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THEME

**THE IMPORTANCE OF GRAMMAR IN LEARNING ENGLISH AS  
FOREIGN LANGUAGE AND APPROACHES FOR ITS EFFECTIVE  
TEACHING: CASE STUDY OF CEG DJASSIN.**

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I dedicate this work to my loved parents Bruno ALOFA and Euphrasy GBEDAHOUN for their love, affection and everyday support, and contribution for the achievement of this work.

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***ACRONYMS***

EFL: English as a Foreign Language

ENS: Ecole Normale Supérieure

CLT: Competence Language Teaching

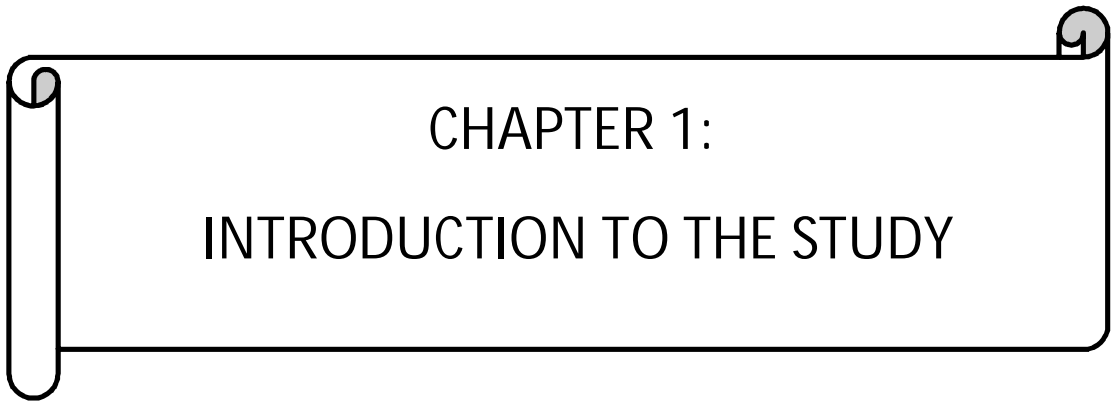
NCTE: National Council of Teacher of English

ESL: English as Second Language

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CHAPTER 1:  
INTRODUCTION TO THE STUDY

## CHAPTER 1: INTRODUCTION TO THE STUDY

Throughout this chapter we'll state the problem raised by our study, state the purpose of the current study and then give its significance in the EFL context.

### 1-1 Statement of the problem

Teaching grammar has been regarded as crucial to the ability to use language. Learner's language development is severely constrained without a good knowledge of grammar in secondary schools. Practically, the inability to know and apply how pattern of words should be put together to make meaningful sentences according to grammar rules is also an aspect that is hindering the learning of English by our secondary school students. Learning grammar is important, but the methods to teach it are to be worked on more, mainly because the students' grammatical rule memorizing is posing problems when it comes to writing or to speaking. Further, learners are only provided the grammatical rules, which actually do not promote the command of English language. The best way to teach grammar has an impact or a significant influence on the development language teaching practice.

Indeed, according to OXFORD DICTIONARY grammar can be defined as the branch of linguistic that deals with syntax and morphology and sometimes with semantics. Also, grammar is not frequently taught in context so the learners are not exposed to authentic samples of languages so that the grammatical features being taught that should normally be encountered in a range of different linguistic and experimental context are not. Moreover, the lack of opportunities for recycling the language forms does not show the learners engagement in tasks designed to make transparent the link between form,

meaning and use. And more often some teachers teach grammar in traditional ways and while using such practice they don't go far in preparing learners to press their grammatical resources into communicative use.

Briefly, the students are no longer mastering the rules that govern grammar for its better use in communicative skills and this explains their poor level in English and more or less their bad results at school during exams. Would it be the ways or methods the learners are taught grammar is posing problem in the acquisition of ESL? There is the reason why we get interested in study of this work.

### 1-2-Purpose of the study

Researchers happen to prove out that every language has a base which is grammar. Spanish, German and English as well are not languages without a good grammar. Though people say that they can do without grammar in so far as while texting each other on Facebook, through SMS, they just want their message be understood, grammar still of a great importance. It's in such a context that the current study is undertaken to capture valuable insights into how EFL school teachers perceive students as well as their difficulties in using their input grammatical rules in English especially in writing and speaking .It also aims to provide teachers with a variety of methods to teach grammar for better understanding and use. In short, the actual study will show how crucial grammar is in English as foreign language and the appropriate methods we should use to teach it.

### 1-3-Significance of the study

It is hoped that the present study will be beneficial in many ways .First, participants in the study shall immediately benefit from the experience of reflexion ; Second, the finding of the study will contribute information to help determine program direction .Moreover, this study will provide additional information to the existing studies about teacher's pedagogical system of grammar teaching .Fifth, this study can contribute some ideas about the effectiveness of teacher education program content in relation to the second language teaching and finally ,the study might raise questions for future inquiry into grammar.



## CHAPTER 2: THE LITERATURE REVIEW

## CHAPTER 2: Literature review

This chapter is about the recent and current issues and thoughts on the importance of grammar and approaches for its effective teaching in the case of EFL context.

Many language authorities have different attitudes to grammar. With the communicative methodology favored in the language teaching beginning in the late 1970s, the helpfulness of formal instruction to grammar teaching in the second or foreign language has been questioned. For instance, in China, many language experts advocate that grammar teaching should be excluded for the purpose of pursuing language learners' communicative competence. Others, however, suspect this statement and demonstrate the opposite point of view. Thus, it is necessary to pay special attention to and show the debated issue related to the explicit grammar teaching through focusing on forms and the implicit teaching through communicative focus. The illustrated discussions related to these issues about the language accuracy and language proficiency will be concerned to that extent.

In the last couple of decades, developing foreign language learners' language proficiency and communicative competence has been demonstrated so that language teaching focuses on enhancing learners' speaking skills as well as communication skills. For instance, skill-based approaches to language teaching have also been highlighted in a sense. Thus, these assumptions have evoked communicative approach through communicative language teaching at the dominated area in the foreign language teaching since it helps language teachers make sense of the innovative techniques and appropriate materials for developing learners' communication skill.

Nevertheless, in the late 1970s, with the communicative methodology favoring in the language teaching, the helpfulness of formal instruction to grammar teaching in the second or foreign language has been questioned. Thus, this paper briefly reviews the concept of grammar and the major issues related to the communicative approach to grammar teaching. And then, the answer to the issued topic about whether grammar teaching can be approached in the communicative way will be directly illustrated. To this end, this paper will examine the implications for grammar teaching through the communicative approach based on the researched suggestion mentioned in the literature review. In brief, it will lie in the view that grammar can be taught through the communicative approach by integrating it with communicative activities depending on the teachers' teaching beliefs.

Harmer 1963 explores grammar functions and argued that a sentence can't be good without a correct grammar. He adds that good teaching methods and practical suggestions for lessons and activities, and the use of simple techniques will surely improve grammar teaching and increase students' motivation. In light of the grammar acquisition process, the major issue in grammar study is oriented on the debate about explicit or implicit grammar teaching. In other words, how grammar can be taught is one of the focuses in grammar research. Explicit grammar teaching with the formal instruction to language teaching highlighted by Ellis (1994), the distinction of explicit and implicit instruction to grammar teaching can be identified. It claims that language learners will be exposed to the implicit instruction in which learners are provided with the chances to induce the language forms from the certain example in the context (Ellis, 1994). In addition to the explicit instruction, learners will be provided with specific grammatical rules and then practice how to use it in some way. Similarly, the issues about whether grammar should be

taught inductively and deductively are also related to Ellis's focus. According to these debated issues, a number of studies have been conducted to seek out which approach to grammar teaching is the most effective one.

According to these empirical studies, hence, it shows the explicit grammar teaching would play an importance role in the foreign language classroom. Considering the above issues, it is necessary to illustrate the supporting ideas about the implicit instruction. The assumptions are inspired by some grammar authors, which advocates children can acquire grammar naturally with random exposure to the target environment, in some sense, like their acquisition process of mother tongue.

Thus, it indicates that grammar teaching can be processed in an inductive way. Additionally, some researchers argued that grammar translation method through explicit instruction would not provide learners 'opportunities to be exposed to the target language in the traditional classroom (Roberts, 1998). However, inspired from Harmer Jeremy in his work Teaching and Learning Grammar (Longman Keys to Language Teaching) demonstrates his opposite view about the implicit grammar teaching. To what extent do teachers happen to enhance their own difficulties in implementing grammar lessons in class as well as learners' ones?



## CHATER 3: THE METHODOLOGIE OF THE STUDY

## CHAPTER 3: METHODOLOGY OF THE STUDY

In this chapter, we are mainly concerned with the methods and means used to realize the study. We'll explore not only the methods followed to conduct the study, but also the instruments, participants, procedure of data collection and the methods of data analysis.

### 3-1-The methods followed and the research instruments:

In order to address the interview questions for this study, the qualitative approach was chosen to investigate a phenomenon with details about how the teachers conducted their teaching of grammar through classroom observations. A qualitative approach also allowed us to hear the teachers' voices regarding how they viewed grammar instruction in EFL through individual interviews. . Additionally, a case study design was chosen, because we were interested in the experiences, insights, and voices of a researcher to understand why they did what was observed in their classrooms.

We search for information on net and go through books in some documentary places. Video tape was used to record the interviews' answers.

### 3-2-Participants

In the study, there were four participants who were and part-time teachers of secondary schools.

The participants' names are: Peter, Sam Rust and Danni (all pseudonyms) and a target population of 30 pupils of two different secondary schools. The participants consisted of mixture of level and experiences.

Peter has several years of experience teaching grammar in English language.

Sam has one year of English language teaching experience, while Rust and Dane have just begun teaching at the time of the study. Moreover we had

some abroad teachers as participants who gave us their feedback through comments on the net.

We used purposeful maximum variation sampling in order to choose participants who would maximize the diversity of potential information.

### 3-3-Data collection

Data collection took place over a period of one month and half.

Non-participant observations and interviews, and collecting a variety of documents and records.

Four classroom observations were conducted for each participant in order to capture in detail how and if any of the participants carried out grammar instruction in their EFL classrooms. We also took field notes and rich data of these observations. The field notes included what was happening in the class, the teachers' behaviors, and the students' responses, as well as questions and thoughts that can be discussed further.

For the purpose of this study, copies of textbooks used during the observations, and handouts from each participant were collected because documents and records often contain information that requires accountability observations and responses from the interviews.

### 3-4-Data analysis

Data were analyzed through ongoing and recursive analysis methods

This source of information was analyzed and compared with the participants' actual teaching from the observations and responses from the interviewing method was used. So we explore the different sizes the study can take through the differences and similitudes of the collected data.

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## CHAPTER 4: THE FINDINGS OF THE STUDY

## CHAPTER 4: THE FINDINGS OF THE STUDY

Through this chapter we'll cope with the research answers got from the different interviews and classroom observations so as to make deep analysis about them.

### 4.1. Teachers' interviews with video tape

For the interviews I conducted, I have got the viewpoints from teachers in different field of teaching. The viewpoints of the four interviewed teachers testified that educational system has been facing many difficulties when it comes to use English language taught to students in communicative and written skills .Through the observations class, all the four teachers give positive answers to the question: Is it important to teach grammar in EFL classes? Some teachers through the interviews, stated that they met some difficulties in the teaching of grammar during their classroom interventions because most of the time, the students are bored .Even though some students happen to master the rules that conduct grammar, they just use them to get good grades and yet are unable to hold casual conversation. From the note book the teachers used in their class, we can see that the students were passive to the traditional way of grammar teaching so they suggested the approaches to the teaching of grammar instructions in EFL classes should be changed.

Moreover, in terms of appropriate methods for good grammar teaching, of the 30 students, over 20 happen to assimilate grammar inductive courses meaning over 65 per cent of students and fewer than 10 per cent react positively about traditional grammar. I mean the teachers did passive voice 'lessons in the different ways: Inductive and deductive or traditionally.

#### 4-2-Interviews through internet and the interference with some teachers' institutions:

During my interactive discussions on the internet with some abroad teachers on the question why does grammar matters in the learning of English and what are the appropriate methods to teach it, these are the collected comments through the report abuse:

##### -First part of the comments:

Grammar is very important to a language because:

- 1) with the right grammar we will know the right meaning as an objective of an information;
- 2)with the proper grammar we know what is the intention of a sentence;
- 3)with grammar we will know the well-educated man/woman or not ;
- 4)with a right grammar we know the right time of its action;
- 5)with a good grammar we know whether it is finished or not yet finished;
- 6)with a right grammar we will know whether it is only an if or has been a habit or the question needs an answer or not.

##### -Second part of the comments

Grammar:

- 1) "The best way to teach grammar is to teach it inductively meaning the students will draw the rules from a sentence or a given text "said 75 per cent of the interviewed teachers.
- 2) "Traditional grammar or deductive methods of grammar teaching help teachers to give students the rules of grammar and students to

memorize these rules for a good application' 'argued the 25 per cent remaining teachers.

The national council of teacher of English (NCTE) answers that grammar is important simply because it's the language that makes it possible for us to talk about language and adds that communication is impossible without Grammar. Taking into account all the conceptual aspects and answers to the above questions we'll merely say that almost 100% of the participant to our research work gave their agreement to the importance of grammar in English and from the four teachers used for the experience conducted, 3/4 responded that grammar has to be taught in inductive ways and teachers need to be aware of that. Only ¼ of the teachers experience traditional grammar teaching and stated it's the best way.

#### 4-3 -**Students 'taped interviews**

I have interviewed some students and got their viewpoints on what they think about their teachers' teaching grammar during classes and what is their own regard to grammar as a key tool in learning English as second language. Here, Ninety-five percent (95%) of thirty-five (35) students interviewed declared they really need grammar in their effective learning of English and more they need to be taught it. And among the 95% students that are for grammar teaching, some told that they are not given grammar rules in the appropriate manner. Through their statements, some mentioned that some teachers among theirs not only they don't provide them the rules of grammar during courses, but they also do not show them how it should be applied for the good use in the language. Only 5% viewed grammar as useless and unnecessary in so far as they can understand each other with abbreviations and symbols through message and Facebook conversation. They argued they save a

lot of time and they no longer need to learn grammar in their daily life which is nonsense.

Apart from the interviews, I have collected some thesis testimonies about the issue of grammar and the actual tendencies about it. In short, learning grammar is viewed as learning the rules of grammar, learners are expected to have the knowledge of grammar. This knowledge will act as the generative base to express ideas and events that happened in the present, past and future. The rules define how word forms are composed and used.

All those collected information is summed up in the following charts:

<u>Inductive grammar</u>	<u>Deductive grammar</u>
Over 60 %	Less than 10 %

Experience of deductive and inductive grammar

	<u>Interviews</u>	
	<u>Inductive</u>	<u>Deductive</u>
Teachers	75%	25%
Students	-	-

Result of the conducted interviews

<u>Inductive</u>	<u>Deductive</u>
------------------	------------------

Teachers	98%	2%
Students	95 %	5%

Importance of grammar students' and teachers 'point of views

It's clearly obvious that grammar is important though but inductive approach has to be focused on more.



## CHAPTER 5: RECOMMENDATIONS AND SUGGESTIONS

## CHAPTER 5: SUGGESTIONS AND RECOMMENDATIONS:

The chapter five is about the recommendations and suggestions for future improvements as a matter of teaching grammar and the rights methods we shall use to achieve the goal of effective teaching.

### 5-1- Recommendations:

The ways English grammar is taught is posing many problems and difficulties to both teachers and learners. The importance of grammar is eminent so approaches to teach it should be changed.

Levels of change: Materials, approaches and beliefs.

Just as there are many different reasons for change, so too are there many different kinds, or levels, of change that can take place. Three important levels of change are:

- a) Materials, text books, and syllabus: For example, the prescribed textbook might change;
- b) Teaching behavior: A new methodology might be adopted; and
- c) Knowledge, Understanding and Belief: A new approach or philosophy might gain acceptance.

### 5-2-1-Suggestions to EFL teachers

During teaching grammar course, a range of strategies can be used to try and bring about change on all three levels.

First, teachers survey and compare a wide range of materials and resources for teaching grammar so that they learn to identify and critique different syllabuses and activities.

Second, they are required to teach a range of activities to their peers. They are given not only the materials to use with the 'students', but also a step by step procedure which states what they should do and say.

Third, we should read and discuss research and theories about teaching and learning grammar to develop an understanding of concepts, processes and issues related to how grammar is learned.

I would like to propose a five-step procedure for teaching grammar that I have developed. This procedure incorporates the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar. These concepts will be reviewed before the description of the teaching procedure.

#### Practice and consciousness- raising

For most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken (Ellis, 2002). For this reason, the two terms practice and consciousness-raising are important to define in this paper since they play an important play in successful grammar teaching, especially in the case of EFL.

#### Practice

To begin with, it is claimed that practice is one of the keys to learning incorporated into a methodology with given features.

It is generally accepted that practice can facilitate accuracy and fluency.

#### Consciousness-raising:

Consciousness-raising is an attempt to equip learners with an understanding of a specific grammatical feature, to develop declarative rather than procedural.

### Explicit knowledge

According to Ellis (2004), in a practical definition, explicit knowledge deals with Language and the uses to which language can be put. This knowledge facilitates the intake and development of implicit language and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction.

### Implicit knowledge

Implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken .Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue

### Deductive approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

### Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations,

measurements, or data) to generalities (for example, rules, laws, concepts or theories). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples.

Additionally to these, i quoted some recomendations that should ensure effective grammar teaching and learning in the case of EFL classes :

\*Avoid rules-giving teaching: In many EFL classes ,particularly in CEG Djassin,grammar is taughtdeductively.Teacher gives some grammatical rules and the students memorize those rules.Although this may ensure good grades in exam,when they are asked to apply grammar items in real life context ,they are sure to face great difficulties.If the teachers avoid the traditional rules-giving of teachingand teach grammar inductively it will make the grammar teaching effective.

\*Engage the learner:In ESL classes while teaching grammar,teachers directly go straght into the lesson.It IS necessary to prepare the students prepared for the lesson.Teachers need to engage them first ,they also need to give student idea about their lesson by them some guiding questions that will lead them into the lesson .

\*Teaching through pictures and phisycal objects:Teachers can give examples in form of pictures ,drawing or objects and then explain the grammar structure through those examples.If teachers show them pictures and physical objects,visualization will reinforce what they listen and therefore grammar teaching be more effective and conqently effective;

\*Teaching through texts:As I've said in my first recommendation that students know the grammar structure but cannot apply it in real life context. Teacher can teach grammar through text and this will help students know how to use grammar structure in context;

\*Teaching through role play:Once students know any grammar structure they need to practice it in different situation. This role- play can serve this purpose of practice and revision.

In other words, by avoiding traditional grammar teaching and incorporating teaching techniques used in the CLT methods (which although focuses on the communication skill rather than grammar structure), grammar teaching can be made more interesting and effective.

#### 5-2-2-Suggestions to EFL students:

To the regard of all these, students must observe some attitudes to facilitate EFL teachers the task of implementing grammar which remains very crucial in the learning of English as a foreign language.

First students must come into class on time so as not to miss the point that is going on;

Second they must pay attention to the grammar lesson being conducted by the teachers;

Third, students should expose their worries and misunderstandings to the teachers;

Finally they should participate actively to the grammar courses.

## CONCLUSION:

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most crucial thing is that the teachers provide the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant vocabulary.

Generally speaking, in teachers' perceptions, both teachers and students invariably face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers. It is obvious that EFL teachers consider these difficulties quite serious, which suggests that serious attention needs to be paid to them. There may be generally recommended ways of teaching EFL grammar (for example, the implicit method), but it would not be proper to adopt them universally without looking at the possible difficulties that might go with those methods suggested. While a less favored method might pose fewer problems and hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in implementing it.

The difficulties may also be influenced by the context in which a particular method is used. It is, therefore, necessary to make a detailed study of such difficulties faced by teachers and students in specific contexts, take appropriate steps to overcome them, and adapt the method to suit the actual

teaching and learning environment. This is not to suggest diluting' a sound approach or method, but only to plan mediating or supplementary tasks to help learners tide over the difficulties.

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