salima, Zain, Sokor and Djaber) and were analysed thematically.

The data revealed from observations (Appendix F) were compared and contrasted with information obtained from interviews to discuss the relationship between the teachers' beliefs and classroom practices. The interviewees' quotes were used to explain why teachers approached grammar the way they did in their own settings.

All the three tools have dealt with the common themes: value of grammar, method of teaching, use of terminology and error correction because these are the most controversial issues that are constantly debated by practitioners. All the three sources of data are supposed to meet the same objectives of this research. The quantitative data are analysed statistically to inform the qualitative methods in this work. The quantitative and the qualitative data are to be integrated and analysed sequentially to check whether teachers' beliefs reported in questionnaires reflect instructional practices in classrooms. After presenting the results from each questionnaire item, classroom observations, and interviews, findings are supposed to support the questionnaire responses and to answer the research questions from different perspectives.

After the data analysis, the results were discussed in light of the reviewed literature to bridge the gap between research and teachers' theories. The discussion may result in providing recommendations not only for teachers but

for policy makers and curriculum designers to increase the quality of learning and teaching in the country.

2.6 Ethical Considerations

To avoid putting the participants at any risk or harm, the information received from the informants remained confidential. The participants' names were hidden under anonymous words to protect identities. The relationship between participants' real names and pseudonyms is purely arbitrary. Further, they were all free to participate, being observed or interviewed. The teachers were not forced into participation in the sense that one of the participants withdrew from observation and interviews for personal conditions.

Besides, I tried to be as neutral as possible in order not to affect, disturb or spoil the data obtained in this work. Moreover, while conducting this research, providing the right solutions to the problem was not primarily sought at the expense of caring about the information obtained from different instruments (Duff, 2008). The results were acknowledged accurately while analysing the data across the different research stages.

Conclusion

I was interested in investigating the area of grammar pedagogy from teachers' perspectives. The methodology of how this research was conducted was discussed to explain the strategies used for data collection and data analysis. Although I defended the research design, I do not believe that the outcome of the

methodology is perfect in this study due to the sensibility of the issue and the limitations and difficulties I encountered.

The findings will be shown in the next chapter to meet the aims of this research and to answer the research questions. The following two chapters will analyse, interpret, and discuss the findings emerging from the data-collection procedures. It is hoped that the findings will provide the readers with useful insights into the psychological factors (beliefs) that govern teachers' practices in grammar instruction in particular. Practical suggestions will be proposed in order to refine teachers' beliefs and practices, and therefore to improve EFL teaching and learning.

Chapter Three: Data presentation and analysis

Introduction

This chapter is concerned with the data obtained from questionnaires, observations and interviews. It is organised around main sections and subsections which include participants' profiles, teachers' beliefs about learning and teaching grammar, grammar practices in the classrooms, and the impact of some factors on teaching practices. The results obtained from questionnaires, observations and interviews are presented and analysed in this chapter.

3.1 Participants' Profiles

As mentioned earlier (see p. 54), 37 teachers took part in questionnaires filling. The participants in this inquiry included 24 (64.86 %) females and 13 (35.13 %) males. In addition, the participants were asked to mention their academic qualifications. There were 19 teachers with Bachelor degrees, 9 of them graduated from ENS (Ecole Normale Superieure), 5 participants had Masters' degrees in Applied Linguistics and TEFL, and 4 teachers with Masters' degrees in English Literature. Given their different educational background, it was not surprising that these teachers came to school with different views and perceptions to EFL teaching and learning. It was expected as well that the theoretical background in EFL teaching and learning of the teachers varied in nature.

Demographic variables	Categories	Frequency (out of 37)	Percentage
Gender	Female	24	64.86 %
	Male	13	35.13%
Academic Qualification	Bachelor's Degree	19	51.35%
	Master's Degree in Literature	04	10.81%
	Master's Degree in TEFL	05	13.51%
	Teaching Certificate from ENS	09	24.32%
Teaching Experience	1-3 year(s)	12	32.43%
	3-10 years	17	45.94%
	10-25 years	05	13.51%
	More than 25 years	03	8.10%
Professional Training	Yes	31	83.78%
	No	06	16.21%
Total	Total	37	100.00%

Table1: Background information about the participants

With reference to the teaching experience, the participating teachers reported the number of teaching years which ranged from 1 year to more than 25 years in service. From the 37 participants, **12 teachers** reported a range from 1 to 3 year(s), 17 teachers reported 3-10 years, 5 reported 10-25 years and only 2 reported more than 25 years. The findings showed the majority of the participants were young teachers who worked less than 10 years in service with a rate of 78,37 % while

21, 62 % of the total numbers were novice teachers who had less than 3 years of teaching experience.

Moreover, the participants were asked if they were professionally trained. 38,78 % of them reported having received training in terms of education programmes and seminars with inspectors. Only 6 (16.21%) answered that they engaged in no professional training or teacher education in the field. The background information about the questionnaire participants is presented in Table 1 above.

3.2 Questionnaire Results

This section is meant to analyse the results concerning teachers' beliefs regarding grammar teaching and learning emerging from the teachers' responses to the questionnaires.

3.2.1 Beliefs about the Value of Grammar Teaching

The second section of the questionnaire involved 11 statements related to teacher's beliefs regarding grammar teaching in their own classes (Appendix A). The first 3 statements were meant to address specifically teachers' beliefs on the value of grammar in EFL learning.

The results showed that most teachers had a very positive belief about the importance of teaching grammar in secondary schools. The statistical data showed that the teachers had strong beliefs regarding the centrality of grammar with a high arithmetic mean of 3.57 and low standard deviation of 0.69 respectively. The low

value of standard deviation ($SD = 0.69$) indicated that teachers had similar or approximate views close to the average mean (Van Vooren, Casteleyn and Mottart, 2012).

More clearly, 29.7% of teachers agreed and 64.9% strongly agreed on statements 1 and 2 that grammar was important in learning English. In addition, slightly above half of the teachers (56.8%) agreed and 16.2% strongly agreed that better communication requires from the learners to know grammar well (statement 2). Coupled with the fact that the teachers acknowledged the significance of grammar in EFL learning, nearly half of the participants (45.9%) disagreed and 13.5% strongly disagreed with statement 3 that the students can speak fluently without having grammar knowledge. The latter confirmed that the teachers ignored the existing gap between language knowledge and language ability in EFL learning and teaching as suggested by Dash and Dash (2007). Unsurprisingly, many teachers might perceive their role as an information provider rather than a language enabler .

The details of the levels of beliefs concerning the value of grammar is summarised in Table 2. The percentages and numbers of the respondents against each item are shown in the table below.

	Statements	Strongly Disagree Percentage & Number	Disagree Percentage & Number	Agree Percentage & Number	Strongly Agree Percentage & Number
1	In my opinion , grammar is essential to learn English effectively.	2.7% 1	2.7% 1	29.7% 11	64.9% 24
2	I believe that students who know grammar well communicate better.	2.7% 1	24.3% 9	56.8% 21	16.2% 6
3	In my opinion , students can communicate fluently without knowing grammar.	13.5% 5	45.9% 17	37.8% 14	2.7% 1

Table 2: Beliefs about the value of grammar

Based on the previously mentioned, grammar is perceived to be essential in fluency development. It can be recognised that teachers generally give importance to teaching grammar because vocabulary and pronunciation, for example, can be learned in every session, whereas rules can be attained only in form-focused classes. Additionally, grammar presentation is generally supposed to be faster than vocabulary and pronunciation instruction if we consider that the number of rules are fewer than the number of vocabulary words in any language.

3.2.2 Beliefs about Methods of Grammar Teaching

The second part of the questionnaire contained five statements on the teachers' beliefs regarding the methods to teach grammar appropriately (from statement 4 to statement 8). All the five statements were about how the teachers perceived grammar instruction.

According to the survey results, and particularly to the responses to statement 4, it can be seen that almost two thirds of the respondents (62.17 %) disagreed with the statement about teaching grammar using only isolated sentences. This is supported by 59.46% of the participants who agreed to use authentic texts and meaningful contexts to introduce the grammatical features communicatively (statement 5). The comparison between the results from statement 4 and statement 5 is so logical that the two statements refer to two contradictive methods. This result might reveal an existing problem in teaching English as the innovative ideas from the curriculum did not transfer to the beliefs held by a considerable number of teachers. It showed as well that the teachers understood the content of the questionnaire and responded to its items reasonably. It might be interpreted that some teachers believed that teaching grammar at sentence level is sufficient to give the full meaning of the rules and structures.

As far as teaching grammar inductively is concerned, most of the teachers (73% = 40.54% + 35.14%) agreed or strongly agreed with statement 6 that the students should discover the rules by themselves in an inductive way. This trend is supported by the syllabus the teachers ought to follow in the textbooks. Concerning whether or not to present rules at the beginning of the lesson (statement 6), it can be noticed that a relatively balanced division comes into sight that nearly half of the respondents (43.24% + 05.40%) agreed or strongly agreed on the statement. It suggests that presenting rules at the first learning tasks is a controversial issue among the practitioners which calls for an in-depth investigation. The results showed that more than third of the sample resisted curriculum innovations as they

believed that grammar should be taught deductively which might yield unsatisfactory learning outcomes. Believing in teaching grammar explicitly might lead teachers to instruct grammar as a separate skill, and therefore it might have created a gap between teachers' presentation and learners' production that is a problem in EFL teaching.

With reference to statement 8 which proposes to instruct the grammatical features in a direct and explicit manner, nearly two thirds of the practitioners (62.17%) found the explicit grammar teaching more desirable. Although the teachers preferred grammar to be taught through inductive and discovery learning (statement 6), it was unexpected that they believed too that formal instruction should be undertaken explicitly (statement 8). It is of interest to indicate that the teachers preferred the *inductive explicit* instruction which provides the students with the facts and guidance that they could do with to comprehend the grammatical rules (Ellis, 2010). It seems that the teachers believed that they had to motivate their learners to receive information (explicitly) about grammar in a discovery manner (inductively). Table 3 **below** summarises the details concerning teachers' beliefs regarding the methods of grammar teaching.

Overall, the preliminary survey findings showed that the practitioners gave importance to grammar as they held the view that grammar should be introduced communicatively in context, but the perceptions towards the method of teaching the rules were apparently different. The teachers tended to give importance to either form or meaning, two wings for successful communication.

	Statements	Strongly Disagree Percentage & Number	Disagree Percentage & Number	Agree Percentage & Number	Strongly Agree Percentage & Number
4	It is preferred to teach grammar using only isolated sentences, no need to use texts and contexts.	16.21% 06	62.17% 23	18.92% 07	02.70% 01
5	It is better to practise grammar in a full communicative context.	00% 00	13.51% 05	59.47% 22	27.02% 10
6	Students should discover the rules by themselves after doing learning tasks. (Inductively)	02.70% 01	21.62% 08	40.54% 15	35.14% 13
7	Students learn grammar successfully if the rules are presented at the beginning of the lesson. (deductively)	16.22% 06	35.14% 13	43.24% 16	05.40% 02
8	It seems, grammar should be presented explicitly / directly in the classroom.	05.40% 02	29.73% 11	62.17% 23	02.70% 01

Table 3: Teachers' beliefs regarding methods of grammar instruction

3.2.3 Beliefs about Teachers' Roles in Grammar Instruction

The teachers were asked to show their views and attitudes towards whether they had to explain the grammatical rules to their own learners (statement 9) but my main interest was to know whether they had to help them deduce the rules in their linguistic contexts and therefore to enable them to use rules in real life communication. As shown in Table 4 below (p.80), most of the teachers (74.08 % = 52.46% +21.62%) agreed or strongly agreed that the role of the teacher was to explain the rules when teaching grammar. A quarter of them believed that their role was more than rules description and explanation, which implied that they viewed

they had to enable learners to practise the rules in daily communication as the syllabus recommended. I think the phrase ‘explain the rules’ appears to be as an elastic term that we cannot precisely infer to the teachers’ tendency because even the current textbooks explain rules, and some teachers might explain rules but in different manners.

To limit the focus on how the teachers explained the grammatical features, statement 10 and statement 11 were mainly designed to explore their beliefs towards the use of terminology in grammar instruction. The majority of the teachers (86.53% = 56.80% + 29.73%) agreed or strongly agreed that the teacher should use grammar terminology in grammar courses (statement 10). These findings seem to suggest that most of the teachers preferred the use of grammatical terms to explain the linguistic rules. However, feeding learners with explicit linguistic knowledge is not sufficient to develop their ability to communicate effectively (Newmark, 1979; cited in Ur, 1991). The teachers who believed that grammar had to be taught as a subject matter by explaining rules and forms did not appear to distinguish between language knowledge and ability in learners’ language development. They might understand that accuracy could be increased just by giving the learners a great amount of explicit linguistic knowledge, or they believed that learners needed such knowledge to be able to start automatically producing the language without practical tasks and contextual exercises.

Concerning error correction, the teachers differently valued the importance of giving feedback to correct students’ mistakes. It was found that 48.64% of the teachers marked ‘agree’ to statement 11 that they should correct students’ mistakes

directly in oral work, 16.22% strongly agreed with statement 12, at the same time 27.03% disagreed with the statement, and only 08.11% strongly disagreed that the teacher should correct students' spoken grammatical mistakes. The opposing views to the argument might affirm the hot debate among the practitioners over to focus on fluency or accuracy in EFL teaching. The above findings are shown in Table 4 below.

	Statement	Strongly Disagree Percentage & Number	Disagree Percentage & Number	Agree Percentage & Number	Strongly Agree Percentage & Number
9	My primarily role is to explain the new rules to pupils.	02.70% 01	24.32% 09	52.46% 19	21.62% 08
10	In teaching grammar, I should use grammar terms (terminology) such as: 'this is a verb ', 'it is in present perfect', etc.	02.70% 01	10.81% 04	56.80% 21	29.73% 11
11	When pupils having oral work, it is important to correct their spoken grammatical mistakes immediately before jumping to another task.	08.11% 03	27.03% 10	48.64% 18	16.22% 06

Table 4: Beliefs about the role of the teacher in grammar instruction

This section was meant to take a comprehensive and holistic picture of teachers' beliefs in regards to grammar instruction in Biskra secondary schools. Though the complexity of matter, it was interesting to find that the EFL teachers' beliefs were different in nature, and this difference might have something to say in shaping the events of the classrooms. The results showed a type of tension between research

theory and teachers' personal theories regarding grammar teaching. This tension might affect the relationship between belief and practice in the EFL classes.

3.2.4 Grammar practices in the classrooms

The classroom observation data might provide a comprehensible picture of how grammar is practically instructed in Biskra secondary schools.

This section contained five practical questions. The teachers were expected to use frequency adverbs to report their rate of practice and use of grammar based on a five-point numerical scale divided respectively as “ never”, “ rarely”, “ sometimes”, “ often” and “ very often”.

As Table 5 below shows, 45.95% of the teachers reported that they sometimes teach grammar in their classrooms. 43.24 % stated that they often provide formal instruction to their learners. 8.11% answered that they very often teach grammar and only 02.70% said that they rarely teach grammar in their educational settings. The results provided a high rate of grammar practices due to the same prescribed textbooks they had to follow in their careers. Grammar is in the core of the textbooks in the sense that the teachers have to introduce the intended rules that are derived from listening or reading passages.

No	Question	Never Percentage & Number	Rarely Percentage & Number	Sometimes Percentage & Number	Often Percentage & Number	Very Often Percentage & Number
1	How often do you teach grammar in class?	00% 00	02.70% 01	45.95% 17	43.24% 16	08.11% 03
2	Do you follow the instructions of the textbook when teaching grammar?	02.70% 01	21.62% 08	63.17% 23	13.51% 05	00% 00
3	How often do you teach grammar implicitly (indirectly)?	02.70% 01	18.92% 07	32.43% 12	35.14% 13	10.81% 04
4	Do you teach grammar in communicative context (texts, dialogues, speeches...)?	02.70% 01	08.11% 03	35.14% 13	37.84% 14	16.22% 06
5	Do you correct your students' mistakes in oral works immediately?	02.70% 01	29.73% 11	29.73% 11	18.92% 07	18.92% 07

Table 5: Grammar practices in classrooms

The second question of this part intended to reveal the extent to which teachers' grammar teaching is shaped by the instructions of the textbooks. In other words, the study attempted to check whether the sample was obedient to the textbook recommendations when it comes to deal with form-focused instruction. The Algerian EFL textbooks asked teachers to encourage learners to discover the target grammar features in a communicative manner. As the teachers reported in the questionnaire, the majority (76.68% = 13.51% + 63.17%) of them often or sometimes use the textbooks to present rules and linguistic units. Unsurprisingly, the teachers in the first section valued the discovery learning and communicative approach to grammar instruction; it was natural for them to follow the instructions of the textbooks. However, only 24.32% (02.70% + 21.62%) rarely or never follow the instructions of the textbooks. More details are shown in Table 5 above (p.82).

The third and fourth practical questions of the survey sought to investigate whether grammar was taught implicitly in classrooms. It was found that 45.95 % (35.14% + 10.81%) of the sample often or very often teach grammar implicitly. However, only 22.2 % reported that they rarely or never teach grammar indirectly. The results revealed that teachers were more implicit in dealing with formal instruction, with a number of teachers who often avoided the implicit method recommended by the curriculum. Although teachers were provided with the same textbooks, they differed in the way they handled the syllabus. It implies that some teachers tended to resist planning their lessons on the textbooks landmarks. Some teaching techniques were mainly derived from Grammar Translation Method where rules had to be learnt at the beginning of the lesson. The reasons behind adopting such traditional methods in the secondary schools of Biskra are under investigation in this study.

The last question of this part intended to investigate how teachers react against their students' mistakes in oral work. According to the questionnaire results, only 02.70 % of teachers seemed to never give corrective feedback to learners. Similarly, 18.92 % of teachers responded that they corrected students' errors very often, at the same time 29.73 % of the samples rarely corrected students' mistakes in oral work, and 29.73 % of them reported that they sometimes did. The variety of reactions to the question confirmed the flexibility of the inquiry which requires more clarification.

3.2.5 Correlation between Beliefs and Practices

Correlations were required in this study to shed light on the relationships among teachers' responses to different items to establish the link between teachers' beliefs and classroom practices regarding the pedagogy of grammar. The findings would confirm or disconfirm the power of the beliefs in teaching and learning outcomes, and therefore answer the third research question.

RQ3: To what extent do grammar instructions and practices correspond with the teachers' beliefs?

The survey was designed mainly to investigate the nature of the relevance between beliefs and practices concerning grammar instruction. To compare between the two main variables, Pearson 'r' was calculated using SPSS.20 in order to evaluate statistically the strength of correlation between beliefs and practices within the participants. If the r is positive the correlation is positive too, the bigger the value than 0 the strong correlation it is.

Statement 4 of the questionnaire asked the teachers to what extent they agreed on the issue that grammar should be introduced in isolated sentences, whereas question 4 asked them to rate their frequency use of communicative contexts to present grammar features. It was calculated in this case, that Pearson coefficient $r = - 0.224$ with a negative value which means that there is a logically negative relationship between the two variables indicated by statement 4 and question 4 respectively. This may imply that the belief held by teachers that grammar should be taught in a

contextualised manner is consistent with the practice of grammar in communicative contexts.

Statement 6 asked the participants about their degree of agreement on the issue that students should discover the rules by themselves which was clearly recommended by the method followed in their textbooks, and question 2 asked them about the frequency of the use of the textbooks. In this case, Pearson $r = 0.319$ indicated that there was a statistically significant positive relationship between the belief and the correspondent practice.

Similarly, statement 7 asked the participants about their agreement on the issue that the grammatical features should be presented deductively at the beginning of the lesson, and question 3 asked them how often they taught grammar implicitly in their classrooms. The two statements were logically contradictory. Consequently, there is a statistically significant negative relationship between the two variables since Pearson correlation is $r = - 0.392$ (a negative value). The nature of the relationship between the belief and practice in this aspect is negative owing to the logically negative relationship between the two statements. This confirmed as well the relationship between belief and practice.

Statement 11 asked the informants to indicate whether they believed that teachers should correct students' mistakes immediately in oral work whereas question 5 asked them about the frequency of correcting learners' mistakes in their work. It was found that there was a statistically significant positive correlation between belief and practice with a rate indicated with $r = 0.379$. The consistency

between belief and practice indicated that the teachers were under the influence of their own beliefs. The correlations between the statements (about beliefs) and the questions (about practices) may validate the research tools and homogenise the results of this study. Table 6 summarises the findings concerning the relationship between the stated beliefs and the corresponding practice as they were scored statistically by SPSS.

Correlations	Pearson coefficients : r	Correlation
Belief 1 * Practice1 (Statement 4 * question 4)	r = - 0.224	Negative
Belief 2* Practice 2 (Statement 6 * Question 2)	r = 0.319	Positive
Belief 3 * Practice 3 (Statement 7 * Question 3)	r = - 0.392	Negative
Belief 4 * Practice 4 (Statement 11* question 5)	r = 0.379	Positive

Table 6: Correlations between teacher' beliefs and practices in grammar instruction

3.2.6 The Tensions between Teachers' Beliefs and Practices

To explore the tensions between beliefs and practices regarding grammar teaching, three open-ended questions were involved in the questionnaire (Appendix A).

- a- Do your own beliefs and views influence your classroom teaching and practices? (Please explain!)

- b- Imagine you were asked by a novice teacher or any colleague about the best way to teach grammar, how would you advise him or her to teach the grammatical rules in classroom?
- c- Add any other factors that affect your way of teaching grammar? (please specify)

3.2.6.1 The Effect of Teachers' Beliefs

Out of the total number of the questionnaire participants, 27 (73%) of them wrote their different reactions towards the first open-ended question in their own words. Even though it was yes or no question, it was problematic for teachers to answer the question since the analysis of the responses showed that teachers did not have the same reply, or the question itself has no one clear cut answer. Different views emerged from the survey open-ended question on the effect of their beliefs on instructional practices.

The majority of teachers (74%) who responded to the first open-ended question confirmed the important role beliefs play in teaching; however they assured in their own words that the impact of their own beliefs was really partial. For example, teacher 37 clarified the sources and effect of her beliefs when she stated:

According to my previous experience in learning when I was a student, and my experience in teaching, I see that my own beliefs and views somehow affect my teaching techniques , because here in Algeria we are supposed to be 2nd language learners and we can't study rules of grammar implicitly (Teacher 37).

The teacher seems to suggest that learning and teaching experiences were the main sources of her own beliefs that might affect her own way of instruction. Additionally, Teacher 31 cleared out that she sometimes imagines herself to be a

pupil and tries to teach or explain the same way as she was learning when she was a secondary school learner.

Interestingly, words such as “sometimes”, “somehow” and “to some extent”, had driven the researcher’s attention to the level of the impact of beliefs, which appeared to be not strong or perfect. In other words, the response of Teacher 2 helped us understand the relativity of the effect beliefs had on his teaching trend as he answered: “ Yes, they (beliefs) do influence them (practices), but sometimes it depends on the sort of pupils you have”(Teacher 2). In this case, the teacher confirmed the influence of beliefs and proposed that the effect might be diminished by some external factors such as the nature of the learners teachers deal with in their education settings.

The positive views stated by the majority of the participants proved the significant role teachers’ beliefs played in making decisions in classrooms. The findings confirmed the quantitative results attained from attempting to measure the correlation between teachers’ beliefs and practices regarding formal instruction. The effect of the psychological dimensions on the behavioural aspects might be subject to the ebb and flow of different external factors.

On the other hand, there were 7 teachers who answered negatively towards the first open-ended question of the questionnaire. They responded that their beliefs had no significant effect on teaching and practice. This critical attitude tempted me to investigate the reasons behind the divergence between beliefs and practices.

Among the reasons that made some teachers deny any effect of their beliefs on teaching, Teacher 12 replied, “I don’t think so because I usually respect the national curriculum and the inspector’s instructions”. In this respect, it was obvious that some teachers resisted their personal beliefs because they had to follow the program and the instructions proposed by the ministry as Teacher 5 claimed clearly, “there is a programme that must be followed!”.

Besides, Teacher 13, Teacher 15 and Teacher 16 confessed that they selected what might help their pupils’ needs instead of following the instructions of the textbooks. This stand evokes the idea that nature of the students or their educational situations may effectively influence teachers’ decisions and classroom events.

3.2.6.2 Grammar Teaching Methods

The second question addressed teachers’ beliefs about the best method to teach grammar appropriately. The answer of this qualitative question may offer interesting information that would partially fit the first and second research questions of this work. The significance of this research was to benefit from the experiences of teachers in dealing with formal instruction.

Only 4 teachers did not answer the second open-ended question giving the reason that they were still novice teachers who had not the sufficient experience to give their opinions about the best methodology to teach grammar. The 33 respondents provided a mixture of answers to the question which indicated that they believed in different methods to teach grammar.

A considerable number of teachers (20) believed that teaching grammar in real-life communicative context was the best way to instruct grammar. Additionally, the majority (28) preferred to allow the learners to discover the rules by themselves. Pieces of advice emerged from analysing the teachers' reports in the questionnaires are summarised below:

- a-** Teach grammar in a real and communicative context (Teacher 8, Teacher 30)
- b-** It is better to teach grammar implicitly in context (Teacher 25)
- c-** Vary techniques, strategies, and methods (using games) and avoid making pupils bored of some grammar notions (Teacher 4)
- d-** Let the students discover the grammatical rules by their own (Teacher 5)

As noted in the questionnaire, an experienced teacher of 25 years in teaching service, summed the rationale behind contextualisation of grammar in EFL instruction as he stated,

If I were asked so, I'd say that I prefer to teach grammar in context rather than in isolation. Teaching grammar in context can strengthen other skills, like speaking and listening... (Teacher 9).

On the contrary, over than 10 teachers appeared to prefer the mixture between the explicit and implicit methods of teaching grammar. The rationale behind this preference might be deduced from their reactions to the second open-ended question.

Learning grammar can be taught directly to improve students understanding of grammar rules ... (Teacher 32).

If your students weren't able to fully understand, explain the rules directly. Do what is best for you... (Teacher 31).

The careful reader of the two above quotations may deduce a significant key word that was the main rationale behind the shift between teaching explicitly or implicitly. Both of the teachers mentioned the student's level of understanding as their reasonable motivation for selecting the appropriate method which fit them. Therefore, Teacher 33 advised to diagnose the students' level before starting to present any lesson.

Not so far from the explicit method, there was only one teacher from the sample who opposed strongly the method of teaching grammar in context. The teacher was in doubt in the way that rules should be taught in communicative contexts. Perhaps her own words are strong enough to show her own belief. "We are obliged to rely on CBA, but it is not fruitful and the old way of giving examples is the most appropriate" (Teacher 14). The last quotation may give evidence of the teacher' resistance to reforms and innovations in EFL teaching or justify the existing tension between her beliefs and practice. It may as well hint at the gap between research theories and teachers' personal theories.

3.2.6.3 Sources of Tensions between Beliefs and Practices

To explore the factors that influence teachers' decisions in formal instruction, the third open-ended question was constructed at the end of the questionnaire in order to extract the reasons behind the incongruence between teachers' beliefs and practices.

Of the total number of the participants, 21 teachers replied to the last open-ended question of the survey. As a result, there was almost consensus among

the participating teachers that the students' background, level, styles, and needs were responsible for shaping or changing the grammar teaching techniques and practices. To illustrate the point, Teacher 33 summarised, "there are many factors that affect my way of teaching, but day by day I realise that each class/student' level affects 90% of my way".

Apart from the experience and curriculum factors, the student's situation plays a crucial factor in designing the lesson plan in general and in grammar class in particular. If the pupils have not the ability to extract the target grammar notions out of the context, many teachers resort to present the rules directly without integrating other language skills and competences. In this case, teachers find presenting rules without context easier and less time consuming.

3.2.7 The Impact of Some Factors on Teaching Practices

Although it was clearly found that there was significant correlation between beliefs and practices, the relationship was not strong or perfect owing to the interference of some contextual factors (limited time, professional training, syllabus, and teaching experience) that might have influenced teaching practices. Therefore, the last part of the third section of the questionnaire was meant to make a comparison between the factors that had an effect on teachers' decisions in their own classrooms (Appendix A, Section Three). The arithmetic means were calculated by SPSS to determine the level of strength of each factor that shaped the events in the classrooms.

Among the five suggested factors (beliefs, time, training, syllabus and experience) proposed in the questionnaire (Appendix A). The findings in Table 7 below show that the experience factor (Factor 5) was the most relatively powerful factor that affected teachers' making decisions with a highest mean (mean = 2.77) and lowest standard deviation (SD = 0.63) that is to say that the majority of the teachers believed that teaching experience had a strong effect on their classroom practices, and the lowest standard deviation indicated that the majority of views held by the teachers were close to the mean score. In short, the teachers held approximately similar beliefs on the effectiveness of the experience factor. This confirmed the assumption that the teachers tended to interpret EFL teaching through the lenses of their own experience in the field.

The syllabus factor (Factor 4) had a considerable effect on teachers' decisions in their educational contexts. It was found that about 42.9 % of the group held the view that the national curriculum and textbooks were sources of influence on the classroom events; while 40 % confirmed the existing effect of this factor on their classroom decisions.

Teachers' beliefs (Factor1) ranked the third powerful factor that might directly influence the teaching method undertaken by instructors.

Interestingly, the time and training factors were found statistically to have little influence on teacher's decisions. This would not rule out the significance of these factors, nonetheless the effect of time and training might vary from one teacher to another , and this fact was proved by the high standard deviations (0.99 and 1.01)

the two factors gained in data analysis respectively. Generally, the teachers were not strongly affected by the type of training they had. The detailed findings concerning the five factors are summarised in Table 7.

	Factor 1 (Beliefs)	Factor 2 (Time)	Factor 3 (Training)	Factor 4 (Syllabus)	Factor 5 (Experience)
The Mean	02.1471	02.0556	02.0278	02.2000	02.7778
Standard Deviation	0.82139	1.01262	0.99960	0.86772	0.63746

Table 7: The effective factors that influence teachers' making decisions in classrooms

The teacher participants showed the effect of some factors on classroom instructions. The list of these factors might not be considered exclusive since some other variables might be derived from teachers' responses to open-ended questions. It was hoped that the findings from the different research tools helped the reader gain a comprehensible image of what shapes classroom, and what might influence EFL learners' achievement.

3.3 Classroom Observation and Interview Results

After observing four grammar sessions which lasted around one hour each, it was found that some teachers (Sokor and Djaber) spent much time to introduce rules and forms in their classes in the sense that any learner could feel that they

were learning grammar and no more than grammar (Appendix F). Sokor and Djaber did their best to provide their learners with much information about how reporting speech using their own methods to present rules and forms. But both teachers were not observed integrating listening or reading skills in teaching the rules in their own classes. To explore the matter further, the observed teachers were interviewed and asked how much grammar was important to their own learners (Appendix C). Sokor, for example, answered clearly that:

Grammar is very **important** because it is the basis of the language. We cannot teach or learn any language without grammar. Learners like to study grammar because they know it is **essential**.

It seems that Sokor is theoretically inspired by the curriculum which states that grammar is in the core of the syllabus, but the teacher (Sokor) was not practically affected by the method proposed by the current textbooks. On the other hand, Salima reported, “ we must give it (grammar) its real value” for its significance and importance but she did not provide an explicit lesson as Sokor did.

It was obvious from the teachers’ views that grammar seemed to enjoy a prominent place in secondary school classes, but the connection of these perceptions with the views towards the methods undertaken in classrooms could not simply be predicted by only determining the degree of importance of grammar in teachers’ beliefs. Although the majority of the teachers valued grammar instruction, they were in doubt of how grammatical features should be transferred to their learners.

It should be reiterated that four sessions were observed to see if the instructional practices undertaken by the four teachers (Djaber , Zain, Salima and Sokor) were affected by their stated beliefs regarding grammar teaching and learning. Each teacher was observed in one session which lasted one hour. During these four sessions, Zain and Salima were observed leading their students to discover rules by themselves from full communicative texts, while Djaber and Sokor exploited isolated sentences to either explain rules or give them as examples to illustrate the function of some grammatical features (Appendix F). When interviewed, the four teachers reported that they teach grammar explicitly and implicitly according to the classroom circumstances. Additionally, most of the respondents claimed that they teach grammar in contextualised manner where the learners attempt to deduce the rules by themselves and to be aware of their functions in their contexts.

Moreover, the observed teachers did not ask their learners at the end of the lesson to integrate the target rules in problem solving tasks to meet the real objectives of the lesson. One might even think that certain constraints made teachers hold different beliefs about grammar instruction. The classroom practices would vary as a result.

It seemed that the curriculum had inspired the teachers to give importance to both form and meaning when teaching English to EFL learners. The variety in teachers' tendency towards fluency or accuracy was apparently reflected by their perceptions towards grammar instruction. Grammar was perceived to be approached differently as teachers' perceptions towards their roles to instruct grammar were supposed to be different too.

In classroom observations, the four teachers used metalanguage to explain the rules in their classrooms. The emphasis on the use of the grammatical terms varied from one teacher to another, but spoiling the communicative aspect of the lesson by introducing too much terminology was like beating the air. Similarly, the teachers tended to correct their learners' errors in oral or written tasks to drive learners' attention to the goal of the lesson. It could also be interpreted that they hold that their role was to correct mistakes in interaction in hope to increase the accuracy in learners' language production and therefore gain good marks in writing tests.

During classroom observation conducted in this study, two teachers, Zain and Salima, followed strictly the instructions of the textbook when they presented some grammatical features such as passive and comparative functions, whereas the other two teachers (Djaber and Sokor) provided types of lessons (Appendix F) with instructions that did not exist in the textbooks. More clearly, Djaber presented a lesson of how to report speech by providing a list of isolated sentences, and then he asked pupils to try to change each direct speech into indirect speech. Of course, he allowed the pupils to discover the rules by themselves but the statements were de-contextualised and the instructional practices were rather mechanical. Conversely, Sokor introduced her lesson of reporting speech by a communicative manner at first and she ended up her lesson with mechanical procedures. Although Djaber had a teaching experience of 32 years and Sokor was a very novice teacher, the two observed teachers used isolated sentences to instruct grammar in their own classes. Therefore, these two teachers were interviewed to give reasons for isolating

grammar from its context as well as driving their lessons against the textbook recommended method.

Though she was not following the textbook instructions, Sokor tried first to create a friendly atmosphere by presenting some dialogues and discourses to introduce the lesson communicatively.

Sokor was asked to explain her rationale behind the use of the communicative context at the beginning of her observed lesson, she stated:

I am absolutely not with those who teach grammar without context, because that doesn't give us the aim that we work for. Students need to understand what their teachers mean by giving such rules and examples to practise well the grammar material that we teach or inform them.

Apparently, Sokor believed that it was useless to present rules without context since the objective was not to know rules but to use them in communicative situations. However, when she felt that the pupils took a general overview of the lesson, she spent the last half of the session listing mechanically the grammatical rules with illustrative sentences of how to report speech in different tenses, then she asked them to copy and memorise the rules written on the board for future use (Appendix F). The teacher was asked again to check if she really considered the isolated sentences as the context where the grammatical features could be deduced, Sokor replied:

I think we mean by context here is explaining the grammar rules by examples that we give to learners. If that is the meaning....students need **examples** to explain rules.... Thus, we select easy **examples** and through them we explain our lessons and we get our aims.

From the above two quotations, Sokor believed that the context referred to the isolated sentences and examples used to illustrate a particular form. Her perceptions of the language context might reflect her method of instruction. In her session, she was observed using a list of isolated sentences to exemplify how the forms change in reporting speech. In short, her beliefs regarding the linguistic context reflected her instructional practices in grammar classroom.

Practically, the observed teachers used different types of feedback. Djaber, for example, asked his learners to join groups in order to negotiate how to turn active sentences to passive ones. The learners were discussing how to change the forms and structures of these isolated sentences. The teacher, then, read the group works and corrected them individually. On the other hand, Sokor asked her learners to complete the table of reporting speeches. She wrote on the board the correct forms to provide her learners with the corrective feedback. It seemed that the type of the task shaped the manner of dealing with learners' errors in classroom interaction or production.

Based on the observation results, two of the observed teachers taught grammar explicitly (Sokor and Djaber), whereas the two other teachers instructed the rules implicitly (Salima and Zain). In most cases, there was much emphasis on accuracy at the expense of fluency. Zain and Salima provided the learners with texts about 'Solar System' and 'Renewable Energy' to pick out the rules in a discovery manner but without linking these rules with communicative functions. Although both of these textbook issues were interesting to read, the passages were so long and they needed short lists of synonyms or a glossary of difficult words (Cherchalli, 1988) to

promote learners' understanding such texts. Perhaps, the fear from imposing such long texts to weak learners might give certain permission to teachers to avoid teaching grammar from such linguistic contexts but that might not justify the manner of instructing grammar in non-communicative method. Overall, the observation data showed aspects of the reality of grammar instruction and added extra information to the nature of the relevance between beliefs and practice.

The results showed that teachers in Biskra instructed grammar differently as some of them tended to resist change and innovation in the present curriculum, they introduced grammar mechanically, deductively and at sentence level (without fully meaningful context). Possibly, the reason behind this was the teachers' orientations towards the EFL learning in the teaching context. What follows might explore the connection of teachers' beliefs with instructional practices with particular regard to grammar instruction in the secondary schools of Biskra.

Although the statistics point to an existing relationship between teachers' beliefs and practices, it also confirms that the relationship is not strong for the complexity of the issue. The observation and interview data confirm as well a type of relationship between beliefs and practices in EFL classes. Zain and Salima, for instance, were observed teaching grammar inductively from language contexts as they stated in his interview that transmitting formal knowledge to pupils had to be in a discovery manner as the curriculum advocated.

However, in some cases the observed teachers opposed their self-reported beliefs which revealed incongruence between teachers' ideal beliefs and their

realistic practices. For example, Djaber who was a very experienced teacher believed that grammar must be taught in its context, where the students learn the grammatical rules communicatively. In his classroom, Djaber was being observed introducing a list of isolated sentences to instruct a reported speech lesson (Appendix F). This confirmed an existing tension between his reported beliefs and practical actions in his own classroom.

Conclusion

The findings emerging from the study provided insights into teachers' beliefs and practices regarding grammar instruction. The questionnaire reached 37 EFL teachers who were working in 17 secondary schools of Biskra. Out of the total number, four teachers were selected to be observed and interviewed. The mixed data emerging from the three stages (questionnaires, classroom observations and interviews) **seem to provide insights** to answer the research questions.

The findings showed that the teachers highly valued grammar as they valued learners' development of communicative skills. The large part of the participating teachers held positive views towards teaching grammar inductively and communicatively as they reported that they had to present grammar communicatively according to the instructions of the textbooks. However, the teachers were in doubt of whether to teach grammar explicitly or implicitly. The quantitative data emerging from the descriptive statistics revealed a type of relationship between what beliefs were held and what participants reported they had done in their classes but this conclusion was so superficial that it did not

provide a clear explanation to the interplay between the beliefs and practices in such setting.

Open-ended questions, classroom observations and interviews appeared to have brought the main qualitative data to deeply explain and thoroughly highlight the complex association between what teachers believe and do in grammar pedagogy. The classrooms observations, in this study, showed that teachers instructed grammar deductively (e.g. Sokor) using isolated sentences (eg. Djaber) due to their interpretation of EFL learning and the context itself. The open-ended questionnaire results confirmed that teachers' practices were affected by other forces rather than beliefs. Learners' proficiency level and exam demands were among the contextual factors that made teaching English communicatively elusive. I was satisfied in a way that it was a valuable opportunity to access classrooms and observe teachers to find out some hidden variables which were responsible for increasing or decreasing the level of EFL learning and teaching achievement. Chapter Four will, therefore, discuss the research findings **with the hope of obtaining** a comprehensible picture of the reasons behind teachers' resistance to teaching grammar communicatively as the innovative curriculum intended.

Chapter Four:

Discussion and Interpretation of the Findings

Introduction

This study intended to explore how teachers perceived grammar instruction. The aim was to establish the link between teachers' beliefs and classroom practices. To meet the research objectives, a mixed- methods design was adopted to explore teachers' views regarding the instruction of grammar in Biskra high schools. This chapter presents a discussion of the findings of this study in relation to the previous research. It also highlights the contributions and the limitations of this study. Some suggestions for stakeholders (teachers and policy-makers) with specific reference to grammar pedagogy are proposed in this part.

4.1 Research Question One

RQ1: How do English teachers in Biskra perceive grammar teaching and learning in the classroom?

4.1.1 The Importance of Grammar

While numerous studies defined the term 'grammar' linguistically (see Chapter One, pp. 28-29), this research intended to explore teachers' conceptions of grammar to **gain** a better understanding of their instructional practices. Although the teachers expressed different terms and metaphors such as 'the basis' and 'the heart' of language to define grammar, they articulated

approximate words to describe the meaning of formal knowledge. For example, one of the interviewees, Salima, reported:

In my opinion, grammar is the **basis** of any language. For that, we must give it its real **value**. Also, the learners prefer to study grammar more than the other lessons, they know that it is so **essential** and they focus on it a lot.

Concerning the importance of grammar, the secondary school teachers in this study shared similar beliefs with teachers in some different parts of the world. For instance, Barnards and Scampton (2008, p.66) found that “most of New Zealand teachers surveyed believed that grammar plays a central role in language” as 71.9 % of them believed that grammar might be considered **to be** the backbone of the linguistic competence. Van Vooren, Casteleyn and Mottart’s (2012, p.644) findings showed that most of the teachers approached in Belgium believed that grammar could be perceived as “one of the building blocks of a language”. In Poland, Wach (2013, p. 305) found that both EFL teachers and learners surveyed generally disagreed that “knowledge of grammar is not important in learning”. Additionally, Jafari, Shokrpour and Guetterman (2015) reported that the teachers in Iranian high schools held the view that grammar was valuable in EFL teaching. All these studies were conducted in different contexts where the majority of participating teachers believed that grammar was significant in language pedagogy.

Similarly, the results of this study revealed that the majority of the teachers (94.6%) exhibited positive views about the value of grammar in EFL teaching and learning, believing that grammar plays a key role in learning English

productively and communicatively. this study seems to confirm the previous studies that the teachers held the view that grammar is important (e.g. Barnards and Scampton, 2008; Van Vooren, Casteleyn and Mottart, 2012; Wach, 2013; Jafari, Shokrpour and Guetterman, 2015). The **semi-consensus among researchers** on the importance of grammar might derive from the prevailing idea of Chomsky's Universal Grammar that all languages are based on the same principles (Van Vooren, Casteleyn and Mottart, 2012), and having a good command of any language requires the mastery of grammar rules.

However, the findings tend to be in disagreement with Krashen's (1982) supposition that learning grammar is unimportant in EFL teaching and learning. The rejection of this view does not imply that our teachers believe that the grammar is sufficient but it is required to be taught adequately to enable learners to use the language effectively.

In investigating the sources of teachers' beliefs regarding the importance of grammar, it seems reasonable to claim that the teachers value grammar because they are partially inspired by the national curriculum (pp. 97-98) which mandates for teaching grammar after each reading passages in the current textbooks. As a matter of fact, Algerian secondary school textbooks give much importance to grammar learning and teaching. As stated in New Prospects (third- year textbook):

We also regard the mastery of grammar as the **cornerstone** of a good command of

English. This is the reason why we have deliberately foregrounded it in this book. This being said, we haven't made of it an end in itself, but **a means to an end** particularly through a constant 'translation' of grammar rules into language functions, thus ensuring the learners' competencies (p. 9).

The importance given to grammar seemed to be perceived by certain teachers as implying that their role was to teach rules explicitly and traditionally, and therefore they tended to adopt mechanical methods in grammar teaching and practices (see pp. 106-107). In this regard, Savignon (2001, p.7) proposes that "grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experience". Having this in mind, the teachers are recommended to attend training programmes that might readjust their beliefs regarding the significance of teaching grammar meaningfully to develop learners' ability to use the language communicatively rather than to study grammar as an end in itself.

4.1.2. Methods of Grammar Teaching

The method of teaching grammar appropriately has long been a controversial issue in research. Concerning the communicative context in formal instruction, Oxford (1990, p.8) proposed that the "development of communicative competence requires realistic interaction among learners using meaningful, contextualized language". According to Borg's (2001) findings, all the teachers interviewed held positive views regarding grammar instruction in communicative context. Phipps and Borg (2009) showed that most of the teachers questioned in Turkey believed in the value of context-based grammar instruction while some of the participants believed also that their learners found

difficulties in discovering rules out of the given language context. Wash (2013) found that almost all Polish teachers and teacher trainees surveyed strongly agreed that the communicative context was important in teaching grammar effectively.

Similarly, the findings tended to support the previous studies (e.g. Borg, 2001; Phipps and Borg, 2009 and Wash, 2013) in which most teachers gave importance to the communicative context in formal instruction. More specifically, the majority (78 %) of the teachers surveyed in this study believed that grammatical rules should be taught in a communicatively, contextualised manner. Put another way, the use of de-contextualised sentences in the formal instruction was not the preference of the majority of the respondents of the questionnaires. Additionally, the interviewed teachers in this research highly valued the context out of which learners could deduce the grammatical rules. The **participating** teachers generally supported the use of the communicative context for the benefit it had for learners to learn grammar properly.

The findings in this study seem in line with Barnards and Scampton's (2008) conclusion that students learnt grammatical points effectively if they were integrated in **meaningful** texts. Savignon (2001) warned teachers against perceiving the explicit attention to form as limited to sentence-level morphosyntactical features, they were rather advised to involve "broader features of discourse, sociolinguistic rules of appropriateness and communication strategies" (p. 7).

Nonetheless, there was evidence in this study that certain teachers instructed rules in isolated sentences (e.g. Sokor and Djaber) believing that grammar ought to be instructed in contextualised manner. This indicated that some teachers, in this study, believed also that grammar might be taught without a completely, meaningful context. The teachers' decisions to instruct grammar in de-contextualised sentences might be due to the **effect of the contextual features on teachers' beliefs and practices.**

Supporters of teaching de-contextualised grammar gave some justifications. For example, Van Vooren, Casteleyn and Mottart (2012) noted that the teachers seemed to prefer the traditional methods since the communicative approach was not entirely suitable for the levels of students. Moreover, Uysal and Bardakci (2014) stated that 88 % of the surveyed teachers believed in the necessity of mechanical drills because their learners found it hard to work out the rules by themselves without analysing and understanding the rules consciously. The majority of the teachers in Uysal and Bardakci's (2014) study resisted innovations in grammar pedagogy due to "time constraints, crowded classes, low students' motivation, noise and classroom management problems, cultural and L1 related problems, and their lack of special training in teaching English to young learners" (p.10).

Overall, the majority (78 %) of the participants in our sample held the view that grammar should be taught in communicative context (e.g. Borg, 2001; Phipps and Borg, 2009 and Wash, 2013). However, few teachers in this study seemed to be in agreement with the participants **who preferred to teach grammar**

mechanically to fit the levels of the pupils and help them pass exams (as in Van Vooren, Casteleyn and Mottart, 2012; Uysal and Bardakci, 2014). This denoted that the consensus in research on the importance of communicative context was still not reached since the participants held different views towards the methods of grammar instruction. The contrasting beliefs held by the teachers might be due the nature of each context.

Regarding whether grammar should be approached explicitly or implicitly, a considerable number of teachers surveyed in this study preferred the explicit method. Nearly 64 % of the questionnaire respondents believed in teaching grammar explicitly which provided evidence that the participating teachers were uncertain about teaching grammar implicitly. This was supported by Barnard and Scampton's (2008) study which showed that the majority (71.9 %) of the teachers surveyed in New Zealand believed in presenting grammar points explicitly so as not to leave their pupils feel insecure. Moreover, Van Vooren, Casteleyn and Mottart's (2012) reported that 6 out of 8 teachers preferred the traditional approach to teaching grammar due to time limitation. Wach (2013) found that nearly half of the teachers were in favour of teaching grammar explicitly due to the fact they felt that they had to teach something tangible to meet learners' needs and expectations.

Regarding the issue over teaching grammar explicitly or implicitly, the results of this study revealed parallel findings with those studies in which teachers split into two divergent groups (as in Borg, 2001; Wash, 2013) with

noticeable tendency to the explicit manner (as in Barnard and Scampton, 2008). The findings reflected the nature of teachers' beliefs about the appeal to teach grammar explicitly (Borg, 2001), and confirmed as well that the controversy over this particular issue was perhaps due to the fact that the EFL teachers might hold contradictory beliefs (theoretical and practical beliefs) concerning the issue.

In fact, Algerian textbooks encourage teachers to instruct grammar inductively and in context but in an explicit manner where metalanguage is often used and conscious-raising tasks are proposed in lessons and exercises. The matter is not contradictory at all since Ellis (2010) describes the inductive explicit instruction of grammar as an eclectic method that most of the teachers prefer to use in their classes. He claims:

Inductive explicit instruction provides learners with the data and guidance that they need to derive their own understanding of the grammatical feature. It entails the use of what I have called 'consciousness-raising tasks'. It can also take the form of practice exercises designed to develop learners' awareness of how a grammatical structure works (p. 5).

The current textbooks involve students with activities aimed at discovering the target grammar features from their contexts, and to negotiate explicitly the functions of some rules. As mentioned earlier (p.103), most teachers' practices now are inspired by the content of the textbooks as they are considered as the most significant sources for Algerian secondary school teachers.

The issue of whether to teach grammar deductively or inductively was one of the questions addressed to the interviewees for a better understanding of the variety in grammar instruction. Sokor, for instance, was among the interviewees who was observed in her classroom mixing inductive and deductive instructions within the same lesson. She explained:

Yes you are right, I taught grammar rules directly and indirectly since in the class we had different levels of students. So, we needed to change our ways according to their ability of understanding.

The teacher appeared to lack confidence in adopting a single method of grammar instruction. She used discovery tasks in the beginning of her lesson only to motivate her learners and to drive their attention. She might believe that teaching grammar implicitly was not appropriate for her weak learners. The absence of a well-defined approach to instructing grammar to multi-level classrooms allowed some teachers to use the eclectic method to try to meet all learners' needs and expectations.

Furthermore, most teachers (74%) held the view that their role was to explain the rules to their own learners. They (86.53 %) expressed the desire to use grammar terminology to explain the grammatical features the learners might encounter in grammar lessons. This conclusion was supported by the work of Barnards and Scampton (2008) who stated that teachers in New Zealand believed that grammatical terminology was useful. However, this contradicts the results obtained by Wach (2013) that both trainees and in-service teachers disagreed with the use of grammar terminology. The variation in responses among these populations might indicate that the teachers' beliefs about the use

of terminology are context- dependent since they come to schools with different perceptions and values towards EFL teaching and grammar pedagogy.

In our context, most of the participating teachers could not imagine how formal knowledge could be taught without the use of grammar terminology. They might consider it as a means to an end, rather than to be an end in itself. Certain teachers generally resorted to grammar terminology in order to save time and efforts and to successfully convey the message of the lessons. Zain did not differ from the other interviewees. He clarified:

Frankly, I don't know how to teach grammar without using terms such as verb, noun, and adjective.... I know it is not the goal of teaching but they just help us explain to our students the lessons. It is very hard for me to teach grammar without terminology.

From the previous lines, the beliefs obtained from the teachers are different as they belong to various theoretical backgrounds. This might indicate that a number of teachers have imprecise perceptions of grammar instruction.

While some researchers recommend that policy makers have to invite the teachers to attend practical training in CLT to improve classroom practices (e.g. Borg, 2009; Van Vooren, Casteleyn and Mottart, 2012; Uysal and Bardakci, 2014), this study calls for professional **training** programmes that might drive teachers' attention to the effect of beliefs on their decisions. The professional training is supposed to bridge a potential gap between research's theory and teachers' personal theories. It is recommended that the beliefs held by the teachers are to be explored and re-adjusted in an adequate professional training

to promote consistency between teachers' perceptions and innovative ideas in teaching grammar in EFL classes.

4.1 Research Question Two

RQ2: How do teachers in Biskra approach grammar teaching in their classrooms?

4.2.1 Grammar Practices in Classrooms

Different practices were shown by self-reported frequency use in the questionnaires (Table 5, p. 82) and by the observations procedures (Appendix F, pp.163-171). The questionnaire results revealed that the majority of teachers 97.3 % (8.11% + 43.24% + 45.95%) instructed grammar frequently in their own classrooms possibly because 94.6% (29.7% + 64.9%) gave importance to grammar in English teaching and learning (Table 2, p.73).

More than 77 % stated that they followed the instructions of the textbooks which gave a considerable amount of space to present grammar rules and language forms in each unit. It was observed that grammar took plenty of time in the observed classes in the sense that the teachers had to cover all the grammatical features proposed in the textbooks. Of course, the teachers in Algerian secondary schools are not free to teach English in any way and they have to follow the curriculum recommendations. This does not imply that teachers are asked to follow the textbooks blindly but to adopt it as a means to an end. For justification, the former inspector (Abdelmadjid Grabsi) emailed the teachers in the region of Biskra concerning this issue. He informed:

...teachers are supposed to exploit the textbooks as a means (like any other resources) to teach the syllabus. They should **not** follow the textbooks blindly. In other words, these plans will certainly lead you all to select from these textbooks what best help you execute the syllabus. More importantly, and for effective teaching, you need to take into consideration the class reality, i.e. taking learners from where they are (From an email). 13 Oct. 2017.

English as a subject matter is compulsory in Algerian secondary education. Although the curriculum adopted the CBA to English teaching and learning, grammar takes up a considerable part of the current syllabus. It becomes natural that teachers frequently teach grammar the amount they are obliged to for the prominent place it occupies in EFL teaching and learning in Algeria. As a result, the textbooks may inform teachers' beliefs and practices in English teaching in general, and in grammar instruction in particular.

To exemplify, Zain was observed to teach grammar as it was in the syllabus (Appendix F, Lesson # 02, pp. 164-165). He asked the students to read the text about the solar system, and then he asked them to pick out the sentences that contained comparisons and contrasts out of the given text (Appendix H, p. 175-177). The students were asked to write a table on the whiteboard in order to distinguish between comparisons and contrasts among the target sentences which were derived from the text. To explore the matter further, Salima was asked about the importance of understanding the linguistic context to teach grammar. She replied:

Pupils have to get the meaning of the context first then to focus only the grammar form because some pupils cannot distinguish between the verbs from the nouns! So even they know how to transform it but they find difficulty in the subject. For example, they do not get attention whether it is singular or plural so they can give the correct form of it. In my opinion, reading and understanding the meaning of the context help them regularly give the right form of any grammar task.

Zain taught grammar in a meaningful and contextualised manner in the sense that the students tried to reach the rules inductively, but the difficulty of the text spoiled the interaction in the classroom. The pupils were asked to read such a long text that most of them found it hard to grasp the meaning of its six paragraphs in a very limited time (Appendix H). The teacher (Zain) simply justified teaching grammar in such contexts that there was a textbook the teachers had to follow.

Although the textbooks provided the teachers with meaningful contexts whereby they could introduce forms and rules, we were not sure whether the textbook approach to teaching grammar was appropriate for all learners. Although the current inspector in Biskra high schools, Mr Salah Leulmi, usually advises the teachers to adopt any task that serves the learning objectives, Zain seemed to follow the textbook instructions mechanically without trying to creatively insert any additional tasks to facilitate the structures or to fit the demands of the lesson. Additionally, the grammar teacher has to reflect upon his or her teaching practices such as to check how far language skills are integrated into instructions. Since grammar cannot be taught in isolation, it requires from the learners first to exploit their reading and listening skills to give meaning to the grammatical rules and features in their given discourses. However, asking learners to spend much time in reading or listening to such long passages might weaken their attention to focus on particular forms and structures. In fact, teaching grammar is not an easy matter in the sense that some teachers think that they teach grammar but they only define or explain it to their own learners.

For example, Sokor, as she was observed, presented reported speech first by stimulating pictures and dialogues in order to motivate her students and to instruct the grammar notions implicitly and constructively. Surprisingly, after the halfway through the lesson, the observed teacher (Sokor) started presenting the rules with different tenses in a purely mechanical or traditional way (Appendix F, Lesson # 01, pp. 162-163). The teacher was interviewed about the reasons behind the shift from the inductive to the deductive method to instruct grammar in her own classroom. She replied:

What makes me do so is that I believe we have two kinds of grammar. The first is the communicative grammar which makes the students think about the meaning more than the form. So we need to use: games, dialogues, pictures...before we get the rule. This kind of grammar is going to be used in their daily communication. The second one is the mechanical grammar that makes them deal with form much more than meaning like ‘mathematics of language’ needs to give rules first.

Interestingly, Sokor made a distinction between the two different approaches to grammar presentation as Larsen-Freeman (2009) recommended that teachers had to be aware of this distinction. The teacher (Sokor) defined grammar in terms of explanation of rules or meaningful use in communication, but her tendency over teaching rules mechanically might be due to her confidence in such manner. She might believe that explaining rules to learners would have been sufficient to them as to describe mathematical laws. However, there was no guarantee that all her pupils were satisfied with the way of listening rules sequentially and without meaningful practices of such rules. She had to consider that some pupils possibly need “grammar that encourages creativity and leads to communication” (Cherchalli, 1988, p. 369).

From observation, Sokor instructed grammar in different methods in the same lesson. She might want her learners to be acquainted with how to use 'reported speech' with different tenses before the end of that particular session (Appendix F, Lesson # 01, pp. 162-163). Her role in her classroom was to explain the language forms and features at the expense of enabling her learners to integrate the items in different communicative tasks. Even the interaction in the classroom was intended to check whether the learners were aware of the new rules and forms. It was observed in Sokor's class that the learners used their first language (Arabic) in the classroom interaction that implied that they had low proficiency level in English. The learners might find not the right words to identify themselves in the class or to interact effectively with their teacher. Therefore, the teacher found it helpful to teach rules in an explicit manner. She talked more than her students did because she wanted to give much information about forms and structures. Her understanding of grammar teaching and her interpretation of the learning context might persuade her to adopt such traditional methods that they did not serve the objectives of the current curriculum. Yet, the teacher of grammar has to focus on form, meaning, and use as a whole system. Teaching grammar communicatively may consume time and may not cover all the grammatical features related to the lesson, but the outcome of teaching grammar mechanically is less meaningful (Zamani, 2014).

Similarly, Djaber, as a very experienced teacher, was in favour of teaching grammar communicatively as he clearly reported that in the questionnaire, but he was observed teaching grammar explicitly at sentence level (Appendix F,

Lesson # 04, pp. 168-170). He taught grammar explicitly because he focused on form building then he guided learners to induce rules and patterns using grammar terminology (Larsen-Freeman, 2009) without paying much attention to the full meaning of the context used (Nassaji and Fotos, 2011). It was observed that Djaber used purely isolated sentences to drive learners' attention to the function of reported speech, although he knew well how important to use the context as resources to introduce the rules. It was reasonable that sentence-level exercises might drive learners' attention to some particular forms, but these tasks were insufficient to enable them to integrate forms in daily communication. Telling stories or role-plays, for instance, are recommended to teach grammar implicitly and to develop learners' communicative skills (Celce-Murcia and Hilles, 1998).

Obviously, Djaber tended to practically resist the innovation in the syllabus as he used some isolated sentences in teaching reported speech. He was keen on using such type of structures because he intended to meet some particular objectives. Interestingly, he justified his method by reporting that his learners were about to attend Baccalaureate (Bac) exam that would ask them to deal with a number of isolated sentences. For him, teachers should use sentence-level instruction to help students score better in Bac exam. Zamani (2014) explained this situation. He stated that:

The deductive method is often criticised because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical. This method can, however, be a viable option in certain situations; for example, when dealing with highly motivated students, teaching particularly difficult concepts, or for preparing students to write exams (p. 91).

As a matter of fact, the Bac exams (e.g. Appendix G) often ask candidates to deal with certain isolated sentences on particular grammar features. It was the main reason behind how Djaber approached grammar the way he did in his own classroom. This implied that the learners' expectations and needs might have an effect on teachers' beliefs and classroom events (Wash, 2013).

It was noticed that none of the four teachers asked the learners in the end of the lesson to use the target rules and structures to solve an expected problem in their lives. In other words, after each lesson, the pupils were not motivated to be involved in a problem that needed to be solved by using particular grammar features. Encouraging learners to solve some situational problems might give meaning to grammar learning, and therefore enable them to cope with similar problems in real life situations. However, most of the creative activities require technology aids which were obviously absent in the observed classrooms.

4.2.2 Error Correction

The questionnaire findings showed that the participating teachers fell under two opposite views concerning error correction. Nearly two thirds (64.86%) agreed or strongly agreed on the necessity of the immediate correction of learners' mistakes. However, the rest of respondents (35.14%) showed dissatisfaction with treating grammar violation in oral performance by sudden interventions as confirmed by Wash (2013). Though the majority of the sample held traditional beliefs regarding error correction, a considerable number of the

teachers (minority) were not keen on correcting learners' mistakes in oral production, reflecting slight disagreement among the participants on the issue. The findings were consistent with Barnards and Scampton's (2008) study that showed that 83% of the New Zealand teachers surveyed believed that form-focused correction was helpful to learners to improve their performance. However, Borg (2001) found that 4 out of 5 teachers tended to ignore their learners' errors, reporting a wide range of beliefs held by the participants such as the need for fluency in oral and written production.

Interestingly, this study **also** revealed that some respondents tended **to show flexibility in adopting** the two opposing views concerning error correction.

Salima, for instance, gave certain reasons for her own decisions. She stated:

I let my students talking till they finish, then I ask the others to listen and discover mistakes to correct. If they didn't, **I would give correction**, because if I interrupt my student, he might feel embarrassed and he wouldn't participate again.

The teacher (Salima) gave priority to fluency over accuracy, but she did not diminish the significance of error correction to improve learner's grammar performance. Perhaps, she did not want to affect learners' oral production by interruptive corrections. Since teacher-centred and learner-centred approaches were both required in EFL classrooms, the teachers in this case might resort to adopt an eclectic (hybrid) approach to achieve fluent and accurate production at the same time.

The teachers in this study showed a variety of beliefs and practices concerning giving immediate feedback on pupils' participation in oral tasks.

While the majority of the participants gave importance to error correction (as supported by Barnards and Scampton, 2008) to increase learners' accuracy, certain teachers tended to ignore learners' errors in oral production (as consistent with Borg, 2001, Wash, 2013, and Uysal and Bardakci, 2014) claiming that the immediate feedback might discourage learners to work fluently. Interestingly, it was found in this study that the contextual features led some teachers (e.g. Salima) to develop flexibility to cope with the two approaches, as they held a 'hybrid' belief that error correction could be used pragmatically to meet both fluency and accuracy requirements.

The study showed that both communicative and non-communicative methods were used by the participating teachers in teaching grammar in their own classes. The results revealed that the teachers initially articulated 'naive' (accuracy or fluency- based) beliefs, but in practice they tended to develop such (context-dependent) beliefs which might lead to implement an eclectic method to survive the classroom realities and context difficulties.

In general, I had the impression that the observed teachers' practices tended to be more traditional than the beliefs verbally stated in the questionnaires. It implied the significance of being part of the classroom to observe the reality of grammar instruction in its real context.

4.3 Research Question Three

RQ3: Do teachers' beliefs affect grammar practices?

4.3.1 The Impact of Teachers' Beliefs on Grammar Practices

The analysis of questionnaire data designated that the teachers held different types of beliefs about the importance of grammar, teaching methods and error correction. The findings showed that teachers' beliefs had a weak effect on practices due to the remarkable inconsistencies between beliefs and practices regarding grammar instruction. Despite the fact that EFL teachers exhibited positive views regarding teaching grammar communicatively, many of them were practically supportive of teacher-centred methods to approach formal instruction in high schools. For example, Djaber and Sokor were observed teaching grammar explicitly in isolated sentences and listing the rules mechanically, though they reported that grammar had better be instructed in accordance with CBA and CLT norms. Like many teachers, both teachers seemed to resist reform change and implement the curriculum superficially for, possibly, the contradictory set of beliefs they had.

The findings confirmed inconsistencies reported by Basturkmen, Loewen, & Ellis (2004), Van Vooren, Casteleyn and Mottart (2012), and Uysal and Bardakci (2014) between teacher's beliefs and practices in formal instruction. However, it seemed the findings were in disagreement with some previous results which stated that teachers' beliefs had a strong effect on classroom decisions in general (e.g. Kagan, 1992; Pajares, 1992; Richards and Rodgers,

2001) and in grammar pedagogy in particular (Borg, 1998; Farrell and Lim, 2005). From the above lines, it appeared that the consistency between beliefs and practice was mentioned mostly in L1 and ESL contexts, whereas the inconsistencies were found generally in EFL contexts. This implied that the context features might shape both teachers' beliefs and classroom practices.

In researching the reasons behind the mismatches between teacher's beliefs and practices, it was assumed that the teachers' practices, in our context, were under alternative effects of both core and peripheral beliefs (Pajares, 1992). The ideal superficial beliefs elicited through questionnaires were less effective than the practical core beliefs attained from discussion or observation (Phipps and Borg, 2009). Based on this line of thought, in this study, the teachers' positive views on the communicative methods (from questionnaires) were neither completely consistent nor entirely mismatched with the traditional practices (from observations) due to the interaction between the peripheral beliefs and core beliefs in teachers' cognition. This implied that the teachers' resistance to change and innovation was a symptom of this kind of interaction. This study did not discount the effect of teachers' personal beliefs on grammar practices, but it confirmed that the relationship between teachers' beliefs and practices in Biskra high schools was weak, complex and context-dependent. In general, this study supported the previous studies which advocated some inconsistencies between teachers' espoused beliefs and grammar practices (Basturkmen, Loewen, & Ellis 2004 ; Van Vooren, Casteleyn & Mottart, 2012; Uysal and Bardakci, 2014). The discrepancies might be due to the effects of the context agents on teachers'

beliefs and classroom events (Pajares, 1992; Phipps and Borg, 2009). This seemed to confirm the complex nature of the relationship between teachers' beliefs and practices, and would drive attention to the sensitivity of teachers' beliefs to the contextual features, with particular regard to grammar pedagogy in Biskra high schools.

4.3.2 The Impact of Contextual Factors on Grammar Practices

The overall findings revealed that some experiential (internal) and contextual (external) factors played a critical role in shaping teachers' beliefs and practices in grammar instruction. The initial quantitative data revealed the effect of some teacher-related factors on teachers' beliefs and practices such as training and experience. It was found that teaching experience was the most powerful variable with a mean score 2.8 that made a significant difference in teachers' beliefs and practices. This was supported by Phipps and Borg (2009, p. 388) as they found that "beliefs which exerted most influence on teachers' work were ones firmly grounded in experience".

However, it was found statistically that the training factor was relatively considered the weakest internal factor in this study (see Table 7, p. 98). This might drive attention to the limited role training played in informing teachers' beliefs and practices in our context. Borg (1999) confirmed the influence of experiential and cognitive factors on L2 teachers' practices, but he called for extending the inquiry to different contexts (e.g. with different levels of students)

to inform our understanding of the contextual factors that shaped EFL teachers' beliefs and classroom events.

In researching the contextual factors, this study explains that some teachers tend not to implement the recommendations of the textbooks because of the effect of some context-related factors such as time limitation. It seemed the teachers did not doubt the effectiveness of the new methods in teaching grammar, but they held the view that the traditional techniques were more simpler and less time consuming (Farrell, 2005). A one hour session, as it was in the context of this study, might hinder the implementation of the communicative principles in overcrowded classrooms which needed in some cases a lengthy time in management.

The findings of this study revealed that the students' background (language abilities, conditions, and needs) played a pivotal role in shaping teachers' beliefs and instructional practices in grammar pedagogy. There was a general agreement among the participants that the proficiency level of learners might discourage them to introduce grammar in a full communicative context. They tended to use de-contextualised sentences because (weak) learners often found it hard to respond to lengthy and difficult texts as sources for grammar teaching. As teacher 11 stated, "we do have students who know little or nothing, so that has a strong influence in my way of teaching". In this case, certain teachers were keen to instruct grammar in an eclectic (hybrid) method in order to facilitate the matter and to keep connected with weak pupils' attention. Teachers might use their first language (Arabic) in EFL classes or explain rules explicitly when they

lose connection with students. In this case, the teacher would invent his or her own method to resolve the problem through the lenses of his or her own interpretations and understandings of the contextual agents.

Savignon (2002, p. 7) acknowledged that the combination of different learning tasks in any teaching context depended no doubt on “learners’ age, the nature and length of instructional sequence, the opportunities for language contact outside the classroom, teacher preparation, and other factors”. Uysal and Bardakci (2014, p.10) found that the teachers believed that the innovations in grammar teaching could not be employed in their own classes “due to factors such as time constraints, crowded classes, low student motivation, noise and classroom management”.

Interestingly, some similar studies (e.g. Borg, 1999; Borg, 2001; Savignon, 2002; Bastürkmen et al. 2004; Farrell and Lim, 2005) disclosed various contextual factors that generally affected L1 or L2 teachers’ beliefs and practices in English-speaking societies. Those studies did not refer to the mediation of some particular factors, such as exam-oriented teaching and learners’ proficiency level, in shaping teachers’ beliefs and grammar practices. These particular factors (e.g. exam-oriented teaching and learners’ proficiency level) might be specific to EFL education in developing countries where pupils learn English in limited places as the case of our context.

In our context, the curriculum designers expected the teachers to adopt the communication- oriented teaching while the learners were supposed to be

evaluated on comprehensive reading and accurate writing. In this respect, the pupil may ask himself or herself “why do I have to participate in listening or speaking tasks in classrooms?”. Therefore, the teachers focused on accuracy-oriented instruction to meet their learners’ expectations and needs. This was confirmed by Phipps and Borg’s (2009) and Wash’s (2013) conclusions that learners’ needs were so different that they had significant effects on the variety of teaching methods in formal instruction. The study seems to confirm that learners’ situation was among the external contextual factors that were responsible for the gap between the curriculum intentions and syllabus implementation on the one hand, and the teachers’ beliefs and instructional practices on the other. Low proficiency learners and exam requirements were among the external factors that discourage EFL teachers in Biskra to conform to changes and reforms in grammar pedagogy. Therefore, these contextual factors are required to be at the core of the training programs in re-adjusting EFL **teachers’ beliefs and practices to** make the reforms in the curriculum successful in practice.

Although this study advocated the link between teachers’ beliefs and instructional practices (Carlgren, Handal and Vaage, 1994; Saracho and Spodek, 2003; Duyer and Normore, 2012), the findings did not support the claim made by some researchers that teachers’ beliefs had a strong effect on classroom practices (as in Pajares, 1992; Johnson, 1992; Richards and Rogers, 2001; Farrel and Lim, 2005). More specifically, the study revealed a weak relationship and a lack of a linear association (inconsistencies) between teachers’ beliefs and

classroom practices in EFL teaching and learning in general (as in Powers et al., 2006; Liu, 2011) and in grammar pedagogy in particular (as in Basturkmen, Loewen, & Ellis 2004; Van Vooren, Casteleyn and Mottart, 2012; Uysal and Bardakci, 2014). It appeared that those who claimed inconsistencies between teachers' beliefs and practices were the ones who confirmed the effect of the contextual factors on grammar pedagogy.

I consider my study to be among those which show that teachers' beliefs and practices are neither totally connected nor completely mismatched, as teachers' beliefs and practices are sometimes affected by some experiential and contextual factors. Therefore, to improve grammar pedagogy in Biskra high schools, both contextual factors and teachers' personal beliefs need to be taken into consideration during curriculum revision and teacher education.

4.4 Contributions of the Study

There has recently been a growing interest in teachers' beliefs and practices regarding grammar teaching. A considerably body of research has focused on teachers' views regarding grammar pedagogy in universities and private schools (see p.6). However, there has been little attempt to explore the practical realisation of the current curricula concerning formal instruction in public secondary schools. The conclusions of some previous studies concerning grammar pedagogy are often open to doubt since the findings differ from one context to another. The following section will highlight some contributions the dissertation has made in the field of grammar pedagogy in EFL classes.

This study has added some significant insights to a number of past studies on the nature of teachers' beliefs regarding grammar instruction. The previous studies have confirmed the strong link between teachers' beliefs and practices (e.g. Pajares, 1992; Richards and Rodgers, 2001; Farrel and Lim, 2005). In contrast, the findings of this study reveal that what teachers believe about grammar may not guide teachers' practices indicating that the significant links reported in some cases were not persistent.

Unlike the previous body of research, the present study has numerically measured the degree of association between teachers' beliefs and practices which is still in highest level relatively weak ($r = 0.39$). The findings have proven the superficial effect of beliefs on teachers' practices as the observed mismatches between beliefs and practice still hold the floor. For example, as observed in this study, certain teachers use isolated sentences to teach grammar, though they believe in the importance of teaching rules communicatively within contexts. The results may have documented the need for a qualitative training as the findings have highlighted inconsistencies between teachers' beliefs and practices regarding formal instruction in Algerian secondary schools. This conclusion may help policy makers be aware of these inconsistencies when devising professional programmes for teachers in order to lessen the tensions between research and practice, and therefore to improve EFL teaching and learning in the country.

While some previous studies documented the significant role beliefs played in classrooms, this research revealed that the convergence between beliefs and

practices was not sufficient in teaching grammar effectively if the learning materials were inappropriate to learners. It was found in one case that a teacher (Zain) followed strictly the instructions of the textbook believing that grammar had to be presented inductively within meaningful context, but his learners were confronted by the type of text which seemed to be long and full of relatively difficult words. This might lead teachers to teach grammar in de-contextualised sentences and discourage them to adopt textbook materials.

The previous studies, as mentioned on previous pages, have illustrated that the teachers' beliefs and practices differed from one context to another. Surprisingly, our classroom observations (e.g. Sokor's lesson) have shown that one lesson can be presented by mixing both traditional and communicative methods in the same class. The emergence of some mechanical practices in some classes was due to the fact that grammar was perceived to be learnt as mathematics that could be mastered by extensively practising a number of rules in learning exercises.

The issue of meeting the learners' needs and expectation seemed to vary from one study to another. This research revealed that the methods used by the teachers to comply with assessment demands were highly traditional and risky since the content of the exams in this context devalued the need for the listening and speaking competencies. Additionally, it was found that the level of the pupils played a key role in shaping teachers' practices as the problem was due mainly to the late exposure to EFL teaching and learning in this country. The findings of this study provide us with a better understanding the extent to which

curriculum ideas are transformed to actions when it comes to teach grammar in Algerian high schools.

Methodologically, exploring the tensions requires qualitative research instruments instead of the use of questionnaires to shed light on the complex phenomenon (Phipps and Borg, 2009). My study is among the few studies which employed mixed methods design to explore the teachers' beliefs regarding grammar (e.g. Jafari, Shokrpour and Guetterman, 2015). This is not meant to solve all the problems of formal instruction in everywhere but to drive the readers' attention to some interesting variables that govern the process in EFL classroom lives.

4.5 Limitations of the Study and Notes for Future Research

This research would gain a clearer overview of teachers' beliefs and practices if the number of the participants was bigger. Although the sample might not be regarded as representative of all the secondary school teachers in Algeria, it represented the 17 secondary schools covered in this study.

The questionnaire was so long that the teachers refused to answer the questions in less than 10 or 20 minutes. Most teachers took the questionnaires home then handed them back after a few days which retarded data collection. Consequently, it lasted 2 months to gather all the completed questionnaires. Many teachers refused to answer the questionnaires out of fear of being professionally evaluated as well as being busy with exams and teaching

responsibilities. These difficulties might have restricted the research to provide a very complete picture of the perceptions and practices in grammar pedagogy.

Classroom observation lasted less than one hour for each session. The limited time given to the observation procedures might be insufficient to establish the link between the different activities within the same session. Different data might have been obtained if the observer had attended more than one lesson for each participant. Additionally, the presence of the observer tended not to provide a natural picture of the classroom events since my presence might have affected the actions in the settings. Moreover, the pupils' perceptions and attitudes were not involved despite the significant role they play in classrooms. Eliciting learners' beliefs might provide the findings with a complete and comprehensible picture of the reality of EFL teaching and learning.

For further research, the area of teachers' beliefs and practices is still focal to investigate. This study can be replicated in other regions to achieve a better understanding of how grammar is taught in Algerian schools. Researchers are advised to recruit a larger number of participants from different regions in their studies for the sake of validity and reliability.

Among the weaknesses of this research was the fact that some factors were listed in the survey questionnaires that affect teachers' practices, but learners' proficiency level as a main factor was not involved among them for the reason that it was discovered only after analysing the open-ended responses and interviews. Further researchers are recommended to add the learners' backgrounds in the list of factors to compare and measure the level of influence

on teachers' making decisions. It is interesting as well to hear students' beliefs and perceptions to enrich the data and to enlighten the interpretation. The attempt to match between teachers and learners' beliefs might be part of the success of the education system.

In case of conducting classroom observations, the investigator should attend many sessions to observe the lesson or even use a camera to record the classroom events in their ordinary atmosphere in order to triangulate and corroborate the results. Some other techniques can be used to infer teachers' beliefs and practices such as asking teachers to draw on papers or use metaphors to describe beliefs and perceptions (Birello, 2012).

4.6 Recommendations

The results of this study have confirmed that many teachers in Biskra tend to resist innovation and change in EFL teaching and learning as a number of them are affected by their interpretations of their teaching contexts. Our findings show that the relationship between teacher's beliefs and practice regarding grammar is generally weak and complex in the sense that teachers' beliefs are not constantly reflected in classroom events due to certain factors. Attention need to be given to these factors which influence the practical realisation of the intended curriculum in teaching grammar in Biskra high schools.

First, the inconsistencies found in this study between teachers' beliefs and practices regarding grammar seem to be due to the effect of the contextual factors. Unfortunately, most of these factors are external and out of teachers'

choices. Therefore, the Ministry ought to take into consideration the classroom realities to bridge the gaps between teachers' beliefs and the curriculum recommendations with particular regards to grammar teaching. The syllabus and textbooks developers should be aware of the teachers' need for high quality materials that fit the level of pupils. They should be aware of the difficulties teachers generally find when teaching grammar in inadequate contexts or in wrongly adopted materials in the textbooks. The election of language contexts as sources of grammar courses must be based on teachers' reactions as well as the learners' backgrounds and proficiency. Some reforms such as teaching English in primary schools might be required to increase the proficiency level of the learners and facilitate teachers' implementation of the curriculum. The education authorities should also revise the evaluation and assessment procedures to avoid the tensions between teachers' beliefs and assessment requirements. They should refine the examinations to meet the communicative requirements of the current curriculum. For example, Bac exam should involve listening and speaking activities.

Second, the weakness in the relationship between teachers' beliefs and practices, in some cases, might be due to the nature of the teachers' beliefs which seems to be a mixture of communicative and structural approaches to teach the language. Furthermore, the tensions between teachers' beliefs and practice are possibly owing to the interaction of the theoretical and practical beliefs in teachers' cognition. Therefore, the teachers are asked to attend a qualitative training to re-educate, reflect, and evaluate their beliefs to reduce the

tensions between teachers' personal theories and research's theory, and to make the reform agenda successful in practice.

Concerning training in our context, the present construction of teacher education in Biskra, as far as I know, is almost void from teachers' personal beliefs and classroom realities. In the training sessions, the secondary school teachers of our context are often provided with guidelines, theoretical instructions, and general recommendations which are not sufficient to clear up teachers' misconceptions about how to cope with change in EFL teaching in general, and grammar pedagogy in particular.

While previous voices call for teachers to attend workshops and practical seminars to train them to adopt CLT and CBA principles, this study pressed the need for a more qualitative training which caters for teachers to mentally prepare them to adopt reforms and change in the curriculum. The teachers who have had adequate training might have understood well the intentions of the curriculum, and would have held parallel views toward adopting innovative principles. In seminars or conferences, the teachers have to be given opportunities to reflect upon their beliefs and to discuss the problems they encounter in their classrooms. They should be made aware that their own beliefs were behind their resistance to the innovative instructions in teaching grammar in their classes. Reflection and self-evaluation may promote beliefs and refine classroom practices as they may produce mentally prepared teachers who can easily conform to change and innovation in teaching grammar. Inspectors should give teachers certain permission to reveal what is happening in

classrooms rather than to just ask them to do what they must do. They have also to inspire the teachers to read pieces of research that are relevant to their contexts in order to resolve the problems they confront in their classes.

In professional training, EFL teachers' beliefs are required to be re-educated to reach the real aim of teaching grammar communicatively. The teachers need to perceive the significance of teaching grammar in context. Learning grammar within context is such a motivational task that students may find it part of problem-solving learning. They have to believe that the grammatical features should be learnt inductively, explicitly and interactively to fit the natural acquisition of the language. They should also be trained how to give immediate solutions to the difficulties they generally encounter, such as to teach grammar communicatively to low proficiency learners in large classes.

In error correction, the teachers should be inspired that flexibility is needed in dealing with error correction in learners' production. It is recommended that the teachers should correct learners' errors as long as this correction goes hand in hand with the objectives of the lesson. The teachers need to believe that some teachers' interventions may eliminate learners' willingness to develop their spoken language. They have to believe that their role is not to make learners good in grammar but to enable them to produce the language communicatively, and therefore they would minimise the purely explicit teaching such as using too much grammar terminology in their classrooms. All these suggestions are proposed to minimise the difficulties and to improve teaching grammar in Biskra high schools and in similar contexts.

GENERAL CONCLUSION

To teach English effectively, Algerian teachers are asked to adopt CBA and CLT norms in which grammar, for example, has to be introduced communicatively, inductively and meaningfully. The difficulties secondary school teachers generally find when implementing the curriculum has motivated me to conduct this study. To understand the reasons behind teachers' resistance to the new teaching approaches, teachers' beliefs are under investigation within the context of Algerian secondary schools, Biskra region. Since teachers' beliefs play an important role in teachers' decisions, it is important to hear their voices and answer the research questions that guide this study (p. 5).

This research was conducted to explore the beliefs of 37 teachers in the context of secondary schools of Biskra. It aimed to determine the nature of the relationship between teachers' beliefs and instructional practices in grammar pedagogy.

To meet the objectives of this study, three research tools (questionnaires, classroom observations, and interviews) were used to collect data about the problem. The questionnaire helped achieve a general overview of the beliefs of 37 secondary school teachers concerning the pedagogy of grammar. Classroom observations allowed us to check the types of instruction practised by 4 teachers. Interviews were conducted with the 4 observed teachers to gain more in-depth understanding of the effect of beliefs on instructional decisions. The findings of this research were triangulated by exploiting different research data. The

quantitative data, derived from the questionnaires, corroborates the qualitative analysis of observation and interviews results. The corroboration of these findings was meant to validate the research and its outcomes.

Consistent with results achieved by Phipps and Borg (2009) and Uysal and Bardakci (2014), the findings emphasised that the teachers gave importance to grammar but they held a vast array of complex beliefs concerning the method of grammar instruction. The beliefs held by the teachers belonged either to teacher-centred teaching or learner-centred principles. In practice, it was observed that some teachers tended to adopt an eclectic method to survive the constraints they often found in their own classes. It was found that the teachers did not believe in a particular approach to teaching grammar, they were keen to mix between different methods to reach particular objectives. Furthermore, the findings showed that teachers' practices were generally textbook-based and exam oriented.

Supporting Farrell (2005) and Phipps and Borg (2009), the findings in this study confirmed that the relationship between beliefs and practices regarding grammar was highly complex. It was found that beliefs had slight effect on teachers' practices. In fact, the influence of beliefs on practices was not so strong in the sense that some teachers' practices were not reflected in teachers' stated beliefs due to the effect of experiential and contextual factors. These factors were explored in order to give interpretation to what shaped classroom events in formal instruction.

While a number of researchers discovered that divergences between teachers' beliefs and practices were due to some possible reasons including time factor (Farrell, 2005), classroom management concern (Phipps and Borg, 2009), this study revealed that the mismatches between them were owing to the role played by some contextual factors such as learners' level of proficiency and examination demands in shaping EFL teachers' beliefs and classroom activities.

Learner's level appeared to be one of the factors that influenced the way of instruction. The teachers needed to shift from one method to another to cope with different situations and meet learners' expectations. Among other factors that shape beliefs and practices were the experience of teachers, the textbooks and the learners' backgrounds and needs. These factors could predict classroom events in EFL learning and teaching. Therefore, the effect of the experiential and contextual factors on teachers' beliefs and practices should not be ignored in teacher training and curriculum innovation.

Although the current research has some limitations and the results may not be fully generalised to worldwide contexts, this study may be considered as a resource for practitioners to be aware of the importance of teachers' beliefs and practices in improving EFL teaching and learning situation. To improve teacher training, we need to obtain a clear image of teachers' reactions towards the current training courses to highlight their role in reshaping teachers' beliefs and practices.

Personally, I do not believe that my interpretations of the results of this study are ultimate and unquestionable. It is hoped that the gaps in my research would be motivators for other researchers to complete the investigation.

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Appendix A

Questionnaire:

“Teachers’ Beliefs and Practices Regarding Grammar Instruction”

Serial Number:

Dear teachers,

*I am a Magister student at Bouzaréah University, conducting research in teachers’ beliefs and practices regarding grammar instruction. I would be grateful if you could fill in this questionnaire **as honestly as possible**. The aim is **NOT** to judge your way of teaching but to help you understand your own behaviour in the classroom in order to improve your practice. **Your answers will remain anonymous and used only for the research purpose**; this may take you less than ten minutes thank you for your cooperation!*

Section one : Background information . *Please tell us about yourself.*

1. **Your gender :** Male Female
2. **Your school name :**
3. **Your academic qualification :** Please tick (✓) one

Bachelor degree (Licence). (4years)

Masters degree in English Literature . (5 years)

Masters degree in Applied Linguistics and TEFL. (5 years)

Teaching certificate from ENS (Ecole Normale Supérieure). (5years).

4. **How long have you been working as a teacher of English?** Circle the right answer .

a- 1-3 years b- 3-10 years c- 10-25 years . d- more than 25 years.

- 5- **Did you receive any professional training ?**

If yes , how much time did you spend on training ?

Please specify (where and when).....

Section two: Grammar Teaching in your Beliefs

Please read each of the following statements then indicate whether you agree or disagree with it by ticking

(✓) one box for each statement. (Your personal views are needed here)

	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1	In my opinion, grammar is essential to learn English effectively.				
2	I believe that students who know grammar well communicate better.				
3	In my opinion, students can communicate fluently without knowing grammar.				
4	As I see it, my students enjoy well learning grammar.				
5	It is preferred to teach grammar using only isolated sentences, no need to use texts and contexts.				
6	It is better to practise grammar in a full communicative context .				
7	Students should discover the rules by themselves after doing learning tasks. (Inductively)				
8	Students learn grammar successfully if the rules are presented at the beginning of the lesson. (deductively)				
9	It seems, grammar should be presented explicitly / directly in the classroom.				
10	My primarily role is to explain the new rules to pupils.				
11	In teaching grammar, I should use grammar terms (terminology) such as: ‘this is a verb ‘, ‘it is in present perfect ‘....etc.				
12	Teaching grammar makes the classroom quite that you need.				
13	When pupils having oral work, it is important to correct their spoken grammatical mistakes immediately before jumping to another task.				

Do your own beliefs, and views influence your classroom teaching and practices ? (please explain).....

.....

Section Three : Grammar teaching in your Classroom

1) *Please answer the following questions according to what happens in your classroom .*

No	Questions	Never	Rarely	Sometimes	Often	Very Often
1	How often do you teach grammar in class?					
2	Do you follow the instructions of the textbook when teaching grammar?					
3	How often do you teach grammar implicitly (indirectly) ?					
4	Do you teach grammar in communicative context (texts , dialogues , speeches ..) ?					
5	Do you correct your students' mistakes in oral works immediately?					

2) *Imagine you were asked by a novice teacher about the best way to teach grammar, how would you advise him or her to do so?*

.....

3) *Sometimes you feel you want to change your grammar practices (your method , techniques , tasks, lesson plans) for some specific reasons .*

Please rate **the factors (causes)** that may **influence (or change)** your **grammar teaching techniques and practices**. Tick (✓) the right box please.

	No influence at all	I am not sure/ cannot tell	Little influence	Strong influence
1.Your own beliefs				
2.The time allocated to finish the lesson or the program				
3.Attending seminars/ conferences(training)				
4.National Curriculum, Textbook				
5.Your own experience in teaching				

4) **Add any other factors?(please specify)**

.....

This is the end of the questionnaire. Thank you very much for your cooperation!

Appendix B:

Checklist for Classroom Observation

Teacher Name :

Class :..... level :.....

School :

Class size : boys girls....

Date :

Lesson :.....

Unit :

Site of observation :

A/ Lesson description : (✓)

N	The instruction	No evidence	Slight evidence	A little evidence	Much evidence
1	The teacher drives the students to the target elements Taught indirectly .				
2	The teacher uses spoken or written materials to focus on a particular grammar item.				
3	The teacher uses isolated sentences to teach grammar				
4	The teacher instructs grammar communicatively .				
5	The teacher allows students to discover the rules by themselves				
6	The teacher focuses on the form rather than the meaning .				
7	The lesson is implicitly instructed				
8	The teacher uses grammar terminology				
9	The students' mistakes are corrected during oral work				

B/ Lesson Narration

Time	Observation Notes

Appendix C:

Teacher's Interview

Interviewer: First of all, I would like to thank you for helping me arrange with you this interview.

Teacher:.....

Interviewer: As you know, I observed one of your classroom lessons. Would you please tell us how much grammar is important to your own learners? Is it sufficient for learners to communicate successfully?

Teacher :.....
.....
.....
.....
.....
.....

Interviewer: According to the observation session, I saw that you mixed between teaching rules indirectly and teaching them implicitly (indirectly) ? what makes you do so ?

Teacher :.....
.....
.....
.....
.....
.....
.....

Interviewer: Some teachers said that they teach grammar without context? Do you agree with them ? What do they mean by context?

Teacher :.....
.....
.....
.....
.....

Interviewer: How do you deal with students' mistakes in communicative tasks? Do you correct them directly? Does this help your students to learn?

Teacher :.....
.....
.....
.....
.....
.....
.....
.....

Interviewer: How did you learn grammar? Does your learning experience affect your way of teaching?

Teacher :.....
.....
.....
.....
.....
.....
.....
.....

Interviewer: Do you think that the teacher must follow the textbooks and national programs in teaching grammar? Please explain!

Teacher :.....
.....
.....
.....
.....
.....
.....
.....

Interviewer: Thank you a lot for helping us understand your behaviours in making decisions to teach grammar in your own classrooms.

INTERVIEW SAMPLE

Interviewer: First of all, I would like to thank you for helping me arrange with you this interview.

Teacher:.....

Interviewer: Would you please tell me how much grammar is important to your own learners? And why do you teach grammar?

Teacher :..... Grammar is very important because it is the base of the language. We can not teach or learn any language without grammar. learners like to study grammar because they know that it is essential.

Interviewer: Why do you teach grammar in the way you do (implicit or explicit)? What makes you teach grammar implicitly or explicitly?

Teacher :..... I teach grammar implicitly and explicitly because the students have different levels, so we have to change the way of teaching according to them.

Interviewer: Some teachers said that they teach grammar without context ? Do you agree with them ? What do they mean by context ?

Teacher :..... we teach grammar in context. we choose an easy examples, through them we explain our lesson and we get our aims.

Interviewer: How do you deal with students 'mistakes in communicative tasks? Do you correct them immediately? Why?

Teacher: I let the student finish their talk and then I ask others to correct to him/her. After that if they do not know where the mistake is I correct it.

Interviewer: How did you learn grammar? Does the learning way affect your teaching method?

Teacher: I learn grammar in different ways because I learnt it from different teachers. yes, it does.

Interviewer: Do you think that the teacher must follow the textbooks and national programs in teaching grammar? Please explain!

Teacher: Yes, they do. They have to follow the textbook and national programs in teaching grammar also they have to add some rules because students need the grammar.

Interviewer: Thank you a lot for helping us understand your behaviours in making decisions to teach grammar in your own classrooms.

Teacher:.....

Interviewer: How do you deal with students 'mistakes in communicative tasks? Do you correct them directly? Does this help your students to learn?

Teacher: I let them finish their reading or speaking. I don't disturb them. Then I ask my students to refer to my reading and discover what was their mistakes. If they don't, then I will help with my correction. And these mistakes are not repeated in many times. This way works with them well.

Interviewer: How did you learn grammar? Does your learning experience affect your way of teaching?

Teacher: I learn grammar in many different ways according to my teachers. At least I get the best from each one way. Yes, of course it affects my way of teaching but at least I will find many different levels of students, so I prefer to change my strategy of teaching according to my student way of understanding.

Interviewer: Do you think that the teacher must follow the textbooks and national programs in teaching grammar? Please explain!

Teacher: In many times the content of the book especially in grammar lessons are deals only with the excellent students but we have not only this category of learners, so I prefer to get only the title of the lesson from the book then practice it the way that gives me the best aim according to my learner's level.

Interviewer: Thank you a lot for helping us understand your behaviours in making decisions to teach grammar in your own classrooms.

Teacher: Thank you, I am glad to be in this work.

Sakov

INTERVIEW SAMPLE

Interviewer: First of all, I would like to thank you for helping me arrange with you this interview.

Teacher:.....

Interviewer: As you know, I observed one of your classroom lessons. Would you please tell us how much grammar is important to your own learners? Is it sufficient for learners to communicate successfully?

Teacher: Grammar is the heart of any language, it guides them to practice English correctly. I myself as a teacher enjoy teaching my students in grammar lessons because they are centered with me. They are aware of the importance of grammar for writing, speaking, so communicating in any language successfully.

Interviewer: According to the observation session, I saw that you mixed between teaching rules indirectly and teaching them implicitly (indirectly) ? what makes you do so ?

Teacher: What makes me do so is that I believe we have two kinds of grammar. The first is - The Communicative grammar which makes the student think about the meaning more than the form. So we need course, games, dialogues, pictures, ... before we get the rule. This kind of grammar is going to be used in their daily communication. The second one is - the Mechanical grammar that makes them deal with the form much more than the meaning like "the mathematics of language" needs to give rules first.

Interviewer: Some teachers said that they teach grammar without context ? Do you agree with them ? What do they mean by context ?

Teacher: I think we mean by context here is explaining the grammar rules and examples that we give to learners. So if that's the meaning so I am absolutely not with those who teach grammar without context because that does not give us the aim that we work for, student needs to understand what their teachers means by giving such rules, and examples to practice well the grammar material that we teach or inform them.

Interviewer: How do you deal with students 'mistakes in communicative tasks? Do you correct them immediately? Why ?

Teacher : I let my students talking till they finish then I asked the others to correct to him if they didn't where the mistake was then I would correct it. Because if I intercept my student he might feel embarrassed and he wouldn't participate again.

Interviewer: How did you learn grammar ? Does the learning way affect your teaching method?

Teacher : I learn grammar in many different ways, since I learnt it from a lot of teachers and each one of them have his own way. No, it doesn't affect. Because I will choose the best way for my students.

Interviewer: Do you think that the teacher must follow the textbooks and national programs in teaching grammar? Please explain!

Teacher : Yes, of course, we must follow it as a guider. But, we are not obliged to teach from it, we have other sources we can use them. i.e, sometimes we have some lessons, such as the articles, it is not equivalent to the levels of the students.

Interviewer: Thank you a lot for helping us understand your behaviours in making decisions to teach grammar in your own classrooms.

Teacher : Never Mind

Dj
INTERVIEW SAMPLE

Interviewer: First of all, I would like to thank you for helping me arrange with you this interview.

Teacher:.....

Interviewer: As you know, I observed one of your grammar lessons, I really appreciated a lot! **Would you please tell me how much grammar is important to your own learners? And why do you teach grammar?**

Teacher : *In my opinion grammar is the basis of any language. For that, we must give it its real value. Also, the learners prefer to study grammar more than the other lessons, they know that it is so essential and the focus on it a lot.*

Interviewer: According to the observation session, I saw that you mixed between teaching grammar rules indirectly (inductively) and teaching grammar directly (deductively). Am I wrong?

Why do you teach grammar in the way you do (implicit or explicit)? What makes you mix the both methods?

Teacher : *Yes, you are right. I taught grammar rules directly and indirectly, since, in the class, we had a different levels of students. So, we needed to change our ways according to their ability of understanding.*

Interviewer: Some teachers said that they teach grammar without context ? Do you agree with them ? What do they mean by context ?

Teacher : *Yes, we teach grammar in context. We, as a teacher, we need to choose the easiest way for our learners to grasp the rule of grammar. Thus, we select an easy examples and through them we explain our lessons and we get our aims.*

Appendix D:

Permission Paper

Université d'Alger 2
Faculté des Langues Etrangères
Département d'Anglais/ Etudes Anglophones
Service de la Post-Graduation

Alger le 22/01/2017

ATTESTATION

Je soussigné Le Chef de Département d'Anglais atteste que l'étudiant BENGHEZALA Mohamed est inscrit en Magister d'Anglais, (option : Linguistique/Didactique), depuis : 2013/2014.

Ayant subi avec succès le passage de première en deuxième année de Magister en vue de la préparation du mémoire de Magister, il travaille actuellement dans ce cadre sous la direction de Prof.CHERCHALLI Safia. , pour l'année Universitaire 2016-2017.

Cette attestation a été délivrée pour servir et valoir ce que de droit.

Le Chef de Département



د. آسيا قاسم
Kaced

Appendix E:

A Pedagogy Report

RAPPORT PEDAGOGIQUE

Film of the lesson :

Mr. Chazala Mohamed goes on with the exploitation of the fourth unit of the text book At the Crossroads. The steps of the lesson are:

Warming up.

Activity 01: To match inventions with their corresponding drawback.

Activity 02: To find advantages of the inventions.

Activity 03: To read a letter to answer questions.

Comments:

The pedagogical procedure has not been respected. In addition, the teacher has to **check his English**. He should motivate the pupils to work in **groups**. He should introduce creative activities not mechanical activities. He should move from the teacher talking time to the pupil talking time. He should include appropriate error correction and provide appropriate feedback on learners' participation. He did not prepare the lesson well to convey the new information. The presentation was not clear enough. Some instructions were not clear too. He should motivate the pupils to get good results, and he should **coordinate with his colleagues**.

Conclusion:

Mr. Chazala Mohamed doit savoir qu'enseigner nécessite une préparation sérieuse des cours. Il doit aussi se mettre en contact avec ses collègues pour ce qui des documents pédagogiques et de leur tenue.

Note Pédagogique : V.C.

Date : 26/04/2010

Pris connaissance l'intéressé (e) :

(Signature)



M. : L'I.E.N.
مفتش التربية الوطنية

موسى بن قواقي
(Signature)

Moussa Ben Qouaqui

Appendix F:

Lesson Narration :

Lesson # 01 (Sokor's lesson)

On March 10th 2016 and exactly at 9a.m., I had an opportunity to attend a second year technical mathematic class and to observe how Miss. Sokor dealt with grammar in her classroom. Kindly, Miss Sokor welcomed me warmly and invited me to enter to her classroom. I sat down at the back of the classroom in order not to disturb the normal routine of the class. The classroom was very small in size with only one door and only one window. It was equipped with a white board, a teacher desk, tables and chairs. Surprisingly, the classroom consisted of 8 boys and 2 girls because this stream was not generally preferred by females.

After 2 minutes, the teacher asked one pupil to write the date on the board. Then, she introduced the title of the lesson 'Reported Speech' to make it clear that pupils' attention was driven to the objective of the lesson. While the title was being written with red colour at the top of the board, the pupils started writing what they found written on the board. The class was so calm that any voice could be heard clearly. Miss Sokor attempted to define 'reported speech'. She drew a picture named 'Adam' who said, 'I like playing football', then she drew two persons, Ahmed and Amina. The teacher stated that Ahmed reported, 'Adam says that he likes playing football'. She was interacting with her pupils and correcting their mistakes whenever mistake occurred in participation. The pupils' attention was driven by what the teachers was drawing and imitating. It seemed that the idea of reporting speech had become clear to the learners then.

At ten past nine, the teacher drew the same persons, but in this case Adam said, ' it is hot today', and Ahmed reported again that, 'Adam said that it was hot that day'. One of the pupil used his mother language (Arabic) in interaction with his teacher but she ignored him. The teacher lead the pupils to notice that the past of 'say' took the form of 'said' and the past of 'tell' was 'told'.

The teacher embarked on explaining the difference between ‘said’ and ‘told’ in terms of grammar, meaning and use providing them with the examples to analyse and discuss the meaning and forms respectively. She wrote on the board:

* She said that she was 20 years old.

* She told us that she was 20 years old.

Amina	She
Ahmed	He

Present	Past
Ask	Asked
Tell	Told
reply	replied

It seemed that the learners needed to revisit some basic notions to reach the goal of the lesson.

After 30 minutes, the teacher drew a table entitled ‘Reported Speech’ as shown below:

Reported Speech

Direct Speech	Indirect Speech
<i>Present Simple</i> Eg. She said, “ <u>It is</u> cold”→ <i>Past Simple</i> She said that it <u>was</u> cold
<i>Present continuous</i> Eg. She said, “ <u>I am watching</u> TV.”	<i>Past Continuous</i> She said that she <u>was watching</u> TV.
<i>Present perfect</i>	<i>Past perfect</i>

The teacher spent the rest of the time listing rules with different tenses and examples. The teacher taught grammar directly in most cases. She used isolated sentences to show how the rules worked. She started her lesson communicatively but ended it mechanically without using the textbook. She used grammar terminology so much. No reading or listening skills were integrated in her lesson. The learners lose attention when they heard the ring bell at ten o’clock.

Lesson # 02 (Zain's lesson)

On March 17th 2016, Zain invited me to attend his 3rd year scientific class. I found him waiting me at 11 o'clock to enter together to the classroom. When I sat down at the back of the class, I felt that my presence made no apparent effect on the normal atmosphere of the class. The pupils were talking with each other in different topics when Mr. Zain was preparing his documents and materials needed to use in that class. 6 boys and 14 girls were the components of the classroom.

While the teacher was writing the date at the top of the white board, he had asked the pupils to open the textbook on page 145. The pupils recognised that the focus was on exploring grammar as the first task asked the learners to read the text on pages 143-144 then to pick out the sentences which contained comparatives of adjectives and adverbs.

Comparatives	Adjectives	Adverbs
Superiority
Equality
Inferiority

The pupils were asked to fill in the table with comparative words that were found while reading the text. The text was such a long passage that contained seven paragraphs about the solar system.

The writer, Alan E. Nourse, described the heaven bodies that revolve around the sun and made comparison between some planets. One student asked the teacher about the meaning of 'unlike' and the teacher tried to give examples to explain the word till he felt the pupil grasped the

meaning. The teacher, then, drew another chart to help learners make difference between similarities and differences between planets according to the text.

The pupils attempted to do the task as shown below:

Similarities between planets	Differences between planets
Eg. <i><u>Both</u> of Venus and Earth are close to the sun.</i>	Eg. <i><u>Unlike</u> earth which does an orbit in 365 days....</i>
Eg. <i><u>Either</u> earth or other planets are moving around the sun</i>	Eg. <i>Mercury size is 4880 K.M. <u>whereas</u> Venus size is 12100 K.M</i>

The pupils used different forms to express comparisons and contrasts such as like, unlike, both, bigger, smaller...Etc. One pupil asked the teacher about the meaning of rotate and the teacher tried to explain the meaning by tuning his finger. The pupil got the meaning without much effort shown by the teacher.

Generally, the pupils used reading skills to understand how language forms worked. Reading in this lesson was not the focus of the lesson but was considered as the context used to present forms and rules. At 11: 48, the teacher asked the pupils to look at the picture shown on the textbook page 143 and to make comparison between different planets. The aim of this task was to practise the rules on another material and foster their communicative skills. The teacher was trying to interact with his pupils though they were not so motivated to participate. The teacher gave them an example to give them as starting power. He said ‘look at Sun, it is bigger than earth!’ Few pupils were participating and interacting with the teacher while the rest were talking about different topics in Arabic. Some of pupils wondered to know what time was then. As the bell rang at 12 O’clock, the pupils went out without asking permission!

Lesson # 03(Salima's lesson)

On April 5th 2016, I attended a first year scientific class. The classroom consisted of 24 pupils, 9 girls and 12 boys. The tables were arranged along three rows and the four windows were closed because the weather was still cool. The whiteboard was with words written by the former teacher. I greeted the pupils when I entered the classroom. Before the teacher started talking, two pupils were competing to have permission from the teacher to clean the board and write the date. One of them cleaned the board, the other wrote the date and the rest were waiting the teacher to say "Good morning".

It was 5 minutes past 8 and the teacher was turning the pages of her textbook. The teacher stood up straight looking at different parts of the classroom. The teacher smiled at the pupils to motivate them to interact with her. She asked them to have a look at the page 156 of the textbook. She was walking between rows to check whether pupils' attention on the target page. There were four pictures which had identified four energy sources. The teacher asked five questions that could be answered only after reading the text. The text was entitled 'Renewable Energy'. The questions were about how to solve the problem of energy shortage and pollution.

The pupils embarked on reading the text silently in order to answer the five questions. The pupils could extract the answers that corresponded to the questions. Then, she asked the pupils to read the text loudly to confirm the answers. At the mid of the lesson, the teacher switched the pupils attention to a next exercise on page 153.

The exercise was after the reading passage which contained three columns as shown below:

Energy	Verb	Source
1. <i>Solar</i>	<i>comes from</i>	a. <i>moving the air</i>
2. <i>Wind</i>	<i>Is generated by</i>	b. <i>heat inside earth</i>
3. <i>Geothermal</i>	<i>Is derived from</i>	c. <i>sun rays</i>
4. <i>Modern biomass</i>	<i>is extracted from</i>	d. <i>small dams</i>
5. <i>Ocean</i>	<i>Is produced from</i>	e. <i>seawater movement</i>
6. <i>Small hydroelectric</i>		f. <i>plant and animal residue</i>

The learners were asked through this exercise to match words with their correspondent phrases to form passive sentences. Then, the teacher asked them to write the sentences on the white board : Eg. Solar energy **is generated by** sun rays.

The teacher tried to negotiate the meaning of the sentences asking them who was the doer in each sentence. The pupils recognised that they were using verb ‘to be’ plus the past participle to formulate passive sentences. The teacher taught grammar inductively by driving the students’ attention to the forms of the verbs and structures. The pupils found the lesson interesting since they discovered the function of some forms such as the past participle they had learnt in middle school. In this lesson, the pupils learnt how to use passive structures and they were able to change active sentences to passive ones at the end of the lesson. The pupils took the rest five minutes to process the information before leaving.

Lesson # 04 (Djaber's lesson)

On April 28th 2016, I met my former teacher of English, Mr. Djaber, at the same high school where I was a pupil in one of the classes there . At that morning, he was very happy to see me working in the field research. I was very honourable to be with him since he had a good reputation at that school. It was about 9 am. , and I was ready to attend his third- year literary class. When I was moving with him to the class, the pupils showed a kind of admiration to the teacher waiting him to greet them whenever they met. The teacher and I entered the class when we heard the ring bell. The weather was warm and the four windows were open. The teacher sat down on his chair writing something on his logbook. I was sitting at the back to have a clear sight of the classroom.

At 5 past 9, the teacher stood up on the terrace and said, “good morning everybody! Today, we have a guess who was my pupil in this school. Our guess is a teacher of English now and wants to know if the pupils in this class are smarter his pupils”. The pupils smiled looking at each other and talking. I could not guess what they were talking about. The teacher completed, “today, we are going to revise a last year lesson which doesn't exist in your textbook but it often found in Baccalaureate exam! It is ‘reported speech’. The teacher wrote the date and the title of the lesson quickly. Then, he gave to the pupils a task as he wrote:

Practice: Rewrite sentence ‘b’ so that it has the same meaning to sentence ‘a’ (reported speech):

- a. She asked me, “where do you live now?”
- b. She

- a. He said, “I will do my homework tomorrow”.
- b. He said that.....

- a. She told her brother, “ give me a bar of chocolate”
- b. She told her brother.....

- a. “You must do your work here!” the teacher told him.
- b. The teacher told.....

The teacher provided his learners with a list of isolated sentences in the form of direct speech asking them to rewrite these sentences into indirect speech. The pupils were asked to work in pairs. They were given time to think about the exercise. After 10 minutes, the pupils started to raise their hands to show their answers to the teacher. The teacher was looking at their exercise copybooks holding a red pen to tick the correct answers. I was given some of their copy books. The pages were written with blue and red. The teacher used some symbols as a form of feedback such as *?*, *≠*, *×*, and *✓* to evaluate and correct pupils’ answers.

After 15 minutes, the teacher asked the pupils to look at the exercise on the board to work together. The pupils put their pens asking the teacher to give an answer to the first sentence. The teacher drew a table to highlight some rules after doing each sentence. They were negotiating the meaning of the structures trying to complete the blanks under each structure. The teacher focused on completing the table as shown below:

Direct speech	Reported speech (indirect)
<i>Present simple / now</i>	<i>Past Simple / then</i>
<i>Future (will) / tomorrow</i>	<i>Would / the following day</i>
<i>Must / here</i>	<i>Had to / there</i>

..... <i>etc</i> <i>etc</i>
------------------	------------------

The teacher was trying to negotiate the meaning and the functions of the structures. This negotiation took the form of communication. The teacher gave orally some extra examples in order to clarify and vary the tasks to make sure that the pupils had a wide and clear picture of the lesson. It seemed the teacher started from very simple sentences written on the board to move to some complex sentences. He checked the pupils' understanding through his interaction with them.

On the whole, the teacher used isolated sentences which were not extracted from authentic sources. He was teaching grammar explicitly since he raised the pupils' reasoning to forms and rules. He used communication and interaction in his classroom in order to negotiate the meaning and the function of the forms and to practise the rules in further tasks. It seemed the teacher finished the syllabus but wanted then to teach some points needed in Bac exam.

After having the lesson finished, the teacher asked me to took his place and say something to the pupils. I advised them to work hard and to give importance to English due to its significant role in today's' life. I wished them best luck in exams and in future careers. The bell had ringed before I finished my speech. All the pupils went out as I stopped talking.

Appendix G : Baccalauriate exam 2016

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة : 2016

امتحان بكالوريا التعليم الثانوي

الشعبة : علوم تجريبية، رياضيات، تقني رياضي، تسيير و اقتصاد

المدة : 02سا و 30د

اختبار في مادة : اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين:الموضوع الأول**Part One: Reading****(15 points)****A/ Comprehension and Interpretation****(08 pts)***Read the text carefully and do the activities.*

NASA has confirmed the discovery of Kepler 452b, the most Earth-like planet ever encountered. It is located in the Goldilocks zone, an area in which a planet is just the right distance from a host star. **This planet** would have "just the right" conditions to support liquid water and possibly even life. This extraordinary world was spotted by the Kepler Space Telescope and is the first confirmed planet among over 500 potential candidates being added to the mission's catalogue. The planet is 1,400 light-years away from our Solar System and orbits a star that astronomers call our Sun's cousin. While this star is four percent more massive and ten percent brighter, the distance between it and Kepler 452b is approximately the same as Earth's distance from the Sun. The planet itself has a radius 60 percent larger than Earth and is suspected to be rocky, with a thick atmosphere and a significant amount of water.

Kepler 452b's host star is 1.5 billion years older than **ours**, and will give scientists a glimpse into how the Sun's age will eventually affect Earth. "The increasing energy from its aging sun might be heating the surface and evaporating any oceans. The water vapor would be lost from the planet forever," said Doug Caldwell, a scientist assigned to the Kepler mission. "Kepler 452b could be experiencing now what the Earth will undergo more than a billion years from now, as the Sun ages and grows brighter."

*Adapted from Observer,**"Discovery of Habitable Earth-like Planet Announced", July 2015, by Robin Seemangal*

1. Choose the letter that corresponds to the right answer. The text is...

- a. prescriptive b. narrative c. expository

2. Write the letter which best completes the statement.

- A. Kepler 452b is the most to our planet.
 a) different b) remote c) similar
- B. Kepler 452b would contain the conditions to support liquid water.
 a) unusual b) suitable c) unsuitable
- C. Our Sun's cousin gives off light.
 a) more b) no c) less
- D. Our star is kepler 452b host star.
 a) older than b) younger than c) as old as

3. Answer the following questions according to the text.
 - a. Where is Kepler 452b situated?
 - b. What might be the components of Kepler 452b?
 - c. How can this discovery be beneficial for scientists and humanity?
4. In which paragraph is it mentioned that life may be possible on Kepler 452b?
5. Who or what do the underlined words refer to in the text?
 - a. This planet (§1)
 - b. ours (§2)

B/Text Exploration

(07 pts)

1. Find in the text words or phrases that are opposite in meaning to the following:
 - a. unlike (§1) ≠
 - b. found (§2) ≠
2. Divide the following words into roots and affixes.
Disappearance - undergo - aging

Prefix	Root	Suffix

3. Rewrite sentence (b) so that it means the same as sentence (a).
 - 1- a. NASA has confirmed the discovery of Kepler 452b.
b. The discovery of Kepler 452b
 - 2- a. "Kepler 452b could be experiencing now what the Earth will undergo", says Caldwell.
b. Caldwell says that
 - 3- a. I have a strong desire to set foot on the Moon someday.
b. I wish
4. Classify the following words according to the pronunciation of their final "s".
practices - candidates - stars - travels

/s/	/z/	/vz/

5. Fill in the gaps with words from the list.
astronomical - defined - satellite - moon
A satellite can be ... (1)... as any object that orbits around something else. There are ten types including ... (2)... satellites. For example, the ... (3)... orbits around Earth and is thus a natural ... (4)..., but man-made ones are called artificial objects.

Part Two: Written Expression

(05 points)

Choose ONE topic only.

Topic One.

Some people think that satellites and space exploration are a waste of time and money while others disagree. You are a member of a space association. Write a public statement of about 80 to 120 words in which you defend your point of view and try to convince people of their importance.

You may use the following notes:

- Telecommunications – exploring expeditions - gathering information about other planets
- Research – weather forecast – predicting natural disasters...

Topic Two.

Next December, you will attend an anti-corruption summit in Strasbourg organized by Transparency International.

Write a speech of about 80 to 120 words for the opening ceremony in which you suggest solutions to fight corruption in the world.

انتهى الموضوع الأول

الموضوع الثاني

Part One: Reading

(15 points)

A/ Comprehension and Interpretation

(08 pts)

Read the text carefully and do the activities.

When I was a student with a paper to write, I would go to the card catalogue, find the book, write down a quote from it, and finally incorporate that into my paper. For today's students, the process is much easier; they download the quote, however sometimes the line between downloading a quote and downloading whole sections of existing work gets blurred.

Notions of intellectual property ownership are further complicated by the tendency in today's colleges and universities to encourage collaboration. In business schools, where I have taught, we have told people that teamwork is key to success in the business world; it is a core skill and one that we celebrate. A lot of this collaboration happens online, using the same tools students use for social interactions. In this environment, it can become hard to navigate between social and educational media use, hard to distinguish between collaboration and appropriating someone else's work.

But while technology changes, ethical principles do not. Passing someone else's words off as your own is still wrong, whether you copied them from a book or from a website. It is our role as educators to transmit the traditions of ethical thinking to each generation of students, whatever new challenges they are navigating.

By Kirk Hanson, Executive Director, Professor of Social Ethics

1. Are the statements true or false? Write T or F next to the letter corresponding to the statement.
 - a. It is hard for today's students to get information.
 - b. Group work is basic to learning and achievement.
 - c. Collaboration tools in class differ from social interaction.
 - d. Ethical principles are much influenced by technological progress.
2. In which paragraph is it mentioned that:
 - a. students are unaware about the necessity to footnote someone's property?
 - b. copying someone's property is unethical?
3. Answer the following questions according to the text.
 - a. Why was it less easy for the writer to quote from a book?
 - b. How is teamwork in schools causing confusion among students?
 - c. Why is it considered wrong to copy someone else's property?
4. Who or what do the underlined words refer to in the text ?

a- where (§2) b- our (§3)
5. Copy the title you think is the most appropriate.
 - a. Has Technology Killed Academic Integrity?
 - b. Is Cheating Restricted to Students?
 - c. Teamwork in an Exam

B/ Text Exploration

(07 pts)

1. Find in the text words or phrases that are opposite in meaning to the following:
 a- extract (§1) ≠ b- competition (§2) ≠ c- receive (§3) ≠

2. Complete the chart as shown in the example:

	Verb	Noun	Adjective
Example	<i>to collaborate</i>	<i>collaboration</i>	<i>collaborative</i>
	expected
	success
	to progress

3. Join each pair of sentences using the connector between brackets. Make any necessary changes.

- a- The process of copying is easy. Students download whole sections of existing work. (so....that)
- b- Ethical principles are maintained. Educators transmit the traditions of ethical thinking to each generation of students. (providing that)

4. Classify the words below according to the number of their syllables.

website - ethical - downloading - core

One syllable	Two syllables	Three syllables

5. Re-order the following sentences to make a coherent paragraph.

- a. Cheaters get rewards that they don't deserve
- b. It is a deeply unfair behaviour that hurts other students.
- c. believing that it's a private behaviour that doesn't hurt anyone.
- d. Cheating is not a victimless act.

PART TWO: Written Expression

(05 pts)

Choose ONE of the following topics.

Topic One:

Your class project has been copied and presented by a classmate of yours. You felt cheated and decided to report the situation to the teacher and, even, to the class. Make use of the information in part ONE (Reading) to give a talk of about 80 to 120 words about property theft.

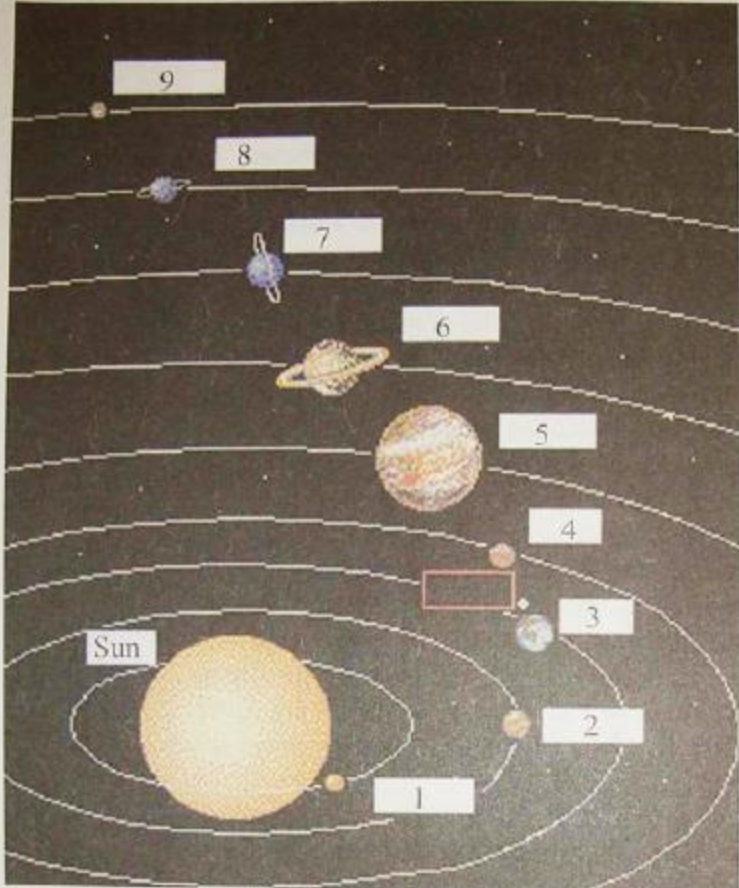
Topic Two:

Using the social media has become a risk to adolescents' education more often than adults realise. Write an article of about 80 to 120 words for your school magazine about some of the risks and how to prevent them.

انتهى الموضوع الثاني

Appendix H :

The Solar System



If you were out in space, billions of miles away from our planet, you would see the Earth as a tiny ball moving in a wide path around a star that you might recognize as our Sun. You would also see, at various distances from the Sun, seven other spherical bodies of different sizes - the other planets - all travelling in the same direction in almost circular paths around the Sun. Moving around some of the planets are smaller balls - the satellites or moons of the planets. (§1)

Now suppose you were still in space and that you were looking at the space between the orbits of planets Mars and Jupiter, what would you see? There would be thousands of little planets, or asteroids, also revolving around the Sun. Cutting in this way and that, across the paths of the planets, you would see comets - starry-headed objects, sometimes with long tails

/bɪlɪənz/
/muːviŋ/
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/mɑːzɪ-/dʒuːpɪtə/
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/kɒmɪts/

this way and that, across the paths of the planets, you would see comets – starry-headed objects, sometimes with long tails streaming after them as they draw near the Sun. You might also catch a glimpse of swarms of even smaller particles – the meteors – swirling through space. (§2)

All these heavenly bodies make up our vast solar system. If you continued to view them for months or for years, you would see that they were moving together through space as a unit, at the speed of some twelve miles a second, in the general direction of the blue star Vega. (§3)

The Sun is the very heart of our solar system. It is a typical star – one of the several thousand millions of stars in our galaxy; like the rest, it is an incandescent body made up of highly compressed gases. Compared with the other stars, the Sun is of average size, but it is a giant in comparison with even the largest planets. Its diameter of 865,600 miles is 109 times that of the Earth; even though it is gaseous, it weighs more than 300,000 times as much as the Earth. Its surface temperature is about 10,000 degrees Fahrenheit; at its centre the temperature may be as high as 27,000,000 degrees Fahrenheit. The heat energy and light energy radiating from the Sun make it possible for life to exist upon Earth. Without the reflection of the Sun's light, we could not see the other members of the solar system except for the comets and meteors. (§4)

The Sun is just one of the stars in our universe. When the skies are clear, we can see the twinkling of these other stars at night. Their light is less intense than that of the Sun because they are far more remote from us than any other heavenly bodies. (§5)

We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the Sun that they reflect back to us as if they were huge mirrors in the sky. In addition, each one of the eight planets travels in its own special path or orbit around the Sun held in place by the powerful force of the Sun's gravity, very much as if it were a ball speeding around the Sun in a matter of a few months. More distant planets have larger orbits and travel far more slowly. Jupiter, for example, takes more than eleven Earth years to make one complete turn around the Sun while Earth makes its path around the Sun in just 365 ¼ days – in other words, once a year. (§6)

(From the *Book of Popular Science* and Alan E. Nourse, *The Giant Planets*)

/stri:mɪŋ/

/mɪ:tɪəz/

/səʊlə/

/kə'nɪnjʊ:d/

/hə:t/

/gə'læksɪ/

/gæsɪz/

/ɪn'kændɪsɪnt/

/daɪ'æmɪtə/

/weɪz/

/temprətʃə/

/fə'renhait/

/enədʒɪ/

/rɪ'flekʃn/

/dʒʊ'nɪvɜ:s/

/twɪŋklɪŋ/

/rɪ'məʊt/

/ʃaɪn/

/rɪ'flekt/

/hju:dz/

/grævətɪ/

/mænθs/

kəm'plɪt/

Grammar Explorer 1: Revision

① Read the text again and pick out the sentences which contain comparatives of adjectives and adverbs and write them in the table below.

Comparatives	Adjectives	Adverbs
superiority		
equality		
inferiority		





● **Task:** How are the comparatives of adjectives and adverbs formed? Draw the rules and give other examples to further illustrate their use.

Have another look at the **comparatives** in SE2 Grammar Reference, pp.193-195.

② Study the figures in the table below. Then compare the planets using the comparatives and the superlatives of the adjectives and adverbs in the yellow box below.

Adjectives: remote (from) -distant (from) -near/close to -long -short - large ...

Adverbs: (travel, orbit, rotate) slowly / fast/ quickly ...

Planets	Diameter : thousand Km	Average distance from the sun : Million km	Time for one orbit : (Earth years)	Rotation period : (Earth Days)
 Mercury	4.88	58	0.241	59
 Venus	12.10	108	0.615	225
 Earth	12.76	150	1	1= (365 ¼ days)
 Neptune	48.6	4,497	164.8	0.66 (16 hr 7 mn)

Appendix I : Teacher Guide Examination

Objectives of the examination paper

The English examination paper aims to evaluate

- 1) the candidates' ability to understand and to do tasks in connection with a reading passage, either adapted or authentic, based on a topic strongly related to the syllabus.
- 2) the candidates' ability to mobilize the appropriate resources to express themselves reasonably and correctly.

Organization of the examination paper.

IMPORTANT: It is advisable that the paper should revolve around the same theme, to be in accordance with the philosophy of the competency-based approach, i.e., tests provide examinees with opportunities to learn and re- use even while taking the test.

The examination paper is made up of the two following parts:

Part One : Reading

This part consists of

A. Comprehension

This sub-part focuses on the global and detailed understanding of a reading passage through a number of comprehension-type tasks.
(see table).

B .Text Exploration

This sub-part, through different types of activities related to the reading passage, deals with the knowledge and use of the language.

It contains tasks on:

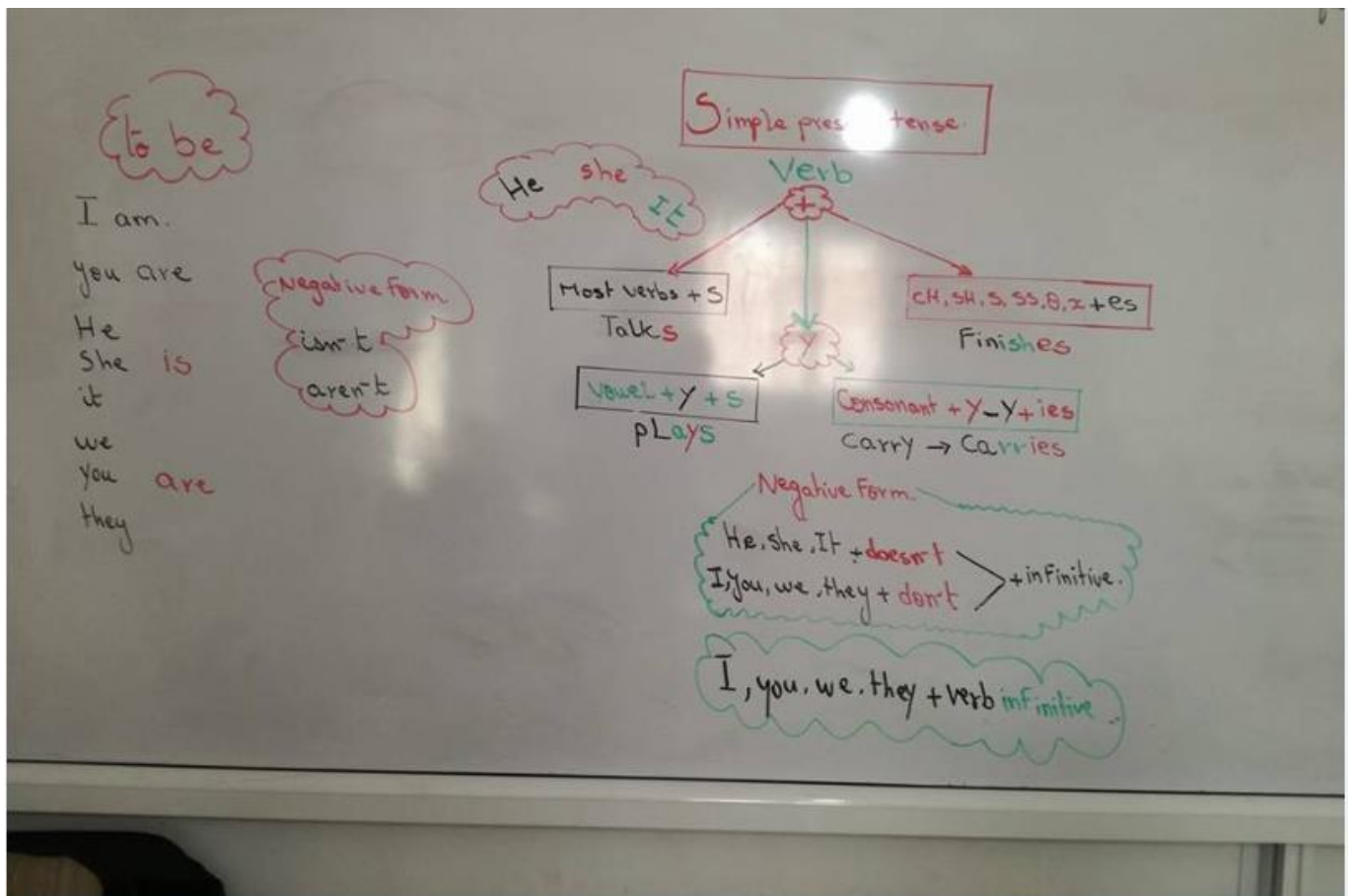
1.	Vocabulary
2.	morphology
3.	Grammar
4.	Sound system
5.	Discourse

Part two: Written Expression

This part presents two different topics to the candidates to choose:

Either **Topic 1: Guided** Or **Topic 2: Free**

Appendix J: A Snapshot of a Revision Session in an Algerian Class



استكشاف قناعات المدرسين و تطبيقاتهم حول تعليم القواعد الانجليزية. دراسة حالة اساتدة ثانويات بسكرة

لقد كان الهدف الرئيس من هذه الاطروحة هو استكشاف قناعات المعلمين حول تدريس قواعد اللغة الانجليزية و مقارنتها بالنشاطات المطبقة بالقسم لمعرفة مدى التطابق بينهما . كما قام البحث بتحديد العوامل المؤثرة على الممارسات الصفية في القسم.

لقد شارك في البحث 37 معلما في المادة الانجليزية في الطور الثانوي و الذين ينحدرون من ثانويات ولاية بسكرة ,جنوب الجزائر. و لقد قام الاساتدة المشاركون بإملاء استمارات يعبرون فيها عن قناعاتهم الشخصية حول تعليم قواعد اللغة الانجليزية. و لقد تلت هذه العملية ملاحظة اربع اساتدة في اقسامهم ثم بعدها تم اجراء مقابلات شخصية لهم حول ما حدث في القسم و فهم اكثر لقناعاتهم و ممارساتهم الصفية.

اظهرت النتائج ان الاساتدة المشاركين في البحث لديهم قناعات مختلفة حول اهمية القواعد و طرق تدريسها و دور المعلم فيها . النتائج الكمية اظهرت ان هناك علاقة نسبية بين قناعات المعلمين و ممارساتهم للقواعد في القسم. كما ايدت النتائج النوعية هذه النتيجة و بحث في اسباب التوافق و التمايز بين قناعات المشاركين و ممارساتهم الصفية لقواعد اللغة الانجليزية. فعلى سبيل الذكر لا الحصر اظهرت الملاحظة في القسم ان بعض الاساتدة المشاركين قد خالفوا قناعاتهم الشخصية حول تعليم القواعد بطريقة سليمة. و قد بين الاستجواب الشخصي ان هناك دوافع ادت لتخلي بعض الاساتدة عن قناعاتهم. فمن هذه الاسباب هو ان المتعلمين مقبلين على امتحان مهم كالبكالوريا مما يتطلب من المعلم تكييف الدرس على متطلبات هذا النوع من المسابقات لمساعدة الطلاب الضعفاء الحصول على علامات اكبر على حساب تمكنهم من الكلام بطلاقة و استخدام الاسلوب الحوارية.

كما عمدت الدراسة الى اعطاء بعض التوصيات للمعلمين حول تعليم اللغة الانجليزية بصفة عامة و تعليم قواعدها بصفة خاصة.