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Exploring Grammar Teachers' Beliefs and Practices through

Focus-on-Form Instruction

The Case Study of Grammar Teachers at the English Branch at

Mohamed Khider University of Biskra

Thesis submitted to the Department of Letters and English Language in candidacy for
the degree of 'Doctorat es-Sciences' in Language & Civilization

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Declaration

I, Mr. Youcef LAALA, do hereby solemnly declare that the presented work in this thesis is exclusively mine and no other copy has been submitted before to any institutions for any degree requirement.

I assert that all sources of information used in this work have been obtained in respect to the academic research ethics. The presentation of data has been in accordance with the rules of academic research methodology concerning the field and nature of the study.

This work was carried out and achieved at the University of Biskra, Algeria.

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Dedications

I dedicate this work to my mother for her continuous support

To my late father

My wife for her unconditional encouragements

My angels Laeticia & Mohamed source of hope and joy

My family

My friends and colleagues

All English Teachers

Acknowledgments

Abstract

The present case study intends to explore some aspects of the beliefs' mechanism among grammar teachers and the way they are shaped in the teaching environment, particularly using form-focused instruction. This is a major issue relatively unexplored in the context of the Algerian university. Studies in the field of teaching and learning tended to explore and evaluate the teachers' teaching practices and actions related to a definite framework guided by a prescribed teaching methodology. This interest stressed the concrete side of the teaching job but not in the mental process that controls and supervises everything. This work explores beliefs about form-focused instruction held by grammar teachers with different teaching experiences and backgrounds in the English section at the Mohamed Khider University of Biskra and the relationship between these beliefs and classroom practices, in addition to that, the elements shaping the teachers' beliefs while performing their daily teaching routine. This exploratory research was based on two main questions: What are the teachers' beliefs about form-focused instruction? And to what extent are these beliefs reflected in the classroom practices. Through the previous questions a hypothesis was formulated if teachers held beliefs about teaching including form-focused instruction, it would be reflected in the way they perform in the classroom.

In order to answer the questions and validate the hypothesis, three data gathering tools were used: a questionnaire administered to nineteen teachers' of grammar, a semi-structured face-to-face interview to a sample of ten grammar teachers and a semi-structured classroom observation during the 2016-2017 academic year. Results show that the participants hold very specific beliefs, shaped mostly by their personal experience and actualized in different ways in the classroom.

Keywords: Teachers' beliefs, form-focused instruction, grammar teaching.

List of Abbreviations

3P's Model: Present-practice-produce

ARC: Authentic use, Restricted use, Clarification, and Focus

B.A: Baccalaureate of Arts

CBA: Competency-based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESA: Engage, Study, Activate

ESL: English as a second language

ESP: English for Specific Purposes

FFI: Form-focused Instruction

FL: Foreign Language

ICT: Information and Communication Technology

IPA: International Phonetic Association

KAL: Knowledge about Language

L1: First Language

L2: Second Language

LMD: License-Master-Doctorat

LOTE: Languages Other Than English

MA: Master of Arts

MKUB: Mohamed Khider University of Biskra

MSC: Master of Science

NLP: The Neuro-linguistic Programing

P: Page

PGCE: Postgraduate Certificate in Education

Ph.D.: Philosophy Doctorate

PI: Processing Instruction

PPP: Presentation, Practice, and Production

SLA: Second Language Acquisition

TBI: Task-based Instruction

TBL: Task-based Language

TBLT: Task-Based Language Teaching

TESL: Teaching English as a second language

TESOL: Teachers of English to Speakers of Other Language

TL: Target Language

TTT: Test, Teach, Test

U.S.A : United States of America

U.K : United Kingdom

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General Introduction

1. Background of the Study

The issue about the learners' exposure to the formal aspects of the target language has been and still a highly controversial in second and foreign language pedagogy. Since late fifties and the beginning of the sixties of the previous century, form-focused instruction or generally known as the teaching of grammar was considered by theorists and researchers a fundamental instrument in the language learning process, but with some arguments based on the questions: How should we teach grammar? explicitly or implicitly? explicitly through the formal presentation of the grammatical rules or implicitly through natural exposure to meaningful language situations. Should grammar of the language be taught as a whole or just some selected items? which approach facilitates the learning of grammar for all students? which kind of activities to use? And many other questions have opened the debate about this important issue.

Second language acquisition (SLA) researchers adopted a new position to consider form-focused instruction by the beginning of the eighties. Based on findings of investigations about language learning, especially first language and the introduction of new reflexions centered on the establishment of the natural learning experience in the classroom to promote and enhance communication among learners.

The neglect of appropriateness and accuracy in the learning situation resulted in a failure to attain high levels of grammatical competence through discourse or the oral skill and the written production, two majors skills supposed to have the

greatest interest and care from both teachers and learners. Grammar has seen light again, and now, most of SLA researchers agree on the importance of form-focused instruction in the classroom and its positive effect on the language learning process; particularly accuracy, through a focus on the link between theory and practice.

How teachers approach the teaching of grammar has a strong link to what they think, know and believe about it. This equation helped the emergence of a huge body of research about teachers' cognition which is considered now one of the most unexplored fields of investigation in the teachers' education. Studies about teachers' cognition helped understand the complexity of the teachers' minds when it comes to their job, the way they learn to teach and how they do it in different contexts and situations.

Studies that examine what teachers do according to what they think raised a number of conceptual and methodological questions about the congruence between teachers' beliefs and practices, how beliefs and practices are bound and also the importance of external factors including social background, material setting, institutional and formal conditions which can constrain what teachers' want to achieve.

When analyzing the English language higher education curriculum designed for foreign language learners, a distinction is made between what is planned theoretically from a side and what is practiced in the classroom from the other. But, the correspondence between the two operations is not so clearly achieved, many factors come to play here like teachers' knowledge, thinking and beliefs also reactions, attitudes and students' motivation, hence the intervention of theory to explain and solve this kind of issue is not sufficient, even teachers are partisan of the communicative language teaching but in the classroom things differ.

2. Statement of the Problem

The predominant source of information about grammar teaching in the field of second language acquisition was based on the students' outcomes. Through tests and curriculum achievement, anyone could notice that is a one-sided perspective, considering form-focused instruction or the teaching of grammar through the teachers' minds is a crucial need to understand them. The same can be said about teachers' education in the way to explore teachers' learning process about the teaching methodology without trying to explore the mental dimension shaping this process. This kind of research contributes to understanding how teachers' teaching styles evolve.

Another side of the research concerns the considerable change and evolution about approaches to grammar teaching. Now, researchers, methodologists, and theorists are focusing on communication within the classrooms focusing on fluency and accuracy, the new wave in language learning and acquisition. It cannot be assumed that teachers' beliefs are going to follow the same new teaching or pedagogical instructions. So exploring these beliefs and trying to find any relation with the change is necessary, especially in the context of the Algerian university which tries to improve quality-teaching and foreign language development, a major objective in recent educational reform.

Different views about grammar in language teaching led to the absence of a well-defined approach to the teaching of grammar; here teachers do not rely on new theoretical innovations but on their own experiences as learners or teachers. They are required to adopt appropriate and effective teaching strategy according to a prescribed approach in the English curriculum. Grammar teachers make their own personal

interpretations and perceptions of the syllabus, a subjective orientation based on personal beliefs about grammar as a whole.

Another important factor is the consideration of the English language and/or the teaching/learning environment. In other words, a non-native environment in which the English language is considered a Foreign Language where learners have limited opportunities for language use especially outside the classroom and a limited input inside. This study tried to explore the foundations of teachers' beliefs and explain those beliefs by examining contextual factors and constraints that support or prevent these beliefs in the actual classroom. In addition, it attempts to find some guidelines to make sense of teaching decisions, course, and course design, and finally the adoption of a coherent and valid teaching theory to match learners' needs through the communicative approach to language teaching.

This research addresses the gap found in knowledge about teachers' perspectives in teaching grammar particularly at Biskra University. This situation has motivated us to investigate this issue to contribute to the ongoing research about language teaching especially beliefs about teaching grammar. Such consideration derived from the assumption that grammar plays an indispensable role in bettering language learning among students of English.

3. Aims of the Study

The main aim of this research was to explore teachers' beliefs about form-focused instruction or the teaching of grammar and their practice into the classroom. In addition, it seeks to find contextual factors helping to practice or withhold these beliefs; the achievement of this aim is based on the following objectives:

- To identify what teachers' beliefs are about focus-on-form instruction.

- To find the origin of these beliefs, if existing.

- To examine how these beliefs are actualized in the classrooms.

- To find the contextual factors that may support or restrain these beliefs through practice in the classroom.

4. Research Questions and Hypothesis

This research is an attempt to answer the following questions related to the raised issue under investigation about teachers' beliefs concerning form-focused instruction as follows:

1. What are teachers' beliefs about form-focused instruction?
2. Where do these beliefs originate from?
3. To what extent are these beliefs reflected in the classroom?
4. What factors affect teachers' transformation of held beliefs into practice?

In line with the above questions the following hypothesis can be formulated:

- If teachers hold beliefs about how to teach grammar (including form-focused instruction), this would be reflected in the way they teach in the classroom.

5. Rationale for the Study

The researcher has noticed that there is a huge gap in the research area about foreign language teaching, due to the lack of attention attributed to the study in depth of teachers' beliefs and their relationship to practices, particularly in the Algerian setting. Form-focused instruction as a choice of study is motivated by the

importance of this method in the learning of the language especially at higher education level where communicative language teaching as a learning approach is dominant in recent years.

Understanding teachers' beliefs means discovering an important side of teachers' cognition related to the act of teaching within the Algerian university. This is necessary for educators to set pedagogical parameters to improve the educational system as a whole. The outcomes of this research might come up with some pedagogical implications to help to design the most effective ways to implement the right choice of approaches, procedures, and techniques to serve the application of a well-defined language-teaching curriculum.

6. Research Design

The research design demonstrates a set of actions or procedures carried out through an investigation or research aiming at getting results or information that should be objective, reliable, and valid. In addition, it shows the pertinence of the set research question/s and proposed hypothesis/es, with the contribution of instrumentation or research tools necessary for data collection. The choice of the method for research is based first on the variables included in the study then how it would fit the set objectives of the study and help in finding solutions for the stated problem and raised questions.

6.1. The Method

The present research is an exploratory case study about teachers of the grammar of the English section at the Department of Foreign Languages at the Mohamed Khider University of Biskra.

The choice of the method is based on the context and objectives of the study; which are an investigation of a phenomenon in its real setting. Trying to determine any relationship between its limits, also the nature of the main variable: teachers' beliefs; which are: implied, lively, systematic, and -what is important-susceptible to change; these characteristics need multiple combinations of tools for data collection found in the concept and procedure of the case study.

6.2. Population and Random Sampling

The sample of the study consists of all full-time teachers who have taught or still teach grammar at the Department of Foreign Languages, a section of English at the University of Biskra representing 19 teachers. All of them graduated from many universities in the country and have work experiences ranging from 5years to 30 years in the academic year of 2015-2016. Concerning the interview, 10 teachers have been chosen from the main sample and 2 others for classroom observation.

6.3. Data Gathering Tools

The nature, scope, and objectives of the study determine the choice of the data collecting tools. As the research is descriptive, the following tools were used (further explanation and information are found in the Methodology chapter):

- A questionnaire (open-ended questionnaire)
- Personal Interviews (face-to-face interviews)
- A classroom Observation (non-participant classroom-observation)

7. Structure of the Thesis

This work consists of five chapters, divided into two main parts: a literature review relevant to the main variables of the subject, which are teachers' beliefs about

form-focused instruction and form-focused instruction or the teaching of grammar. Through presenting literature, we assume that the two variables are interconnected.

The Research Methodology chapter discusses the choice of method of the research, data gathering tools, data gathering procedures and the analysis of obtained data for interpretation. The second part is devoted to the fieldwork including data collection results or findings, discussion of the results and finally implications of the study.

Chapter one deals with a historical background of language teaching approaches and the teaching of grammar particularly. The chapter also discusses the grammar teaching decline and the debate concerning this issue. Finally, the advent of the communicative teaching approach and its relationship with grammar teaching.

Form-focused instruction is discussed in the second chapter as one of the main variables of the research. First, an introduction to instruction and how it is processed then, how instruction is used through teaching grammar. Secondly, the importance of instruction and how it is implemented in the class and finally, Ellis recommendations about form instruction and its use.

The final part of the theoretical part treats the second variable of the study which is the teachers' beliefs through defining it, giving its types and exploring second language teachers' beliefs about teaching grammar.

Chapter four concerns the research methodology and the steps taken through it. The nature of the research and choice of the adopted approach to conduct it, the data gathering tools and their impact on the findings and their interpretations. Research started with a piloting study using a questionnaire, then, the main study used a

questionnaire, an interview, and a classroom observation. The methodology section is followed by a presentation of the results and accompanying discussions.

The present work ends with a general conclusion and some recommendations concerning the variables under study mainly teachers' beliefs about grammar instruction and how it is reflected in classroom practices.

CHAPTER ONE

The Language Teaching Approaches and the Teaching of Grammar

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Introduction

One of the major issues that face language teachers is the choice of the most effective methods of teaching, especially to learners of English as a second language and with teaching methods with the overall use of instruction into the classroom, which involves many difficulties and challenges with the rise of the communicative language teaching and natural methods of language learning. During more than two decades from now, the teaching of grammar has gained again a vital importance in the teaching/learning process supported by new theoretical concepts and fresh methodologies including form-focused instruction which is based on promoting the communicative language teaching and maintaining a high degree of language accuracy and fluency by enhancing both input and output among the learners. In this chapter, some major and most influential language teaching methods including the communicative approach will be presented, in addition to teaching grammar in context and the task-based approach and by providing their historical background of grammar teaching and some related issues.

1. Language Teaching Approaches

This part of the research is about presenting a brief historical background concerning the language teaching approaches and methodologies from the late ninetieth century to the beginning of the twenty-first century.

1.1. Pre-twentieth-Century Trends

Two major orientations in language teaching methodology through history were based on two types of approaches. Celce-Murcia (2001: 3) stated in her survey about the Language Teaching Approaches that "Language teaching methodology vacillated between two types of approaches: getting learners to use a language (i.e., to speak and understand it) versus getting learners to analyze a language (i.e., to learn its grammatical rules)".

By the beginning of the nineteenth century, the Grammar Translation Approach was the main method for studying the grammar of classical Latin than English as a modern language. A reform movement led by Gouin (1831-1896) based on his book: "*The Art of Teaching and Studying Languages*" (1880), advocated the inadequacy of the traditional methods through the introduction of the Direct Method. Howatt (1984: 162) gave a detailed analysis in his book about Gouins' new concept of language teaching as follows: "Gouins' central concept was that structure of a language text reflected the structure of the experience is described".

During the 1890s, the International Phonetic Association (IPA) was established by some scholars including Henry Sweet, Wilhelm Vietor, and Paul Passy. Following the reform movement, they tried to prove that the teaching of pronunciation and oral skills are essential to the teaching of the language. Three main principles were advocated by IPA (cited in Howatt and Widdowson 2004: 189) "the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process, and the absolute priority of an oral classroom methodology." These principles conceptualized in the term: "The series technique" were based on the concept that the

structure of a language found in a text reflected the structure of the experience or the act is described.

The Gouins' principles became the central technique in the direct method of language teaching which was relatively experienced by most of the practitioners in a time or another. A wide agreement about the shortcomings of the later pedagogical approach to teaching language engaged many teachers and methodologists to think different by keeping the major principle of the language communication aspect, which was not a recent interest but a more than one hundred year concept within the native-speakers teachers in America. The latter concept supported the idea that language is interaction. The most famous example of this was Berlitz, Howatt described Berlitz as follows: "Berlitz was not an academic methodologist, but he was an excellent systematizer of basic language teaching materials organized on 'Direct Method 'lines.*"(2004: 205).

The concretization of the direct method was through the establishment of many schools in America and Europe with most important European Languages and English as a foreign language in the late eighteenth century and the beginning of the nineteenth. They included different kinds of learners with different social and intellectual backgrounds having no pre-linguistic training from school and need language to communicate with the others in different situations: "a new language learner customer with no formal linguistic training from school who needed English in order to keep in touch with friends and relatives…*"(Howatt 2004: 207). Formal English was not a priority but succeeding in basic communication was the first aim of learning the language.

1.2. Language Teaching in the Twentieth Century

The history of language teaching in the twentieth century was marked by its own elaboration as a profession. This period, especially the beginning of the century was crucial to make the foundations of what we consider now as modern language teaching. A collaborative work reunited language theorists, psychologists and linguists to design the best and appropriate methods for teachers to adopt. In the light of these events, many changes characterized this evolution. Among these changes the decline of the Direct Method by the 1920s due to many critics mainly that this method is counterproductive (Richards & Rodgers 2001: 13). The cited method showed some drawbacks and limitations of this method like depending exclusively on native teachers and being a teacher-centered technique neglecting other items and materials.

Some applied linguists of the period including Henry Sweet decided to change things by integrating the sound methodological principles to be the source of teaching techniques: "Sweet and other applied linguists argued for the development of sound methodological principle that could serve as the basis of teaching techniques." Richards & Rodgers (2001: 14).

The intervention based on the Reform Movement principles led to the establishment of Audiolingualism in the United States and the Oral Approach or Situational Language Teaching in Britain. From a historical point of view, the Direct Method led to the rising of a new concept based on the question of: "how should a method be designed?" This question tried to modernize the backbone of the teaching/learning methodological process to face the new challenges of multilingualism, also to introduce a new notion of quality to the job of teaching since

the starting of English teaching was just a matter of propagation due to many factors including history, trade and cultural exchange.

The most influential period in the history of English teaching as discussed already started in the 50s', with the emergence of the Audio-lingual Method and the Situational Method. The first was based on listening and speaking skills based on behaviorism or what is called stimulus-response learning, the second was based on presenting language through different situations and the famous procedure called PPP; presentation, practice, and production. (Lowe 2003).The rise of communicative language teaching or (CLT) from the 70s' was a response to earlier methods to claim the shift from a structuralist view of the language to a proficiency one, supporting the use of language in different contexts tackling reality and promoting interaction with others.

Since this study concerns teachers' beliefs about teaching grammar, a need to situate this issue in the stream of new perspectives on approaches and techniques in the teaching methodology is necessary. This is done by marking the shift from a classical methodology of teaching based on the grammar-translation method and audio-structural related methodologies toward communicative language teaching and task-based instruction. The following part of this study explores and discusses the theoretical concepts and principles of the new teaching methodologies, and also tries to focus on the teaching of grammar.

1.3. Grammar Teaching Approaches

This part discusses some grammar teaching approaches, including their definition and principles. The choice of these approaches is based on the consideration that they are the most used in the teaching methodology.

1.3.1. Communicative Language Teaching

Communicative language teaching (CLT) started in the seventies, with great influence on language teaching methodologies around the world to fulfill the imminent need for learning and mastering foreign languages particularly the English language and to gain fluency and accuracy when dealing with them. CLT demonstrated a new way of considering languages teaching fostering high-quality communication among people from different interests and fields, depending on their needs and professional backgrounds.

1.3.1.1. Definition of Communicative Language Teaching

Introducing CLT as a new wave in the practice of teaching methodology was centered in what we call "communicative competence", the actual use of the language in real life situations by learners. Communicative competence is defined in the Dictionary of Language and Linguistics (1996) as follows:

> Communicative competence is the fundamental concept of a pragmalinguistic model of linguistic communication: it refers to the repertoire of know-how that individuals must develop if they are to be able to communicate with one another appropriately in the changing situations and conditions. In this model, speaking is understood as the action of transmitting symbols (i.e. interaction). Communicative competence is the descriptive goal of various social-psychological disciplines.

Hymes has also defined communicative competence as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." This definition advocates the notion that communicative competence is simply a social behavior held by people. In addition, Richards (2006: 03) gave the aspects of language knowledge included in the communicative competence as follows:

- Knowing how to use language for a range of different purposes and functions

- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (i.e., through using different kinds of communicative strategies)

These four aspects give us a detailed framework of how communicative competence was considered in the classroom or even outside, including a wide range of skills and strategies according to different language situations and learners needs, Canale (1989) defined these skills in terms of four types of competencies

- Grammatical competence: Knowing the sentence structure of a language

- Sociolinguistic competence: Ability to use language appropriate to a given context, taking into account the roles of participants, the setting, and the purpose of the interaction.

- Discourse competence: Ability to recognize different patterns of discourse, to connect sentences or utterances to an overall theme or topic; the ability to infer the meaning of large units of spoken or written texts.

- Strategic competence: Ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction, or inattention.

Competence here as Savignon (2002: 01) stated: "is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) to account for its development."Expression, interpretation, and negotiation of meaning are manifested while using the language, as an ordinary act, and are surrounded by psycholinguistics and sociocultural aspects that shape and guide this use of language internally and externally as a mechanism.
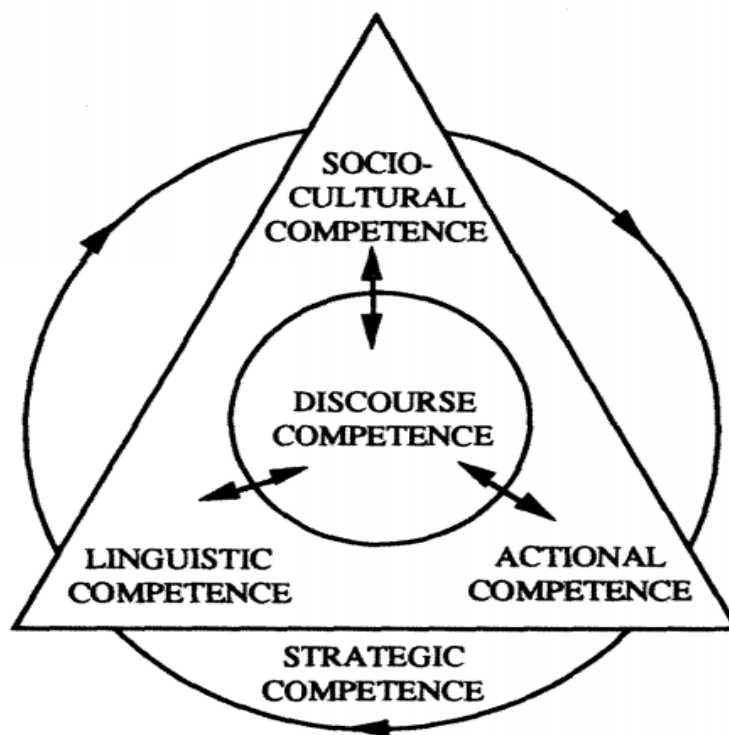
Figure (1): Schematic Representation of Communicative Competence (Celce-Murcia and Dornyei 1995)

Coming back to CLT as an approach which is based on function and relatively not form, historically CLT was a manifestation against a classical way of teaching foreign languages based on the four skills- listening, speaking, reading and

writing- and realistic communication was not a priority. Berns (1990:79) defined communicative language teaching in the following terms:

> The term communicative language teaching identifies new pedagogical orientations that have grown out of the realization that knowledge of grammatical forms and structures alone does not adequately prepare learners for effective and appropriate use of the language they are learning. The inevitable outcome of increased attention to language use has been a proliferation of approaches to language teaching that claims to be communicative and of new terminology to refer to notions and concepts not addressed in previous form-oriented approaches.

The new conception of CLT adopted a new basis of language teaching relying on social and cultural context free from a prescribed syllabus or a detailed teaching model to show all its differences from the old methods to be dependent to the functional syllabuses.

Historically, the emergence of CLT was due to certain pedagogical changes in Europe and North America. Characterized by a huge interest in the learning of foreign languages, more specifically in Britain, where first learning foreign languages was exclusively reserved for elite learners, but in the late 60's and the beginning of the 70's, foreign language learning was extended for all mingled people. An operational change into the pedagogical policy was done for upgrading the content of secondary education for the better. These changes imposed a new rethinking of teaching methods to be adapted to suit all categories of learners; Swarbrick a famous researcher on teaching methods described the situation as: "This boarding of the 'market' for foreign languages created pressure for change in teaching methods and curricula, to suit the needs of non-traditional groups of learner." (2003: 33).

The change did not only affect methodologies matters but also the question about the implementation of these methods in the classrooms and learning outcomes. What learners should be able to achieve when acquiring new knowledge while studying was another challenge for professionals, who appealed different branches of linguistics, psychology, sociology, and educational research to search for solutions to these new issues, concerning both teachers and learners of foreign languages, was imminent.

In North America, the rejection of Audiolingualislm and situational language teaching based on grammar competence led to the blooming of CLT as a response to traditional teaching methods. A general and detailed description of the foundations of CLT and its prominent goals can be observed in the book of Savignon (2002:04) to show the influence and interconnection of the new methodology with different disciplines and the operated changes and adaptation concerning everything, starting with the learners, teachers, curriculum, and the whole educational policy. She stated:

> Communicative language teaching derives from a multidisciplinary perspective that includes, at least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration of and implementation of programmes and methodologies that promote the development of functional language ability through learners' participation in communicative events. Central to CLT is the understanding of language learning as both an educational and political issue. Language teaching is inextricably linked with language policy. Viewed from a multicultural international as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of language-learning goals but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policymakers, linguists, researchers, and teachers. Evaluation of program

success requires a similar collaborative effort. The selection of methods and materials appropriate to both the goals and the context of teaching begins with an analysis of learners' needs and styles of learning, socially defined.

It is obvious that the advent of CLT created a sort of revolutionary movement affecting all aspects of the pedagogical setting, and all concerned actors and responsible within; everything had to change systematically to fit the newcomer. It was crucial for practitioners and professionals of the field to ensure the good establishment of the new method, also for short-term and long-term achievement without neglecting learners' needs and expectations from all this. On the base of these considerations, CLT has to include functional objectives and quality assessment depending on the range of different curriculum content and activities, which have been the center of interest for teachers and given a higher priority for years.

1.3.1.2. Description of Communicative Language Teaching

The following table gives us an overview of different pedagogical practices and materials to be invested while dealing with learners under the CLT approach. Items in the table are organized according to their importance.

Pedagogical orientation	Focus on students' ability to use the L2
	Balanced attention to the four language skills
Instructional content and presentation	Use of the L2, conducting a lesson
	The inductive teaching of grammar
	The teaching of communicative functions
	Cultures of L2-speaking peoples
	Use of open-ended questions
Language practice	Teacher-student interaction in L2
	Games and activities resembling real-world tasks
	Constant exposure to new language input
	Communication in L2 among students
	Integrated practice in the four language skills
	Reading and writing about various topics
	Listening and speaking about various topics
Teacher and learner roles	Pair and small group work
	Peer feedback and evaluation
Materials	Teacher-developed materials
	Authentic materials
	Ability to use L2

Table 1.1: Description of Communicative Language Teaching (Richards, 2006)

The table above includes five areas of interest, which are essentially related to language mastery through effective communication involved with the teacher or mates. The four skills also have an important part in learning using the communicative approach. Another factor to be taken into consideration is collaborative learning and evaluation as part of teacher-learners roles.

1.3.1.3. The Syllabus Model under Communicative Language Teaching

The first syllabus proposed under CLT was Wilkins' model in 1976 described as a notional syllabus, stressing semantic-grammatical categories and communicative functions that the learners needed to express (Richards & Rodgers 2001). This model had been the subject of many developments to include new items like the objectives of the communicative lessons, contextual and situational language and vocabulary. Richards & Rodgers (2001:164) summarized a modified version of Yelden's classification of communicative syllabus types as follows:

Type	*Reference*
1. Structures plus functions	Wilkins (1976)
2. Functional spiral around a structural core	Brumfit (1980)
3. Structural, functional, instrumental	Allen (1980)
4. Functional	Jupp and Hodlin (1975)
5. Notional	Wilkins (1976)
6. Interactional	Widdowson (1979)
7. Task-based	Prabhu (1983)
8. Learner-generated	Candlin (1976), Henner-Stanchina and Riley (1978)

Table 1.2: Classification of Communicative Syllabus. (Richards, 2001)

These types and others belonging to an extensive repertoire of methods were subject to modification, adaptation, and development in an attempt to find the best and most successful method ever. The discussion about the syllabus model of the communicative approach is still animated, sometimes centered on teachers and the way they operate, sometimes centered on learners and their actual needs to be fulfilled.

Richards (2006) stressed the emergence of two syllabus types, a *skilled-based syllabus,* and a *functional syllabus*.

- A skilled-based syllabus: as its name shows, based on the four language skills on which language has to be analyzed and used.
- A functional syllabus: based on the learning of language functions depending on different situations and addressing different persons.

At the same time other models appeared, such as the *notional syllabus* based on the expressed content used by the learner and the *task syllabus* based on the choice of particular tasks and activities to be done in the classroom. Finally, *ESP (English for Specific Purposes),* where learners have the opportunity to use the language in certain specific situations inside or outside the classroom, using different vocabulary, grammar, functions, and skills.

It is noticeable that these models focus on just one item of a language and not everything, normally the syllabus should affect all language aspects. One model fitted this description proposed by VanEk and Alexander (1980) called *Threshold Level* said that learners should attain a threshold level of proficiency about the target language before starting a real communication, this level integrated topics, functions, situations, vocabulary, and even grammar. According to these considerations, principles of the CLT were established.

1.3.1.4. Principles of Communicative Language Teaching

Richards (2006) stated the language aspects that learners should focus on and develop in the classroom in order to gain communicative competence as follows:

- As detailed a consideration as possible of the purpose for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel

- Some idea of the setting in which they will want to use the target language; for example, in an office, or an airplane, or in a store

- The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school

- The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

- The language function involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

- The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

- The skills involved in the "knitting together" of discourse: discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

- The variety or varieties of the target language that will be needed, such as American, or British English, and the level in the spoken and written language which the learners will need to reach

- The grammatical content that will be needed

- The lexical content, or vocabulary, that will be needed (Van Ek and Alexander 1980).

First, learners need to know why they are learning the target language and in which specific field and an actual situation where the language is used. They also need to know their role in the conversation and the same for their interlocutors or the persons who share the conversation of any type.

Another important detail is the communicative situation; for example professional, academic for trading…etc. Next is the language function the learners are able to use like explaining something, describing or analyzing a situation,etc. The notion or idea involved while using the language like talking about entertainment, politics or economy and the skills involved while the "joining together" of the discourse: discourse and stylistic skills like narrating or storytelling. The variety or varieties of the target language such as British or American English and the proficiency level learners need to achieve. Finally, the lexical and grammatical content needed for the learners.

1.3.1.5.   Methodological Principles of Communicative Language Teaching

The following principles concern the classroom methodology based on the Communicative Language Teaching approach cited in Principles of Communicative Language Teaching and Task-Based Instruction (Doughty and Long 2005). These principles are based on the use of tasks as an organizing principle, Promote learning by doing, Input Needs to Be Rich, Input Needs to Be Meaningful, Comprehensible, and Elaborated, Promote cooperative and collaborative learning, Focus on Form

- **Use tasks as an organizing principle**

The organization of syllabus was directly related to the use of grammar topics or texts. After the appearance of CLT, it gave more significance to the development of communicative skills, rather than the use of grammar. Thus, many authors suggest, deducing lesson plans from tasks, where it was called task-based instruction (TBI)

approach. As well as they argue that, the focus on function (communication) is more fruitful as a means to language development.

In fact, there were several definitions of tasks, but one accurate definition was offered by Long (1985), which stated that a task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include [...] filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, [...], making a hotel reservation, writing a check, finding a street destination and helping someone across the road. In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between. What is noticeable is that all the definitions include a common design feature. As an instance for that: they focus on meaning, the use of real-world tasks, all of them seek to achieve a goal or an objective, and so on. Thus, exposing learners to several tasks is the best method to promote acquisition. For that reason, teachers should make a distinction between two kinds of tasks: classroom-tasks, where it is based on real-world communicative situations, and pedagogical tasks, which prepare students to real-life language usage. Also, each kind has its beneficial impact on the language development.

- **Promote learning by doing**

The notion of learning by doing is well-known within the communicative language teaching methodologies; it was promoted and recognized by many educators. This approach hugely promotes learners cognitive engagement, as it was stated by Doughty and Long (2005) that, "new knowledge is better integrated into long-term memory, and easier retrieved if tied to real-world events and activities". The previous approach focuses also on encouraging learners to produce language, and make it as a

fundamental process to achieve a better understanding of the target language. In addition, the context was given much significance, in which language should be performed in relation to real-world situations, in order to make the learners' linguistic knowledge occur.

- **Input Needs to Be Rich**

Growing up speaking in our native languages was a result of an exposure to a rich input of our mother tongue. This exposure included experiencing and continuously listening to several language patterns and phrases in numerous contexts over many years.

Such a rich exposure to language ultimately allows us to store language in our brains in order to retrieve and access as whole chunks. Thus, the input provided needs to be as rich as possible as Doughty and Long (2005) put it, rich input entails "realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks" (p. 61). This is a highly important necessity in teaching a foreign language since students need to hear, as much as possible, authentic language discourse whether from the teacher, multimedia resources or any other available source. In the classroom environment, this can be achieved through the use of a wide range of materials which needs to be authentic and reflect real-life situations.

One of the instructional practices promoted by communicative language teaching (CLT) is the extensive integration of authentic materials in the curriculum. Authentic materials refer to the use of texts, photographs, video and other teaching resources that were not specially prepared for pedagogical purposes (Richards 2001). Examples of such authentic materials are announcements, conversations, and discussions taken as extracts or as a whole from radio and television public

broadcasting, real-life telephone conversations, messages left on answering machines, or voice mail.

There are numerous justifications for the use of authentic materials. According to Richards (2001), authentic materials contain authentic language and reflect real-world language use. In other words, they expose students to real language in contexts where it naturally occurs. Furthermore, they relate more closely to learners' needs and hence provide a link between the classroom and students' needs in the real world. Lastly, the use of authentic materials requires the teachers to train their students in using learning strategies early on. These are essential skills that support the learning process at all levels of instruction.

Another way to create rich input in the language classroom is by using the target language (TL) as a means of instruction. The exclusive or nearly exclusive use of the TL has been justified under what has come to be called a "maximum exposure" hypothesis. This means that learners need as much exposure as possible to the TL because the greater the amount of input, the greater the gains in the new language (Cummins and Swain 1986).

The exclusive use of the TL by teachers as the primary means of communication has also become a strong principle advocated by teaching methodologies, notably in communicative approaches to language teaching (Rolin-Ianziti and Brownlie 2002). However, many teachers feel drawn in different directions regarding when and how much English should be used in the classroom. For example, Polio and Duff (1994) report that many teachers prefer to use English mainly to explain grammar, to manage the class, to indicate a stance of empathy or solidarity toward

students, to translate unknown vocabulary items, and to help students when they have problems understanding.

- **Input Needs to Be Meaningful, Comprehensible, and Elaborated**

Learning occurs when the information is meaningful. This happens when the information is clearly relatable to existing knowledge which must be organized in such a way that the new information is easily assimilated. Language teaching advocates the focus on meaning as opposed to forming alone and developing learner ability to actually use language for communication. Meaningfulness is a primary principle of CLT—and as a counter-reaction to audio-lingual teaching that neglected the meaning. In addition to being meaningful, input should adhere to several general characteristics. In language learning, input cannot be meaningful unless it is comprehensible. This means if the acquisition is to take place, the input should be understood by the learner in order to be attached to previous knowledge. The acquisition consists in large part of the building up of form-meaning connections in the learner's head. Features of language, be they grammar, vocabulary, pronunciation, or something else, can only make their way into the learner's mental representation of the language system if they have been linked to some kind of real-world meaning.

Creating rich input in the classroom environment is either through extensive use of the TL or through a wide range of authentic or linguistically rich resources. One way of doing this is elaborating input. Elaboration is the ways native speakers use language to make it comprehensible to the non-native speaker. Such strategies include confirmation checks, comprehension checks, the teachers' accessibility to students' questions, providing nonlinguistic input through body language, modified language use

through a. repetition b. slower speech rate c. enhanced enunciation d. simplifying language e. use of cognates f. limited use of English.

Research supported such strategies and pointed out numerous benefits. One is that speech modifications potentially aid with the comprehension process since clear enunciation, repetition, and slower speech rate make language acoustically more salient and provide a greater chance for the learners to perceive language structures and process form-meaning connections. On the other hand, elaborating input can be further enhanced through a thoughtful plan of how input is presented. This requires mindful attention to task design by taking into account task choice and difficulty, learner processing skills, and scaffolding strategies.

- **Promote cooperative and collaborative learning**

Cooperative or collaborative learning is considered an important approach in the field of language learning. Cooperative learning includes the organization of learners into several groups or pairs, and they are supposed to collaborate, in order to accomplish a specific work within the classroom. The previous approach enables the learners to achieve the appropriate objectives through the communicative use of the target language. Involving students within the real communicative interaction hugely promotes their skills towards the use of the target language appropriately.

Allowing learners' interaction encourages them to output or produce what it was acquired before. Also, they will actively negotiate the meaning of the provided input through their interaction, and conversational trouble will be avoided. Thus, user interaction or as it was called "interaction hypothesis" will widely enhance the target language acquisition.

Recently interaction hypothesis was taken into consideration as it shows the positive impact of task-based interaction on the process of acquisition. Because, it allows learners to communicate or produce effectively the target language, by providing them with tasks that need a communicative exchange of information. To achieve a better development of a new language, it requires social interaction between the teacher as an expert and the learners as the novice.

- **Focus on Form**

The ways of teaching grammar differ from one another; the distinction was made between teaching it explicitly or making the learners deduce the rules by themselves. Grammar is taught explicitly when the rules are presented and explained to the learners during the lessons. The previous method of teaching grammar was not well received by all the researchers, but it still has a positive influence on learners, and it was proved as a successful way of teaching grammar. Above all, there was a distinction between "focus on form" and "focus on forms". The former approach focuses on the form-meaning connection and user interaction as grammar teaching technique, and it creates a relation between grammar teaching and the context. While the latter, ignores meaning and involves putting learners in isolated linguistic structures, also they are obliged to follow a particular syllabus designer or textbook writer. Doughty and Long (2003) point out that "overwhelming empirical evidence exists in favor of a focus-on-form approach, hence they proclaim it a fundamental methodological principle in support of CLT and task-based language instruction".

- **Provide Error Corrective Feedback**

Feedback is sub-divided into two different categories, the first one is positive feedback, which shows whether the students' response is correct or not. While negative

feedback, which is known as the error correction. Feedback can be used as language learning facilitator, which enables the learners to achieve a good and coherent language use.

Feedback in learning situations is considered an old field of study. In addition, feedback strongly influences language learning, and it was argued by many research studies, and it has a positive impact on learners' achievement. In fact, there exists certain ambiguity about how it influences learners' progress, because, even after exposing learners to feedback, many of them will repeat the same mistake or make faulty language behavior. The problem of making errors could be solved by following the appropriate corrective strategies that fit different kinds of learners, and requires a long-term process. As an instance to that, teachers are recommended to use feedback techniques in correcting their students' mistakes, as repeating the learners' error, but in a correct way, it will immediately help them to revise their mistakes and memorize the correct one.

As it was argued by Lyter and Ranta's, the value of negative feedback is when learners notice the problematic aspect of their interlanguage. Furthermore, learners sometimes need help in order to make them notice their mistakes. Another important aspect in corrective recasts is the timing, where the information provided in the feedback should immediately follow their own preceding utterance.

Another significant factor that should be taken into consideration to achieve a successful acquisition process is the learners' readiness. Chaudron said about readiness, that it is the learners' ability to make a "comparison between their internal representation of a rule and the information about the rule in the input they encounter".

Among all it still exist a little doubt about the effectiveness of feedback in facilitating the learning processes, that need further investigations in the future.

- **Recognize and Respect Affective Factors of Learning**

Many investigations in the field of second language teaching and learning, demonstrate that there exists a relationship between attitudes, motivation, performance anxiety, and achievement. In addition, learners feeling and attitudes towards the target language, impact their motivation and subsequently their success. In other words, when learners are willing or motivated to achieve particular objectives they will certainly put all their efforts and abilities to attain it, also no matter if it was difficult or not and vice versa.

Anxiety in the process of language learning is considered a negative factor, which affects the progress of the target language learning. In general, anxiety is the feeling of incapability, the fear from making mistakes, fear of others judgment, feeling of apprehension, stress, and so on. The previous factors affect directly the learners' enhancement in learning the target language, thus, the learning environment should be appropriate to create a low affective filter, in order to enable input to access successfully to the learner's brain. In a nutshell, anxiety should be avoided in order to promote learners performance.

1.3.1.6. Communicative Language Teaching Today

Second language acquisition, second language learning, and language teaching methodologies as theoretical notions and pedagogical principles are still debated and subject to many questions, since development cannot be stopped and the same situation exists with CLT. After the nineties, CLT has undergone many changes and transformations depending on different sources of teaching theories and many

contextual factors that shape the educational traditions. From another point of view, CLT is not only viewed from multiple perspectives and so used in various ways.

Recently, the main significant change in the concept of the communicative methodology is the integration of form-focused instruction within the meaning-based approaches of CLT. Spada describes an agreement about this issue in the classroom research saying:

> there is an emerging consensus in the classroom research literature that the inclusion of form-focused instruction is needed within exclusively or primarily meaning-based approaches to CLT if learners are to develop higher levels of knowledge and performance in the target language." (2008:283)

The main question about this new development is when we draw learners' attention to language form in the communicative lesson and the impact of such an action on the communicative practice process. The best methodology to achieve this process is still discussed. In addition Savignon (2007) added some conclusions about the use of CLT, including the following points:

- CLT can be used in no face to face oral situation (Using and interacting with on-line data for example)
- CLT can require large or class group (To raise motivation and large interaction)
- CLT does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness (Knowing and using different forms of language)

From the previous points, a deduction can be made stating that CLT is not so demanding, any form of contact even virtual can be beneficial for learners and the

most people are involved the best outcomes are reached. It is preferable that learners know some language features, rules and context use to be good practitioners of the language.

The emerged new communicative approach has been elaborated to make a strong harmony between theories about the communicative competence and practice or the actual classroom conceptualization, described as the *principled communicative approach* by Celce-Murcia and Dornyei (1997:147-148):

> In sum, we believe that CLT has arrived at a turning point: Explicit, direct elements are gaining significance in teaching communicative abilities and skills. The emerging new approach can be described as a principled communicative approach; by bridging the gap between current research on aspects of communicative competence and actual communicative classroom practice, this approach has the potential to synthesize direct, knowledge-oriented and indirect, skill-oriented teaching approaches. Therefore, rather than being a complete departure from the original, indirect practice of CLT, it extends and further develops CLT methodology.

Another important point about the development of CLT, which is the adoption of direct teaching under the umbrella of task-based teaching, incorporated into the communicative approach to gathering the two poles of learning approaches; direct knowledge-oriented or explicit learning and indirect skill-oriented or implicit learning. Dornyei and Thurell (1995) describe this development by introducing three new items:

> (a) adding specific language input(formulaic language, in particular) to communicative tasks, (b) raising learners' awareness of the organizational principles of language use within and beyond the sentence level, and (c) sequencing communicative tasks more systematically in accordance with a theory of discourse-level grammar."

The above points are illustrated in the second part of this chapter. Savignon (2007) agreed with previous changes and developments and added some themes about CLT related particularly with the teaching reform in the early 21st century that trace future research about the teaching methodology matters: first is the new consideration of CLT to be an approach into practice rather than a method as in the 20th century. An approach with more engagement and involvement whatever is the context. Second, the term 'Native speaker' is no longer holding the notion of reference in the teaching/learning process due to the universal culture of the world now and the spread of multilingualism, only one characteristic remains is the need of native speaker's involvement in some authentic teaching materials. Thirdly, data gathering tools about teachers' knowledge, thinking and practice should be contextualized according to the observable patterns on which no detail is irrelevant but everything is crucial for the understanding of the implementation system.

Finally, time factor and assessment are crucial items for developing and bettering curricular models, the question of what teachers can teach or not continue to influence program content and objectives. Learners consider learning as a preparation to pass exams and give most of the priority to scores. Testing has to clarify its incidence of language teaching practice. Another vital issue is to make great efforts to make language-teaching practices meet best the communicative needs of future generations who would have higher expectations.

1.3.1.7. Communicative Language Teaching and Grammar

There is a general agreement among theorists, practitioners, and teachers of the field about the meaning-focus tendency that CLT claims, that is why on a certain period people felt that grammar has lost its importance as the center of language learning/teaching operation. Discussion about the status of CLT particularly in recent decades has revealed that while involved in communicative activities, a focus on form is inevitable, the question of the integration of form-focused activities with meaning ones and the degree of collaboration they should carry; represent a new research field. Celce-Murcia (2001: 25) discussed the combination of form/meaning activities stating some conditions: "The optimum combination of these activities in any given instructional setting depends on no doubt on learner age, nature and length of the instructional sequence, opportunities for language contact outside the classroom, teacher preparation, and other factors."

Another challenge for teachers is to determine the adequate kind of activities to be done inside and outside the classroom, a mission that should take all attention and care, because of the learners' differences, needs, and expectations. The same can be said about traditional teaching materials especially the use of grammar-translation method in the treatment of basic communicative materials and/or using a grammar-translation book, at the same time working communicatively (Celce-Murcia 2001: 25).

The essential point to consider here is the self-conception of learning and teaching and what, this conception generates as thinking, attitudes, and practices within the pedagogical setting. Sometimes we have to put ourselves in the place of the learners trying to behave and react in the same way. In reality, there is no better

attitude like working collaboratively with the others to identify the needs, set the objectives, facilitate learning and make it a pleasure.

1.3.2. Teaching Grammar In Context

The second situation is the relationship between teaching grammar and context. Cowan (2008: 34) described the teaching of grammar in context saying: "a variety of techniques that can be used to achieve certain goals, rather than a formal method with a series of prescribed steps that should be followed." It is a new technique in teaching grammar, that offers a large set of grammatical items to be presented and analyzed at the same time rather than one item each time or the so-called linear technique. The classical method of teaching grammar was based on introducing one item of language that is intended to be learned but with a very limited choice of use.

To develop learners' communicative skills properly, teachers should consider offering a wide range of language items, rules, and situational contexts to let them understand different meaning of these language structures and when to use them. Limiting exposure to grammatical items would greatly affect the quality of communication production; the application of grammatical rules would be very challenging for learners if there was no contextualization. Thornbury (1998: 69) described language as "context-sensitive" to show the importance of context in clarifying the meaning of a word or a language structure for learners.

Nunan (2004: 102) stresses the importance of helping learners to understand the vital relationship between form and meaning in effective communication:

> As teachers, we need to help learners see that effective communication involves achieving harmony between functional interpretation and formal appropriacy (Haliday 1985) by giving them tasks that dramatize the relationship between grammatical items and the discoursal contexts in which

40

they occur. In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of communication.

According to these notions, Nunan (2004: 103) proposed a new approach called the *organic* approach for the teaching of languages and particularly grammar, based on the following principles:

- Teaching language as a set of choices
- Providing opportunities for learners to explore grammatical and discoursal relationships in authentic data
- Teaching language in ways that make form/function relationships transparent
- Encouraging learners to become active explorers of language
- Encouraging learners to explore relationships between grammar and discourse

As discussed in the preceding paragraph, it is very crucial to give many choices for the discovery and understanding of many items and structures of the given language so that the learners can find more possibilities in conveying the meaning they want with the use of different language forms and in different situations. If the choice has to be made about the collection of data to be presented and studied, teachers have to introduce authentic statements or paragraphs to make learners understand how grammar works in a real situation as it is in real life.

The use of non-authentic data also is needed to balance between the uses of different kinds of materials. Another point, which is very important, is to let the learners create and evaluate their own understanding of form/function relationships; this can help them in memorizing and processing information. Concerning the target language, teachers should create a particular environment in which learners could explore

language by themselves; this includes taking their own responsibilities about learning and sharing experiences about language and promote collaborative work between all.

Finally, to explore the relationship between grammar and discourse, to show learners the reciprocal link between them. In this situation, the contextualization of language use would determine the grammatical choices of the learners. This is what grammar in context is all about; learners discover grammar through different contexts by a comprehensible discourse use considering both form and meaning. Nunan as other language-teaching researchers tried to give us a complete model of teaching grammar that serves best the achievement of the pedagogical objectives of most of the teachers in attaining respectable levels of language mastery while communicating with the others, complete model means not exclusive rather integral. Teachers also need to take into consideration some other factors that affect this model and others like the learning styles, learning backgrounds, cognitive capacities and the cultural environment surrounding the pedagogical setting.

1.3.3. Task-based Language Teaching

The following discussion is about task-based language teaching from a theoretical point of view.

Task-based language teaching is an approach to language teaching based on the use of tasks while giving instructions through the lesson activities designed for learners. The first objective of using TBLT is promoting communicative skills among learners. Richards and Rodgers (2001: 223) defined task-based language teaching or TBLT as follows:

Task-based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (e.g., Willis 1996) present it as a logical development of Communicative Language Teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s.

The approach is based on the following principles inspired by the communicative approach (Willis 1996):

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning
- Language that is meaningful to the learner supports the learning process

The focus of using tasks is to let learners using language during performing the task and focusing on the language being used.

1.3.3.1. Definition of Task-based Language Teaching

As mentioned earlier, TBLT is the use of tasks promoting communicative skills, tasks defined by Willis (1996: 23) as: "the word task has been used as a label for various activities including grammar exercises, practice activities and role play." So when talking about TBLT we understand that grammar exercises, practice activities, and role plays are major tasks used in the classroom depending on the target skill and its objectives. Willis (1996) tried to expand the notion of the task, not just for the sake of use as many people think but to a more advanced process. The process is based on three phases: (1) pre-task phase where learners are introduced to the topic of the task used (2) the task cycle where learners use the language they know and prepare their reports of the task (3) The language focus where the learners study closely the language used during the task cycle. The following picture illustrates the threes TBLT phases:

Pre-task

Introduction to topic and task

Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task.

Task cycle

Task
Students do the task, in pairs or small groups. Teacher monitors from a distance.

Planning
Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.

Report
Some groups present their reports to the class, or exchange written reports, and compare results.

Students may now hear a recording of others doing a similar task and compare how they all did it.

Language focus

Analysis
Students examine and discuss specific features of the text or transcript of the recording.

Practice
Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

Figure (2): Component of the TBL Framework (Willis 1996)

What is important in the TBL framework is the language focus part where students examine and analyze the text or recording they are dealing with, it is like being confronted to a new piece of language where they need to work with. The next step is the teacher intervention by practicing any new words or other forms of language used by the learners or found in the task itself. This process allows learners to discover a new language and pushes them to know about it.

A more deep view about TBLT stresses the use of task throughout the course of the lesson and its different steps including the aims of each use and how learners are assessed. Branden (2006: 12) stated:

> In sum, in task-based language teaching, the 'task' is used as the basic unit of analysis at the levels of goals ('syllabuses'), educational activities ('methodology') and assessment. At these three levels, 'task-based' refers to the fact that:
>
> ▪ The attainment goals of a second language course are, first and foremost, derived from an analysis of why people are learning the second language and what functional things they want/need to use it for ('target tasks');
> ▪ Learners will acquire the language proficiency to perform these target tasks, first and foremost, by being asked and motivated to try and perform these, or similar, tasks ('pedagogical task') and being internationally supported while doing so;
> ▪ The most direct way to evaluate the learners' language proficiency is to assess the extent to which they are able to perform the target tasks or, for the same matter, intermediate tasks ('assessment tasks').

According to Branden (2006), assessment is based on three fundamental items:

(1) The syllabuses,

(2) The teaching methodology, and

(3) The assessment itself while using task-based teaching.

The use of task-based teaching is motivated by the learners' objectives from learning and the need to acquire the language needed to perform any task related to that issue. In the end, assessment is done through an evaluation of the degree of

performance of the task (how learners use the language to understand the task and do it at the same time) or the intermediate task designed for the assessment process.

1.3.3.2. Task-based Language Teaching Advantages

Task-based language teaching has a number of advantages; Willis (1996: 35) pointed out eight main ones particularly when used with pairs or groups of learners in the classroom:

- It gives learners confidence to try out whatever language they know, or think they know, in the relative privacy of a pair or small group, without fear of being wrong or of being corrected in front of the class

- It gives learners experience of spontaneous interaction, which involves composing what they want to say in real time, formulating phrases and units of meaning, while listening to what is being said

- It gives learners a chance to benefit from noticing how others express similar meanings. Research shows they are more likely to provide corrective feedback to each other (when encouraged to do so) than adopt each other errors

- It gives all learners chances to practice negotiating turns to speak, initiating as well as responding to questions, and reacting to other's contributions (whereas in teacher led-interaction, they only have a responding role)

- It engages learners in using language purposefully and co-operatively, concentrating on building meaning, not just using language for display purposes

- It makes learners participate in a complete interaction, not just one-off sentences. Negotiating openings and closings, new stages or changes of direction are their responsibilities. It is likely that discourse skills such as these can only be acquired through interaction

- It gives learners more chances to try out communicative strategies like checking understanding, paraphrasing to get around an unknown word, reformulating other people's ideas, and supplying words and phrases for other speakers

- It helps learners gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goals of the tasks mainly through the use of the target language.

The importance of TBLT does not lie on using the language exclusively but gives many opportunities and contexts to the learners to experience their competences and develop them collaboratively.

1.3.3.3. Task-based Language Teaching Assessment

Developing communicative competence among learners is the main goal of using TBLT. Learning a language is not only vocabulary, pronunciation, syntax, and grammar but how the learner can use this knowledge into a real piece of communication in a given context, Benevides and Valvona (2008: 05) regarded TBLT assessment as:

> Task-based assessment is easy, straightforward and, above all, meaningful for students and teachers alike. Simply put, one begins by looking at the appropriate completion of any given task first, and at the accuracy of the language used to complete it second. If the student can achieve a particular goal, or "outcome," using English, then the student passes. Conversely, if they cannot achieve the outcome in a generally acceptable manner, then they fail.

So using the language whatever the step is, even to describe what the task is asking from the students is of major importance and is one of the objectives of TBLT, this achievement can say if the learners are successful or not. The following table gives us an idea about how TBLT assessment works:

Step 1	Was the task appropriately completed? Would the outcome be reasonably recognizable by an "average" native speaker of English as an example of its "type"? (In this case, was it a story? Was there a beginning, a middle and an end? Were the events in the story linked to each other coherently? Was it clear enough to understand, despite any possible language problems such as poor pronunciation or grammar mistakes?) **Yes (pass) No (fail)**
Step 2	If "yes," how good was it? Read the descriptors below and assign a grade from 6 to 10. If "no," were there at least some redeeming qualities? Assign a grade from 1 to 5. Examples of scoring criteria for a pass:

10 No grammar mistakes worth mentioning. Vocabulary use was very appropriate. Pronunciation was exceptionally clear. The speech was remarkably smooth and fluent. Gestures, facial expressions, and manner were always appropriate and natural.

9 Some small grammar, vocabulary or pronunciation mistakes. However, the speech was still very smooth and easy to understand. Gestures, facial expressions, and manner were appropriate and natural.

8 Some noticeable grammar, vocabulary or pronunciation difficulties. However, the overall speech was easy to follow and understand. Gestures, facial expressions, and manner were generally appropriate

7 Occasional serious difficulties with grammar, vocabulary or pronunciation. The speech was not always smooth and clear, but quite understandable. Did not revert to the first language. Gestures, facial expressions or manner may have been somewhat distracting.

6 Serious difficulties with basic grammar, vocabulary or pronunciation. The speech was not always clear. Required some support from the listener. Reverted to the first language on occasion. Gestures, facial expressions or manner were often distracting; nevertheless, generally understandable

Examples of scoring criteria for a fail:

5 Serious difficulties with basic grammar, vocabulary or pronunciation. Required considerable support and patience from the listener. Often reverted to the first language; nevertheless, short sections of the speech could sometimes be understandable.

4 Serious difficulties with basic grammar, vocabulary or pronunciation. Required considerable support and patience from the listener. Often reverted to the first language. Understandable only to a very sympathetic listener familiar with the student's first language, such as a teacher.

	3Did not display an ability to use basic grammar structures. Spoke in two- or three-word utterances using basic, but appropriate vocabulary. Used other means to support speech, including relying very heavily on the first language. Difficult to understand even for a very sympathetic listener; nevertheless, displayed some noteworthy quality, such as an understanding of storytelling conventions. 2Did not display an ability to use basic grammar structures. Spoke in two- or three-word utterances using only basic vocabulary. Used other means to support speech, including relying very heavily on the first language. Extremely difficult to understand, even for a very sympathetic listener. 1Could not be understood beyond basic set expressions such as "How are you?" Made only single-word utterances, if any at all.

Table 1.3: Task-based Assessment Work Table (Pearson Education 2008)

The table contains a set of questions related to the implementation and assessment of TBLT. It is also noticeable through those steps a particular focus on grammar and grammar structures.

Benevides and Valvona (2006 :07) clarified the use the assessment process saying that the underlying principle when using assessment with task-based teaching is that tasks can be organized in a kind of "steps" in language proficiency showing a particular language used to perform the task which shows an ability to perform that task or any other type.

This means two things:

- We can look at tasks in terms of relative difficulty. For instance, "ordering a hamburger at the restaurant" is easier than "ordering a pizza by phone," which in turn is easier than "giving one's impromptu opinion in a TV interview." This is because the language required for each is increasingly more difficult. At a restaurant, one needs only to speak in single words aided by gestures to be reasonably understood. On the phone, it is necessary to be able to ask and

respond to simple complete questions with no visual cues. Finally, to participate in a TV interview might require speaking for an extended period on an unprepared topic, requiring a facility with grammar and a large, generalized vocabulary.

- We can think of tasks as representative of certain "types" of communicative acts. It is reasonable to expect that a learner who can order a meal at a restaurant can also function reasonably well at the dry cleaner's or rent a car in person. Renting a car by phone, however, would be more like ordering a pizza, since the learner could not rely on gestures and other means of communicating. Finally, someone who could give a reasonable TV interview could also be expected to, say, participate as a student in a high school algebra course.

Conclusion

Despite the availability of multiple teaching methods and approaches designed to facilitate the daily teaching routine and give best learning outcomes, research is still in progress to better the teaching/learning process and this is clear through the advent of many language teaching approaches in recent decades mainly the communicative and task-based approaches. This proves that methods are continuously questioned concerning their effectiveness and durability, also if they satisfy all or partially the learners' needs and achieve the expected results.

CHAPTER TWO

Form-focused Instruction

Chapter two: Form-focused Instruction

Chapter Two

Grammar Instruction

Introduction

Grammar has been rehabilitated in recent years, but a question still dominates the debate about it centered on how to teach grammar in the modern communicative language classrooms and the place of instruction within it typically form-focused instruction. The latter has been rejected by Krashen (1982) saying that natural communicative input or meaning-focused instruction is the key for better acquisition and learning of a language. Intense research and real experience have shown the inadequacy of the later assumption when describing the weak level of competence among learners of the language while using it in communication. In response to the limitation of communicative-based methodology came form-focused instruction as a new approach to teaching grammar focusing on both meaning and communication through the learners' accidentally focus on a given linguistic element or language structure (Grammar). Recently in Algeria, a strong tendency to develop a more communicative approach to languages teaching is growing day after day. All people concerned are directing the objectives and different policies towards that way and so teaching approaches and techniques. Conveyed by teachers including grammar instruction and how it could be most beneficially integrated into a communicative context. Grammar instruction, Krashen Input Hypothesis, Form-focused Instruction, and other related matters are subject to the discussion through this chapter.

2.1. The Evolution Of Grammar Instruction

The following parts discuss grammar instruction and the way it is used in teaching methodology.

2.2. The Need for New Grammar

As mentioned in the foregoing discussion, the need for a new grammar conceptualization rises from two main reasons: the first is the response to the traditional or classical approaches of teaching, which showed many weaknesses through time and experience and the second, is the new pedagogical challenge based on the integration of grammar instruction within communicative context. Protagonists of grammar called for a grammar teaching based on richer and more significant conception of grammar, in other words investing all grammatical systems that include the rejection of one, exclusive and correct form of grammar to a wide choice of options of use in different situations and contexts. Researchers changed grammar from a rigid structure to a flexible frame on which learners can manipulate language easily to attain their communicative needs. Martha (1995) introduced a new concept of grammar teaching called "*Situated Process View of Grammar Teaching*" saying:

> …a central goal for grammar pedagogy will be the learner to build up, over time, a grammatical repertoire and an understanding of the functions of that grammatical repertoire in various contexts of communication. For successful language use, the learner will also need to acquire the ability to apply various grammatical structures in responding to the demands of communication but also to practice applying grammatical knowledge in real-time contexts and to receive feedback on the effectiveness of their attempts to construct a discourse that communicates their intentions.

The Situated process view of grammar is simply a specific grammar used when needed, responding to an imminent need for communicating and dealing with a given communicative situation or socio-cultural context happening inside or outside the classroom. According to Martha, grammar is more purposeful and a motivating tool for learning when it is used as a means of communication not a set of laws to correct language product accuracy. Far from this, this new conceptualization of grammar teaching helps learners achieve better communication through interaction and collaborative works in the classroom. In addition to the previous points, a very important observation while adopting such a way of teaching is promoting creativity among learners while operating in different circumstances and conditions as face-to-face conversation or a particular discourse to use. At this precise point, the involvement of grammar instruction is imminent, Martha (ibid) says:

> Accordingly, instructional approaches for teaching ESOL grammar ought to be based on general principles of effective instruction that consider the features of learners' interests and goals, interactional dynamics and classroom climate, and appropriate feedback and reward systems.

In addition to the main principles of the situated process view of grammar teaching, teachers need to adapt their instructional approaches and activities with deep interest on learners' needs and goals as to a learner-centered approach having all priority, the classroom-learning environment as to be most motivational and comfortable for better achievements. In addition to the previous points, an appropriate feedback has to be used to encourage the learners and eliminates all obstacles, which would face them in achieving their objectives. Instructions in language teaching and learning, their principles are discussed in detail in the following section.

2.3. Processing Instruction

Before discussing processing instruction as a pedagogical tool in the field of second language acquisition and teaching, we have first to explore the term *Input Processing* since the two terms are inseparably linked to each other.

2.3.1. Input Processing

Input processing is what is concerned with language acquisition and the way learners do with the input they receive by two forms: oral and written. Input has been always related to the process of language learning and its importance to it, defined as "language which a learner hears or receives and from which he or she can learn." Richards & Schmidt (2002: 261).Another perspective relates *Input* directly to information processing or the language '*data*'. Smith (1994: 08) gave us another definition for input: "The most normal meaning in language acquisition research circles is language data (utterances, texts) which the learner is exposed to that is, the learners' experience of the target language in all its various manifestation". Smith also made the difference between the actual language the learner is exposed to without including analysis or rules giving but only pieces of language that mean something (ibid). Some other researchers preconized the vitality of input for acquisition as to be the mere condition for happening.

Barcroft & Wong in (The Cambridge Handbook of Second Language Acquisition) in their discussion about input, input processing and focus on form stated that: "Input is what drives language acquisition. Whereas production may also play an important role, without input, language acquisition cannot happen because it contains the linguistic information, or data, needed for learners' second language system to develop over time."(2013: 627). Krashen first introduced input processing in 1982 as one of the five-second language acquisition theories. He stated the following:

I have hypothesized (Krashen 1982) that we acquire language in only one way: by understanding messages in the second language that utilize structures we have not yet acquired. Put differently, if an acquirer proceeds along an order of acquisition of structures:

1 2 3 4 ……i

Where i is his or her current stage of development, he or she can proceed to the next structure i+1.Krashen (1989: 35)

Krashen (1989) presented his theory as a structure-based mechanism for language acquisition, where the learner starts with level one (1) by understanding the meaning of the structure. This structure could be one word or expression (Initialization of processing), added to another understood (meaning) structure, the learner passes to the next level or level two (2) Characterized by (i+1) meaning: 1+1=2, then 2+1=3 and so on. The reader of the hypothesis and the structure-based mechanism would automatically raise many questions about how the learner –without any previous knowledge about the giving structure- could understand and acquire this structure.

Krashen answered the imminent question by saying: "The answer to this apparent paradox is that we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us."(1989: 21). We notice the use of pre-linguistic ability to understand the new structure, knowing the context on which the use of the structure occurs, and our knowledge of the world or general knowledge that we have, as main comprehension tools to perceive, analyze and interpret input. Krashen added a condition for the input to be processed called the *comprehensible input* or simply input that can be understood by the learners.

One of the major extensive researchers about this process is Van Patten since the beginning of the nineties through an extension of Krashen's theory, who defined input processing saying: "input processing refers to the strategies and mechanisms learners use to link linguistic form with its meaning/or function."(2004: 1). He also added, "In short, processing is about making form-meaning/function connections during real-time comprehension. It is an online phenomenon that takes place in working memory."(p.7) Van Patten introduced the theory of input processing stressing the basic role of 'Input' and its cognitive transformation into the process of language acquisition within learners of foreign languages through making the relationship between form and meaning.

2.3.2. Principles of the Input Processing

Learners have a limited processing mechanism, for the reason that they cannot process everything that comes into input all at once. Another issue is the limitations of acquisition theories in the domain of second language acquisition to give the most successful theory that make the operation of processing happens easily and with no complications. In 1992, Van Patten proposed a model of input processing and some input processing principles with sub-principles, designed for learners when dealing with sentence-level input or a combination of words that convey a particular meaning used to communicate. The following is a summary of the two (2) main principles and sub-principles taken from the 2004 version of Van Patten book about processing instruction on the pages (14-19). The discussion of principles is right after the quotation.

Principle 1: The Primacy of Meaning Principle. Learners process input for meaning before they process it for form.

Principle 1a: The Primacy of Content Words Principle. Learners process content words in the input before anything else.

Principle 1b: The Lexical Preference Principle. Learners will tend to rely on lexical items as opposed to grammatical form to get meaning when both encode the same semantic information.

Principle 1c: The Preference for Nonredundancy Principle. Learners are more likely to process nonredundant meaningful grammatical form before they process redundant meaningful forms.

Principle 1d: The Meaning-Before-Nonmeaning Principle. Learners are more likely to process meaningful grammatical forms before nonmeaningful forms irrespective of redundancy.

Principle 1e: The Availability of Resources Principle. For learners to process either redundant meaningful grammatical forms or nonmeaningful forms, the processing of overall sentential meaning must not drain available processing resources.

Principle 1f: The Sentence Location Principle. Learners tend to process items in sentence-initial position before those in final position and those in medial position.

Principle 2: The First Noun Principle. Learners tend to process the first noun or pronoun they encounter in a sentence as the subject or the agent.

Principle 2a: The Lexical Semantics Principle. Learners may rely on lexical semantics, where possible, instead of on word order to interpret sentences.

Principle 2b: The Event Probabilities Principle. Learners may rely on event probabilities, where possible, instead of word order to interpret sentences.

Principle 2c: The Contextual Constraint Principle. Learners may rely less on the First Noun Principle if preceding context constraints the possible interpretation of a clause or a sentence.

According to principle one (1), in focus-in-form instruction, priority is given to meaning before form using content words or keywords where grammar is not so important at first stage, performing communication stands for conveying a clear and correct message whatever the form is. Same priority is given to the lexical choice of items. While performing, learners prefer processing meaningful non-redundant grammatical forms before non-meaningful non-redundant meaning forms. Focusing exclusively on sentential meaning where first items are very essential to learners but this does not mean neglecting other resources needed to complete the sentence used.

Principle two (2) focuses on the importance of first noun or pronoun used as the subject of the sentence, lexical semantics and event probabilities are rules governing the composition of the sentence instead word order or else. Finally, the context preceding the composition of the sentence can help learners rely less on the first noun principle.

Ellis (2004 :01) also contributed to the existing studies about instructed language learning and tried to give some answers to the question of how instruction can

make language learning easier and some related controversies about the same issue. He raised some of them saying:

> There is considerable controversy. In particular, there is no agreement as to whether instruction should be based on a traditional focus-on-forms approach, involving the systematic teaching of grammatical features in accordance with a structural syllabus, or a focus-on-form approach involving attention to linguistic features in the context of communicative activities derived from a task-based syllabus or some kind of combination of the two. Nor is the agreement about the efficacy of teaching explicit knowledge or about what type of corrective feedback to provide or even when explicit grammar should commence

Based on the controversies, Ellis advocated that it is difficult and imprudent to formulate some principles for instructed language acquisition having all these issues to be clarified first; the choice between focus-on-forms versus focus-on-form and the adoption of implicit or explicit grammar teaching. In addition, Ellis chose another elaborated field of study, which is grammar and linguistic features, rather than studying the sentence level and words meaning as Van Patten did before. Ellis' principles are as follows:

Principle 1: Instruction needs to ensure that learners develop both a rich repertoire of formulaic expressions and a rule-based competence.

Principle 2: Instruction needs to ensure that learners focus predominantly on meaning.

Principle 3: Instruction needs to ensure that learners also focus on form.

Principle 4: Instruction needs to be predominantly directed at developing implicit knowledge of the L2 while not neglecting explicit knowledge.

Principle 5: Instruction needs to take into account the learner's 'built-in syllabus'.

Principle 6: Successful instructed language learning requires extensive L2 input.

Principle 7: Successful instructed language learning also requires opportunities for output.

Principle 8: The opportunity to interact in the L2 is central to developing L2 proficiency.

Principle 9: Instruction needs to take account of individual differences in learners.

Principle 10: In assessing learners' L2 proficiency, it is important to examine free as well as controlled production.

The principles above stress the importance of gaining a database of form models monitored by a set of rules. Learners also have to focus on both form and meaning where the extensive L2 input is needed, developing explicit as well as implicit knowledge about the language. When using instruction we need to take into consideration the learners' incorporated syllabus and the perspective on which they consider it. Learners need to have as much as opportunities to interact and produce output to better their language proficiency. Finally, assessing learners needs to focus on both controlled and uncontrolled production, taking into consideration learners differences.

2.4. Focus on Form versus Focus on Forms

Based on "Long's" (1991) proposition for an alternative approach of teaching grammar in response to the traditional approaches and inadequacies of the ultimate communicative method came the *focus on forms, focus on form and focus on meaning* approaches. Long (1991) argued for the use of focus on form in a

communicative context and stressed the importance of targeted intention to linguistic forms whatever they are:

> Focus on form refers to how focal attention resources are allocated…during an otherwise meaning-focused classroom lesson, focus on form often consists of an occasional shift of attention to linguistic code features- by the teacher and/or one or more students- triggered by perceived problems in communication. (Long and Robinson 1998: 23)

According to the previous citation focus on form as its name says, is to give attention to linguistic code features or the form used while communicating instead of only focusing on meaning as the lesson is supposed to be.

Richard & Schmidt (2002: 205) in the Longman Dictionary defined the terms focus on form and focus on forms as the following:

> In general terms, any focusing of attention on the formal linguistic characteristics of language, as opposed to a pure on meaning in communication. In a more technical sense, focus on has been defined as a brief allocation of attention to linguistic form as the need for this arises incidentally, in the context of communication. This may be contrasted with a focus on forms (plural), referring to the kind of focus on one form (or rule) at a time that one finds in a language course where there is a "structure of the day", usually pre-specified by the teacher or the textbook.

It is clear here that focus on form in its simplest concept is to call attention in the learner about linguistic forms or structures while communicating, this process should happen incidentally or intentionally in the performance. On the contrary focus on forms is to give attention to one form or a rule at a time, the form or rule is supposed to be pre-defined by the instructor or the textbook and not incidentally. Apparently, the

only one difference is the '*S'* of the plural form but in reality, there is a fundamental difference as Sheen (2001: 01) clarified it:

> Focus on form derives from an assumed degree of similarity between first and second language acquisition positing that the two processes are both based on an exposure to comprehensible input arising from the natural interaction. However, it is also assumed that there significant differences in the two processes: that exposure is insufficient to enable learners to acquire much of the second-language grammar, and that this lack needs to be compensated for by focusing learners' attention on grammatical features. Focus on forms, on the other hand, is based on the assumption that classroom foreign or second language derives from general cognitive processes, and thus entails the learning of a skill- hence it's being characterized as a 'skill-learning approach'.

Sheen suggested a more elaborated definition of the approaches where the focus on form results from a shared acquisition process that is based on exposure to comprehensible input for both first and second languages. The learner of the language recall the same basic principles of acquisition that exist in the first language mainly the input processing and tries to do the same for the second language. Sheen said that this process is insufficient for an advanced level of acquisition and needs a more attention to specific grammatical features while using the target language. Focus on forms, on the other hand, is based on a mental process where the learner has to use various techniques to deal with the language structure(s). Sheen (ibid.) proposed a three stages technique when using focus on forms comprising:

- providing an understanding of the grammar by a variety of means (including an explanation in the L1, pointing out differences between the L1 and L2)
- exercises entailing using the grammar in both non-communicative and communicative activities for comprehension and production

- providing frequent opportunities for communicative use of the grammar to promote automatic, accurate use.

The technique proposed above uses many ways to explain and illustrate different aspects of grammar including the use of first language and comparison of grammatical structures and rules between the latter and the target language. The second point is concerned with the use of non-communicative activities, i.e. to discover, analyze and comprehend different rules and structures, communicative activities, i.e. to practice the learned rules into real meaningful communication in the classroom. The two situations here show the importance of the two main cognitive processes concerned with language acquisition, which are competence and performance grammar. Competence grammar is the knowledge of grammatical rules and performance grammar is the actual use of grammar in a given situation. Finally, provide as much as possible the learner with communicative situations e.g. conversations, dialogues, making requests, asking for things, descriptions, comment, etc. to foster instant and accurate language use.

Among the researchers who gave much importance to language instruction is Professor Ellis, giving a detailed conceptualization and a clear framework for everyone concerned with the field of language learning and teaching. In the early nineties, He made an important distinction between the two terms based on the purpose behind using them. According to this focus on forms is the kind of instruction that isolates linguistic forms to be studied. Focus on form as the opposite sometimes makes use of focus on form and focus on meaning based on "Long" conception of the two approaches (1991). Ellis added more details to his first definition saying that focus on form is an attempt to provoke incidental acquisition by directing learners' attention to a certain form or structure while communicating. This is the opposite of a more target

learning of grammatical features or structures where the intention is raised to study a well-defined item introduced in the syllabus (2002: 272). The following table illustrates the main differences between the two terms discussed above:

Aspect	Focus on form	Focus on forms
Orientation	Language-as-tool	Language-as-object
Type of learning	Incidental	Intentional
The primary focus of attention	Message	Code
A secondary focus of attention	Code	Message
Acquisitional processes	Interpsychological Meditation; intra psychological Meditation; noticing; Noticing-the-gap; modified output.	Conscious-rule-formation; Proceduralization; Automatization; Monitoring
Syllabus type	Task-based	Structural
Target selection	Proactive	Proactive
Instructional processes	Task Scaffolded production; Dynamic assessment; Input-priming; negotiation of meaning; corrective feedback; consciousness-raising through tasks	Exercises Consciousness-raising Through the provision of explicit rules; structured input; controlled production practice; corrective feedback

Table 2.4: Focus on Form versus Focus on Forms (Ellis et al, 2002)

The main point that should be pointed out is how language has to be approached in the learning process and it seems obvious that through a focus on form, language is used as a tool of communication even stress is on its structure.

Coming back to one of the main variables of our study, which is focus-on-form, according to Ellis, two types of focus-on-form exist; *planned focus-on-form* and *incidental focus-on-form*. The former is used to deal with targeted linguistic feature pre-determined while performing communicative tasks promoting meaning. The second type is designed to clarify the general features of language rather than particular form Ellis (2002). The researcher may notice that planned focus-on-form, as the definition above is the same as focus-on-forms in the way that a selected particular form is under study. The table below represents the two types of focus-on-form:

Type	Syllabus	Primary focus	Distribution
1. Focus-on-form	Structural	Form	Intensive
2. Planned focus-on-form	Task-based	Meaning	Intensive
3. Incidental focus-on-form	Task-based	Meaning	Extensive

Table 2.5: Types of Form-based Instruction (Ellis et al. 2002)

The first type of focus on form is structural, focuses on form and includes intensive distribution, while planned type focuses on meaning and includes intensive distribution as well; finally, incidental focus on form is task-based focuses on meaning and includes extensive distribution.

2.5. Focus on Meaning

Based on the assumption that while data is processed by learners, they have to make some efforts to connect form and meaning at the same time, so the focus on meaning is another essential process undertaken by learners that occur in accordance with focus on form. According to Van Patten first principle of input processing, learners try to get what is communicated by input received and do not pay much attention to the structure or form of the data (2004: 07):

> What this principle says is that learners are driven to look for the message or communicative intent in the input. Although this is true of all human communication, for the second language learner undergoing acquisition this "push to get meaning" combined with limited resources for processing input, means that certain elements of the form will not get processed for acquisitional purposes.

For the form-meaning instruction, learners focus on the language they want to use in a communicative situation and considering it as a tool of communication rather than a structure under study (Ellis 2001a in P. Szudarski). The same concept was advocated by Long and Robinson (1998) saying: "focus on meaning instruction is paramount to spending little or no time on the discrete parts of language; instead, the interest is on the use of language in real-life situations" (Poole 2005: 48). As the principle of input processing says, importance should be addressed to the meaning, not the form while communicating with the target language.

2.6. Form-focused Instruction

The beginning of this part introduces the definition of the terms form-focused instruction as a teaching procedure or approach used in class by the Longman Dictionary of Language Teaching and Applied Linguistics (2002). The definition says

that form-focused instruction is: "teaching which focuses on the control of formal aspects of language such as the grammatical features of a specific type of discourse or text, e.g. narrative" (2002: 208). The formal aspect of the language is the form or construction on which it is composed through the grammatical level.

The introduction of such a new technique of teaching was a result of an attempt to change the way of grammar teaching. Since emphasis has changed from teaching the language through its grammar to teaching language by communicating with this later, the new pedagogy suggests that adopting this new concept does not exclude the use of grammar but considers it as a close servant to its aim.

Among many researchers in the field of language and teaching methodology who has given research a real advancement is Ellis. By a great contribution to the enrichment of literature about language instruction and grammar teaching, he defined form-focused instruction as follows:

> Form-focused instruction is used to refer to any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form. It serves, therefore, as a cover term for a variety of other terms that figure in the current literature-"analytic teaching (stern, 1990), "focus on form" and "focus on forms" (Long, 1991), corrective feedback/error correction, 'negotiation of form' (Lyster and Ranta, 1997). Thus FFI includes both traditional approaches to teaching forms based on structural syllabi and more communicative approaches where attention to form arises out of activities that are primarily meaning-focused. (2002: 271)

This author stressed the importance of driving learners' attention to the linguistic form while performing an incidental or planned activity about the target language. According to Ellis, the term 'Form-focused instruction' is an umbrella for others terms used to mean the same thing: focus on forms, corrective feedback, error correction

and negotiation of form. FFI is the conceptualization of teaching approaches that are based on studying the form for communicative matters (meaning-based). Other definitions tried to give a larger concept of FFI related to the teaching of grammar:

> In another word, form-focused instruction is a capacious term which covers any kind of teaching which requires learners to attend to formal aspects of language, including the use of explicit and implicit instructional techniques, the presentation of rules and provision of corrective feedback. As such the term is largely synonymous with formal instruction or grammar teaching…
> Pawlak (2006: 18)

What is noticeable here is the integration of implicit and explicit techniques, how rules are presented and the corrective feedback about learners. All these components relate directly to the teaching of grammar. The researcher is not in a position to defend the saying that gives FFI equivalence to grammar teaching but to say that the basic notion of FFI share the same foundations of grammar teaching even if it includes many other concepts that could be a subject to other research and debates about their exact meaning and use.

Another argument says that form-focus instruction works as a language assistant in learning a new language promoting communicative use. Spada and Lightbown introduced an article about FFI stressing the importance of this kind of technique guided or not by the teacher in the following words: "There is increasing consensus that form-focused instruction helps learners in communicative or content-based instruction to learn features of the target language that they may not acquire without guidance." (2008: 181).

Form-focused instruction allows learners to acquire language not only its meaning by how it is formed. The latter point needs instruction lead by the teacher.

2.6.1. The Significance of Considering Form-focused Instruction

The question about how FFI could affect foreign or second language acquisition rises from the question about if this kind of instruction really leads to language acquisition or just makes it easier. Two opposite positions animate the debate about this subject based on experimental and theoretical assumptions, the first called the non-interventionist see that there is no significant role for FFI like Long, Robinson, and others. The interventionist supporters including Ellis, Rutherford, Sherwood-Smith and others believe that FFI makes a huge difference in the acquisition of the second language. (Cited in Graaff & Housen, 2009)

The discussion and study of L2 instruction have practical and theoretical importance as Graaff & Housen stated when introducing a study about the effect and effectiveness of L2 instruction:

> The study of L2 instruction has practical and theoretical significance. Its practical significance arises from the assumption that a better understanding of how instruction affects L2 learning may lead to more effective L2 teaching; its theoretical importance is related to the understanding of how the brain processes linguistic input of various kinds to arrive at linguistic representations in the mind (Spada &Lightbown, 2002).

Understanding the importance of FFI will undoubtedly help to find effective ways to teach the second language, and to understand better, how the brain tries to make sense of linguistic input.

2.6.2. The Rationale for Form Instruction

The effectiveness of FFI lies on the failure of purely meaning-focused instruction, which enables the learners to acquire a kind of intelligent competence that assists them to process input of the target language with no focus on the linguistic form. Ellis explains this issue as follows:

> Why do learners fail to learn basic tense and sociolinguistic distinctions even after hundreds of hours of meaning-focused instruction? One possibility is that they develop a high level of strategic competence that enables them to process input in the L2 without the need to attend closely to linguistic form. Indeed the nature of the instruction they experience, with emphasis on processing language for meaning, may encourage the use of top-down strategies based on schematic knowledge and context at the expense of bottom-up strategies directed at decoding and encoding linguistic form. (2015: 03)

The nature of instruction, which is meaning-focused, implies the use of top-down strategies of processing input directed to make sense of it and neglecting the use of bottom-up strategies directed to analyze and explore form and structure since it is not the priority in this situation. It is noticeable also that both types of instruction, which are meaning-focused or form-focused are very limited and exclusive to the variables they are based on; if learners are driven to stress meaning in any given context they would automatically miss noticing any linguistic form and vice-versa, a pure form-based instruction let learners miss the context and sense of use. Many theoretical considerations related to input processing and skill-building theories, experimental studies and corrective feedback techniques helped to determine areas where FFI can be very beneficial to the L2 acquisition. Ellis (2015: 05) summarized the arguments defending focus on form instruction:

- To acquire the ability to use new linguistic forms communicatively, learners need the opportunity to engage in meaning-focused language use.

- However, such an opportunity will only guarantee full acquisition of the new linguistic forms if learners also attend to form while engaged in meaning-focused language use. Long (1991) argues that only in this way can attention to form be made compatible with the natural processes that characterize L2 acquisition and thereby overcome persistent developmental errors.

- Given that learners have a limited capacity to process the second language (L2) and have difficulty in simultaneously attending to meaning and form they will prioritize meaning over form when performing a communicative activity (Van Patten, 1990).

- For this reason, it is necessary to find ways of drawing learners' attention to form during a communicative activity. As Doughty (2001) notes 'the factor that distinguishes focus on form from other pedagogical approaches is the requirement that focuses on form involves learners' briefly and perhaps simultaneously attending to form, meaning and use during one cognitive event' (p.211).

2.6.3. Type of Focus on Form Instruction

Focus on form instruction includes two main types, according to Tavakoli (2012: 137); the first is planned focus on form instruction and the second is an incidental focus on form instruction. Planned focus on form is based on focused tasks where a specific linguistic form is being illustrated through a definite context. In this case, focus on form is preset. An example of an activity is to present pairs of pictures asking the learners to

use the prepositions 'at' and 'in' in order to make the difference between the two pictures in case a different preposition is used for each. Tavakoli stated (ibid):

> This type of form-focused instruction is similar to focus on form instruction in that a specific form is pre-selected for treatment but it differs from it in two key respects. First, the attention to form occurs in an interaction where the primary focus is on meaning. Second, the learners are not made aware that a specific form is being targeted and thus are expected to function primarily as 'language users' rather than as "learners" when they perform the task.

The second type of incidental focus on form, by contrast, uses unfocused tasks using general patterns of language rather than a specific form. Therefore, there is no attention to form even teachers or learners can select many forms at the same time to enrich the input. Example of the task is the so-called opinion-gap task. Whether planned or incidental, the use of communication while performing tasks is essential in both choices made by the teachers.

2.7. Focus on Form Techniques

The following techniques are a combination of teaching instructions to be used in the classroom, based on different learning concepts and designed to consolidate learning outcomes through communicative language teaching.

- Input flooding (providing a plethora of natural examples of the form in focus in a text on the assumption that the very high frequency of the structure in question will attract the learner's attention to the relevant formal regularities) (Doughty and Williams, 1998a)

- Task-essential language (the necessity of using specific forms to complete a task) (Doughty and Williams, 1998b)

- Input enhancement (directing the learner's attention to a specific form in a text by highlighting, underlining, coloring, the rule giving,…) (Long and Robinson, 1998)

- Negotiation (asking and answering questions about how a special form is learned and taught) (Lightbown, 1998)

- Recast (corrective reformulation of children's utterances that preserve the child's intended meaning) (Long and Robinson, 1998)

- Output enhancement (promoting students to produce output coating specific forms) (Doughty and Williams, 1998a)

- Interaction enhancement (an instructional treatment making students produce output by providing interactional modifications in order to help students notice a mismatch between their interlanguage and target language form) (Doughty and Williams, 1998b)

- Dictogloss (a procedure encouraging students to reflect on their own output by reconstructing a text which is read to them) (Swain, 1998)

- Consciousness-raising tasks (tasks promoting the occurrence of a stimulus event in conscious awareness and its subsequent storage in long-term memory) (Harley, 1998)

- Input processing (interpreting input with the goal of incorporating the knowledge into one's interlanguage) (Williams and Evans, 1998)

- Garden path (a technique telling learners in advance about a linguistic regularity plus its exception by pointing out the error made at the moment of generality) (Doughty and Williams, 1998b) (Farrokhi and Talabari 2011: 37)

Even when made by different researchers of the field, the instructions above show the importance of using language in all its forms, learners have to deal with the

instruction of the task, discussing its aim and producing language that serves to find the solution. Through this process, the learners learn how to be aware of the language used, formulated and exchanged with mates.

2.8. Ellis' Recommendations about Form-focused Instruction

Ellis proposed a set of recommendations to consider the implementation and practice of FFI, through research-based proposals achieved by several pioneers of the field. Ellis expressed the difficulty to give a universal work-model because of the complexity of FFI and the variety of contexts in which it could be used. FFI is considered a combination of instructional options that can be used in different ways (2012). Ellis recommendations are as follows:

- FFI needs to assist learners to understand the connection between specific linguistic forms (lexical, grammatical or pragmalinguistic) and their ideational and interpersonal meaning. FFI that focuses simply on the form is unlikely to have any substantial effect on learners' interlanguage development.

- The linguistic target of instruction should be those linguistic features that are known to be problematic to the learners being taught. It is clear from studies of both naturalistic and classroom learners that some linguistic features can be acquired incidentally. That is, no intentional effort to learn these forms is necessary. The challenge, then, is to identify those linguistic features that will not develop at all or will develop only very slowly without some kind of FFI.

- Possibly, FFI will prove most effective if it is directed at grammatical features that learners have already partially acquired and only need to gain greater control over. Attempts to teach entirely new grammatical features may founder unless the learners are developmentally ready to acquire them.

- Both the focus on forms and the focus on form approach are effective. While there are theoretical grounds for claiming that focus on form is more likely to facilitate interlanguage development, the research evidence does not show a clear advantage for this type of instruction. Planned FFI lessons directed at specific grammatical structures result in acquisition providing that they include text-creation activities.

- Although both implicit and explicit types of FFI have been found to be effective, it is clear that explicit types are more effective. Furthermore, FFI that includes an explicit component appears to assist the development of implicit L2 knowledge as well as explicit knowledge. That is, in the long term it can help learners to achieve greater accuracy in free oral production.

- Where the aim of instruction is simply to develop explicit L2 knowledge (as a 'hook' on which subsequent acquisition can be attached), indirect consciousness-raising by means of CR tasks that assist learners to discover facts about the L2 for themselves have been shown to be effective.

- Both input-based and output-based FFI are effective. Learners do not need to produce a grammatical structure to acquire it. Input-based instruction may hold an advantage where the aim is to teach new linguistic features. Output-based instruction may be beneficial where the aim is to increase control over partially acquired features.

- Instruction consisting solely of input-or output-based activities can promote acquisition but, by and large, the research indicates that including an explicit consciousness-raising option enhances the effect.

- Incorporating corrective feedback (especially if this is explicit and output prompting) enhances the effect of output-based FFI.

- Purely mechanical practice consisting of text-manipulation exercises is unlikely to have much impact on learners' acquisition of the target features. Learners need to practice the use of features under real operating conditions (i.e. in text-creation activities).

- The effects of FFI are varied. In some cases, it has been found to have an immediate effect on acquisition but in other cases, the effect may be delayed. Overall, however, the effects of FFI have been found to be durable.

- Ultimately, FFI is 'interaction' That is, externally defined instructional options only have reality for learners through the interactions that occur in the classroom. Thus, what is important is for teachers (and researchers) to attend to whether these interactions create the conditions that assist acquisition.

Through these recommendations, Ellis stressed the importance of connecting the form to meaning and its impact on learners understanding and development of the language. The main focus of language learning has to be oriented towards linguistic features that can be problematic for learners in terms of the acquisition, these features need all priority in comparison with others learned accidentally and with making less effort.

Form-focused instruction can be more effective if directed to grammatical features that the learners already know to consolidate and reinforce previous knowledge. More likely explicit FFI is more effective in comparison to implicit and help learners gain accuracy in oral production. As for instruction, the aim is to develop explicit L2 knowledge with the help of indirect consciousness-raising using CR tasks to let the learners discover other facts about L2 which is very beneficial to their acquisition.

Input-based and output based FFI help learners acquire new linguistic features instead of reproducing grammatical form to acquire them and increase control over

acquired features. In FFI both input and output activities are effective in addition to explicit consciousness-raising ones. Corrective feedback can enhance the effect of output based FFI.

It is crucial for learners to use real operating condition instead of just dealing with a given text; they rather have to create a new one. The effect of using FFI on language acquisition is relatively variable but durable in long-term use. Finally, FFI means an interaction that makes learners acquire language, teachers as well as researchers need to find out if under certain conditions it would help learners acquire language effectively.

2.9. Limitations of Focus on Form

It is agreed that any approach and technique has certain limitations, due to its conception and the conditions where it is implemented. It is very important to consider also time and space factors, which play a major role in the flourishing or decline of any teaching approach or technique in a given context and with a specific population, the best example is the experience. The following points illustrate some of the focus on form pitfalls by Shahani (2012):

- The deployment of focus on form instruction was very limited, only in US, New Zealand and Japan.
- Focus on form instruction has not been implemented into crowded classes where no use of modern materials and no teacher training could be granted.
- There is no significant study that has been conducted in a developing country taking into consideration different socio-economic, political and pedagogical issues in comparison with developed countries. Instructors have little data to rely on about to say if the focus on form instruction is appropriate or not for use.

- In certain conditions, focus on form instruction is unrealizable due to certain curricular issues.

- The design of the curriculum or developing assessment technique is restricted to few people. The teachers are obliged to work according to higher authority mandated materials particularly in secondary and university levels.

- Class size is one of the most important factors in focus on form instruction; the teacher needs relatively a small class to deal one-to-one with students through instruction, discussion or other means. Also, best attention is given when students are not too much for example in the writing exercises.

- Teachers' competence fluency, which is related to oral performance, needs to be native-like or near native-like. This condition enables teachers to track down students' form-based errors and provide with the correct ones. Many English language teachers do not master well a high level of English oral proficiency, having no chances to develop it.

- The use of common first language between teachers and students can be a source of the problem in focus on form instruction. The code switching is used mainly as a solution to communicative difficulties or when it falls to convey the right message.

- Form-focused instruction is known to be highly individualistic and related to one's culture. When errors happen, they are addressed on an individual basis. Many people find the focus on form instruction unusual with their cultural value.

Having pitfalls is not a synonym of failure; it is known that perfect conditions cannot happen every time so what works in a given context can hardly work for another. Teachers need to adapt the way they operate in the classroom to different conditions and variations particularly with the class size and time management.

2.10.　　　Practice of Input Processing

As a matter of language acquisition, input processing implies the study and analysis of input, the main variable in the process of acquisition. The important point is the way learners react through exposure to any given data. According to Van Patten's theory of input processing (2004: 25), input processing is the first obstacle -here he means a form of language-the learners is facing, the combination of form (structure) and meaning of that input are being connected in the right or wrong way but memorized for future use:

> …input processing is the "first hurdle" a form or structure must jump
> through on its path toward acquisition. If a form is processed (there is a
> connection of form and meaning, whether right or wrong from a target
> standpoint), it becomes available for further processing and may be
> accommodated into the developing linguistic system.

It is noticed that the relationship between form and meaning is imminent and could be established positively or the opposite by the learner. Another definition of Wong (2005) explains the relationship between the form and meaning as follows:

> Input processing, then, refers to the cognitive processes by which
> learners make the initial connection between a grammatical form and
> its meaning. In our work, we are concerned with how learners make
> sense out of the language they hear or read (input) and how they get
> linguistic data or intake from the input (Wong 2005: 28 in Benati and
> Lee 2010).

Here grammar and making sense of the data received are the main items in the mental process or processes undertaken by the learner while having input.

2.11.   Processing Instruction

Based on the assumption that processing instruction is an input processing model proposed by Van Patten, this part of the research gives some theoretical description of processing instruction and how is it practiced in the classroom.

2.11.1.   Definition

As said above processing instruction or PI is an instructional model based on principles of input processing, Nassaji and Fotos said:

> Processing instruction is a pedagogical technique that is based
> on the principles of input processing model described above.
> This kind of instruction rests on the assumption that by
> understanding how learners process input, we will be able to
> devise effective instructional activities to aid input processing
> for acquisition and, at the same time, learn the forms that are
> contained in the input. (2011: 23)

According to this definition, processing instruction relies on instructional practice the classroom that facilitates the acquisition and learning of the target language. Based on theories about learners and the way they process when they are dealing with any sort of input. Not only acquisition is targeted but also the structure of the language or the grammatical features. A more detailed presentation of the technique says:

> PI, in Van Patten's (2005) words is a type of "explicit instruction"
> or focus on form (FonF), i.e., any manner in which the learner's
> attention is directed to the formal properties of the L2 and how they
> work (Van Patten 1996). It is "explicit" in the sense that
> specifically readjusted input is utilized to push the learner away
> from nonoptimal processing strategies insofar that(s)he must attend
> to the communicative value of a certain form in the input to grasp
> the overall meaning. This way, the learner would be encouraged to

perceive and parse L2 stimuli more effectively and accurately and

thereby make the better form-meaning connection. Lew (2008: 04)

The technique of PI helps the learners acquire language while using it in a

communicative context, through focusing on its form.

2.11.2.   Components of Processing Instruction

As discussed in the definition above, processing instruction consists of a

series of procedures to be used while dealing with the target language in the classroom,

all attention is centered on learners and the way they react according to the received

input. The main components of processing instruction according to Benati and Lee

(2010: 34) are:

- Learners are provided with explicit information about the target form or
  structure

- Learners are provided with information about processing strategies, both the
  inappropriate or inefficient one that they tend to use to process the target form
  or structure in the input as well as the appropriate one on which they will
  receive practice

- Learners are provided with structured input activities, practices designed to
  help learners abandon the inappropriate or inefficient processing strategy and
  make correct and appropriate form-meaning connections.

2.11.3.   Practice of Processing Instruction

Processing instruction involves a set of procedures to be used with the

learners in the classroom (see the previous point) starting with an explicit explanation of

rules of the target form or structure, then some examples. The second step is based on

informing learners to avoid some processing strategies that may mislead their

comprehension. The third step consists of providing structured input activities that include referential structured input to help learners extract meaning from form, and effective structured input to be used when using the language to express themselves in a real word situation, without stressing the exact meaning, it is making the connection between form and meaning. (Wong (2004a) in Lew (2008: 04)

Conclusion

The Form-focused instruction approach to teach grammar came as a response to the criticism about the effectiveness of grammar teaching and its role in learning foreign languages. Based on form, form-focused instruction raises the learners' attention to form while using the target language through processing instruction and using the appropriate language to treat that instruction and respond adequately to it. Teachers focus on the language used while learners receive language instruction and push them to use the target language in all stages of performance. It is proven that exposure to input (language) and processing instruction (performing language) help learners gain more language competence than when they learn first about the language and producing it when needed.

CHAPTER THREE

Teachers' Beliefs about Grammar

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Teachers' Beliefs about Grammar

Introduction

    This study is based on the belief that teachers' beliefs guide powerfully their classroom instructional practices and create foundations for any teaching framework. What teachers do in the classroom is determined by the nature of the beliefs they hold about many pedagogical and learning issues and situations they face every day. Understanding the conception and the mechanism of these beliefs helps understand how the teachers make decisions and choices about their teaching methods, and all the matters that are directly or indirectly related to teaching practices. It also helps in the conception and implementation of the most appropriate and beneficial teaching methods and the necessary techniques to be carried out for the success of the teaching/learning process. It is a necessity to explore deeply these beliefs and their classroom actualization to improve teachers' practices, in this prospect this chapter is devoted to discussing some related concepts about the beliefs concerned with the pedagogical setting and their relationship with teaching practices in the classroom.

3.1. Notion of Beliefs

    Before introducing teachers' beliefs as one of the main variables of this study, it is necessary to have a look first to the direct significance of the word 'Belief', which is the "mental acceptance of and conviction in the truth, actuality, or validity of something" (American Heritage Dictionary: B737).

In reality, there is no agreement about one definition of beliefs; Borg (2001: 186) suggested the following features when considering any definition:

- The truth element-drawing on research in the philosophy of knowledge, a belief is a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others. This is one of the key differences between belief and knowledge, in that knowledge must actually be true in some external sense.

- The relationship between beliefs and behavior-most definitions of belief propose that beliefs dispose or guide people's thinking and action

- Conscious versus unconscious beliefs on this point there is disagreement, with some maintaining that consciousness is inherent in the definition of belief, and others allowing for an individual to be conscious of some beliefs and unconscious of others.

- Beliefs are value commitments-many definitions of beliefs recognize an evaluative aspect of the concept, and this is not surprising as the word itself originates from the Aryan word *lubh*, meaning 'to like or to hold dear', from which the word *love* also originates (OED 1989)

To sum up the previous features in one definition, we can say that beliefs are true ideas about something held consciously or unconsciously and supported by emotional engagement to guide actions and thinking of people. Dilts (1999) proposed a more profound definition about beliefs as follows:

> Beliefs are essentially judgments and evaluations about ourselves, others and the world around us. In NLP (The Neuro-Linguistic Programming), beliefs are considered to be closely held generalizations about 1) causation, 2) meaning and 3) boundaries in

(a) the world around us, (b) our behavior, (c) our capabilities and (d) our identities.

The act of judging things have always been related the positive/ negative balance, the same can be said about true and untrue values: "Beliefs are thought of as psychologically held understandings, premises, or propositions about the world that are felt to be true" (Richardson 1996: 103 in McPherson...: 03). Through all these theoretical notions of beliefs, we can notice that it is quite difficult to conceptualize them into a unique or universal term with one significance or meaning simply because in reality beliefs are referred to by means of plenty of terms.

In addition, another source of confusion about the concept of beliefs is the distinction between beliefs and knowledge particularly in our setting which is purely educational. People tend to confuse between believing on something and knowing about something. Williamson (2015: 124) stated that:

> the most striking difference between knowledge and belief is that although there is a false belief there cannot be false knowledge. People once believed that the Earth was flat. They believed falsely because the Earth was not flat. They did not *know* that the Earth was flat because knowing that the Earth was flat would have required the Earth to be flat. They *believed* that they knew that the Earth was flat, but that was another of their false beliefs.

Sometimes beliefs and knowledge could not have the same value, if the first was true, this does not imply that the second would be false.

Let us turn to another distinction by Thomas and Ohlsson (2001: 01) based on psychology perspective saying that the difference between knowledge and belief is considered psychologically, both concepts reflect a mental representation. Knowledge

means a representation of a proposition, and belief refers to a truth-value related to the proposition.

In fact, the pedagogical environment, working conditions, and teaching context are major factors that make teachers' beliefs more applicable and reliable than what is said by theory to help teachers in their daily work. This is well illustrated when dealing with different tasks, the way teachers deal with them ranging from the knowledge needed to the steps of solving them is quite different from the manual, since personalized beliefs manage the situation.

Another more detailed definition of beliefs uses some traits to identify and characterize them. The list of definition is presented in the following table by Fives and Buehl (2012: 473):

Definition	Implicit or explicit	Stable or dynamic	Knowledge And belief	Individual or system
"The term *belief* as used in this chapter is derived from Green (1971) and describes a proposition that is accepted as true by the individual holding the belief. It is a psychological concept and differs from knowledge, which implies an epistemological warrant" (Richardson, 1996, p. 104).			Distinct	Individual
"Beliefs are understood to be a set of interrelated notions. . . . Educational beliefs are a substructure of the total belief system and must be understood in terms of their connections to other, perhaps more influential, beliefs. Most belief systems are formed early and changes in belief systems during adulthood are difficult and thus rare" (Mc Alpine, Eriks-Brophy, & Crago, 1996, p. 392).		Stable		System
"Teacher belief is a particularly provocative form of personal knowledge that is generally defined as pre- or in- service teachers ' implicit assumptions about students, learning classrooms, and the subject matter to be taught. . . .Teachers	Implicit	Stable	Same	

' beliefs appear to be relatively stable and resistant to change (e.g., Brousseau, Book, & Byers, 1988; Herrmann & Duffy, 1989)" (Kagan, 1992, pp. 65–66).		
"Belief systems are dynamic, permeable mental structures, susceptible to change in light of experience. . . . The relationship between beliefs and practice is a dialectic, not a simple cause-and-effect relationship" (Thompson, 1992, p. 140).	Dynamic	System
"An individual ' s judgment of the truth or falsity of a proposition" (Pajares, 1992, p. 316).		Individual
"Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships (Clark & Peterson, 1986; Fang, 1996)" (Hermans, van Braak, & Van Keer, 2008, p. 128).	Related	System

Table 3.6: Defining Teachers' Beliefs (Fives and Buehl 2012)

The definitions of beliefs above are based on four criteria, if they are implicitly or explicitly stated, dynamic or static (i.e. changeable or not), considered as knowledge or belief (considering the distinction) and finally individual or part of a whole system.

3.2.   Characteristics of Beliefs

From the discussion above, it is quite clear that to reach a consensus about one definition of Belief is not easy. Not because there are many concepts and notions involved but because many factors and details are to be taken into consideration while tackling this subject, the products of the mind are so complicated and impenetrable. The following characteristics of teachers' educational beliefs are a kind of assumptions when planning a study concerned with beliefs synthesized by Pajares (1992: 324-326):

- Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience (Abelson, 1979; Buchmann, 1984, 1987; Buchmann & Schwille, 1983; Clark, 1988; Florio-Ruane & Lensmire, 1990; Ginsburg & Newman, 1985; Lasley, 1980; Lortie, 1975; Munby, 1982; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Rokeach, 1968; Schommer, 1990; Van Fleet, 1979; Wilson, 1990).

- Individuals develop a belief system that houses all the beliefs acquired through the process of cultural transmission (Abelson, 1979; Brown & Cooney, 1982; Eisenhart et al., 1988; Nisbett & Ross, 1980; Peterman, 1991; Posner et al., 1982; Rokeach, 1968; Van Fleet, 1979).

- The belief system has an adaptive function in helping individuals define and understand the world and themselves (Abelson, 1979; Lewis, 1990; Nisbett & Ross, 1980; Rokeach, 1968; Schutz, 1970).

- Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs makes them a filter through which new phenomena are interpreted (Abelson, 1979; Calderhead & Robson, 1991; Eraut, 1985; Goodman, 1988; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Schommer, 1990).

- Thought processes may well be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts, or reshapes subsequent thinking and information processing (Abelson, 1979; Calderhead & Robson, 1991; Goodman, 1988; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Rokeach, 1968; Schommer, 1990).

- Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring (Anderson, 1985; Kitchener, 1986; Nespor, 1987; Nisbett & Ross, 1980; Peterman, 1991; Posner et al., 1982; Schommer, 1990).

- Beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures. Apparent inconsistencies may be explained by exploring the functional connections and centrality of the beliefs (Kitchener, 1986; Nespor, 1987; Peterman, 1991; Posner et al., 1982; Rokeach, 1968; Schutz, 1970).

- Belief substructures, such as educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system (Kitchener, 1986; Peterman, 1991; Posner et al., 1982; Rokeach, 1968). Psychologists usually refer to these substructures as attitudes and values.

- By their very nature and origin, some beliefs are more incontrovertible than others (Abelson, 1979; Bandura, 1986; Clark, 1988; Lewis, 1990; Lortie, 1975; Nisbett &Ross, 1980; Rokeach, 1968).

- The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change (Abelson, 1979; Clark, 1988; Lewis, 1990; Munby, 1982; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Rokeach, 1968).

- Belief change during adulthood is a relatively rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift. Individuals tend to hold on to beliefs based on incorrect or incomplete knowledge, even after scientifically correct explanations are presented to them (Abelson, 1979;

Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Rokeach, 1968).

- Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decisions regarding such tasks; hence, they play a critical role in defining behavior and organizing knowledge and information (Abelson, 1979; Bandura, 1986; Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980; Posner et al., 1982; Rokeach, 1968; Schommer, 1990).

- Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality (Abelson, 1979; Bandura, 1986; Buchmann & Schwille, 1983; Lewis, 1990; Nespor, 1987; Nisbett & Ross, 1980; Rokeach, 1968).

- Individuals' beliefs strongly affect their behavior (Abelson, 1979; Bandura, 1986; Brown &Cooney, 1982; Clark & Peterson, 1986; Eisenhart et al., 1988; Ernest, 1989; Goodman, 1988; Harvey, 1986; Kitchener, 1986; Lewis, 1990; Nespor, 1987; Nisbett &Ross, 1980; Rokeach, 1968; Tabachnick & Zeichner, 1984).

- Beliefs must be inferred, and this inference must take into account the congruence among individuals' belief statements, the intentionality to behave in a predisposed manner, and the behavior related to the belief in question (Goodman, 1988; Janesick, 1977; Rokeach, 1968; Tabachnick & Zeichner, 1984).

- Beliefs about teaching are well established by the time a student gets to college (Abelson, 1979; Buchmann, 1984, 1987; Buchmann & Schwille, 1983; Clark, 1988; Clark & Peterson, 1986; Cole, 1989; Floden, 1985; Florio-Ruane & Lensmire, 1990; Ginsburg & Newman, 1985; Lortie, 1975; Nespor, 1987; Nisbett &Ross, 1980; Rokeach, 1968; Weinstein, 1988, 1989; Wilson, 1990).

It is obvious that according to a different point of views belonging to different scholars and researchers, the characteristics of beliefs are numerous; all the

conclusions about those characteristics prove that they have been studied differently (perspectives) and in many contexts (situations).

3.3.   Types of Beliefs

We have been discussing the difficulty to agree on one universal definition of beliefs; the same issue can be discussed how to set types of beliefs since a lot of definition about them can be found in literature:

> Oliver and Koballa (1992) in particular, asked science educators, through questionnaires and interviews, to define the term 'beliefs'. Eight categories were found, some of which included beliefs as being equated with knowledge, beliefs that precede attitudes and behavior, attributes of beliefs that a person holds true, beliefs as personal convictions based on observation or logical reasoning, and beliefs as an acceptance or rejection of a proposition (Mansour 2008: 02)

From the citation above eight types of beliefs, some of them are explained below:

- Beliefs considered as knowledge: considering something true (information) because we believe it is

- Beliefs that precede attitudes and behaviors: any form of action is first based on specific belief (order of occurrence)

- Conceptions of beliefs considered to be true: any beliefs are assumed to be true

- Beliefs as personal convictions based on observation or logical reasoning: beliefs are not a product of hazard

- Beliefs as an acceptance or rejection of a proposition: beliefs are the foundation of the mechanism which can determine if the thing is true or untrue, right or wrong.

Concerning teaching beliefs, another categorization is found where beliefs are classified into different areas: beliefs about learners and learning, beliefs about

teaching, beliefs about the subject, beliefs about learning to teach and beliefs about self and the teaching role.

> Teachers' beliefs can be categorized in a number of areas. Uztosum (2013) has cited Calderhead who found five areas of teacher's beliefs, including, beliefs about learners and learning, beliefs about teaching, beliefs about the subject, beliefs about learning to teach and beliefs about self and the teaching role (Thomas 2013: 02)

So it is all about learning, teaching, the subject, and the self (as a teacher).

3.4.   Historical Overview about Research on Teachers' Beliefs

The late interest in researching teachers' beliefs and their relationships with different components of the teaching/learning process has led to the proliferation of many studies and research since the sixties. These studies have explored beliefs from many sides and perspectives as teachers' personality, beliefs as cognition and beliefs change. The following table by (Ashton in Fives and Gregoire 2015: 32) illustrates the different studies chronologically ordered:

Year	Source, Editor(s) (if applicable)	Author(s)	Theoretical Perspectives
1963	Handbook of Research on Teaching, Gage	Getzels & Jackson	Beliefs as Core of Personality
1973	Handbook of Research on Teaching, (2ND ed.), Travers	Price	Epistemological Beliefs
1986	Handbook of Research on Teaching, (3rd ed.), Wittrock	Fenstermacher & Erickson	Beliefs as Practical Arguments Beliefs as Sociocultural Critical Theory
1987	Journal of Curriculum Studies	Nespor	Beliefs as Affective
1990	Handbook of Research on Teacher Education, Houston, Haberman, &Sekula Educational Psychologist	Pintrich	Beliefs as Motivational and Affective Change: Social Cognitive Constructivism
1992	Review of Educational Research	Kagan &Pajares	Conceptual Change
1996	Handbook of Educational Psychology, Berliner & Calfee	Calderhead Snow, Crow,& Jackson	Beliefs as Cognition Beliefs as Affective and Cognitive Constructs
1998	Educational Psychologist	Dole & Sinatra	Conceptual Change
2001	Handbook of Research on Teaching (4th, ed.), Richardson	Munby, Russel, & Martin	Teacher Belief Change
2003	Educational Psychology Review	Gregoire	Conceptual Change
2006	Handbook of Educational Psychology (2nd, ed.) Alexander & Winne	Mason & Murphy	Belief Change: Conceptual Change vs. Persuasion
	APA Educational Psychology Handbook, Harris, Graham, &Urdan	Woolfolk Hoy, Davis, & Pape	An Ecological ¨Perspective on Beliefs
2012		Fives &Buehl	An Integrative Perspective on Beliefs

Table 3.7: Chronology of Handbook Chapters, Seminal Papers, and Theoretical

Perspectives about Beliefs, Ashton (2012)

3.5.   Teachers' Cognition and Beliefs

To understand teachers' beliefs the researcher need to understand where these beliefs originate, and which part of the mental construct they represent. Borg introduced the term teacher cognition as the unobservable cognitive dimension of teaching including knowledge, beliefs and thinking (2003: 01) a set of mental activities that go together to process solutions to different educational issues, here the key matter is the teaching process or the classroom practices. The following figure demonstrates cognition and its relationship to different learning/teaching concepts and of course, classroom practices.

Extensive experience of classrooms which defines early cognitions and shapes teachers' perceptions of initial training.

May affect existing cognitions although especially when unacknowledged, these may limit its impact.

Schooling → **Professional Coursework**

Beliefs, knowledge, theories, attitudes , images, assumptions, metaphors, conceptions, perspectives.

TEACHER COGNITION

About teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, self.

Contextual Factors →

Classroom Practice including practice teaching

Influence practice either by modifying cognitions or else directly, in which case incongruence between cognition and practice may result.

Defined by the interaction of cognitions and contextual factors. In turn, classroom experience influences cognitions unconsciously and/or through conscious reflection.

Figure (3): Teacher Cognition, Schooling, Professional Education, and Classroom Practice (Borg 1997)

It is noticeable from the figure above the centricity of teacher cognition within the other variables including contextual factors, schooling, classroom practice, and professional education. The first two variables influence respectively professional coursework, classroom practice and at the same time teacher cognition while the two last variables influence reciprocally teacher cognition.

As discussed previously, research on teachers' cognition including beliefs started early in the sixties, but the major point was exactly in 1975 a national education conference held in the USA, stressed the huge importance of studying this field and concluded the debate saying:

> It is obvious that what teachers do is directed in no small measure by what they think…To the extent that observed or intended teaching behavior is "thoughtless", it makes no use of the human teacher's most unique attributes. In so doing, it becomes mechanical and might well be done by a machine. If, however, teaching is done and, in all likelihood, will continue to be done by human teachers, the question of relationships between thought and action become crucial. Borg (2009: 01).

Since teaching is a human process, we cannot deny the influence of the human brain manifesting its different phenomena like thinking, believing and others while working and the influence of these mental constructs in what teachers do in the actual classroom. Understanding this relationship is very important to understand how their teaching cognition works. Borg (1999) has also given a summary of the nature of teacher cognition and its relationship to what they do by illustrating the following:

- Teachers' cognition can be powerfully influenced by their own experience as learners
- These cognitions influence what and how teachers learn during teacher education

- They act as a filter through which teachers interpret new information and experience

- They may outweigh the effect of teacher education in influencing what teachers do in the classroom

- They can be deep-rooted and resistant to change

- They can exert a persistent long-term influence on teachers' instructional practices

- They are, at the same time, not always reflected in what teachers do in the classroom

- They interact bi-directionally with experience (i.e. beliefs influence practices but practices can also lead to changes in beliefs).

Cognition and experiences represent two interdependent variables, they directly influence what teachers do in the classroom and their instructional practices. Those later can lead to beliefs change but beliefs can influence also practices.

The following table illustrates all studies and their contexts in the field of teachers' cognition carried out in many parts of the world:

Source	Focus	context
Almarza (1996)	Origins, content, and change into student teachers' knowledge during teacher education, and its impact on classroom practice	4 foreign language teachers on a PGCE at Britain university
Andrews (1994)	Grammatical knowledge of trainees	82 EFL teacher trainers working on different EFL certificate courses
Andrews (1997)	Teachers' metalinguistic awareness and its role prospective in teachers' ability to explain a grammar point	5 practicing English teachers and 9 teachers on a Bed in Honk Kong
Andrews (1999a)	Teachers' knowledge of grammar and grammatical terminology	20 practicing and prospective ESL teachers in Hong Kong, 20 native English speaker undergraduates studying modern language and English studies in the UK
Andrews (1999b)	Teachers' metalinguistic awareness and its impact on the linguistic input made available to learners	17 secondary school teachers of English in Hong Kong, 3 of which are reported on
Bailey (1996)	The influence of learning experience on	7 teachers on an MA course in the

	teaching philosophies and practices	USA
Bailey (1996)	Experienced teachers' decisions to depart from their lesson plans	6 experienced teachers working in an intensive ESL programme in an American Institute
Bartels (1999)	The linguistic knowledge and skills teachers draw on to realize their lesson plans in class	3 experienced EFL teachers in Germany
Berry (1997)	Teachers' awareness of learners' metalinguistic knowledge	372 1st year undergraduates students in Hong Kong, 10 teachers of these students
Borg (1998b)	Talk about grammar in the EFL classroom	2 EFL teachers in private language school in Malta
Borg (1998c)	Understanding classroom practice in teaching grammar	One EFL teachers in private language school in Malta
Borg (1999a)	Teacher cognition in L2 grammar teaching	5 EFL teachers in private language school in Malta
Borg (1999c)	Teachers' personal theories in teaching grammar	2 EFL teachers in private language school in Malta
Borg (1999d)	Use of grammatical terminology in classrooms	4 EFL teachers in private language school in Malta
Borg (2001)	Teachers' self-perceptions of their knowledge of grammar	2 EFL teachers in private language school in Malta
Breen et al. (2001)	Relationships between principles and practices of individuals and of a group of teachers	18 experienced ESL teachers in Australia
Breen (1991)	The implicit theories of experienced language teachers	106 language teachers enrolled on an MA in a British university
Brown &McGannon (1998)	Change during teacher education in the beliefs of trainee teachers about language learning and the roles of teachers	35 trainees teachers of LOTE and ESL on a Graduate Diploma in Education at an Australian university
Brumfit et al. (1996)	Teachers' theories of language development and about the place of KAL in language education	Teachers of English, French, Spanish, and German in 3 state secondary schools in the UK
Burgess & Etherington (2002)	Teachers' beliefs about grammar and grammar teaching	48 teachers of English for Academic Purposes in UK universities
Burns (1992)	The influence of teachers beliefs on teaching writing	6 teachers in beginning ESL classes in Australia
Burns (1996)	Teachers theories and practices in the beginning adult L2 classroom	6 experienced ESL teachers of beginning adult learners in Australia
Cabaroglu (2000)	Change in teachers' beliefs during a 1-year postgraduate course	20 students on a PGCE Secondary in Modern Languages at a British university
Cathcart (1976)	Teachers' and students' preferences for correction of oral errors	188 students in ESL classes in the USA 59 ESL teachers
Collie Graden (1996)	Beliefs and practices in foreign language reading instruction	6 secondary teachers of French & Spanish in the USA
Crookes and Arakaki (1999)	The source of ESL teachers' ideas for teaching	20 ESL teachers in an intensive English program in the USA
Cumming (1989)	Student teachers' conceptions of curriculum design-making	37 pre-service ESL teachers in Canada
Eisenstein-Ebsworth &Schweers	Teachers' views on conscious grammar instruction	60 university teachers of ESL-30 in New York, 30 in Puerto Rico

(1977)		
Farrell (1999)	Student teachers' prior beliefs about teaching grammar	34 pre-service teachers in Singapore, 5 of which are reported on
Freeman (1993)	Changes in teachers' practices and thinking during teacher education	4 high school French and Spanish teachers doing an in-service teaching degree in the USA
Gatbonton(1999)	The patterns of pedagogical knowledge of experienced ESL teachers	7 ESL teachers in the USA
Golombek (1998)	The personal practical knowledge of in-service ESL teachers and its role in their practice	2 ESL teacher on an MA in the USA
Johnson (1992a)	Instructional action and decisions of pre-service ESL teachers	6 pre-service ESL teachers in the USA
Johnson (1992b)	Teachers' theoretical beliefs about L2 learning and teaching and their practices during literacy instruction	30 ESL teachers in the USA; 3 secondary level ESL teachers chosen from the original 30
Johnson (1994)	Pre-service teachers' beliefs about L2 learning and teaching and their perceptions of their instructional practice	4 pre-service ESL teachers enrolled in an MA in TESL course in the USA
Johnson (1996)	A novice's perceptions of initial teaching experiences	1 TESOL pre-service in the USA
Johnston &Goettsch (2000)	Teacher knowledge in explaining grammar	4 experienced university ESL teachers in the USA
Lam (2000)	L2 teachers' reasons for using or not using technology in their classrooms	10 L2 teachers (English, Spanish & French) in Toronto
McDonald et al. (2001)	Influence of a course in SLA on student teachers' beliefs about English language learning	55 undergraduate and postgraduate students on BA/ MSc programmes in TESOL in the UK
Meijer et al. (1999)	Teachers' practical knowledge about teaching reading comprehension	13 teachers in the Netherlands teaching Dutch, English, Latin, French, & German
Meijer et al. (2001)	Similarities and differences in teachers' practical knowledge about reading comprehension	69 language teachers in the Netherlands teaching Dutch, English, Latin or Greek, German, & French
Mitchell and Hooper (1992)	Teachers' views about the place of knowledge about language in the curriculum and strategies for developing it	7 state secondary schools heads of English and 7 of Modern Foreign Languages in the UK
Mitchell et al.(1994a; 1994b)	Teachers' models of knowledge about language	7 teachers of English, French, German and Spanish in state secondary in the UK
Mok (1994)	Experienced and inexperienced teachers' reflections on their work	12 teachers in the ESL department of an American University
Numrich (1996)	Student teachers' perceptions of their needs during a practicum	26 novice ESL teachers enrolled in an MA TESOL programme in the USA

Nunan (1992)	Experienced and inexperienced ESL teachers' interactive decisions	9 ESL teachers in Australia
Peacock (2001)	Changes in the beliefs about L2 learning of trainee ESL teachers	146 trainee ESL teachers in Hong Kong
Richards and Pennington (1998)	How ESL teachers coped with their first year of teaching	5 graduates of a 3 year BA TESL course in Hong Kong
Richards (1996)	The nature and role of teachers' maxims	ESL teachers in Hong Kong
Richards (1998b)	Practice and interactive decisions of experienced and less experienced ESL teachers	16 ESL teachers in Hong Kong
Richards et al. (1992)	The culture of teachers of English in Hong Kong	249 teachers of English in Hong Kong secondary schools
Richards et al. (1996)	TEFL trainees' perceptions of and development during a preservice teacher education program	5 teacher trainees on a certificate level TEFL tanning course in Hong Kong
Richards et al. (1998)	The pedagogical reasoning of experienced and less experienced teachers	10 trainees teachers, 10 graduate TESL teachers, and 12 practicing teachers in Hong Kong
Schulz (1996)	Student and teacher perceptions of the role of grammar and correction in language learning	824 foreign language students and 92 teachers (foreign languages, ESL and Latin) at university in the USA
Schulz (2001)	Student and teacher perceptions of the role of grammar and correction in language learning	607 Colombian foreign language students; 122 of their teachers
Sendan& Roberts (1998)	The development of a student teacher's personal theories about teaching effectiveness	One student EFL teacher on a 4-year training programme in Turkey
Smith (1996)	The relationship between instructional decisions, teachers' beliefs, and contextual factors	9 experienced ESL teachers in adult education institutions in Canada
Spada & Massey (1992)	The relationship between the classroom practice of novice L2 teachers and the pedagogical knowledge they obtained during teacher education	3 novice ESL teachers in Canada
Tercanlioglu (2001)	Pre-service teachers' views of themselves as readers and future reading teachers	132 pre-service EFL teachers in Turkey
Tsui (1996)	Change in a teacher's approach to writing instruction	1 ESL teacher in Hong Kong
Ulichny (1996)	The methodology of one ESL teacher teaching a reading course	1 ESL teacher in the USA & 18 students in an ESL reading class
Woods (1991; 1996)	Planning and decision-making in the ESL classroom	8 ESL teachers in 4 university settings in Canada

Table 3.8: Teachers' Cognition Research (Borg, 2006)

Teachers' cognition research included many topics and treated multiple contexts; this shows the diversity and importance of the research, but what is remarkable is that most of the topics researched concerned studies about grammar and related issues.

3.6.   Development and Change into Teachers' Beliefs

To understand the change in teachers' beliefs, we need to understand the change in the teachers' education throughout the course of their career. Understanding teacher change means understanding its nature, how it occurs and more essentially, how it affects beliefs. Richards et al. (2001: 01) presented assumptions concerning the relation between beliefs and teacher change:

- Teachers' beliefs play a central role in the process of teacher development

- Changes in teachers' practices are the result of a change in teachers' beliefs

- The notion of teacher change is multidimensional and is triggered both by personal factors as well as by the professional contexts in which teachers work

Fives & Buehl (2012: 16) talked about belief change in practicing teachers to describe teacher development saying:

> Studies investigating the change in practicing teachers' beliefs have typically examined belief change in response or relation to the professional development or in-service programs designed to influence specific beliefs and practices. Research of this type has reported belief changes, to varying degrees, at the conclusion of the professional development program regardless of the length of the program.

It is obvious that one of the most influential factors is the professional development phase, which at the end can determine if any change occurred and to which extent it has

affected teachers' beliefs that are reflected into the teaching practices in the classroom and outside the classroom.

3.7. Aspects of L2 Teacher Beliefs

Teachers' beliefs are described in many ways considering their conceptualization and actualization, but in general, they are considered as personal and social; implicit and explicit; practical and theoretical; dynamic and resistant; complex and systematic entities including many sides, Gabillon (2012: 192-195) synthesized teachers' beliefs aspect into the following:

L2 Teacher beliefs are personal and social: Many educationalists viewed teacher beliefs as both personal and social/cultural entities (e.g. Cabaroglu& Roberts, 2000; Chacón, 2005; Clandinin, 1989; Flores & Day, 2006). In general, the fact that teacher beliefs are both personal and social is commonly accepted; however, different scholars have put different degrees of emphasis on personal, contextual and social aspects of teacher beliefs.

Teacher beliefs are practical and theoretical: Teacher beliefs are considered both practical and theoretical entities. However, many L2 teacher belief researchers viewed teachers' pedagogical beliefs neither merely practical nor purely theoretical reflections of their professional education.

Teacher beliefs are implicit and explicit: The literature on teacher beliefs provides us with evidence indicating that teacher beliefs can be both implicit and explicit (see Ainscough, 1997; Borg, 2003; Breen, 1991; Freeman, 1993). Ainscough (1997) argued that teachers' beliefs form their 'subconscious schema'. Kagan (1992b) defined teacher beliefs as being mostly tacit and often unconsciously held assumptions about teaching, students, learning and learning materials and so forth. Similarly, Clandinin's study (1989) indicated that teachers' personal practical knowledge is partly in the form of

non-propositional images that cannot be expressed explicitly by relating them directly to rules or principles, and that they have experiential origins and moral and emotional dimensions.

Teacher beliefs are dynamic and resistant: The issue 'whether teacher beliefs are stable or dynamic' has long been a controversial topic in belief studies. Although it is commonly stated that teachers' thinking is influenced by experience and is ever-changing, the results obtained via different research studies presented often-contradictory conclusions concerning teacher belief change. Ainscough (1997) claimed that teacher beliefs (i.e. teachers' personal theories) "...are subject to an ongoing reappraisal of the teaching context in which they are engaged…teachers vary in the degree to which they introspect on experience…" Ainscough (1997: 574).

Teacher beliefs are complex and systematic: Research on teacher beliefs has primarily focused on relationships among teachers' beliefs and their teaching practice. The results obtained, in general, have revealed a strong relationship between teachers' beliefs and their practices asserting the idea that teachers' actions are linked to their belief systems and that teachers' beliefs are organized in some way.

3.8. An Overview of Research on Teachers' Beliefs about Teaching Grammar

The following studies concerned second languages L2 or foreign languages FL contexts in a different part of the world stressing teachers' beliefs about the teaching of grammar by Borg (2006).

Source	Focus	Context	Stage
Andrews (1994)	Grammatical Knowledge of trainees	82 EFL teacher trainers	P
Andrews (1999a)	teachers' knowledge of grammar and grammatical terminology	20 practicing and prospective ESL teachers in Hong Kong, 20 native English speaker undergraduates in the UK	P/I
Bloor (1986)	Language awareness of university students	63 undergraduates in modem languages or linguistics and 175 2nd year students from other departments in the UK	P
Chandler, Robinson &Noyes (1988)	levels of awareness and linguistic knowledge among trainee teachers	917 primary trainees in the UK	P
Williamson &Hardman	levels of grammatical knowledge in trainee primary school teachers	99 trainee teachers in the UK	P
Wray (1993)	effect of a training course on trainees' knowledge and beliefs about language	Primary trainees in the UK	P

Table 3.9: Studies of Language Teachers' Beliefs about Grammar Teaching (Borg, 2006)

The above studies comprised two main themes: grammar knowledge and language awareness among trainees, these two items have a direct relationship with teachers beliefs so, they are under specific interest.

Borg (2006: 116) concluded the research on teachers' beliefs about grammar with the following:

- There is no suggestion in any of these studies that formal instruction is becoming less prevalent in language classrooms. Teachers (mostly in L2 and FL contexts) generally reported that attention to grammar was something they valued and promoted in their work.

- In reporting their beliefs about grammar teaching, teachers commonly refer to the impact on their views of their prior language learning experiences; there is evidence that these may exert a more significant impact on teachers' views than the results of formal research into grammar teaching. This is not wholly surprising; an apparent lack of impact of formal theory on teachers' cognition has also been reported in mainstream education (e.g. Crawly and Salyer, 1995)

- Teachers' and students' views about aspects of grammar teaching may differ considerably and, though there is no evidence to support this claim, it is suggested that such differences can be determined to the effectiveness of the formal instruction teachers provide.

3.9.   Source of Teachers' Beliefs

According to Kindsvatter, Willen, and Ishler (1988) and Abdi and Asadi (2011), the sources of teachers' beliefs are as follows (Cited in Gilakjani & Sabouri 2017: 03):

1) Teachers' experience as language learners. A lot of teachers know that they were previously learners and how they were taught and these helped them form their beliefs about teaching.

2) Experience from teaching. Teaching experience is the main source of teachers' beliefs in that how a specific method is used for a specific group of learners may result in the beliefs about that method.

3) Teachers' personality. Some teachers prefer a particular method because it corresponds to their character.

4) Education-based or research-based principles. Teachers can get their beliefs from learning principles of second language acquisition research, education, or schools of thoughts like psychology.

Four main sources are being discussed here starting with personal experience which is one of the main sources and affect significantly teachers' beliefs, professional experience as well because experience can give time to teachers to try and set different teaching methods and see if they could bring best results. The third source is teachers' personality as one of the psychological aspects of the person that guides its behaviors and attitudes including beliefs during performing work. The last source of teachers' beliefs is education-based or research-based principles, it means whether those principles are purely educational (educational context) or different another field of study that come across studying beliefs like psychology.

Conclusion

Exploring teachers' beliefs has taken a considerable portion from the actual literature and research because it has revealed the importance of teachers' beliefs in shaping their practices especially in the classrooms. Experts and professionals of the field discovered that in reality, theory and practice do not go in parallel; teachers frequently leave theory behind and use their own knowledge and savoir-faire. This is due mainly to what teachers believe to be the best way to operate. Understanding how beliefs mechanism works enable us to know better how to establish the perfect harmony between theory and practice through the teaching process improvement.

CHAPTER FOUR

Research Methodology

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Research Methodology

Introduction

This chapter is about the presentation of the framework of the present study, explaining the rationale of the methodological choices, which have been made for this study like the data gathering tools, coding and presenting the obtained data and their analysis. The methodology used is described; the way it is organized and the instrumentation used for data gathering. In addition to the previous points, some details are joined to explain how data was analyzed and interpreted.

4.1. Research Methodology

Discussing any research starts with the question: is it practical? A question based on the view that decisions taken about the what, where and concerning whom before and during the research have been well established, Khotari stated: "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." (2004: 31). It is true that the core of the research is based on a precise amount of data that will be analyzed and interpreted carefully by the researcher, coming from a hypothesis and going to proposing implications. This long path is surrounded by a set of axes:

- What is the study about?
- Why is the study being made?

- Where will the study be carried out?

- What type of data is required?

- Where can the required data be found?

- What periods will the study include?

- What will be the sample design?

- What techniques of data collection will be used?

- How will the data be analyzed?

- In what style will the report be prepared?   Khotari (2004: 31)

Others, even taking the same starting points, they say that decisions concerning the research and its framework have to address the following main areas:

- Orienting decisions about the research

- Research design and methodology

- Data analysis

- Presenting and reporting the results. Cohen et al. (2005: 91)

The present study is an exploration of English grammar teachers' beliefs in the University of Mohamed Khider University more specifically the Department of Foreign Languages. It is an exploration about how the grammar teachers' beliefs concerning their practice through form-focused instruction. In addition, how this practice is actualized through their daily routine in the classroom. A case study has been chosen where a descriptive analytical study was conducted.

4.2.   Choices of The Research Design

Decisions about the type, methods, and instrument of research are prescribed by the nature of the topic or the area of study under investigation and of course dictated by the main problem expressed in the early starting of the research. We find that the case study is the appropriate choice to help to find answers to the research questions of this study expressed before about teachers' beliefs, form-focused instruction and classroom practices.

This research is also based on an exploratory paradigm using quantitative and qualitative approaches since the phenomenon about the professional side of a specific group of teachers in the classroom will be described using specific data.

The aim of the study was to understand the inner mechanism that controls teachers' beliefs and how they are actualized into actions in the classroom as if we describe some events by giving their motives. Through the research, we have taken into consideration the nature and implications of the subject matter concerning teachers' beliefs and how those beliefs are manifested into the classroom. The nature of beliefs was the basic assumption to consider the nature of the current study.

4.3. The Case Study Under Investigation

The use of the term case study in methodology has much significance due to different definition approaches and principles found in the literature; generally, a case study means investigation of one specific situation to find out reasons, motives or conditions about a more complex phenomenon. Gerring (2007: 19) suggests as a definition the following:

> Case connotes a spatially delimited phenomenon (a unit) observed at a single point in time or over some period of time. It comprises the type of phenomenon that an inference attempt to explain. Thus, in a study that attempts to elucidate certain features of the nation-state, cases are comprised of nation-states (across some temporal frame); in a study that attempts to explain the behavior of individuals, cases are comprised of individuals, and so forth. Each case may provide a single observation or multiple (within-case) observations.

In addition, a case study is considered the most convenient approach to study in depth different social actions and their relationships within the environment, seeking to identify and describe before trying to analyze and theorize, Torrance (2005: 33) claimed that:

> …case study seeks to engage with and report the complexity of social activity in order to represent the meanings that individual social actors bring to those settings and manufacture in them. Case study assumes that 'social reality' is created through social interaction, albeit situated in particular contexts and histories, and seeks to identify and describe before trying to analyze and theorize.

It is worth to recall the assets of the case study suggested by Blaxter et al. (2006: 74):

- Case study data is drawn from people's experiences and practices and so it is seen to be strong in reality.

- Case studies allow for generalizations from a specific instance to a more general issue.

- Case studies allow the researcher to show the complexity of social life. Good case studies build on this to explore alternative meanings and interpretations.

- Case studies can provide a data source from which further analysis can be made. They can, therefore, be archived for further research work.

- Because case studies build on actual practices and experiences, they can be linked to action and their insights contribute to changing practice. Indeed case study may be a subset of a broader action research project.

- Because the data contained in case studies are close to people's experiences, they can be more persuasive and more accessible.

In this case study the notion and nature of beliefs as discussed previously, has driven all decisions about choices of the approaches and methods to be used concerning the subject of this study, a study that concerns teachers of grammar in the English Branch at the Mohamed Khider University of Biskra. The research conducted tried to describe how grammar teachers think or believe about their teaching and how their beliefs or thoughts are performed in the classroom.

4.4. Population And Sampling

The participants of this study were 19 EFL teachers at the English Branch from a whole population of 37 teachers. Nineteen teachers represent teachers who taught grammar before (13 teachers) as part of their teaching experience and teachers who actually teach grammar as part of their pedagogical assignment (06 teachers). Details about grammar teaching experiences, the field of studies and others are found in the teachers'

questionnaire. The choice of the sample was governed by one criterion, which is the teaching of grammar for all levels including first and second-year L.M.D students during the 2013/2014 academic year at MKU Biskra, which represent the starting of the study period.

One crucial detail should be pointed out is the study generalization through the sample under study. The sample represents the miniature group or part from a bigger population, which we consider as a community. Generalization here is only exclusive to that community (grammar teachers') which shares the same setting and conditions if available.

4.5. Research Design

Considered as a qualitative and quantitative study, we need to diversify sources of data according to the nature of the study, this approach is called '*Triangulation*':

> Triangulation is an approach derived from navigation, military strategy, and surveying; it is based on the logic that researchers can move closer to obtaining a "true" picture if they take multiple measurements, use multiple methods, or examine a phenomenon at multiple levels of analysis. In social research, the term is associated with the use of multiple methods and measures of an empirical phenomenon in order to reduce bias and improve convergent validity, which is the substantiation of the empirical phenomenon through the use of multiple sources of evidence. Mills et al. (2010: 994)

The use of multiple sources of evidence is very crucial to the case study research in the sense that it provides comprehensible and valid findings. Other researchers consider that the strength of the case study relies on the multiple sources of evidence used within the research. Yin (2003: 97) stated the rationale of using multiple sources of data as follows: "…a major strength of case study data collection is the opportunity to use many different sources of evidence."

Generally, triangulation means the use of three or more data collecting tools. The most eminent tools within the case study are (1) Questionnaires (2) Interviews and (3) Classroom Observation. The three tools are complementary and have specific goals in extracting data analyzed in the study. These three tools were used in this study; a detailed description of them is presented later in this work.

4.5.1. Pilot Study

A piloting study has been conducted to get the first insight into teachers' beliefs, also to help the research in the design and elaboration of data gathering tools for the main study.

4.5.1.1. The Aim

The main aim of the preliminary study is to have a little insight into Mohamed Khider University teachers of grammar concerning English grammar and grammar teaching in general at the Department of Foreign Languages. Moreover, the study aims at defining the background of these beliefs in and about the teaching process. The preliminary study helped a lot in designing the final questionnaire of the main study since it concerned the grammar teachers, their beliefs about teaching grammar and occurred in the same context.

4.5.1.2. The Participants

Participants in this study were five teachers of grammar; two permanents and the others part-time teachers with different background and specialties; Applied Linguistics, Language and Civilization, Civilization and Literature in the English Branch at the University of Mohamed Khider Biskra. Their experiences as teachers of grammar

ranged from one to twenty years depending on the age of each of course. Teachers cover two license levels, means first and second-year LMD.

4.5.1.3.   Procedure

The data collection tool used in the preliminary study was a 10 items semi-structured questionnaire devised into two sections; the first section about teachers' qualification and experience. The second section is about grammar beliefs and teaching grammar, combined of both open and closed questions. The questionnaire was distributed hand to hand to the teachers after their expressed their willingness to participate in the study with a few days to respond.

4.5.1.4.   The Findings of the Study

Section One: Qualification and Experience

Q1: Teachers' degree.

- **a.** License/B.A
- **b.** Magister/ Master
- **c.** Ph.D

Options	Participants	Percentage
Licence/ B,A	3	60%
Magister/Master	2	40%
PH,D	0	0%
Total	5	100%

Table 4.10: Teachers' Degree
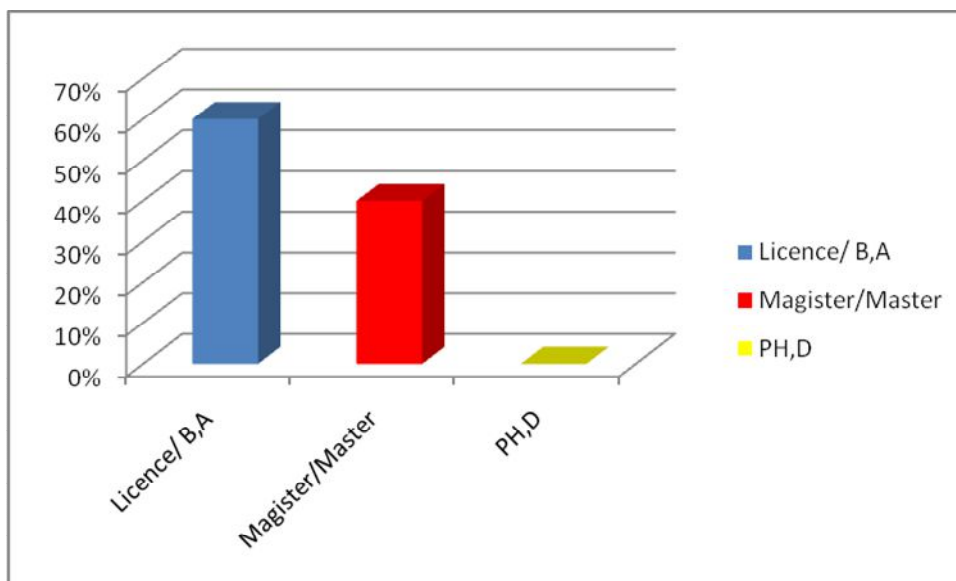
Graph 4.1: Teachers' Degree

Diplomas held by teachers include both B.A and Magister/Master degree only; it can be said that there is no much diversity in teachers' qualification due to the limited number of them. What matters here is the experience rather than the field of expertise.

Q2: Teachers field of study.

    a. Applied linguistics/ science of the language

    b. Didactics

    c. Language planning

    d. Comparative stylistic

    e. Language and civilization

Options	Participants	Percentage
Applied linguistics/ science of the language	2	40%
Didactics	1	20%
Language planning	0	0%
Comparative stylistic	0	0%
Language and civilization	2	40%
Total	5	100%

Table 4.11: Teachers Field of Study
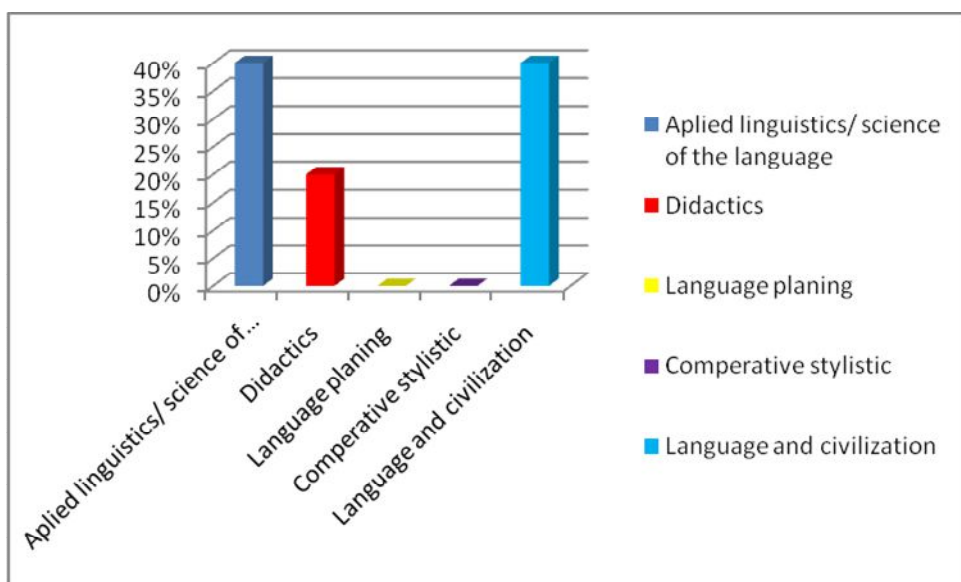
Graph 4.2: Teachers Field of Study

For the field of study option, The researcher found three of them: Applied Linguistics, Didactics, and Language and Civilization.

Q3: Length of experience in teaching the English language

   a. 1-10 years

   b. 10-20 years

   c. 20-30 years

d. 30-40 years

Options	Participants	Percentage
1 - 10 years	4	80%
10 - 20 years	0	0%
20 - 30 years	1	20%
30 - 40 years	0	0%
Total	5	100%

Table 4.12: Teaching English Experience
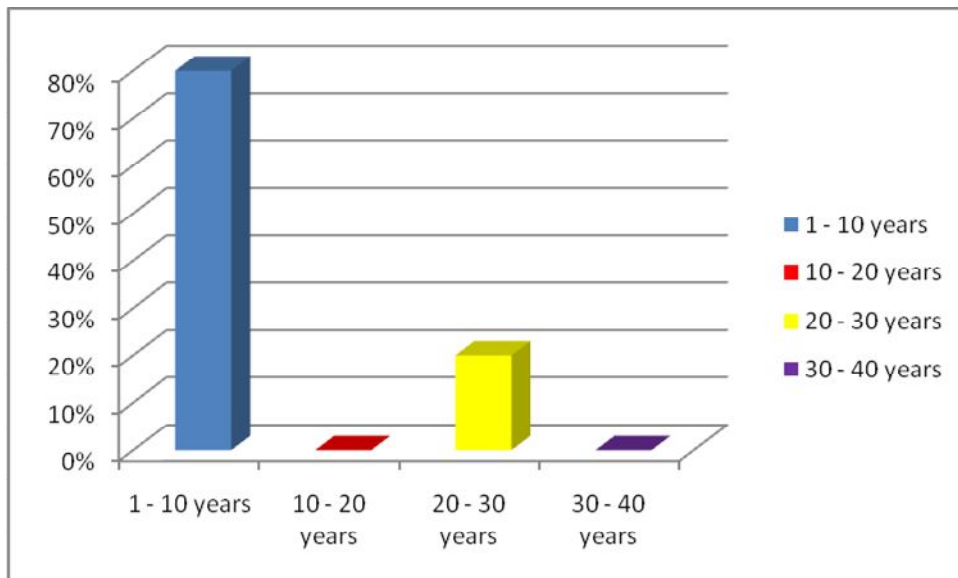
Graph 4.3: Teaching English Experience

Two categories of experience are shown through results (1-10) and (20-30) years, it shows

that teachers have different teaching experience.

Q4: Length of teaching experience in higher education.

   a. 1-10 years

   b. 10-20 years

   c. 20-30 years

Options	Participants	Percentage
1 - 10 years	5	100%
10 - 20 years	0	0%
20 - 30 years	0	0%
Total	5	100%

Table 4.13: Higher Education Experience
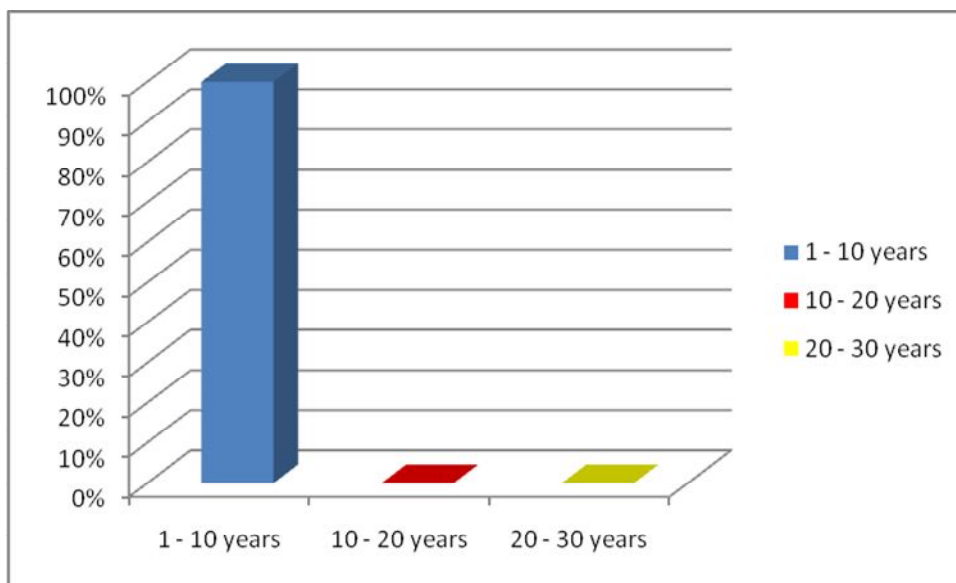
Graph 4.4: Higher Education Experience

All teachers have the same experience in teaching higher education from 1 to 10 years experience.

Q5: Teachers experience in teaching Grammar.

   a. 1-10 years

   b. 10-20 years

Options	Participants	Percentage
1 - 10 years	4	80%
10 - 20 years	1	20%
Total	5	100%

Table 4.14: Teachers Experience in Teaching Grammar
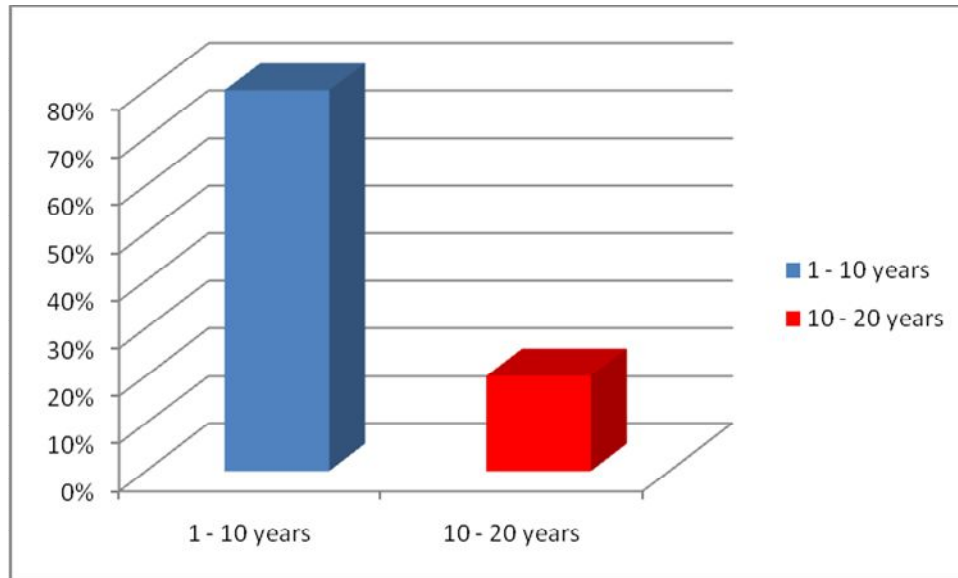
Graph 4.5: Teachers Experience in Teaching Grammar

The majority of teachers hold experience ranging from 1 to 10 years in teaching grammar and only one teacher has more than 10 years experience

Section Two: Beliefs about Grammar

Q1: Do you think that it is possible not to teach Grammar? Whatever the answer is, say why?

   a. Yes

   b. No

Options	Participants	Percentage
Yes	0	0%
No	5	100%
Total	5	100%

Table 4.15: Grammar Teaching Replacement
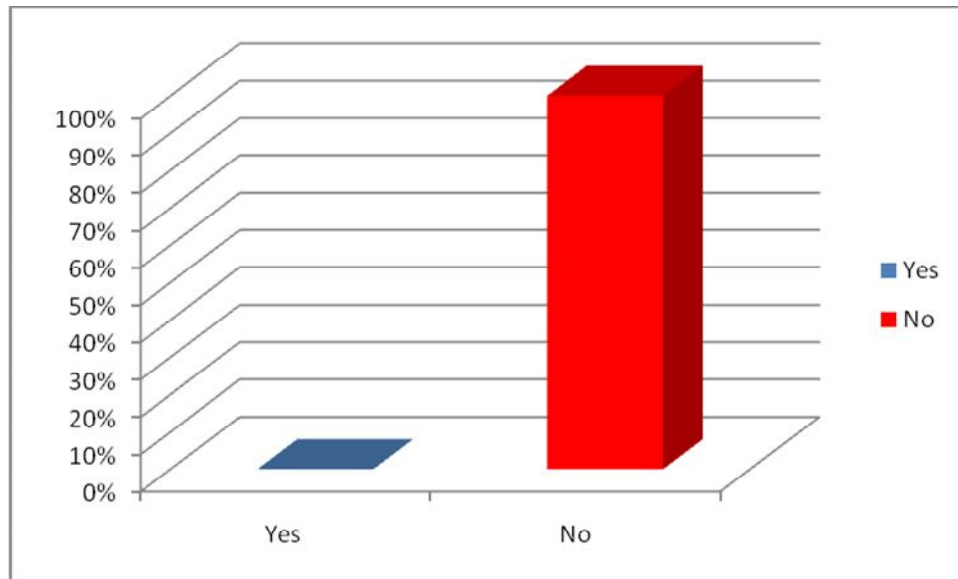
Graph 4.6: Grammar Teaching Replacement

All teachers agree on the importance of teaching grammar and the impossibility to ignore it. Considering that learning a language starts with earning its grammar.

Q2: What is your approach to teaching Grammar to your students?

   a. Deductive approach

   b. Inductive approach

   c. Both of them

Options	Participants	Percentage
Deductive approach	2	40%
Inductive approach	2	40%
Both of them	1	20%
Total	5	100%

Table 4.16: Approaches to Teach Grammar
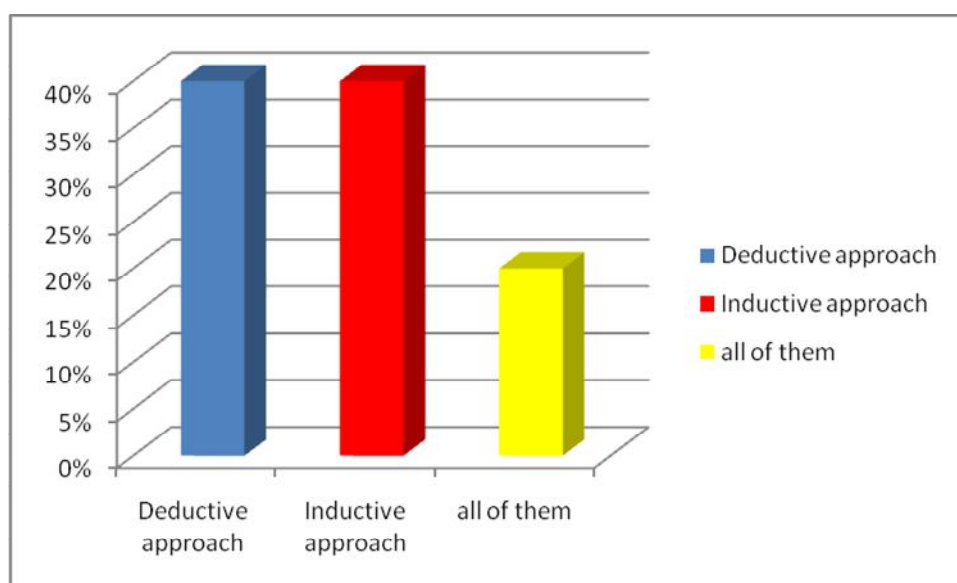
Graph 4.7: Approaches to Teach Grammar

From the results above, both deductive and inductive approaches are equally used concerning the use, 25% of teachers use both of them

Q3: According to you, is your method based on:

a. Personal experience

b. Prescribed curriculum

c. both of them

Options	Participants	Percentage
Personal experience	1	20%
prescribed curriculum	3	60%
Both of them	1	20%
Total	5	100%

Table 4.17: Methods Use
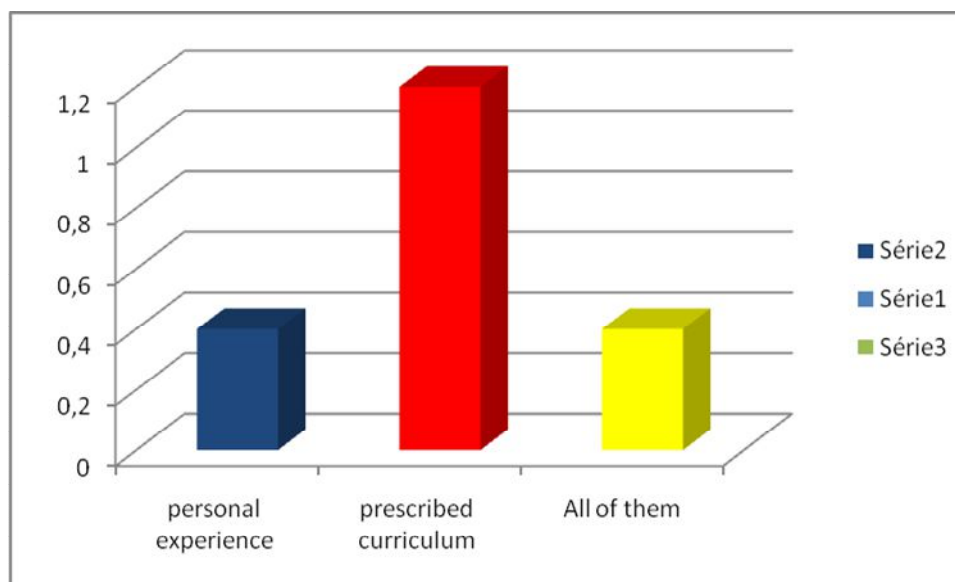
Graph 4.8: Methods Use

The majority of teachers state that the use of any method of teaching is based on a prescribed curriculum as the main reason

Q4: Do you change grammar teaching method?

a. Yes

b. No

Options	Participants	Percentage
Yes	1	20%
No	4	80%
Total	5	100%

Table 4.18: Teaching Grammar Change
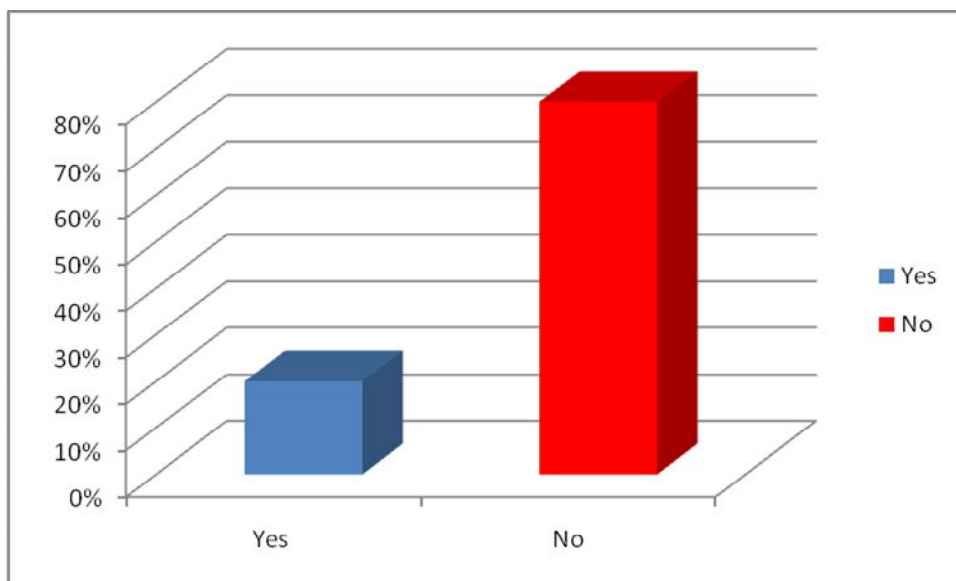
Graph 4.9: Teaching Grammar Change

The majority of teachers do not change the way they teach grammar, only 20% do

4.5.1.5. Discussion of the Findings

The teachers believe that Grammar is essential to the learning of the language and consider it one of the main foundations. In addition, most of these teachers connect strongly the learning of grammar with the improvement of the ability to communicate as a major aim to the teaching/learning process.

When asked about approaches to teaching two out of five teachers stated that they use the Inductive approach to teach grammar; characterized by the inference of general laws or rules from particular instances or situations, and two others use the inductive approach into a combination with other approaches.

The use of the Deductive approach; characterized by the inference of particular situations or examples from a general rule, was just defended by one teacher.

Three of the participants shared the belief that the method they use while dealing with grammar is based or influenced by their teaching experiences and a prescribed curriculum, the rest of the participants said that they are guided by the prescribed curriculum.

In addition to what has been stated before, most of the teachers believe that the way or the method they use in the teaching process does not change much for some reasons including set objectives, students' needs, and selected data for courses and lessons.

Concerning the source of teachers' beliefs and according to the answers, most of the teachers consider that beliefs about teaching grammar and teaching, in general, depend on how this act is performed and through what approaches, methods and techniques chosen by the teachers are used depending on different contexts and try to fit students needs as they stated. All these explanations show the importance of the learner needs rather than the teachers' preferences.

Yet, another point caught my attention is the notion of change into status from a student to a teacher and its influence on the teacher attitude, thoughts and perceptions of teaching and learning; a very important item to study and analyze as part of teachers' cognition.

One teacher stated that his lonely objective is to enhance learners' communicative abilities through the teaching of grammar without explaining a direct and clear method to describe it.

The findings of this study show the huge importance of grammar in the teaching/learning process of the English language, according to teachers, learning grammar is very crucial for gaining and improving communicative abilities needed for students to master the target language as the main aim of studies.

The teachers also advocate the use of inductive approach for the teaching of grammar, but not exclusively. Some time alone, sometimes within other approaches as the situations and objectives differ, this choice is not a newborn attitude but a result of a long personal experience influenced by changes and alterations. Showing a very small part of teachers' perceptions of the teaching process; all this guided by a prescribed curriculum where priority is given to the learners and their needs in general.

4.5.2.   Piloting and Validating the Questionnaire

The questionnaire has been piloted at the beginning of the academic year of 2014/2015 (between September 2014 and January 2015). The target audience was a group of five teachers at the English Branch in the Mohamed Khider University of Biskra to intervene wherever necessary in the questionnaire and the researcher's supervisor for final validation. This process was very essential to prepare the final questionnaire to be administered. The questionnaire can never be created perfectly as Oppenheim stated:

> Questionnaires do not emerge fully-fledged; they have to be
>
> created or adapted, fashioned and developed to maturity after
>
> many abortive test flights. In fact, every aspect of a survey has
>
> to be tried out beforehand to make sure that it works as
>
> intended. (2001: 47).

As a part of designing a questionnaire, piloting is very important among other steps to be followed to avoid any problems, particularly within the target audience.

> Nothing is more confusing, frustrating, and potentially embarrassing than a poorly designed or improperly worded questionnaire. Fortunately, with thought and planning, these problems can be easily avoided. Questionnaire design is a logical process that can be divided into simple steps. (Robson, 2002 in Philips and Stawarski 2008: 02).

As mentioned earlier it is crucial to prevent some problems that may occur like confusion, ambiguity or even frustration among respondents, the design and piloting the questionnaire helps to avoid and/or eliminate those problems if possible. (Philips and Stawarski 2008: 12)

> Consider running a pilot test on a sample of the target audience. Conducting a pilot test is one of the best ways to ensure that a questionnaire is designed properly and that the questions flow adequately. Pilot testing can be accomplished quickly with a very small sample and can reveal problems with a questionnaire before it is administered to the whole audience. This will alleviate potential confusion, which sometimes negatively influences participants' willingness to respond.

Finally, it is inevitable to stress the difficulty to choose the appropriate criteria to be included in the questionnaire, particularly within the field of education. The following items represent the criteria which help to obtain an effective questionnaire to be used as a data gathering tool:

- If the respondents understand the question as initially phrased. This is a matter of using appropriate language according to the sort of research population one is dealing with. Interviewing a sample from a population of young working-class people will require rather

a different language from that required when interviewing a sample from a population of young graduates.

- The responsibility of potential respondents to think of the whole range of possible responses to any particular question or do they need a particular type of prompting

- The length of the interview schedule or questionnaire takes too long to complete so that pilot respondents are showing signs of impatience

- The best order for the questions If questions which are sensitive appear too early this might jeopardize gaining the information required or even the completion of the interview itself.

- The questions *discriminate* effectively between different respondents. Investigations which simply seek to *describe* the frequency of occurrence of particular characteristics in a sample of a population do not need to discriminate in their questions. Investigations which are *explanatory* in purpose, however, do need to discriminate; that is, questions should 'spread' the respondents across the response categories. (Sapsford and Jupp2006: 103-104).

When comparing the first and final questionnaire, we found that the main change happened in the second section (Grammar instruction). Suggestions said to give more options for the respondents concerning grammar teaching methodology and lesson plan models.

The validity of any research data-gathering tool lies in the assumption that the research has to give much effort to reach to set objectives of his/her research. The main consideration in this situation is any sort of interaction between the researcher and respondents and the context of the study, Sapsford and Jupp said: "Validity, then, is a matter of trade-offs: between procedural and personal reactivity, and between reliable and less reliable methods. Whichever method of data collection is chosen, attention must be

paid to the objectives of the research, and the methods adopted must be evaluated in this light" (2006: 119).

4.5.3. The Teachers' Questionnaire

One of the very popular data collecting tools, the questionnaire is relatively easy to conceive and deliver, also the data obtained through questionnaires is relatively easy to manage and analyze. Blaxter et al. (2006: 179) say:

> Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you.

In the present study, the questionnaire designed for teachers is a semi-structured questionnaire where all respondents are invited to answer the same set of sixteen (16) pre-determined questions. The questionnaire includes a combination of open-ended questions including information, multiple choices and scaling items then closed-ended questions grouped in three separate sections. (See the description of the questionnaire).

4.5.3.1. The aim of the Teachers' Questionnaire

The questionnaire aims to identify English grammar teachers' beliefs about grammar and grammar instruction in the classroom and the relationship between these two variables i.e. how teachers' beliefs about grammar are really reflected in the classroom through teaching practices.

4.5.3.2. Description of the Teachers' Questionnaire

The questionnaire is divided into three sections. It is composed of 16 items (See Appendices).

- **Section 1:** Section one (Qualification and Experience) aims at getting information about teachers' qualification and experience in the educational system. Moreover, this part includes five questions, Question one and two are about teachers degree and field of study; however, question three, four, and five show the experience in teaching the English language, in high education, and grammar.

- **Section 2:** Section two (Beliefs about Grammar) makes a survey about teachers' beliefs about grammar. Teachers are asked about the appropriateness of teaching grammar (question 6). We have added a question if their answer is (no) teaching grammar is not salient in learning English as an FL, for that respondent are given a scale to determine their answers towards teaching grammar (question 7). Whereas, the eighth question is about the overall thinking on teaching grammar.

- **Section 3:** (Grammar Instruction) the crux of the last section is about grammar instruction. Teachers are asked about the most important approach they use when they teach grammar (question 9). Afterward, teachers are questioned about which method they use (question 10). They are also asked about the way of explaining grammar rules to students (question 11). Finally, in the question twelve and thirteen, we have asked teachers about the use of lesson plan, if the answer is (yes) they are going to choose a model in a given list.

4.5.3.3. Administration of the Teachers' Questionnaire

The questionnaire designed for teachers was delivered by hand (one-to-one) to them between the beginning of January and the end of Mars 2015 (2014/2015 academic year) in the faculty of Foreign Languages at MKU of Biskra. The choice of the delivery method was one-to-one since the number of teachers was not important and to ensure their

involvement personally by explaining the conception and the aim of the questionnaire related to the research questions. Another reason is the easiness of the operation in comparison to other instruments of delivery (Postal or computer-assisted delivery).

It should be noted that the questionnaire was designed in the simplest way possible for the target sample concerned. We tried our best to respect all features of a good questionnaire, particularly simplicity of the language used and avoiding the ambiguity of items. All considerations about the design, wording, and length were inspired from the teachers' suggestions and comments manifested through the preliminary study which has been conducted a year before the actual study in 2014 (see the preliminary study) and a piloting questionnaire (see the next point). The summary by Newby (2014: 336) gives a clear idea about the main features included in our questionnaire:

- Developing a questionnaire requires that we think 'in the round'. How we deliver our questionnaire can affect our question types and layout. How we process data for analysis should be reflected in the questionnaire layout.

- We should have a balance between closed and open questions that take account of (a) our respondents and their ability to manage different question types and (b) our analysis and the resources we have available. For us, there is a trade-off between new data and high cost.

- We should know what type of information we require from a detailed analysis of our research question.

- We should not think that all questions have to be new ones. If there is a tried and tested question, we should use it.

- Questionnaires should look appealing and should not be off-putting to respondents because they are too long. Respondent interest and commitment is inversely related to the length and complexity of the questionnaire.

- Biased questions give useless data.

- Scaled questions are useful but they have to be well constructed.

- Remove problems before they can affect results by piloting the questionnaire.

Another detail concerning the participants' identity is that it was kept anonymous, to give the study all the objectivity needed and keeping certain personal details confidential. Finally, a reader of the questionnaire may find it purely technical (content), this is due to the nature of the study which concerns a particular field which is grammar teaching taking into consideration that the addressed sample of population is more or less experienced teachers who have at least taught grammar for a long or short period of time.

4.5.4. The Face-to-face Interviews

The second data-gathering tool used in this study after the questionnaire is the standardized interview, Scott & Usher (2011: 115) defined the act of interviewing as follows: "Interviewing is an essential tool of the researcher in educational inquiry. This is because the preconceptions, perceptions, and beliefs of social actors in educational settings form an inescapably important part of the backdrop of social interaction." As questionnaires, interviews play a major role in exploring preconceptions, perceptions and beliefs of teachers in educational setting, as we are concerned here with grammar teachers the interview method allow us to go deeper in teachers' beliefs about grammar and grammar through a structured questionnaire, Taylor et al. (2016: 102) describe interview as:

> People might be asked to rate their feelings along with a scale, select the most appropriate answer from among forced-choice responses, or respond to a predetermined set of open-ended questions in their own words. Although these research approaches differ in many respects, they all adopt a standardized format: The researcher has the questions, and

the research subject has the answers. In fact, in most structured interviewing each person is supposed to be asked identically worded questions to assure comparable findings. The interviewer serves as a cheerful data collector; the role involves getting people to relax enough to answer the predefined series of questions completely.

It is very important to designate clearly the role of the researcher as a gentle data collector, making the atmosphere as comfortable as possible to the interviewees. Yin (2003: 89) stated the following about the use of interviews:

Overall, interviews are an essential source of case study evidence because most case studies are about human affairs. These human affairs should be reported and interpreted through the eyes of specific interviewees, and well-informed respondents can provide important insights into a situation. They can provide shortcuts to the prior history of the situation, helping you to identify other relevant sources of evidence. However, the interviews should always be considered *verbal reports* only. As such, they are subject to the common problems of bias, poor recall, and poor or inaccurate articulation. Again, a reasonable approach is to corroborate interview data with information from other sources.

The combination of interviews with another data resource can ensure a reliable and valid amount of information needed for the research, in case of the case study; questionnaire, interviews, and observation are the best allies. Basically, the interview is about to answer a pre-determined set of questions in his/her own words. The researcher or interviewer serves as a data collector and ensures that all questions are answered. As compared to the questionnaire, the interview gives more space and freedom to the interviewee to eliminate his/her answers as if it was a questionnaire but with a larger scope. In addition, it is recognized that sometimes people feel more comfortable orally than in the

written form. Furthermore, the interviewer can reformulate questions as much as it would make them understandable to all participants in the same way.

It is very crucial to keep in mind that reliability between interviewees is highly important Scott & Usher (2011: 116). The main advantage of using interviews is to gain in time and effort: "The advantages of using interviews are that a large quantity and variety of data can be acquired over a relatively short period of time. When combined with field notes and observational data, interviews promise both depth and breadth" Mills et al. (2010: 496). Interviews are very beneficial when combined with field notes and observational data.

4.5.4.1. Design of the Interview

The semi-structured interview used in this research was composed of two sections or topics; the first is about teachers' beliefs about teaching grammar including four (4) items concerning the importance of grammar and related matters. The second section is about teaching grammar methodology or grammar instruction including seventeen (17) items concerning how to teach grammar, processing instruction, corrective feedback, and students' evaluation. The conception and design of the interview questions were based on the two following principles: (a) following my own line of inquiry as reflected by the case study under research, and (b) asking a set of questions in an unbiased way that also serves the needs of the inquiry (Yin 2003 : 90).

The data obtained from the teachers' interviews were recorded through audio recording equipment to obtain the original conversation with the teachers and to allow us to control, manage, and analyze in a good way the information when needed. The table below illustrates best-recording methods, their advantages, and disadvantages including the audio recording. The overall operation of interviewing was achieved in the

staff room of the faculty according to teachers' availability and willingness to share the conversation.

4.5.4.2. Interviews Schedule

The interview schedule is very crucial to the conception of questions, the way they are organized and the order of presentation. Dawson (2007: 72-73) based the interview schedule on the following points:

- Brainstorm your research topic – write down every area you can think of without analysis or judgment.

- Work through your list carefully, discarding irrelevant topics and grouping similar suggestions.

- Categorize each suggestion under a list of more general topics.

- Order these general topics into a logical sequence, leaving sensitive or controversial issues until the end – ask about experience and behavior before asking about opinion and feelings. Move from general to specific.

- Think of questions you will want to ask relating to each of these areas. If you're new to research you might find it useful to include these questions on your schedule. However, you do not have to adhere rigidly to these during your interview.

- When developing questions, make sure they are open rather than closed. Keep them neutral, short and to the point. Use language which will be understood. Avoid jargon and double-barrelled questions (see Chapter 5).

- If you need to, revise your schedule after each interview.

- Become familiar with your schedule so that you do not have to keep referring to it during the interview.

It is very important to mention that the researcher saved no efforts to make the setting and conditions of the interview as comfortable as possible, also to choose the best and suitable time for the teachers to be present at the interview session. The topic of the research was clearly introduced and clarified so that to avoid any misunderstanding or ambiguity.

4.6.   Coding of the questionnaire and interview

One important step in the data analysis is the coding process, or ascribing text with codes and categories, coding has been defined by Kerlinger in 1970 as: "the translation of questions responses and respondent information to specific categories for the purpose of analysis" (Kerlinger in Cohen et al. 2007: 480).

No specific coding has been ascribed to data obtained in the actual study but a predefined categorization was set while designing both the questionnaire and the interview (see index)

4.7.   Classroom Observation

Classroom observation is the last tool for collecting data used in this study, used to supplement the two other tools of research. The classroom observation as one of the important tools in the case study brings original actual and lively information. Observation also helps people who instead of giving written records of their actions prefer to be observed. Khotari (2004: 96) stated the following about the observation method:

> The observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way, we all observe things around us, but this sort of observation is not a scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation

method, the information is sought by way of investigator's own direct observation without asking from the respondent.

Another major feature of using observation is to get a direct insight into people's behavioral actions in a given context. This process allows the researcher to link these actions to people way of thinking or beliefs using different methods particularly interviewing. In our study, observing teachers doing their job is very important in a way that allows as to explain why they behave as they do and if these actions are related to their knowledge and beliefs. The overall aim is to establish the real relationship between teachers' beliefs and their actual classroom practices.

In the present study, a direct, semi-structured and non-participant observation were used. A direct observation means that the researcher himself was involved in the process of observation; semi-structured observation uses a kind of pre-determined sections including some items and details to be observed and analyzed. Finally, a non-participant observer means that the observer does not interact, intervene or interfere with people being observed.

The data collected from the observation sessions were recorded as notes, this process ensures that all details observed would be included in a database needed after that in the description and analysis. Yin (2003: 102) stated:

> For a case study, notes are likely to be the most common component of a database. These notes take a variety of forms. The notes can be a result of an investigator's interviews, observations, or document analysis. The notes can be handwritten, typed, on audiotape, or in computer files, and they may be assembled in the form of a diary, or index boards, or in some less organized fashion.

Another important detail is that the organization of the data obtained should easily allow the researcher to retrieve it and without complications. Yin (ibid.) stated the notes storage:

> Regardless of their form or content, these case study notes must be stored in such a manner that other persons, including the investigator, can retrieve efficiently at some later date. Most commonly, the notes can be divided into the major subjects-as outlined in the case study protocol-covered by a case study; however, any classificatory system will do, as long as the system is usable by an outside party. Only in this manner will the notes be available as part of the case study database.

Through the observation process, a selection of the most important details related to the target teachers' behavior have been deeply observed and noted to serve the research. As said before these details are included in two major topics; teachers' beliefs and grammar instruction.

Conclusion

This chapter was devoted to the presentation of the research methodology of the present study. Starting with explaining the choice of the research design which was mainly guided by the nature of the study and the context in which it has been conducted. The next step was to present the research design and its components including the piloting study, research tools used through this research and the way data was gathered and treated.

CHAPTER FIVE

Data Analysis

Abstract in French...

Chapter Five

Data Analysis

Introduction

This part of the work includes the presentation and analysis of the data obtained from the teachers' questionnaire, the face-to-face interviews and the classroom observation conducted with the grammar teachers of the English Branch at the Department of Letters Foreign Language at Mohamed Khider University of Biskra.

5.1. Teachers' Questionnaire

5.2. Data Analysis

The answers collected from the teachers' questionnaire have been counted and organized in three columns chart in order to quantify the results which are presented below:

Section One: Qualification and Experience

Q1: Teachers qualification/degree

    d. License/B.A

    e. Magister/ Master

    f. PH.D
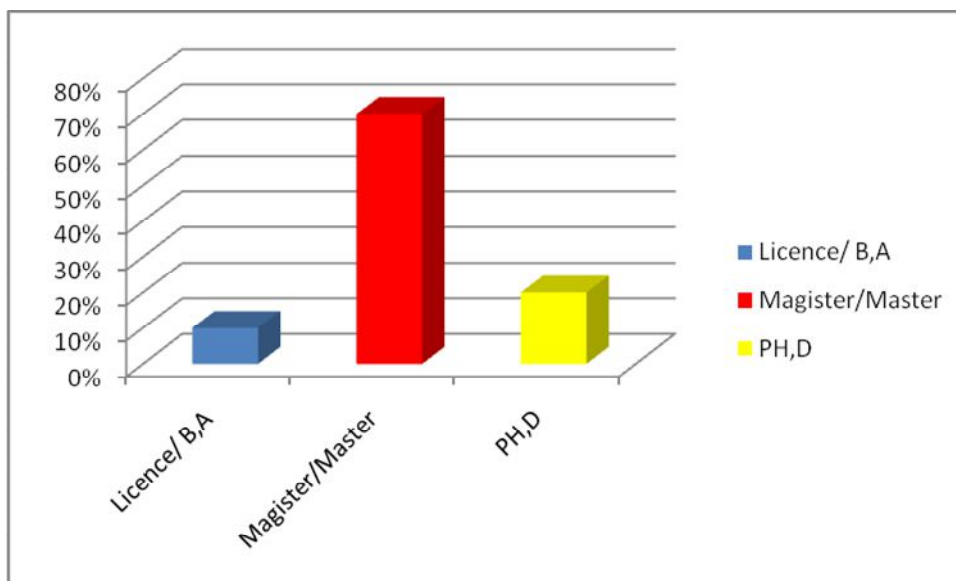
Graph 5.10: Teachers' qualification/degree

It is observed from the previous graph that teachers' degree varies from License, Magister/Master, and PH.D. The majority of teachers have a Magister/Master degree (70%). Whereas, teachers having License degree represent (10%). The Ph.D. holders represent the percentage of (20%). In general, in this study teachers' degrees are varied even dominated by M.A holders.

Q2: Teachers field of study.

 f. Applied linguistics/ science of the language

 g. Didactics

 h. Language planning

 i. Comparative stylistic

 j. Language and civilization
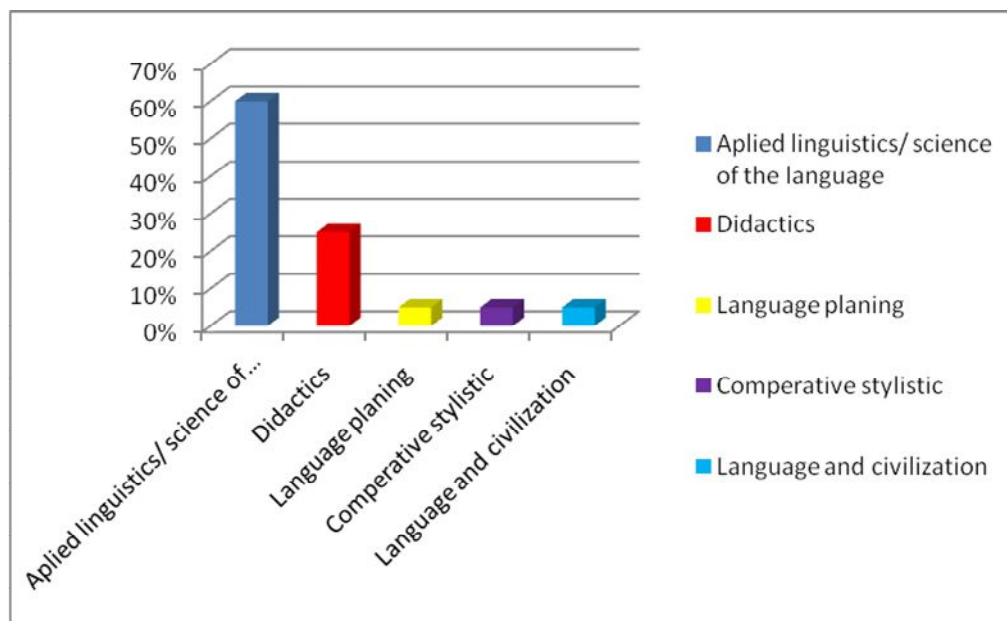
Graph 5.11: Teachers Field of Study

It is revealed in the graph above that a percentage of 60% of teachers' field of study is Applied Linguistics. 25% of teachers have learned Didactics as a field of study. However, only 5% illustrates language-planning field and another 5% for comparative stylistic. Concerning the percentage of teachers who have studied language and civilization the rate is 5%. As a result, we have chosen teachers from multiple fields.

Q3: Length of experience in teaching the English language

    e. 1-10 years

    f. 10-20 years

    g. 20-30 years

    h. 30-40 years
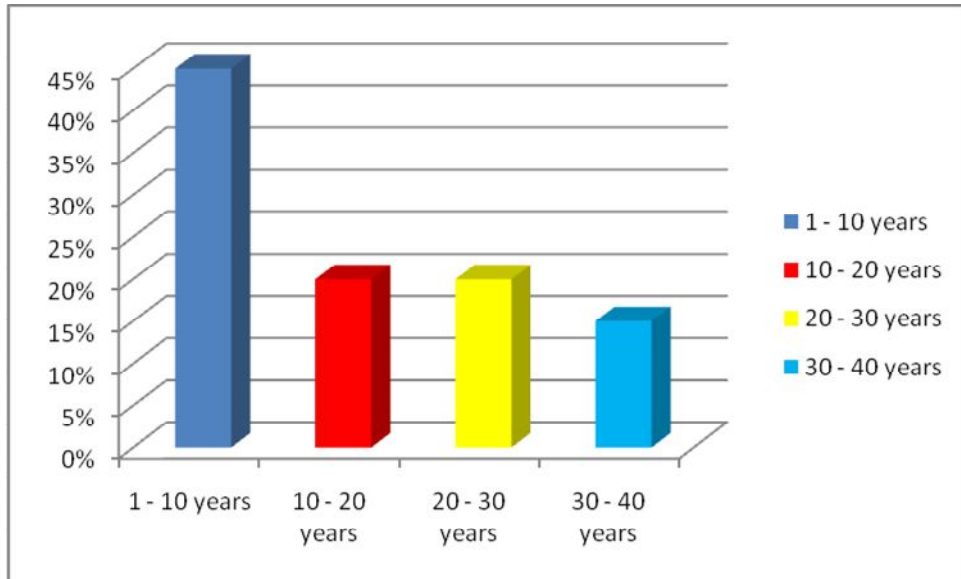
Graph 5.12: Teaching Experience

As it is shown in the table the majority of teachers have taught the English language for 1-10 years this sample represents 45% of the whole population. Only a few teachers selected from 10-20 years, the same happens with the next option 20-30. A limited number of teachers whose the length of their experience is between 30-40 years represent 15%. From the whole population.

Q4: Teachers' Length of teaching experience in Higher Education.

    d. 1-10 years

    e. 10-20 years

    f. 20-30 years
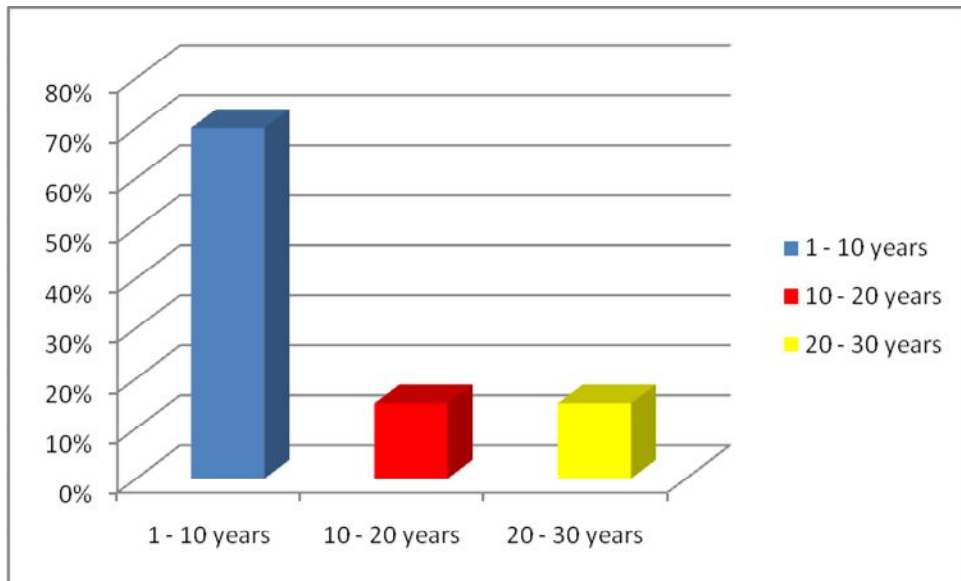
Graph 5.13: Experience in Higher Education

The question concerns how many years the teachers have been teaching in higher education. The answers represented 70% of teachers who have taught for 1-10 years. Whereas, just 15% have taught for 10-20 years. The same number of teachers having an experience of 20-30 years. The data obtained shows the difference in experience length among teachers.

Q5: Teachers experience in teaching Grammar.

   c. 1-10 years

   d. 10-20 years
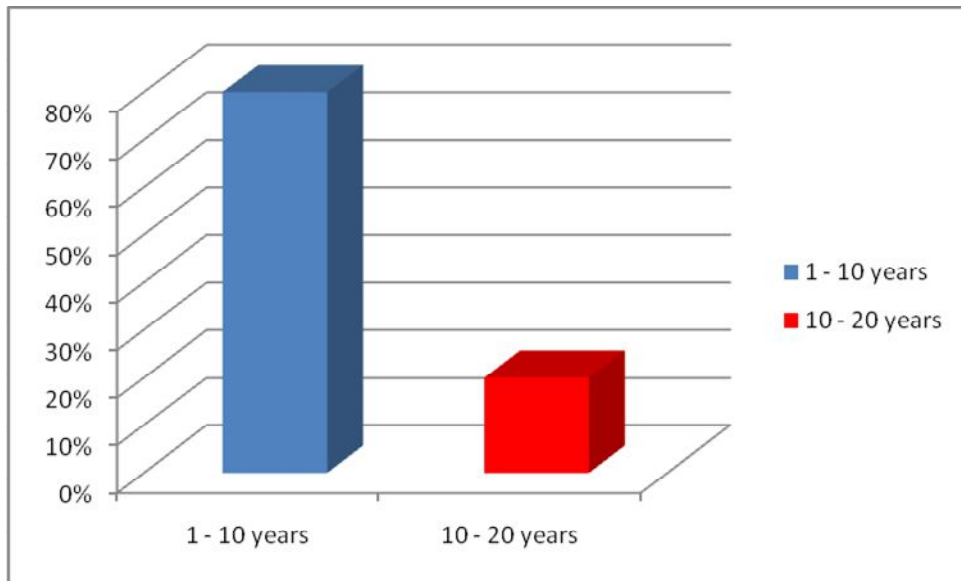
Graph 5.14: Grammar Teaching Experience

The answers to the question of how many years teachers taught grammar show that 80% of teachers who replied from 1-10 years. Twenty percent (20%) of the respondents answered 10-20 years.

Section two: Beliefs about Grammar

Q1: Do you think it is possible to set aside the teaching of Grammar?

    a. Yes

    b. No
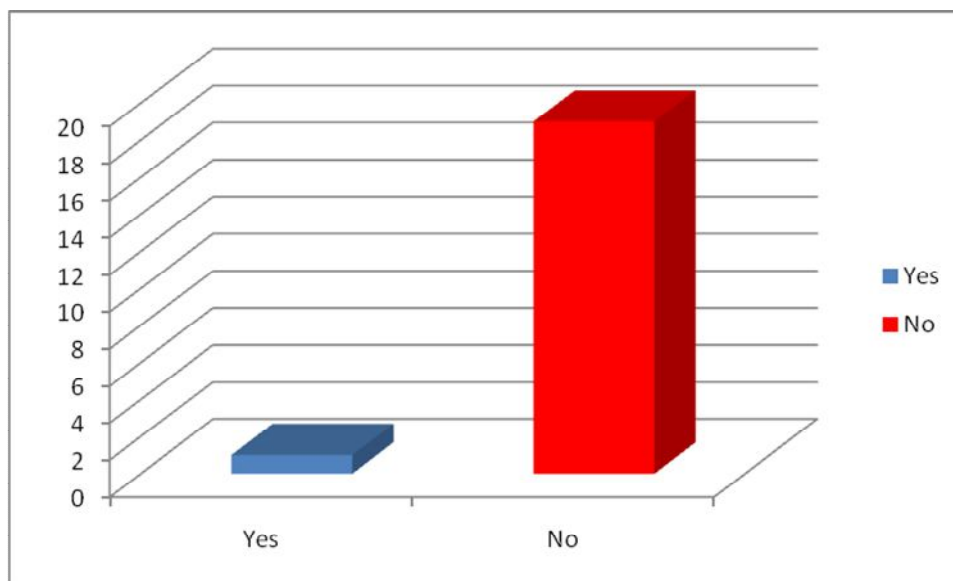
Graph 5.15: Grammar Teaching Replacement

The table indicates positive answers representing 95% when we have asked teachers if it is possible to set aside the teaching of grammar. While negative answers represent 5%.

Q2: If your answer is no, how do you qualify the importance of grammar in learning English as a foreign language?

a. Less important

b. Important

c. Very important

d. Highly important
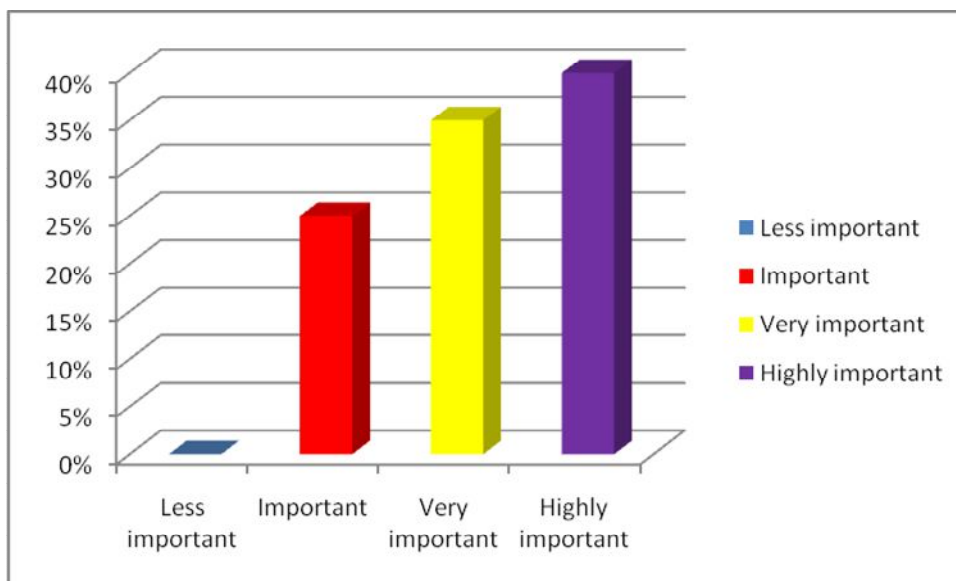
Graph 5.16: The Importance of Grammar in Learning English as a Foreign Language

The answers to that question disclose that 0% of teachers consider grammar less important in learning English as an FL. Then, 25 % of the respondents reply that grammar is important. Whilst, grammar is very important in FL represents 35%. Highly important option indicated the greatest rate of 40 %. It can be concluded that teachers qualified grammar as an important unit because if the vocabulary is the flesh of language grammar is considered as the bones of language. In this respect, grammar is supreme over vocabulary for that teachers always taught grammar as a separate module and that according to its preference and priority.

Q3: As a teacher, what do you think should be the overall aim of teaching grammar?

    a. Understanding how language is structured

    b. Enhancing communicative competence

    c. Mastering and using the language appropriately

    d. Dealing with different exams and tests

e. All of them
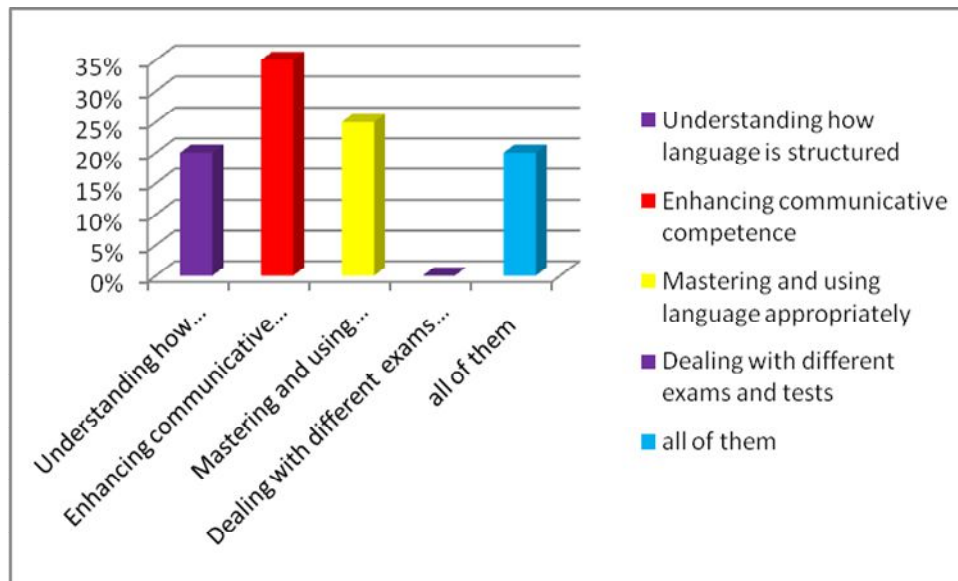
Graph 5.17: The Aim of Teaching Grammar

The data gathered from this question shows that according to some teachers the overall aim of teaching grammar is to understand how language is structured 20%. In the meanwhile, other teachers deal with grammar to enhance communicative competence this sample represents 35%. In addition, 25% of teachers say teaching grammar is for mastering and using language appropriately; however, no one considers teaching grammar just for exams and tests. In the end, limited numbers of teachers representing 20% agree with all of these choices.

Section three: Grammar Instruction

Q1: what approach do you adopt in teaching grammar?

a. Inductive approach

b. Deductive approach

c. Functional approach

d. Situational or context-based approach

e. Communicative approach

f. Task-based approach

g. Content-based approach

h. Through Texts

i. Through stories

j. Through songs and rhymes

k. Eclectic approach
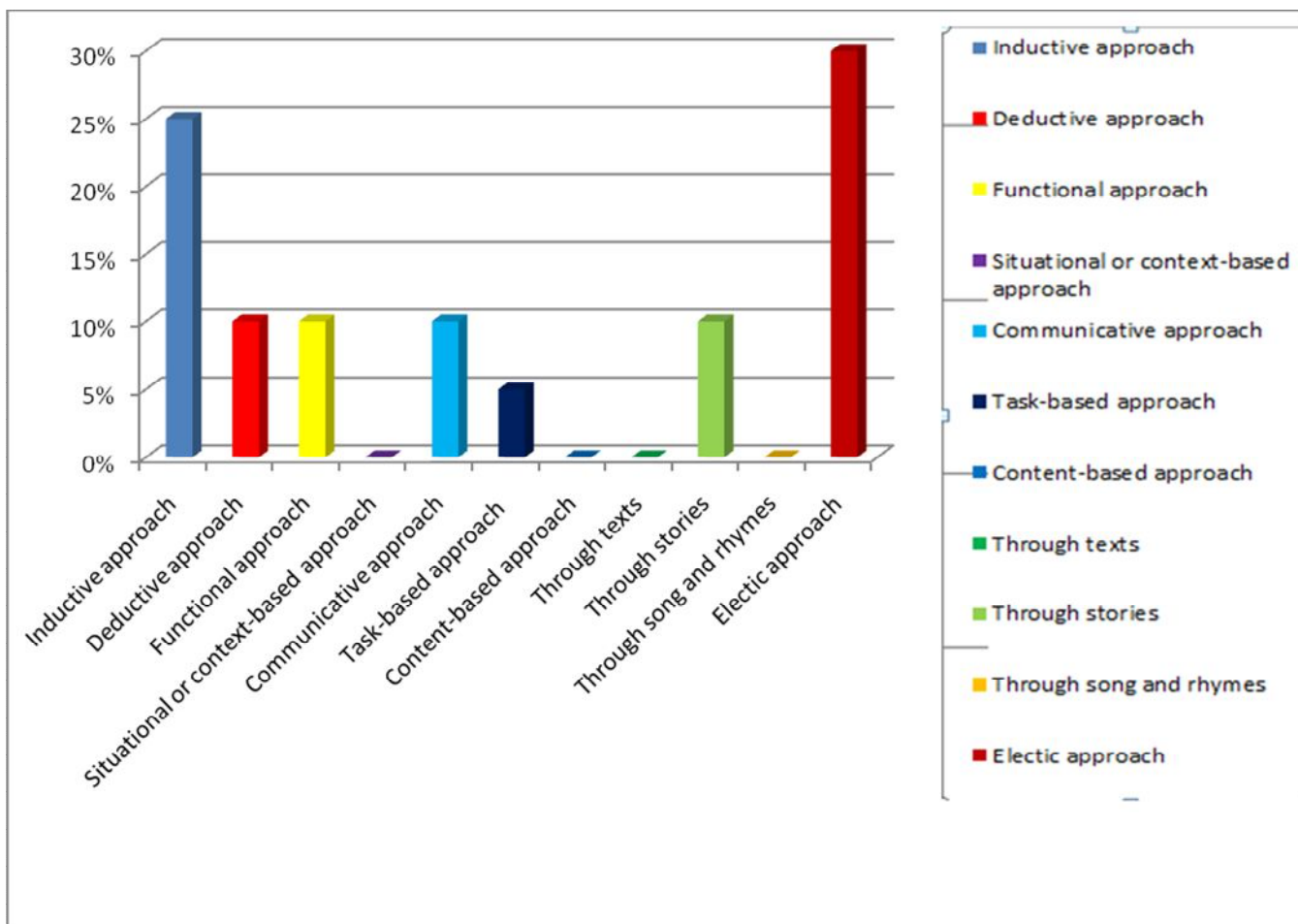
Graph 5.18: Teaching Grammar Approaches

30% of the population has selected the eclectic approach as the suitable approach in teaching grammar. The inductive approach comes in the second rank with a percentage of 25%. While the deductive approach, functional approach, the communicative approach, and through stories in the same rank with 10%. Concerning the task-based approach, only a few teachers have opted for it, however, the situational or context-based approach, content-based approach, through texts, through songs and rhymes are in the same rank with 0%.

Q2: your choice of method is based on?

    a. Personal experience

    b. Prescribed curriculum

    c. Time constraints

    d. Institutional factors

    e. Approach efficiency
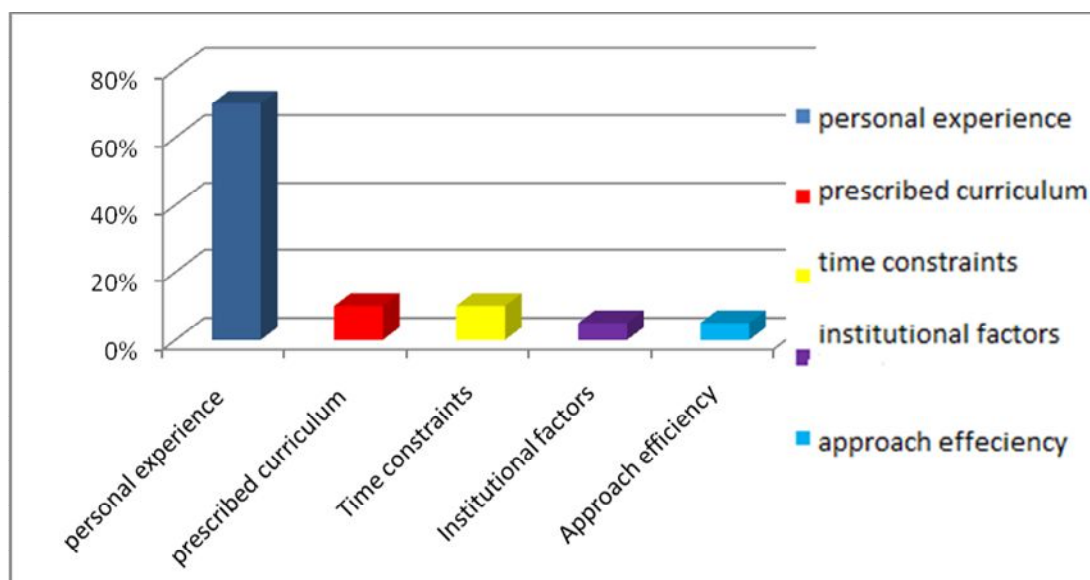
Graph 5.19: Teachers' Choice of Method

The majority of teachers have claimed that the first reason is a personal experience. Only 10% have cited prescribed curriculum as a second reason. As well as 10% for those who consider time constraints. The rest of teachers have opted for the institutional factors and the approach efficiency representing 5% of the answers.

Q3: Depending on your teaching style, what is your usual way to explain grammar rules to your students?

    a. Using explicit discussion

    b. Using implicit discussion

    c. Using other grammatical items

    d. Using metalanguage explanation

    e. Using tasks

    f. All of them
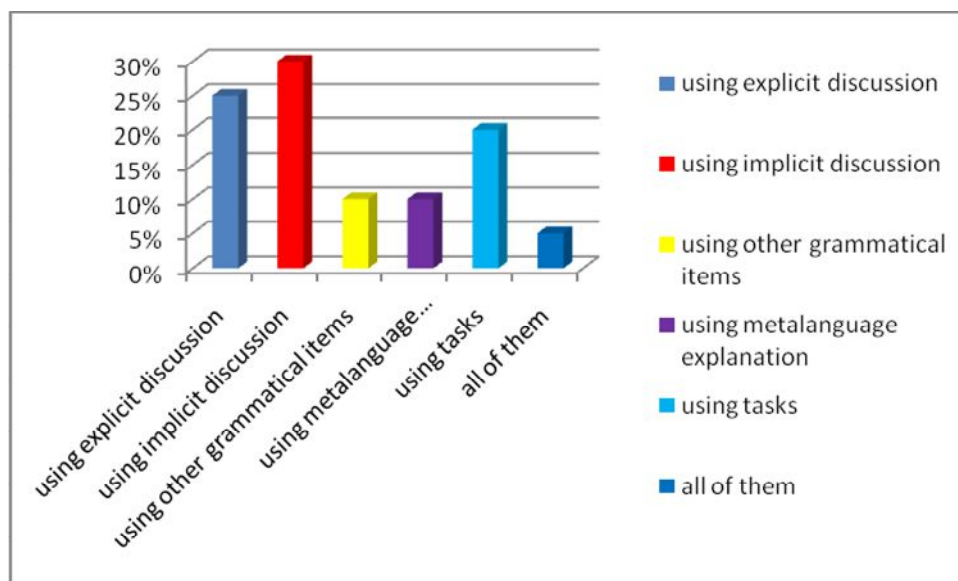
Graph 5.20: Rules Explanation Methods

Concerning the best way of explaining grammar rules, teachers have chosen using explicit discussion 25%. While 30% their preference is using implicit discussion. Two options (i.e. using other grammatical items, and using metalanguage explanation) have the same percentage of 10%. Some teachers deal with using tasks as an important approach in explaining grammar rules. One teacher who uses multi-approaches in explaining grammar rules represents 5%

Q4: Do you use a specific lesson plan?

   a. Yes

   b. No
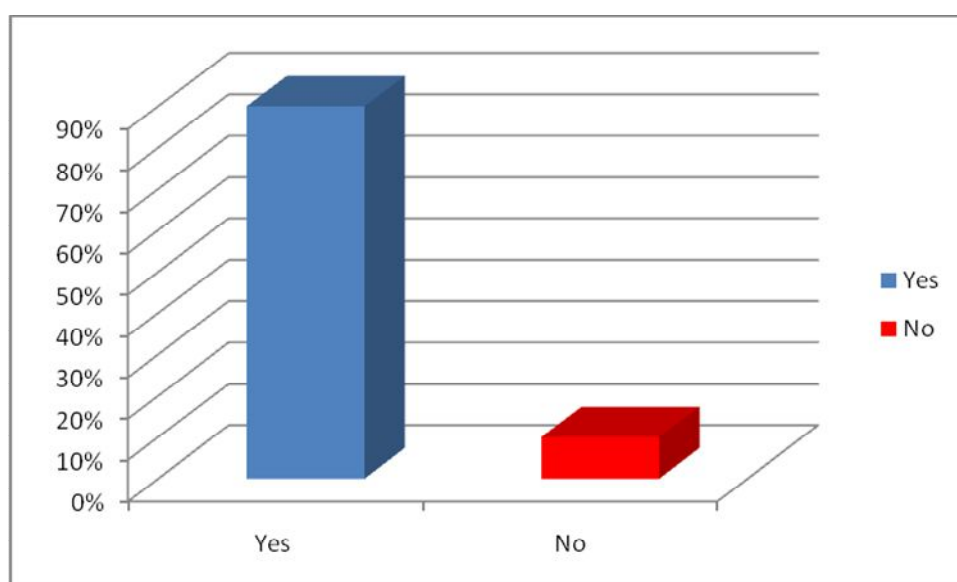
Graph 5.21: Lesson Plan Use

The table above reveals that nearly all the teachers are using a specific lesson plan. The rest 10% do not use a specific lesson plan.

Q5: If yes, which model do you use?

   a. PPP (presentation, practice, production)

b. TTT (test, teach, test)

c. ARC (authentic use, restricted use, clarification, and focus)

d. ESA (engage, study, activate)
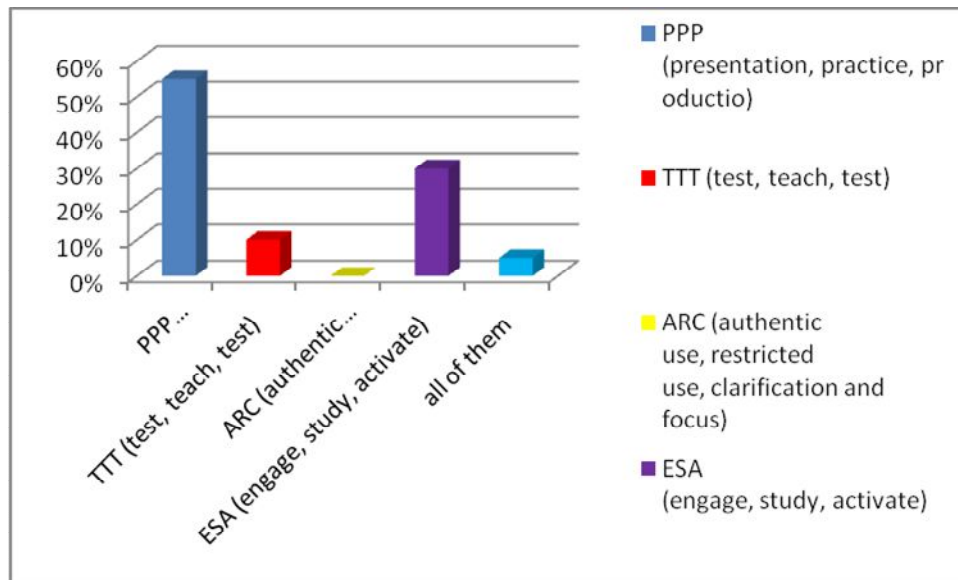
Graph 5.22: Lesson Plan Models

None of the teachers has dealt with ARC model 0%. In addition, few of teachers go with all the models. While 10%, intend with TTT model. The ESA model indicates 30% as it is illustrated in the table. A high majority of the teachers select PPP model 55%. In nutshell, teachers prefer the old model than the newest ones.

5.4. Interview Data Analysis

5.4.1. Data Obtained

Section1: Teacher's Beliefs about Teaching Grammar

Question1: What is the role of grammar in teaching English as a foreign language?

Teacher1: Grammar is the soul of language. It helps students to build correct and meaningful sentences, which they use when they speak and write.

Teacher2: Um, when teaching or learning any foreign language the first thing springs in our minds is the mastery of the grammar of that language. In this regard, we consider the role of teaching grammar as an indispensable process to the linguistic competence of the English language.

Teacher 3: The role of grammar in teaching English as a foreign language is to help learners to have an insight into the structures and rules that govern the English language. Also, to enable them to understand and make meaning .i.e. to become proficient users of the English language (foreign language).

Grammar is the backbone of a language and without it, any single thing you know maybe flux, in a sort of jelly without much consistency.

Teacher 4: the role of grammar is to enable students to carry out their communication purposes. Grammar actually puts language structures into use and leads to better English. This goal has three implications:

a. Students need overt instruction that connects grammar point with larger communication contexts.

b. Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.

c. Error correction is not always the instructor's first responsibility.

Teacher 5: The teaching of grammar fits usefully with what we know about how learners learn the grammatical system of English.

Teacher 6: The role of grammar in teaching foreign language: grammar is seen as the cornerstone and skeleton of the language.

Teacher 7: As far as foreign language, teaching is concerned, grammar is an essential element and plays an important role in both understandings and producing the TL. Having a good level of grammar enables FL learners to recognize what is correct and what is acceptable and what is not.

Question 2: What is the primary goal of teaching grammar as one aspect + with other language skills?

Teacher 1: the combination of grammar with other skills is a sign of and a reflection on new approaches to language teaching and learning. These approaches highlight the construction of knowledge by the learners themselves, but there is always some rules for formal instruction (the teaching of phonological, morphological, and syntactic rules).

Teacher 2: the grammar skill represents the core of the language. Henceforth, the primary goal of teaching grammar at the level of higher education is to make the students aware of the structure of the target language. Also how to utilize the different grammatical rules in order to invest them in speaking and writing tasks. We cannot rely

only on teaching grammar this why we must integrate all skills effectively to improve students' linguistic and communicative competences.

Teacher 3: The primary goal of teaching grammar as one aspect and with other language skills is to provide learners with knowledge of the way is constructed, so when they communicate (speak, write, listen, read) will be able to use language because grammar as a sub-skill plays a crucial role within the four language skills and vocabulary to establish communication.

Teacher 4: the primary goal of teaching grammar as one aspect is to describe what the rules are, and what happens when they fail to apply.

Teacher 5: The primary goal of teaching grammar involves a number of processes such as noticing, reasoning, hypothesizing, and analyzing.

Teacher 6: the primary goal of teaching grammar as one aspect with the other skills: is to enable and make students competent to produce a correct form of language. i.e., to make them linguistically competent to build well-structured sentences and utterances that may help them to express themselves correctly.

Teacher 7: Grammar in itself is not a skill but one aspect of the TL that is comments all the language skill whether receptive or productive. Therefore, the goal of teaching grammar (if it is taught independently) will be to provide learners with the system with which language is built and how a message is sent via phrases, sentences, and even paragraphs. Teaching grammar (structures) provides the skeleton of the language and prevents foreign learners from borrowing from their native language. Grammar is a kind of framework that is essential in any language learning.

Question 3: How do you qualify (consider/see/find…) the priority of teaching grammar for first and second-year foreign language learners of English + why?

Teachers 1: for these two levels or categories of students, grammar is a salient component because it guides and puts them on the right track. Sometimes, it is recommended for higher levels due to the incessant need of learners to get further stages communication through writing.

Teacher 2: the majority of students who are enrolled at university to study English are weak in writing and grammatical awareness. The newly introduced syllabus put more emphasis on teaching grammar and writing but when compared to the time allotted and the overcrowded classes we cannot cover the whole syllabus for both levels.

Teacher 3: The priority of teaching grammar for first and second-year foreign language learners of English is a very important aspect. As 1st and 2nd year learners of English, they need to master and understand well (to be competent) the rules (form) and exceptions of the English enabling them to perform (to use the language effectively) to be proficient users of the language; because without a solid foundation in grammar, learners fail to achieve the benefits and utility of a language.

Teacher 4: I would qualify the priority of teaching grammar for the first and second year foreign learners of English as crucially indispensable to learning the language, this is because learners at these stages are badly in need to conform to the prescriptive academic usage of the language for sound communication.

Teacher 5: The priority of teaching grammar is central in a way that the linguistic description plays a crucial role in the design of classroom procedures and manuals.

Teachers 6: Grammar has a considerable importance for the first and second-year foreign learners.

Teacher 7: I think that all the modules are of the same importance. However, grammar for 1st and 2nd year FL learners is most of the time takes the focus of teachers and students. Teachers give high priority to grammar because they want to consolidate their student's mastery of the structural system of the grammatical structures of the language leads to proficiency in the TL.

Question 4: What are the reasons behind your thinking that way?

Teacher 1: It is just because I deem it necessary to strengthen the learners' basic knowledge of language components at the very beginning of their career.

Teacher 2: well, the main reasons behind students' failure in the module of grammar due to the weak level of students who study English and the crowded classes prevent the teacher from teaching and monitoring students as it should be.

Teacher 3: Focusing on grammar first! Because it is one of the four pillars (pronunciation, vocabulary, listening, and comprehension) of the language learning (English language). Secondly, language consists of grammar, trying to learn L2 without grammar is like trying to bike without wheels, so language does not exist without grammar. Third, grammar is considered as means towards communication.

Teacher 4: grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way others and we use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English.

Teachers 5: When we teach EFL, we teach grammar directly and immediately. There is no language without grammar; grammar is meaning, discourse, and style.

Teacher 6: The reasons behind this belief is that grammar is a major component of language. It provides learners with the different ways in which words combine to form sentences and the rules, which govern/ control the formation of phrases and sentences. It also gives a clear idea about how language is made.

Teacher 7: In fact, this depends on the teacher's orientation. In my case, I believe that teaching grammar is like teaching any other aspect of the TL such as phonology or vocabulary. However, unlike one other aspect of the TL language grammar is very often giving priority.

Section 2: Teaching Grammar Methodology:

Question1: When you first started learning English, how was it with grammar?
Teacher 1: Believe (you) me; I thought it was a course that needed more focus and interest.

Teacher2: For me, I was good at English grammar though I borrowed English grammar in use series and English vocabulary in use to supplement I was studying. This way I improved my understanding and grammar courses assimilation.

Teacher 3: When I first started learning English, it was very easy and successful.

Teacher4: I do remember that I have found it boring and unbearably dull.

Teacher 5: I learned English grammar in the early seventies the matter was purely theoretical- What was called the traditional method- the process started by defining

structures of grammar. Beginning with smalls units of grammar "Morphemes" what are they, how do they function in a grammatical structure.

Teacher6: I started learning grammar during the second year in the middle school. Grammar at that level was too difficult to even mysterious simply because the rules were completely different. There were no similarities between Arabic and English, which made the task sound hard. However, bit by bit we started to discover the rules, which in the end, made studying English a wonderful, amazing experience.

Teacher 7: At first, it was a bit difficult and even frustrating.

Question 2: Whatever the answer, why?

Teacher1: Because it just happened to like it and I discovered its importance earlier.

Teacher2: Pedagogically speaking, whatever the level you reach you need to practice more to explore how the target language works.

Teacher 3: Because the method applied for teaching grammar was all about explaining the forms and rules then drilling students on them.

Teacher4: Because we'd spend hours doing exercises and drill of grammatical English we'd felt without immediate purpose.

Teacher5: For me, no. Because I was taught at the university exactly, the same way I learned it at the beginning but when I taught it in the high school during the 80's, that period experienced an anti-grammar movement, influenced by Krashen (1982), idea that grammar can be acquired naturally from meaningful input and opportunities to interact in the classroom.

Teacher6: Of course, there are differences in the process of teaching grammar. In the beginning, teaching grammar based on repeating sequences only. These sequences were in a form of sentences or even just utterances cause we did not use to be introduced to English. That is why, the teacher in one way, was obliged to use very limited sentences with a little attention paid to the meaning of the sentences. More than that, as beginners, we used to produce telegraphic speeches. This characterized by a string of words (lexical morphemes). We had clearly developed a sort of building sentences capacity but no attention was paid to the meaning of the language.

Teacher 7: Because you are learning new structures which greatly from your own. There is no similarity between the mother tongue and the TL.

Question 3: Is there any differences between being taught grammar as a beginner learner and at the university about the teaching methodology? How?

Teacher 1: yes, there is. Things are different in terms of background, focus, interest, and position.

Teacher 2: when it comes to teaching methodology and techniques utilized at the university level in which students are supposed to be proficient to some extent in the grammar of the foreign language to major in; however, there is no clear-cut difference between secondary teachings at university than teaching grammar as a separate subject matter.

Teacher 3: Yes, there is a difference in the teaching methodology. Being taught grammar as a beginner, the method was all about explaining the forms and rules then drilling students on them; the main goal is to master the grammar rules to answer correctly, however, at the university, most of the time (presentation, production, practice, deductive approach) the teacher presents the grammar course applying many

methods. The teacher applies a method that he believes best and appropriate to the course and suits his learners' needs and learning styles, and students will be able to use this knowledge effectively in communication (writing, speaking).

Teacher 4: there is a wide difference between the two context and levels. As a beginner, we had no idea of the importance of grammar, but after some practice, we'd known its value in learning English; but at the tertiary level, the methodology adopted was different and with a new perspective: it was no longer the prescriptive grammar but a descriptive one.

Teacher 5: The difference is purely in the degree of grammatical competence and accumulation of knowledge. Grammar taught at the university as ESP or EFL is quite different.

Teacher 6: as a linguistic repertoire of the learners increased at University, teaching grammar has been completely different. Grammar was taught according to specific contexts, following mainly the deductive approach principles-teaching grammar in a context-throughout using stories, poems, dialogues…etc. as learners, we were more aware of the crucial importance that grammar may play when it comes to using a language outdoors.

Teacher 7: Yes, there is a difference. As beginners, we are taught grammar implicitly and the rules provided were very simple and presented in context. However, at the university level, you become more specialized and you are supposed to know all the rules in an explicit manner.

Question 4: What is your personal position towards these differences about the best ways to teach or the most appropriate method to adopt?

Teacher 1: I think everything has to do with experience. The more you get older and more experienced (in any field), the more you are able to correct yourself and look at your profession (the teaching of grammar among other courses) from a different perspective. That is, you find new ways to teach better.

Teacher 2: As far as I'm concerned, I think that ameliorating students' level in the overall skills would be more fruitful than focusing on one isolated skill especially grammar and writing. We can adopt an eclectic method in order to adapt each advantage of the different methods when teaching one skill.

Teacher 3: I think this depends on the learners' needs, learners' style, teacher's goals, and course objectives. So, the teacher adopts the best method in the teaching process.

Teacher 4: I'm not an advocate to a super method in teaching: there's no such thing as "the method", but I would bias towards an eclectic approach depending on the objectives.

Teacher 5: we must be guided by principles, not methods

a. The concept of "neediness to learn" appears to be important.

b. Learners pass through a developmental sequence

c. Processing a particular grammar structures

d. Teachers do not expect learners to acquire the grammatical structure

e. The amount of time varies from learner 1 to learner 2

f. The problem of linking forms to functions

Teacher 6: my personal position goes with the method that claims we have to teach grammar in relation to different situations. The main appropriate that we may use is the inductive method because simply it pushes the learners to work out the different rules.

Teacher 7: as I said earlier, this will be dictated by the teacher's orientation i.e. one method that s/he favors, for instance, many teachers prefer one explicit study of grammar and focus on rules. The goal of grammar then would be the acquisition of structures. Some prefer contextualizing grammar. I personally, favor grammar in context.

Question 5: What do you think about exposing students to language or instruction to learn grammar? What are your reasons?

Teacher 1: exposure to language, not only grammar, has always been sought by scholars and academics. Learning a language in an acceptable context is said to be the best strategy. The aspects of language have to be seen working as one body.

Teacher 2: when teaching grammar, I prefer to switch from explicit to the implicit reasoning of grammatical rules. From time to time, we must expose students to target language in using audio recording, podcasts or teaching videos to accustom students to native-speakers cultural expressions and authentic use of grammar structures in the target language.

Teacher 3: I think students learn grammar through instruction because it is easier for them to communicate in the language and not be misunderstood i.e. students are competent (master the rules and forms of grammar), so they are able to use the grammar of the language effectively to communicate. Students are adults, so they learn grammar rather than acquire grammar as children, whose brains are young and powerful, acquiring their first language through exposure to the language.

Teacher 4: actually, this is an immediate objective in line for language learners to be exposed to grammar instruction to achieve better communication, for university

language learning is not to learn English but to perfect it for professional/ vocational purposes.

Teacher 5: yes, there are three perspectives which need to be taken into account when teaching grammar: the order of presentation, use of terminology, the of explicitness.

Teacher 6: Exposing learners to the language would help them to enrich their vocabularies throughout different contexts/ situations but this exposure should be selective. Grammar should not be taught isolated instead we have to help students learn grammar inductively or/ indirectly. They should learn what is necessary only.

Teacher 7: any language is learned through exposure. In other words, there is always an unconscious learning that takes place without explanation. Exposing learners to the TL is the best way to make them learn.

Question 6: If it is instruction, what kind? Implicit or explicit? Please explain how do you proceed?

Teacher 1: it is both. I personally pass smoothly by some grammatical points. However, I sometimes find it crucial to take more time to explain and give my students the opportunity to consider and weight every single point with me.

Teacher 2: According to the grammatical structures and patterns to be taught, but mostly I use explicit instruction of grammatical rules because most of the students prefer to know the rules provided with examples in order to practice the learned notions. However, implicit instruction in some situation like teaching tenses can be of great help to make students more aware of the appropriate use of tenses.

Teacher 3: The kind of instruction is explicit. It is a conscious knowledge of grammatical rules learned through formal classroom instruction. Explicit knowledge is

learnable; for example, when grammatical items are given to learners, they learn the items first in a controlled learning process. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000).

Teacher 4: people associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions when we and our students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.

Teacher 5: I think 5+6 need to be answered under the same unit.

Teacher 6: implicit method of teaching grammar should be employed to teach the rules of the language and the different ways. Learners should be actively involved, attentive, and motivated. My reasons are that there are now tendencies towards teaching language especially English. There is a shift, nowadays; the focus is put on teaching how to help learners to be communicatively competent rather than how to make them linguistically competent without being aware of the socio-cultural rules of the language.

Teacher 7: at the university level, grammar is taught explicitly. But, I believe that teachers can mix both ways. I have always started with something to present the rule and extract and work on it.

Question 7: According to your approach, how do you consider form and meaning items? What are the factors behind this choice? (Consideration/Preference).

Teacher 1: form and meaning have to be conceived as one entity. They are complementary; none of them can stand alone (by itself).

Teacher 2: when teaching grammar, I focus on form and meaning with special attention on explicit instruction using ICT as much as possible. The main factors behind this choice are the overcrowded classes and the inadequate time allotted to teach grammar.

Teacher 3: my approach is deductive. Form and meaning items are interrelated; when learners understand form 'rule', they are told to apply it to various examples of sentences. The factors behind this choice are that grammar teaching enables learners of the language to use.

Teacher 4: it is worth mentioning the words of S Maugham; he said, "It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test". Grammar is not only a set of rules but cognitive behavior in language use and usage. This is why; I would opt for an approach that favors communication rather than instructing learners with a series of rules to apply, and then check grammaticalness through another exercise! I would assign, on the other hand, a text and discuss it, then elicit its grammaticalness through problem-solving and critical thinking!

Teacher 5: the basic mission is to link grammar with vocabulary.

- To present a grammatical structure for learners.
- To ask them to practice it in controlled/ guided activities.
- Focus on accurate reproduction of the structure.
- Set up freer activities, to produce the target form.

Teacher 6: I consider the form-meaning items are very crucial. Hence, students should comprehend the form and the meaning of any word in order to be able to use the language competently.

Teacher 7: there is an intricate relationship between form and meaning. Meaning is expressed through a form(s).

Question 8: Processing instruction relies heavily on two notions; input and output, as a teacher of grammar how do you qualify their importance related to grammar learning?

Teacher 1: Input is what the teacher brings into the classroom. Output, however, is what learners are expected to learn; they are both ends of the total teaching-learning operation. Today, teachers and learners are considered to be partners.

Teacher 2: As a teacher of grammar, I focus more on input without overlooking the role gauge the output of the students. However, due to several difficulties that hinder our efforts to deliver the syllabus of grammar adequately.

Teacher 3: input (exposure); according to Van Patten, the originator of the PI approach, (1996), PI is an input based grammar instruction which aims to affect learners' attention to input data which is in compliance with second language theories and communicative language teaching.

Van Patten accepts the fundamental role of input and uses the term input processing for the cognitive process which occurs when the input is understood and integrated into the language. *The concept of input is the single most important concept of second language acquisition. Second language learning cannot be imagined without input.*

Output (production): plays an important role in language development; fluency and accuracy, in language learning .i.e. grammar learning.

Van Patten's (2002 a cited in Hass 1997 and swain 1998) saying "output may play a role as a focusing device that draws learner's attention to something in the development of fluency and accuracy. Both Hass and Swain and other researchers as well would

agree that a role for output in SLA does not mean that input has any fewer roles to play in the acquisition.

Teacher 4: I would qualify their importance crucial but the energy and time-consuming with behaviorist stimulus/response dichotomy.

Teachers 5: the role of grammar or formal accuracy has been a major concern in ELT in recent years and teachers need to address a number of issues in designing courses and classroom activities for learners. Acquisition of grammar (input) will probably involve implicit knowledge of grammatical concepts, categories, and rules and teachers will need to decide which description of these to choose from those available.

Teacher 6: The importance of the input and output are very important. As a grammar teacher, I tend to give too much importance to the concept of input.

Teacher 7: In fact, the type of input that we provide our learners with will determine the kind of output. The way the rules are presented will definitely influence their use.

Question9: Do you think that learners should take grammar as a whole or just selected items? Why?

Teacher 1: none can learn everything. People may spend a whole lifetime, but they do not learn too much. So much the same may go for learning grammatical items.

Teacher 2: students should consider grammar as an essential part of linguistic and communicative competence of the language. It should be taken as a whole because grammar cannot be used in isolation.

Teacher 3: grammar items are not acquired one at a time because we are not interested in filling our students' heads with grammatical paradigms and syntactic rules. If they

knew all the rules that had ever been written about English but were not able to apply them, we would not be doing our jobs as teachers. *Instead, what we hope to do is have students be able to use grammatical structures accurately, meaningfully, and appropriately. In other words, grammar teaching is not so much knowledge transmission as it is skill development.*

Teacher 4: I think that it is better to give learners selected items of grammar, for the mere reason that it should be taught with a communication purpose in scope. We only teach what is needed.

Teacher 5: learners should take grammar as an element of a whole linguistic competence that involves knowledge of spelling, pronunciation, vocabulary, word formulation, grammatical structure, sentence structure, and linguistic semantics. We can judge, then, that a leaner who is able to list orally and in writing specific objects or can add prefixes correctly to "perfect" "legal" "happy" "pleasing" to make the negative equivalents is developing competence. He can also describe recent events by using have/has and the past participle of the main verb in developing grammatical competence.

Teacher 6: Taking grammar as whole or just selected items depends on the field of the study, like some scientific branches/ fields they do not need to study grammar in a detailed way; they just need how to build questions and answers. In the meanwhile, students/ learners who are specialized in English need to study grammar in a very detailed way in order to reach what we call the "mastery of the language".

Teacher 7: Grammar is the system with which language works. Teaching isolated items is not helpful to the learners.

Question 10: How grammatical items to teach are selected? By whom? How are grammatical items (to teach) selected? By whom?

Teacher 1: it has traditionally been done by syllabus designers, inspectors, experienced teachers, but there must always be an agreement between teachers (real classroom teachers) on what to teach? And to whom?

Teacher 2: The grammatical items to be selected should cope with the syllabus advised by the ministry of higher education with a considerable adaptation according to students'' needs and teachers' wants.

Teacher 3: grammatical items to teach are selected according to learners' needs, teacher's goals, age, background and course objectives by the teacher.

Teacher 4: grammatical items are selected on the basis of the course objective; they are either selected by the course designers or the language practitioners.

Teacher 5: No, the teacher doesn't contribute to the selection of items to teach or not to teach. Grammar should be used within the soul core of the linguistic items proposed in the prescribed curriculum.

Teacher 6: Grammatical items to teach are selected based on students' needs by the teacher who is in charge of the module in relation, of course, to the canvas that I prepared in advance.

Teacher 7: Grammar rules are very often selected from the easy to the difficult following a certain gradation. At the university level, it is the teacher or a group of teachers.

Question 11: How important is practice in learning grammar?

Teacher 1: Grammar is practice; practice makes perfect.

Teacher 2: grammar is indispensable in language teaching and learning in which practice is the key to master the target language.

Teacher 3: practice is very important in learning grammar to help learners to check their understanding to memorize the rules, and to be able to use them meaningfully and appropriately.

Teacher 4: it is the essence of learning.

Teacher 5: Perhaps the most difficult question of your interview: the resolution is how to achieve a balance between "focused" or "form-focused" activities, classroom activities which aim at practicing grammar structures.

Teacher 6: Practice, which is working rules out for students, prepares and helps them for a greater self-reliance and is therefore conducive to learners' autonomy.

Teacher 7: grammar is learned only through practice. Without intensive practice, structures cannot be acquired.

Qu, question 12: Based on your teaching approach, what kind of tasks and activities do you use?

Teacher 1: I use variegated tasks and activities. I often try to use different exercises and rely on different sources (Books).

Teacher 2: throughout my teaching experiences, I prefer to devise different tasks according to the items to be taught with the gradual scale of difficulty. For example, I

make use of the grammar activities, which encourage students to speak and write in complete sentences with subjects, nouns, verbs, and more.

Teacher 3: Direct activities, filling gaps, writing the correct form of the verbs; choose the best answer, underline, and so on.

Teacher 4: actually, they are many, but for an instance, I use a text with course objectives and then make a grammatical analysis of the element of the texts; and then elicit understanding through exercises or questions.

Teacher 5: learners can be encouraged to think about the strategies they use for learning grammar. An early step would be to encourage them to reflect on the ways in which English grammar differs from that of their first language. Reflecting on how grammar can be tackled is probably a realization that part of grammar can be learned systematically. They can also be invited to think about self-help strategies and a useful activity would be introducing students to appropriate grammar reference materials.

Teacher 6: the types of tasks and activities I offer Songs in order to change from the routine classroom. Providing them with different situations with some hints to work out the rules.

Teacher 7: In fact, I vary the activities. I often adopt the one that best suits the structure in the question.

Question 13: Do you think that this choice achieves the objective(s) of the adopted method of teaching grammar? How?

Teacher 1: I think it does. I prefer to use the mixed methods approach which requires as many sources and activities as possible.

Teacher 2: Most of the persevering students reached the terminal objectives of the courses. However, in pedagogy, we need to constant change and innovation to cope with the changing needs of students. To achieve this end, we employ all the available tools and materials under the framework of the CBA and TBLT.

Teacher 3: Yes because Brown (1994) remarks that adult learners tend to deal with the rules when they use target language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate for adult learners, and meet their expectation as they give more importance to rules when they use the language.

Teacher 4: I would say yes because we achieve the objective by exposing it with the items at hand: so the learners are aware of this importance and make efforts to reach it.

Teacher 5: By considering the needs of any specific group of learners, their reasons for learning English and factors of individual differences such as age and educational background, it should be possible for teachers to determine an appropriate approach to the teaching of grammar.

Teacher 6: The choice of the adopted achieves the objective (s) through students' understanding of the different activities and tasks they are put in.

Teacher 7: Yes, varying the activities depending on the nature of the structure is essential. We cannot proceed the same way with all the grammar rules.

Question 14: According to you what is the effective way to practice grammar?

Teacher 1: By practice, practice, and practice.

Teacher 2: Effective grammar practice is not something that is usually done well in language classes, nor by language learners themselves due to the status of our universities. However, the most effective way to practice grammar is to use in real-world situations and to personalize the examples given.

Teacher 3: The effective way to practice grammar is through writing or speaking .i.e. via communication the use of this grammar.

Teacher 4: same as 09

Teacher 5: Methods of presentation leads to the value of practice. Classroom experience encourages interactive, realistic message, focused output.

Teacher 6: The effective way to practice grammar is to give the students the opportunity to discover the rules from different situations/ examples they are provided by their teachers. To let students be more involved in the learning process, rather than being simply passive.

Teacher 7: I have always adopted the system of three Ps' (Presentation, practice, and production).

Question 15: How do you correct your students' errors, please explain the techniques used? Why this choice of technique(s)?

Teacher 1: in fact, I do not interfere too much with the flow of ideas, but try to point to an error or let my students discover their errors and correct them together. Learners must not be spoon-fed, and their errors must not be let without correction.

Teacher 2: Before I begin an activity with students, I draw their attention that the evaluation is based on accuracy or fluency. However, the feedback I provide to students

is not explicit and indirect when a student commits a mistake in front of his colleagues to avoid demotivating him in future participation, but when working individually the feedback is explicit and immediate. I often ask students to resolve the errors for themselves.

Teacher 3: The teacher correct his students' errors using some techniques such as

- Teacher highlights the error if it is spoken or underlines it if it is written
- Teacher gives the correct answer.
- S/he writes symbols if the errors are written.
- Self-correction; each student corrects him/her self by his/her own.
- Peer correction; each student is corrected by his classmates.

These techniques aroused to direct the student to the right form of the structure telling him that it is said or written that way and not the other way, so they do not repeat them in the future.

To decrease the level of anxiety of the learners to help them learn the language saying that they learn from their errors.

To motivate students to be good users of the language they are learning.

Teacher 4: I do not correct my students' mistakes; I just let them correct themselves by showing the correct form or way to deal with an item. This is to elicit critical thinking and problem-solving meta-skills.

Teacher 5: Grammar is a part of the language learning process, which is specifically a procedure of language mastery. So with the view of language learning as a creative construction process, comes the view that error is an inevitable and positive part of that process. Errors are now seen as reflections of a learner's stage of interlanguage

development. The treatment of errors requires consideration of many issues, because error correction is an expected role, for the teacher: which errors to correct:

- Systematic errors

- Mistakes

- Global errors

Teacher 6: The way I correct my students' errors differ from one situation to another. Simply some situations require an immediate correction where in other situations the correction differs. Several techniques are used mainly by repeating, and echoing.

Teacher 7: Quite often, I let my students discover their own errors. I intervene when I realize that they cannot correct each other or themselves.

Question 16: How do you qualify the contribution of corrective feedback in students' learning?

Teacher 1: Teacher's feedback is as important as the water which the drink. If they do not receive it, they keep on making errors and show no real progress.

Teacher 2: Written feedback or oral feedback is very important in teaching grammar, it will enable students to avoid the frequent errors but if they are always making new mistakes it's okay because new mistakes are usually a sign that they are exploring new uses of language or experimenting with new vocabulary.

Teacher 3: Corrective feedback in students' learning is important;

- Feedback helps both the teacher and their students meet the goals and instructional means in learning and teaching.

- Build confidence in the students.

- Motivate the students to improve their learning.

- Correct errors.

- Identify strengths and weaknesses.

- Feedback should provide information specifically relating to the learning process so as to assist learners in understanding what they are learning and what they have just learned. Winne and Butler (1994) stated that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p.5740).

Teacher 4: This would lead to a better relationship between grammar and learners.

Teacher 5: In the use of correction techniques, a balance is needed between accuracy and fluency, and many handbooks for teachers stress the importance of not impending or distracting learners' attempts to communicate during fluency activities.

The question which forms the framework of any policy on error treatment the options that exist for correction strategies and the factors influencing choices show that it is hardly surprising that error correction is considered to be one of the most complex aspects of classroom management. For learners, classroom error correction is part of a wider process of recognizing and understanding their errors and then having opportunities to try and try again.

Teacher 6: Corrective feedback is essential in the teaching of grammar. It provides learners with something to refer to and make them self-confident.

Teacher 7: the contribution of corrective feedback in students' learning has considerable importance in encouraging the students to concentrate on what they have got right. That is why teachers should pay attention to their students' errors and correct

them. If students/ learners respond positively then they require a positive praise for their correct answer from their teachers.

Question 17: What are the main criteria on which you base your students' learning evaluation? How does evaluation help bettering grammar learning?

Teacher 1: If evaluation really means gathering data about the learners' weaknesses and their sources, it helps to better grammar learning. It enables teachers to design appropriate tasks and drills, and thus it enables teachers to design appropriate tasks and drills and thus develop an awareness of how to teach grammatical items and how to meet the learners' needs.

Teacher 2: students are evaluated in accuracy and performance according to the items taught and to what extent students' attained the learning outcomes which are expected from students to know.

Teacher 3: the criteria are:

- To add significant value to students' learning
- To enhance students learning

Evaluation helps to better grammar learning when feedback is provided to students on their learning enabling them to improve their performance.

Teacher 4: Instructional and assessment practice can (and should) be applied and be different to ensure that learning happens. We need to create a variety of entry points to ensure that students differing abilities, strengths, and needs are all taken into consideration students then need varying opportunities to demonstrate their knowledge based on the teaching, hence differentiated assessment. Problem-based learning is a key in differentiated instruction and assessment. Assessment requires the gathering of

evidence of student performance over a period to measure learning and understanding. Evidence of learning could take the form of dialogue, written work, tests along with many other learning tasks. Evaluation of the other hand occurs when a mark is assigned after the completion of a task, test, quiz, lesson or learning activity. A mark on a spelling test will determine if the student can spell the given words and would be seen as an evaluation. The assessment would be a review of journal entries, written work, presentation, research papers, essays, story writing, tests, exams etc. and will demonstrate a sense of more permanent learning and clearer picture of a student's ability.

Teacher 5: The main criteria are:

- Check upon the extent to which learners do just this:
- Did the evaluation work?
- Did it provide the necessary information (if not? why not?)
- How could we improve it next time?
  - Evaluation is an important tool for the teacher as it can provide a weather of information to guide classroom practice and to manage learning and learners.

Teacher 6: some of the criteria are accuracy, feasibility appropriateness. Evaluation in the grammar of properly conducted should yield fruitful results. This will depend on what we evaluate and how we evaluate.

Teacher 7: The main criteria I base my students' learning evaluation by identifying the causes that urge and push students to commit this kind of errors. Evaluation helps to better grammar learning by providing them with the knowledge that may help the teachers to decide how to respond to these errors. The evaluation may help the teacher to gather information about their learners' achievement in the course.

5.4.2. Analysis of Teachers' Answers

Section1: Teacher's Beliefs about Teaching Grammar

Question 1: What is the role of grammar in teaching English as a foreign language?

Grammar plays a vital role in language teaching. Moreover, grammar is the system of language and that system focus more on the form rather than the meaning, because teachers who focus in students' attention on form during communicative interaction are more effective than those who never focus on form (Spada & Lightbown,1993)

Language does not exist without grammar that means 'grammar is the soul of language'. This later was the answer of the first teacher who believes that it is necessary to know grammar and it is better to write grammatically than not to give a language its spirit. As well as, teachers cannot ignore grammar in language because language and grammar both go side by side. Hence, according to the perspective of (teacher1), one cannot separate the soul (grammar) from the body (language).

An alternative view considers that one of the most prerequisite components of linguistic competence is grammar that is what (teacher2) urges 'the role of teaching grammar is an indispensable process to the linguistic competence of English language'. Furthermore, the first interest of linguistics is how words are strung together into sentences for coming up with competent students in the field of language teaching, who can regard the following:

✓ Who can know the morphology of language (i.e. prefix, suffix...)

✓ Can distinguish among sentence and non-sentences

✓ Can distinguish between some sentences, which have the same structure, but with different meaning and vice-versa.

As a matter of fact, for teacher 1 grammar is a process which is adopted by the teacher who has an inherent ability to make students competent linguistically

It seems to teacher 3 that 'grammar is the backbone of language and without it, any single thing you know maybe flux in a sort of jelly with much consistency'. Subsequently, in order to organize our sentences and ideas, language teaching provides a grammar for well-formed and structured sentences. Otherwise, without grammar language will have no structures to belong to and will run into total chaos. Thus, the basis for wholesome knowledge of the language is through an understanding of grammar

An additional cornerstone, the fourth teacher tries to relate grammar to language in use (communication). He insists that 'grammar actually puts language structures into use and leads too better English'. We can safely assume that grammar in use instructing students to have overt instruction for relevant and immediate communication task. As well as, grammar in use is really a form of joint action, which carried out by an ensemble of students for correcting their errors. To the best of our knowledge, language use embodies both students and teachers' mental and verbal processes to succeed in dealing with grammar through communication. Therefore, a confident flow in both written and oral communication can only be achieved with a clear picture of how every word is tied to the rest; here grammatical conversations show the importance of grammar in language teaching. Since grammar and communication are indescribably linked to each other, one cannot reach the summit of perfection without the other.

As stated by the teacher 5, it is important for the teacher to follow the appropriate method, here is the confirmation 'the teaching of grammar fits usefully with what we know about how learners learn the grammatical system of English'. Furthermore, students learn differently some will work well with certain method while others no.

In regard to teacher 6 'grammar is seen as the cornerstone and skeleton of the language'. That view is approximately similar to (teacher 3). According to my way of thinking, an animal without a skeleton is a kind of slimy thing that is not consistent and not lasting. Obviously, grammar is really important in the teaching of second language and conversation cannot teach without the skeleton of grammar. Therefore, the grammar aspect is crucial to learning a language

The last teacher highlights a salient point toward the role of grammar in teaching language as a foreign language, which is '…an essential element in both understanding and producing the target language'. Moreover, grammar does not just focus on structures, rules, and instruction but also on understanding (input), it means how the teacher converts perception to conception than to production (output). Hence, learning grammar brings to the learner's attention the ability to progress in their language competencies. As well as, their risk of doing mistakes is largely reduced, due to their consciousness, which let them differentiate among what is correct and what is not.

Question 2: What is the primary goal of teaching grammar as one aspect + with other language skills?

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. However, teaching grammar as one aspect is not sufficient; it always needs a support as other language skills, that what the first teacher believe on 'the combination of grammar with other skills is a sign of and a reflection on new approaches to language teaching and learning'. Moreover, if any teacher combines grammar with other skills then he will 'highlight the construction of knowledge by the learners themselves'. While, if a teacher taught grammar as one aspect then that means he wants to provide some rules for formal instruction only.

It is important to know that 'grammar skill represents the core of language' that what is declared by (teacher 2). His first goal is 'to make the students aware of the structure of the target language'. Furthermore, students should first focus on grammar as a set of forms and rules, and then drilling students on them this was the second goal 'to utilize the different grammatical rules in order to invest them in speaking and writing tasks'. As well as, the second teacher shows the adherence of integrating all skills to students reach the competency on the linguistic and communicative level.

According to (teacher 3), 'grammar as a sub-skill which plays a crucial role within the four language skills'. Grammar instructions without modes of behavior are nothing. This integration allows students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

The fourth teacher considers that 'the primary goal of teaching grammar as one aspect is to describe what the rules are and what happens when they fail to apply'. The purpose of learning grammar is to learn the language of which the grammar is a part. Instructors, therefore, teach grammar forms and structures within the four skills to avoid failure during the application of a certain structure.

Teaching grammar is inadequate for developing the students' ability in comprehending grammar unit. Hence, teacher 5 suggests 'involves a number of processes such as noticing, reasoning, hypothesizing, and analyzing'. These kinds of paradigms are prerequisite in teaching grammar, these processes help students to:

- Be aware of the structure of language
- Think, understand, and form the grammatical instructions
- Put these instructions forward as a hypothesis

- Examine in details the rules of grammar to get more explanation and interpretation

At all proficiency levels, learners produce well-structured sentences, in the meanwhile correcting their mistakes if occurring. That was the sight of the sixth teacher who guts feeling that the goal of teaching grammar as one aspect with the other skill is 'to make them linguistically competent to build well-structured sentences and utterances that may help them to express themselves correctly'.

Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication and the grammatical forms at the same time.

The last teacher believes that 'Grammar in itself is not a skill but one aspect of the TL that is common to all language skills whether receptive or productive'. Grammar takes place on the top of language teaching and any produced reaction needs to the receptive or productive skills. He suggests two way of teaching grammar, the first one when we teach grammar independently in a way that is free from outside control or influence of other skills that lead to 'provide learners with the system with which language is built and how a message is sent via phrases, sentences, and even paragraphs'. However, when we teach grammar at the level of structure it means the teacher is going to construct or arrange the relation between the grammatical units the grammar considered as the saying says: 'Grammar is a kind of framework that is essential in any language learning'

Question 3: How do you qualify (consider/see/find...) the priority of teaching grammar for first and second-year foreign language learners of English + why?

In general, grammar does need to be taught to both levels because the language has structural features that are complicated and hard to learn. For learners to master them,

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understanding and use of these features are necessary that what (teacher 1) declares 'for these two levels or a category of students, grammar is a salient component because it guides and puts them on the right track'. In addition, grammar shows the capacity to develop students writing and communicative competence. The reason behind that is: for students gain a well-started point on the language they need to learn grammar at 'the beginning of their career'

Due to the students' weaknesses on grammar a novel syllabus is discovered, its focal point is teaching grammar and writing in parallel and in a complementary way to grow up their potential in the class. The second teacher believes that 'the majority of students who are enrolled at university to study English are weak in the writing skill and grammatical awareness. The newly introduced syllabus put more emphasis on teaching grammar and writing together. This new syllabus needs two conditions: the first one is enough time for the grammar sessions; while the second is small size class, not 'overcrowded classes'. That was the reason behind that view.

On the authority of the third teacher, the 1st and 2nd-year learners of English, need to master and understand well (to be competent) the rules, the (form) and exceptions of the English language. Enabling them to perform (to use the language effectively).

Furthermore, in language, there are facts which many students need to learn about general linguistic categories. Thus, students should be aware of how relatives' clauses follow their nouns, prepositions can come at the end of clauses, adverbs cannot generally be put between a verb and its object, and there are two present tenses which are used in different situations. Whenever the students improve their response to the grammatical instructions, they will be 'proficient users of language'. The reason behind that thinking is: grammar has taken place on three dimensions.

- It considers as one pillar of English language

- It is the crux of language

- It is a means of communication

There is no good evidence that teaching grammar to both levels, according to teacher four 'it is crucially indispensable'. Indeed, learners in these two classes are not competing well in grammar and its rules; they need extensive courses to move from basic use of language to perfect use. For instance, students can recite long lists of irregular verbs but cannot ask for a cup of coffee. For that reason, we should give priority to teach grammar for first and second-year foreign language learners. The reason behind that is: 'It can help foster precision, detect ambiguity, and exploit the richness of expression available in English'. Therefore, teachers should raise the grammatical consciousness to students to know how they put language in use.

Another point of view sees that 'The priority of teaching grammar is central in a way that the linguistic description plays a crucial role in the design of classroom procedures and material'. Moreover, grammar rules can be presented as rules with a focus on form. For example, in the present simple tense, regular verbs in English take an 's' on the 3rd person singular (he walks, she walks, it walks). This kind of information is very useful, but it does not tell you when to use the present simple, or what it means. Materials help on presenting grammar and allow enough opportunities for practice. Teacher 5 thinks like that because grammar is the first suggested module to teach than vocabulary, and grammar is everything that the language consists of.

Grammar is a fundamental unit in language teaching 'Grammar has a considerable importance for the first and second-year foreign learners'. Teacher 6 urges that grammar may govern the way in which words are put together to convey meaning in different

contexts. The reason behind that belief is: grammar is regarded as one component of language, it shows how to join words together and come up with a meaningful and well-formed sentence, and gives all aspects of language to be used.

Finally, 'Teachers give high priority to grammar and grammar teaching because they want to consolidate students' mastery of the grammatical structures of the language to gain proficiency in the TL'. Therefore, it is important that teaching grammar to EFL learners enables them to develop their skills in language and give them opportunities to be more proficient. The reason behind that thinking is:

'Grammar is very often given priority' that means grammar is highly important in comparison with other subjects.

Section 2: Teaching Grammar Methodology:

Question 1: When you first started learning English, how was it with grammar?

As stated by the teacher 1 whose first lecture in grammar was in form of lecture. Moreover, A lot has been done to find the appropriate method to reach his goal, which is understanding most of the grammatical structures. The latter requires more attention since it is tackled in a lecture. The reason behind his view is simply discovering that grammar is an indispensable and crucial module to be used in communication.

The second teacher's method was very interesting because of the reason that using vocabulary in order to find out the grammatical patterns.

The third teacher claims that 'When I first started learning English, it was very easy and successful'. Furthermore, he achieved grammar rules without encountering any sort of difficulties.

Another view that is worth considering, teacher 4 found grammar lectures tedious and intolerable and that might be referring to two reasons, the first one is surely the teacher did not create a situation that is intrinsically motivating students; however, the second reason is the repetitive drills that make students fed up early.

The fifth teacher point of view on this matter saying that language learning used traditional grammatical structures, and most studies were diachronic. Particularly, the grammar descriptions were prescriptive rather than descriptive. Because the teaching of language was based on an analysis of individual words which is the morphological approach. Then he faced anti-grammar movement, which upset down his way of teaching grammar. Therefore, he moved from theoretical scheme to the practical scheme.

Learning grammar units in an early age can be more difficult as a students' starting point because structures were not taught according to the analytical approach which is learning the rules of first language and second language in order to find out how they correspond. Hence, students at the beginning stage they need the first language at least to speed their grammatical comprehension. Finally, teacher 6 after a long experience he found that the grammatical patterns easier than what he imagined.

Teacher 7 pointed out that 'at first the situation was a little difficult and even frustrating'. Moreover, students were discouraged, annoyed and even angered by excessive difficulty. Because he did not find any similarities between his first and target language that, he was dealing with.

Question 3: Is there any differences between being taught grammar as a beginner learner and at the university concerning the teaching methodology? How?

Concerning the first teacher, there is a difference between a beginner and intermediate levels that depends on the following aspects like cultural background, focus, interest, and position. Because students do not share the same circumstances

Alternatively, teacher 2 assumes that there is a slight deferent between the methods and techniques used at the university level and other institutions. Therefore, the methods used at the university are created to make students competent on the use of grammar; however, methods used at high or middle school are created to make students know just the rules of grammar without meaning.

The third teacher claims that it is quite different between two levels (university and elementary). The former focus on putting grammar rules in use, this depends on the teacher's method that he is dealing with which make students communicate with what they learn or acquire; however, the latter its focal point is just with teaching students the grammatical patterns without communication.

Concerning the opinion of the teacher four, there is a wide difference between teaching grammar in both levels, this variation is not just in levels, but also in contexts. Hence, at the beginner level, the value of grammar is not recognized until a range of practice. Conversely, the tertiary level needs diversity in the use of methodology. Since grammar has moved from prescriptive comprehension to the descriptive one.

Teacher 5 believes that 'The difference is purely in the degree of grammatical competence and accumulation of knowledge'. Moreover, the standard level of students' proficiency and acquisition or gradual gathering of the grammatical items absolutely varies between the two degrees.

On the authority of the sixth teacher, the more the students' level is developed the more his linguistic knowledge is increased. Furthermore, the deductive approach is the crux of teaching grammar in a specific context with the implementation of some stratagems such as stories, poems, dialogues…etc. Therefore, be competent in grammar rules help us to communicate easily especially when it comes to overseas communication.

The last teacher deemed the difference between the two levels in that, the teaching of grammar on the elementary level is always taking place in an implicit form in order to express rules indirectly and figure out the grammar patterns within context; whilst, in the higher education students are going to encounter the explicit teaching. This latter straightforward the grammar rules.

Question 4: What is your personal position towards these differences about the best ways to teach or the most appropriate method to adopt?

Belonging to the first teacher who believes that the more you teach the more you become a good teacher because the task of any teacher is teaching not theorizing. Furthermore, the teacher should practice very well his domain and during his repetition of a certain activity, it may prevent him from becoming a prisoner of the single way or thought.

The second teacher assumes that the most salient stuff should focus on is to put students in a pure linguistic environment which make them raise their level in the overall skills, particularly in grammar and writing. During teaching, it becomes important if we adopt the eclectic method. As well as, put into consideration other elements from multiple methods.

The view of the third teacher is as the follows: 'this depends on learners' needs, learners' style, teacher's goals, and course objectives. So, the teacher adopts the best method in teaching processes'. Furthermore, his view hinges on the modes of action (i.e. teacher and students) that are the pillars of the teaching process. Hence, considering such circumstances make the teacher and students produce a noticeable effect.

Teacher 4 urges that we cannot determine an appropriate method because each one has its advantages. Therefore, it is better if we follow the eclectic approach and that refers to the teachers and students' needs.

The fifth teacher wants to change the standard rule of teaching by following some principles instead of the method because principles have fundamental assumptions in guiding a belief about teaching.

- First, learners should deem learning as a needy process that leads to the appearance of the notion 'neediness to learn'.
- Second, since there is a difference in the learners' level, they have to go through a series of stages to reach a certain grade.
- Third, achieving a particular grammatical item in order to move from the easiest to the complex structure. (gradual achievement)
- Fourth, the grammatical structures often are based on learning not an acquisition for that teachers cannot regard the development of learners' skill through the acquisition process alone.
- Fifth, the time allocated for learners to comprehend the lecture is differing too because of learning style. For instance, some learners need more than 1 hour to get particular information; however, others one hour is enough for them to understand, practice, and product knowledge.

- Finally, combining words together to get a meaningful sentence with a particular purpose or function is considered as a distinct matter. Therefore, teachers should focus on the best way of teaching these twinning elements (forms, function) through different communicative tasks.

On the authority of the sixth teacher who claims that 'we have to teach grammar in relation to different situations'. Furthermore, any teacher in the world should follow multiple conditions to set up knowledge established under the inductive reasoning. This latter operates as a process of using observation to develop general principles about a specific subject; it is approximately like the scientific method.

Consequently, the seventh teacher postulates that the best method of teaching grammar is through context. Hence, as a context, the learners understand the real situations in which certain language patterns naturally occur, and then they will get three in one. Moreover, they will get the form, the meaning, and the use of the word, all of these aspects are going to be achieved if we teach grammar through context.

Question 5: What do you think about exposing students to language or instruction to learn grammar? What are your reasons?

Another explanation to the first teacher's perception is that it will be much better if we expose students to language. Since this latter is consisting of the use of words in a structured and conventional way. Moreover, it contains many aspects one of them is a grammar

Contrary to teacher 1 the second teacher who in hand he/she would like to expose students to language particularly the target language sometimes, in order to use visual aids and pictorial representation to put students in the native-speakers' context. In another hand,

he/she prefers to expose students to instruction too, with a view to moving on from clear and detailed ideas to the implied thinking in teaching the grammatical items

Significantly, the teacher stated three differences between the two levels or ages. First of all, young children should be exposed to the language for acquiring their mother language and its grammar this refers to the psychological dimension such as having a great mental power and strength. However, the purpose of adults is to communicate. This latter required accuracy and fluency, the former consists of the state of being correct and precise in the grammatical rules and the second is the condition of being fluent and accurate in the speaking skill. Therefore, an adult ought to focus on both facets, which are the structures and their implementation in a correct way.

Particularly, tertiary students need to communicate much as they can. Hence, teaching grammar has to be taught through instruction at least for reaching their desired objective which is best communicative skills.

As stated by the sixth teacher the main advantage of exposing students to language is gained a huge number of vocabulary in a particular statement or circumstance, in order to opt for the appropriate aspect of language. For instance, grammar should be integrated within other modules rather than as a separated module. Therefore, this learner is obliged to acquire and achieve what is needed.

Finally, the last teacher believes that exposing students to target language make them acquire language rather than learn it because acquisition helps the learners to develop their thinking capacity under natural grammatical environment.

Question 6: If it is instruction, what kind? Implicit or explicit? Please explain how do you proceed?

Primarily, the first teacher regards both implicit and explicit as important elements during explaining the lesson. It can be seen from the first teacher point of view that a teacher ought to go through these two kinds of stuff alternatively without encountering problems or difficulties especially in the explanation of grammar points, which require many efforts from different modes of action.

A contrary explanation is that of teacher two, who predominantly taught the grammatical structures in an explicit manner. Since the grammar units need presentation, practice, and production by students, but he considers implicit teaching as a salient point in teaching tenses to raise the students' conscious.

Conversely, the third teacher prefers explicit instruction because students are in aware of the situation since they are going to get formal instruction. The role of the teacher is very important here for the learners to understand different sequences of the lesson and what is going on in every step performed. Moreover, this latter put the learners under determined circumstances provided by an experienced teacher. In the end, the students gain the ability to comprehend the grammar items accurately and coherently.

It is important to note that according to teacher four who works with explicit instruction in teaching grammatical structures to make the process easier than before. As well as, students perceive and infer the intended meaning from the instruction received. On the other hand, he does not neglect implicit instruction because he as a teacher may introduce all the grammatical aspects from literature discussions such as tackling short stories, poetry, and novels. Therefore, students try to suggest and state the grammar spot with accuracy.

The issue of teacher six focused on how to make learners able to negotiate to mean under a particular task; this requires four competencies in once, not just one competence

these needed competencies are: grammatical competence, discourse competence, socio-cultural competence, and strategic competence. However, the favorite way of teaching grammar is through implicit instruction with the presence of three dimensions, which are the involvement of learners, attentiveness, and motivation. In the end, we will get competent students.

Finally, the seventh teacher assumes that tertiary students learning grammar within the explicit instruction. Even though he/she used the two models, it depends on the situation he is dealing with. For instance, he/she may have an immediate and quick presentation about a particular topic and then put students under exercise to improve their capacities toward the learned lesson.

Question7: According to your approach, how do you consider form and meaning items? What are the factors behind this choice? (Consideration/ preference).

The first teacher perception can be inferred that form and meaning deemed as interrelated stratagems because we cannot suppose language without them if the form is the shape of language meaning gives symbolic value to the language as he/ she said 'none of them can stand alone'

The second teacher's theoretical position makes an important contribution to both form and meaning. Particularly when it comes to teaching grammar under explicit instruction with the use of ICTs in which including any communication device that is associated with the learned topic. Therefore, the reasons from behind this opinion are 'the overcrowded classes and the inadequate time allotted to grammar sessions these are considered as a major problem that the educational system is suffering from.

The third teacher believes in the deductive approach in teaching grammar. As well as, these two component 'form and meaning' are related to one another. First of all, the

learners should perceive the word morphological properties and then put into practice the learned items to establish accuracy and fluency in the same time in order to provide the learners the authority to practice language correctly and appropriately.

The fourth teacher perception is quite different from the others; he/she assumes that teaching grammar should be under the communication dimension. Moreover, the learners have to know the grammatical rules with their use in order to accomplish an immediate purpose, which is communication within context. This later regarded it as a suitable approach in teaching grammar. Instead of the traditional way of teaching grammar a teacher ought to teach grammar in context helped with particular tricks such as problem-solving and critical thinking. For instance, providing to the students the task then they try to find answers and expressing an analysis to it and discussing solutions.

The fifth teacher urges that form and meaning are connected and his/her favorite approach is the deductive one. This view is supported by evidence such as: presenting carefully the grammatical rules then providing activities carried out by students to check their understanding. Finally, producing what the already done to confirm if they infer the instruction received.

The sixth teacher postulates that the salient elements in language teaching are form and meaning. Furthermore, the former is what the students should comprehend about grammar; however, the later is what the students intend to convey a particular sense of a word. Consequently, we end up with the use of these two specific items 'form and meaning' into a real situation using communicative skills.

The last teacher says that there is a very complicated and detailed relevance between form and meaning. As well as, we cannot reach an instant meaning without

passing by knowing the form of a particular word. This combination allows the learners to produce language needed.

Question 8: Processing instruction relies heavily on two notions; input and output, as a teacher of grammar how do you qualify their importance related to grammar learning?

The first teacher shows the difference between the two processes (i.e. input and output). Furthermore, the input is the data communicated by the teacher or found in another source to be received and assimilated by the learners. While the output is the use acquired or learned data in order to produce what the students already know. Eventually, we will end up with 'the total teaching-learning operation'. This latter justify if the learner has got the appropriate input to provide convenient output.

According to the second teacher who assumes that any teacher should get the input as a center of interest because depending on what you provide you will receive, so the input is taken as preliminary intake this leads to the comprehensible input. Comprehensible input is the key to produce correct output by the learners.

The third teacher shows interests in Van Patten's expertise that discovered the input processing theory, which is related to second language acquisition theories. Moreover, the idea behind this theory considers the acquisition of grammatical structures is input dependent. As well as, the focus is on how learners process input and convert it into the intake. Since this theory is designed for the reception of the grammatical instructions, learners should process input for form before they process it for meaning. Thus, in the input process the students are exposed to the learned items; however, in the output, the students are going to produce correctly and fluently what they already processed as input.

Another point of view urges that the input and output operations have a significant value particularly when we deemed learners as language producing machines who look at

correct model then imitate what they have taken as items and passing through repetitive drills to practice adequately. Consequently, producing the correct form without errors. All of these are under the behaviorist theory, which emphasizes on the appropriate stimulus and lead to learning directly below the input operation plus reinforcement.

The fifth teacher postulates that grammar and accuracy are contemplated as being crucial elements. Hence, teachers should think many times about the condition of courses and activities' design. In addition, the input is operationally using implicit instruction during teaching the grammatical items. As a result, one of the most important elements of input is availability, which means the degree of input available via different sources so teachers will select an appropriate description.

The sixth teacher asserts that input is both necessary and sufficient for second language acquisition because it includes three ways of manipulation. First of all, input contains many examples of the target structures. Second, it provides a block of structures and induces processing of the target feature in a controlled way. Finally, fluency and accuracy input allow students to enhance their level of grammar.

In nutshell, the last teacher confirms that it depends on the types of input we will shape our output. Therefore, it can be implicit or explicit input, simple or complex input, and authentic input so teachers have to utilize a suitable input to get high output.

Question 9: Do you think that learners should take grammar as a whole or just selected items? Why?

As reported by the first teacher learners should take grammar as selected items because the human mind is unable to take all at once. Thus, learners have to tackle each item alone in details for a good mastery of the learned topic.

In agreement with the second teacher who regards grammar as one component of communicative competence. Furthermore, linguistic competence highlights on knowing how to use the grammar and the syntax of language for this reason learners ought to learn grammar as a whole item to enable students knowing what words do they use and how do they organize them into phrases and sentences.

The perception of the third teacher is a brief outline of the experienced teacher who knows exactly how to deal with his/her students and how to make them recognize the grammatical structures carefully in order to put them into practice. Therefore, teachers should follow systematic operation to develop the students' grammatical capacity. On the other hand, meaningfulness, appropriateness, and accurateness should be considered as the principal components.

The evidence of the fourth teacher suggests that since students are moving on from one level to another we, as teachers must teach them selected items instead of whole items because we are going to put them in particular circumstances such as a communication circle which needs specific structures, of course, depends in the discussed topic.

Alternatively, the fifth teacher predicts that learners should take grammar as the whole item because if we want learners to be competent linguistically we have to teach them the entire patterns like spelling, pronunciation, vocabulary, word formulation, grammatical structure, sentence structure, and linguistic semantics. All of these sections indicate modality, which includes all that is needed for proficiency in the four skills, the linguistic levels, and the form. Therefore, students who are able to practice the grammatical items spontaneously are considered as grammatical competent.

Based on the ideas of the sixth teacher we can interpret that learners should take grammar as both a whole and selected items, in this case, it relies on the subject that we

intend to present and the type of the course we are going to teach. Thus, the decision is taken is based on what we have to do/teach if the class is specialized in applied linguistic we must teach them whole items; whereas, if the students are belonging the ESP class we are as a teacher going to provide them with the selected items according to their needs.

Eventually, teacher seven proposes that 'Teaching isolated items is not helpful to the learners'. Moreover, learners should tackle the whole items to make them master the language or the grammatical patterns appropriately.

Question 10: How grammatical items to teach are selected? By whom?

Based on the ideas of the first teacher who argues that the grammatical items are selected by 'syllabus designers, inspectors, experienced teachers. Moreover, these are the main actors who should consider whenever we need to teach the grammatical patterns without neglecting the teachers' needs too.

It can be seen from the second teacher that the grammatical items to teach are selected from the orders and decisions of the higher education authority and regarding the teacher circumstances and students requirements.

The third teacher claims that the grammatical patterns to teach are opted depend on the students' deficiency and the teachers' immediate objectives. As well as, should deems the student's age and the circumstances behind the main object of contemplation.

The fourth teacher has suggested that the grammatical items to teach are selected according to the opinions and the represented facts during the course in this case we have two potential. The first one is related to course planning typically by drawing it in details; while the second one is linked to the work in translation, interpretation, text-editing, language planning, and language management

This view points out that the grammatical items to teach are not selected by a teacher because the role of the teacher is to receive instructions, which are mentioned in the syllabus. This latter contains all the subjects comprising a course of study in order to obtain all the linguistic items inside the curriculum

The evidence of the sixth teacher is that the grammatical items to teach are selected in the opinion of students' necessity, which is discovered by the teacher who is already, prepared for making new changes and a creative work.

Accordingly, the last teacher reports that the grammatical items are always selected by the teacher or a group of specialized teachers who set principles about the items which are designed to be achieved without great effort and those which need much efforts or skills to be accomplished.

Question 11: How important is practice in learning grammar?

As stated by the first teacher who claims that grammatical items need to be intensively practiced. Furthermore, teachers should repeat exercises, the performance of an activity or skill to acquire or maintain proficiency in it. Eventually, students will have all the required patterns as good as it is possible to be.

The view of the second teacher advocates that grammar is absolutely a necessary component in total language teaching-learning operation. Equally important in the grammatical rules is a practice which provides students opportunities to acquire complete knowledge or skill mastery.

As proposed by the third teacher who states that repetitive drills considered as a crucial stuff during learning grammar because it makes the structures easier for students

who have to assess their understanding rate in each step they undertake in order to determine accuracy, comprehensible condition, and detect the presence of the correct rules in their minds.

Belonging to the fourth teacher who assumes that during learning the grammar course, the teachers should give an adequate time to the practical section due to its importance in the field of teaching. Therefore, practice is the gist of the grammatical rules.

According to teacher five practices in grammar is an essential part, but the issue is on how to take a firm decision to do or not to do the activities for solving the students' weaknesses and how to reach a set objective in achieving best results in different exercises, which are meaning-focused or form-focused.

Teacher six highlights that practice is very significant in grammar learning this phrase is justified by three reasons.

- First, doing many exercises in the classroom make students confident about the learned information.
- Second, helping students to be reliant on their own intelligence and mental resources.
- Finally, having the property of conducting students to produce the right response especially in particular activity that needs some creativity.

The last teacher has shown that 'grammar is learned only through practice'. Thus, students ought to concentrate on a single area or subject to develop their reasoning speedily.

Question 12: Based on your teaching approach, what kind of tasks and activities do you use?

Concerning the first teacher point of view, the kind of activities and tasks that he/she uses are exhibiting different sorts of exercise obtained from multiple sources. The purpose of this process is to give students a variety of models with different levels of difficulty.

On the subject of the second teacher who believes in using not the same model of tasks he/she likes better but a variety of models including many forms and structures. In addition to his/her preference of providing exercises which take place or progress slowly or by degree from uncomplicated to the hard ones in order to utilize the four skills if necessary.

Concerning teacher three who likes to mix his/her way of presenting the activities. For instance, direct activities, filling gaps, writing the correct form of the verbs; choose the best answer, underline…etc. The reason is that showing a great deal of variety in the amount of input because students need to differentiate the product, the process, and content of the tasks according to their the learning style, interest, and readiness.

Regarding teacher four who would rather reveal the tasks in form of texts especially those designed for students' comprehension level. Moreover, this opinion urges to use specified sequences of grammatical topics presented in text form. When this is the case, classroom activities need to reflect the grammar point that is being introduced and reviewed.

Considering the point of view of teacher five who design three strategies for the sort of activities that may he/she uses.

- ▪ Firstly, the teacher should show students how the English grammatical items are dissimilar to the first language.

- Second, grammar instruction should be done or performed according to a fixed plan or systematic method.

- Finally, students should have a particular idea about the use of one's own effort and resources to achieve things without relying on others. Therefore, activities that are used for the practical purpose in several ways may indicate students' adequate information about the grammatical materials.

As stated by the sixth teach who wants to break down the fixed program of the classroom by proposing to listen to a piece of a song in order to fill the gaps with verbs, nouns, and so on. Consequently, teachers ought to train students more over than one time under various conditions including the listening skill; here grammar is integrated with another subject.

In the end, teacher seven prefers to change the type of activities concerning the same item. It means fixing the item to be taught and changing the activities concerning that target item.

Question 13: Do you think that this choice achieves the objective(s) of the adopted method of teaching grammar? How?

The first teacher thinks that this choice achieves the objective of the adopted method of teaching grammar because of two reasons. First, the lesson should consist of different varieties of methods and that need using multiple sources and activities to accomplish the immediate purpose.

The second teacher perceives that according to the pedagogical circumstances which should respond continuously over a period with students' needs. This latter may change effectively the most difficult conditions into better ones. The aim here is to provide the best learning conditions for best achievement.

The third teacher agrees that this choice achieves the objective of the adopted method of teaching grammar, his/her reason is provided according to Brown's theory. Thus, teachers should use the deductive approach whenever they teach adult learners because this is the single approach, which is characterized by the inference of particular instances from a general rule.

According to the fourth teacher who says only 'yes' for the question's answer. Furthermore, teachers have to make the rules comprehensible, typically by uncovering them. By this action, the teacher provides students with the set objective to understand what is behind learning this item and for which use.

As stated by the fifth teacher, it depends on the selective approach that teachers may deal with and considering different learners profiles and learning styles with regards to two major points 'age and the educational background' which can be a determiner for the individual's success or failure in understanding the subject matter.

Alternatively, teacher six urges that based on the students' responses and reactions to the multiple tasks that may be used during their exposure to the content of the course and the choice of the adopted method.

The last teacher provides new perception, which explains that according to the basic or inherent features of the grammatical structures teachers will opt for an appropriate activity, which fit the rules because not all the grammatical rules need practice.

Question 14: According to you what is the effective way to practice grammar?

The first teacher gives a special attention to practice as the most effective way. Moreover, teachers should use as much as they can exercise for just two reasons to enhance accuracy in grammar and the comprehension of the items.

Considering the second teacher who asserts that practice is deemed as a crucial step either by language teachers or by language learners, this refers to the pedagogical environment of the classes. For him/her the effective way to practice grammar is to do mechanical practice in order to put students in the appropriate situation, so students may produce different or varied structure needed when using language. Besides that, using substitutions and transformations drills are most frequently used to 'personalize the examples given'

However, the third teacher is quite differing; he prefers to use the two productive skills for effective grammar practice. In that case, teachers ought to allow enough opportunities for practice grammar under the speaking and writing skills. For instance, providing creative exercises which consist of asking questions with given grammar items, speaking on a suggested topic than making dialogue using the grammatical structures covered, and making statements either on the picture the teachers show or on objects in the purpose to allow them to write something.

Regarding the fifth teacher who assumes that it depends on the modes of presentation, which state the position of the practical context. As well as, practical contact with and observation of classroom events during the lecture provide confidence to students to interact effectively and allow them to show cooperation in learning.

A contrary explanation is that according to teacher six the effective way to practice grammar is to put students under a set of conditions that make them find out the grammatical items in order to be applied in multiple situations for each item that show students' readiness to engage in different communicative situations.

Teacher7 argues that the effective way to practice grammar is to be applicable or relevant to 3P's technique. Furthermore, this technique is based on three steps; the first one

is a presentation where the teacher reveals the lecture then students will start to build their personal understanding. While the second one is practice, this step is labeled 'over-done' where the students develop the entire concepts related to the subject matter. Finally, the production process, which determines the level of students' comprehension and capabilities to use the items under study

Question15: How do you correct your students' errors, please explain the techniques used? Why this choice of technique(s)?

According to the first teacher who claims that the teacher should give students a chance to unveil their errors in order to motivate them to use their previous knowledge if existing or just try to respond. With this intention, teachers have not been as a spoon-feeding due to two reasons. Firstly, students need to be autonomous learners and sometimes we can learn from how they learn to better the process of teaching. Second, teachers should make the learners struggling alone until they reach the right information, but give them guidance to help them find their own path.

As stated by the second teacher who suggests determining at the beginning how will be the evaluation or assessment, it can be built on accuracy, which is correctness, or fluency, which focus on spontaneous behavior or action while dealing with grammatical items through instruction. Besides that, he/she prefers to provide explicit and immediate feedback within separate students in order to do not embrace learners and make them comfortable.

Alternatively, teacher three provides new perception, which is inferred in the following techniques.

- First of all, teachers should speak loudly or use stress when the error is in form of oral conversation or discussion, but if the error in a written form within task

teachers ought to give emphasis or indicate special attention such as coloring the word, underline it, circling it.

- Second, in the case when students do not have answers to the task the teacher may intervene to give the correct answers in detail.

- Thirdly, teachers can give the opportunity to students to correct themselves instead of a teacher, it this called 'self-correction process' which is considered useless when it is compared to the 'peer-correction process'. This latter is a classroom technique where learners correct each other, rather than the teacher. Therefore, these few techniques may help and raise the students' consciousness toward their errors and alert them to do not repeat them in the forthcoming activities.

Teacher 4 prefers to allow his/her students to correct themselves by giving learners more or less guidance as to the location and nature of their errors, as an example of good use of language to compare with their own. Hence, teachers may use this process to draw out a response from someone's 'critical thinking and problem-solving meta-skills'.

The fifth teacher assumes that errors in the language learning process are deemed as unavoidable operation, as well as, they characterized as a positive procedure because students may learn from their errors sometimes. However, the manner in which students behave toward errors needs a particular focus to reach the required level. Otherwise, teachers have to be aware of which errors to correct. For instance, systematic errors, which are caused by a flaw in the learned items and titled constant errors it means the source is the teacher. Next, mistakes, which are considered as misguided or wrong instruction and students, are trying to find out an answer that fit the question. Finally, global errors are the third type of interest which affects the overall sentence organization like words combination.

According to the sixth teacher who believes that teachers correcting errors depends on the situation that the students may deal with. Furthermore, some errors need knowledge or reaction gained with direct reasoning; however other errors may be corrected by using multiple techniques.

In the end, teacher seven agrees with self-correction method, which increases intelligence, and the individual creative thinking. Thus, he/ she intervene only when it is necessary and when the students give up and find obstacle toward the provided activity.

Question 16: How do you qualify the contribution of corrective feedback in students' learning?

The first interviewed teacher stressed the huge importance of feedback as a vital instrument in the learning process. If the corrective feedback is not used as it should be, learners would keep on making mistakes and show less progress.

The same point is discussed with the second teacher, who stated both oral and written feedbacks and their impact on learners to avoid frequent and repeated errors. For this teacher, making mistakes is a good sign for the learners in the way they explore new language uses and learn new vocabulary.

The third teacher cited a list of points that show the importance of feedback for both students and teachers:

- Feedback helps in the achievement of the goals and instructional means in the learning and teaching process
- Build confidence in the students.
- Motivate the students to improve their learning.
- Correct errors.

- Identify strengths and weaknesses whenever.

Feedback should provide information specifically relating to the learning process so as to assist learners in understanding what they are learning and what they have just learned.

Teacher number four has a relatively unconventional point of view concerning the importance of using corrective feedback saying that it would better the relationship between learners and grammar. The position of learners towards grammar would be positive. Teacher five's impression is that one of the correction feedback conditions is to concentrate on the two following properties of language performance, which are fluency and accuracy. Furthermore, she/he claims that students with errors did better after correction because the correction has a positive effect on learner's language. Therefore, since errors correction is considered a crucial operation in the process of teaching that helps teacher achieving set objectives and students' comprehension, teachers have to intervene whenever it is necessary to remedy.

The sixth teacher presumes that under the extreme view of teaching grammar, corrective feedback is deemed as an important vehicle for facilitating the knowledge use and enhancing self-confidence.

Finally, I would say that the last teacher has a desire to increase the effectiveness of corrective feedback in the classroom and to integrate corrective feedback into communicative language teaching to improve learning within different skills where grammar is prominent.

Question 17: What are the main criteria on which you base your students' learning evaluation? How does evaluation help bettering grammar learning?

The first teacher conviction focuses on that evaluation is utilized to determine learner's outcomes. As well as, in most cases, it will allow learners to understand their strength and weaknesses toward the given instruction. Hence, evaluation is essential when we start learning the grammatical items because it guides learners to make continuous efforts for better results.

Another significant view which declares that the evaluation takes place when a teacher needs to know whether the students comprehend the items under study. Then he decides which criteria should fit his/her intervention. For instance, evaluating students in accuracy and the degree of assimilation in order to make sure the desired outcomes are achieved.

An opposite explanation is given by the third teacher who believes that there are two crucial criteria which evaluation is based on. Primarily, to help students gain a deeper understanding of the learning items. Second, to know the learners' goals in order to allow them to achieve an appropriate decision about the use of the target language. Therefore, to access correct grammatical structures teachers have to integrate the corrective feedback. This latter enable the student to work on his/her exercises more than she/he was independent, here evaluation may improve an existing achievement.

It can be seen from the fourth teacher that there is a quite difference between evaluation and assessment. Moreover, while program evaluation focuses on judgment, quality of performance, and learners standard output. The central point of assessment is performance measurements and learning outcomes, which is essential to give learners feedback on their form of dialogue, written work, tests, and other learning tasks. In addition, assessment is anticipated to be beneficial in creating support and assistance to learners who are equally different in their abilities, strengths, and needs.

It is important to assume the applicability of the fifth teacher who locates two evaluation circumstances. First, teachers should put into consideration a list of questions across evaluation that may enable them to keep up this way of evaluation or change the endeavor. In the other hand, evaluation looks at how effective learning was in producing change. Thus, it helps teachers to see how the outcomes are achieved and think to make it better.

Concerning the sixth teacher who estimates that accuracy, feasibility, and appropriateness in language use are deemed as an important criterion from a teacher perspective because such principles can save teachers time, increase engagement of students, and reduce students behavior problems. Consequently, if we applied these criteria in teaching grammar we will end up with encouraging results.

Finally, the last teacher agrees that teachers ought to focus on identifying the cause that allows students down in the dumps; here it is the evaluation starting point. Thus, evaluation focuses on crucial areas and one or two skills at the time. In addition, it provides timely feedback to allow teachers to implement the necessary changes for that evaluation in short and frequent.

5.5. Classroom Observation Analysis

Along with this part of the study, a detailed description of the classroom observation operation will be provided. As a part of the data collection tools, classroom observation aimed at collecting live data from inside, it helps us having a better insight into how teachers' beliefs are actualized into the classroom and the variety of behaviors related to the teaching process. The observation process dealt with two major aspects; beliefs about teaching grammar and form-focused instruction.

5.5.1. Classroom Observation Context Description

According to the nature of this study and type of investigation concerning teachers' beliefs, we have relied on a direct, non-participant and semi-structured observation type during a period of eight (4) weeks from January 25th, 2015 to Mars 25th, 2015. We have attended 4 sessions with different groups taught by two (2) grammar teachers. We based our choice of sessions on the researcher free time availability and the teachers' readiness to receive the observer.

The focal points of our classroom observation were three important aspects of the teaching process concerned with the study under investigation:

- The aspect is teachers' beliefs through observing actions, reactions.
- The second aspect was different behaviors of the teachers that reflect the way they think and believe about their work and
- The third aspect is grammar instruction or how the grammar lesson is organized and performed with all its sequences.

The choice of these aspects results from the assumption of the existence of a strong connection between them.

The attended sessions took place in ordinary classrooms setting at Bettaibi Block, at first contact with the classes we noticed the overcrowding inside, the number of students exceeded 45 per group. The latter situation can give us an idea about the work conditions and their influence on teachers, particularly concerning mobility and interaction.

5.5.2. Contemporaneous Notes (Raw Data)

The following data concerns the observation notes and details reported by the researcher while assisting some grammar classes with two teachers.

Teacher 1:

The teacher of grammar started the lesson by introducing a proverb written on the board: *"Many hands make light work."* gave students some time for thinking then anticipated with some questions about the form, the functions of the words included and the category of the verb used and its use in the proverb (statement)

The teacher gave the second example: *"Too many cooks spoil the broth."* Then asked some questions about comprehension, but had to intervene because the vocabulary was a little hard for the students. The teacher asked the students to read and read again and try to understand from the context. After learners had understood the meaning of the proverb, the teacher asked them about the verb used.

The two introductory sequences above show us how the teacher introduced the lesson ensuring the continuity and link between them and the previous lesson concerned with the same topic: English Tenses. Here, the teacher checked previous knowledge of the learners by asking them about what they have done before concerning the lesson and say: *"What are the basic categories of tenses you know?"*After a short

interaction where learners responded to the question, the teacher anticipated with explaining again the use and aspects (form) of the basic tenses then, asked learners again to give some new examples in a form of question/answer including pairs of students. The teacher helped the students and corrected them instantly.

The next sequence was given a task, the teacher wrote a list of twelve 12 questions on board to be answered by the students, then explained some vocabulary related to the task (some words included were new for the students). See the index for the task content.

After a while, the correction started. The teacher asked students to the board and wrote the right answers, at the same time discussing those answers with them. Sometimes the teacher gave feedback in case students made some mistakes individually or collectively.

During the whole lesson, it was noticeable that the teacher made a lot of effort to encourage and motivate students to work and participate in different tasks during the class. It is also worth saying that the teacher used only the target language to communicate with the students.

The teacher ended the lesson by asking students to simulate the previous task orally and gave a homework asking them to reproduce 12 new sentences using 12 tenses.

Concerning the other sessions, the same lesson plan was adopted using the same form of examples containing authentic texts like proverbs or famous sayings. The teaching method was based on the deductive approach.

Teacher 2:

The second observed teacher started the lesson by a revision of previous points discussed. The subject of the lesson is *English Adjectives*. The teacher took a long time to re-explain and give ample information about the subject and specific *types of adjectives* where students were invited to interact and share information.

It is very important to say that this teacher introduces the new subject of the lesson by asking some pertinent questions about it to push the students to, use their intelligence and previous knowledge to find what the lesson is about.

After introducing the subject of the lesson, the teacher gave the content showing that it is a practical or instructional lesson in comparison with the previous one, which was theoretical. The instruction here is based on a printed task about adjectives containing three exercises. He explained the task and gave instructions for each exercise. Sometimes he intervened to clarify some points or give other instructions and check the evolution of the class practice; one by one student working in pairs.

After a given time, the teacher asked the students to correct. While correcting the teacher discussed the rules derived from analyzing the answers then, wrote a new set of statements on board this time, explained some items and asked some questions leading students to make some rules. It is noticed here that little interaction occurred because the teacher took the lead.

The next step was another task to reinforce students' understanding where they were asked to analyze some examples and deduce the rules according to what had been seen before through the course. Students worked in pairs and sometimes in groups.

After the correction, the teacher focused on the rules deduced by the students and give instant feedback when necessary. A recapitulation of all the points targeted in the lesson was given again to end the course.

5.5.3. Post-Observation Discussion

Teacher 1:

At the end of the session, a post-observation discussion occurred between the observer and the grammar teacher concerning the progress of the lesson, time management, feedback, and the teaching approach. The teacher responded briefly to the previous points by citing some constraints about the time allotted for teaching grammar, which according to him was relatively short (one session per week).

Time management needs to be well considered to ensure that students got enough theory and practice at the same time taking into consideration the length of the lesson and the given curriculum. Feedback is given as possible as the teacher can intervene while presenting the lesson or even when the students receive any instruction(s).

Teacher 2:

Concerning the second teacher, almost the same points have been discussed in short. The first statement was about the time of grammar session, which is according to the teacher very short to cover all the point necessary for the understanding of the students.

The practice (including a lot of instruction) is the key to making students learn better and use the language inside and outside the classroom. The teacher her claimed that the more interaction is happening, the more students would be exposed to language and thus by responding to instructions they work their tongue (teacher's saying) and this is really beneficial for their learning.

The teacher also claimed the importance of feedback, particularly instant feedback and stressed the point that students need to be surrounded by a teacher that cares for their language mastery improvement through ensuring that they are motivated to work and gain more confidence to go further in their learning without stressing to make mistakes.

Conclusion

The most important details to retain from discussion of the above findings are those details concerning the match between teachers' beliefs and thoughts about instruction, grammar teaching and their practices in the classroom, the most influential idea about this, is we felt that teachers, even they seemed to advocate the importance of theory in language teaching, but in the actual classroom things differed greatly (lesson plans, lesson sequences, interaction, instruction, and materials used). The teachers acted the way they believed it is suitable to be and not following what is prescribed by books and manuals. For the study, this situation gave as important conclusions about the relationship between teachers' beliefs and their practices which confirm our hypothesis that tried to make the link between teachers' beliefs and the actual classroom practices.

6. General Conclusion

At the end of this study, it is necessary to remind some important details concerning the limitations of the study and a description of the overall design of the research. The previous points are followed by a presentation of some study's implications, some recommendation for future research and a discussion of the impact of this work on the English Branch at Mohamed Khider University or the context of the study.

The aim of this work was set forth to explore grammar teachers' beliefs of the English Language branch and their impact on classroom practices and more particularly the teaching practices. The study of teachers' beliefs attempted to answer the following related questions:

- What are teachers' beliefs concerning grammar instruction?
- Where do those beliefs originate?
- How there are actualized in the classroom?
- Which factors affect those beliefs?

In line with these questions and in order to make the link between teachers' beliefs about form-focused instruction and classroom practices, the following hypothesis was formulated:

- If teachers hold beliefs about how to teach (including form-focused instruction), this would be reflected in the way they perform in the classroom.

The study has investigated the relationship between teachers' belief about grammar and how this relationship is demonstrated through classroom practices. In reality, both variables of the study are very important for many reasons. First, considering

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grammar teaching and its place in the teaching of foreign languages; namely the English Language. A subject, which is under debate since many years now where many practitioners and professionals of the field try to put grammar in its right place despite critics about its objectivity and functionality in using the target language. Another factor is the advent of new teaching methods particularly communicative methods, which advantage using language to learn it rather than learning the language to use it. Second, teachers' beliefs or the mechanism behind teacher' thinking about teaching grammar and how do they reflect any kind of thinking into practice. Trying to understand how the mechanism works would give us concrete data about how to design best teaching methods for grammar or other modules. It is worth saying here that we do not exclude theory from the process of teaching and learning, but we try to harmonize between theory, beliefs, and practices for best achievement within all levels.

The motives behind this research were situational issues about considering grammar teaching and if we-as teachers and here I include myself because I have taught grammar for many years-should keep grammar as one of the fundamentals of teaching the foreign language or embrace the new trends of teaching that devalue grammar. The central objective was to define the best model of teaching grammar through teachers' practices, this model would surely help us make a better teaching methodology to achieve better results through the teaching/learning process. A triangulated research method including the questionnaire, interview, and classroom observation was adopted to collect data necessary for the study.

The first insight into teachers' beliefs was first introduced by a preliminary study, which helped the research got involved in the issue. It also helped into the design of the final questionnaire used in the main study. Grammar teachers then answered a more detailed questionnaire about their beliefs towards grammar instruction; the focus of the

questionnaire was to determine teachers' position about the importance of grammar and some details about their teaching methodology in the classroom.

After the questionnaire, a face o face interview was conducted with a group of grammar teachers stressing almost the same concern of the questionnaire i.e. here teachers' beliefs about grammar instruction and the teaching practices. As we know, the interview sessions give more space for discussion where teachers can expand their thoughts. The interview included questions that are more detailed than the questionnaire particularly concerning the teaching practices in the classroom.

The last phase of the fieldwork was the classroom observation sessions, which came to consolidate the findings of the previous research data tools. The observation process tried to confirm teachers saying by observing the action, reaction, and attitudes of the teachers when performing their teaching practices. The observation also gave as a lively description of what happens in the classroom when learners are taught grammar.

A major issue about the research needs to be mentioned. It concerns two areas of the study; the first is the limitations of the study and the second the nature of the main variable of the study which is teacher' beliefs. Teachers' beliefs as defined in previous chapters of this work are a psychological concept concerning the thinking process or the cognition of the teachers. A mental process or mechanism that is difficult to study because it is unseen, complex and impossible to measure or quantify. Nevertheless, we tried to explore beliefs through grammar instruction as a teaching practice, which represents a challenge for both teachers and learners of English taking into consideration reducing different research biases. Other limitations are presented as follows:

- The geographical context of the conducted study, which is the University of Mohamed Khider of Biskra exclusively. It means that generalization to

other Algerian universities and different contexts where other different conditions can be found is not possible.

- The number of teachers involved in the study, which represents 60% of the whole population during the study. Even all teachers have taught grammar but involving all the teaching staff in the study revealed to be a hard task.

- The physical, organizational, administrative and pedagogical settings specific to the English Branch at the Mohamed Khider University of Biskra.

- Some difficulties in setting and performing teachers' interviews and classroom observation due to unplanned changes in the teaching programmes.

The main results of the study showed that teachers hold very specific and personalized beliefs about instruction and grammar teaching. Personalized beliefs, means that those beliefs are shaped by firstly personal experience built through many years of work which gave teachers the necessary data to know how to teach the best way, secondly, some contextual external factors including students' needs, the situational context, and learning objectives. Finally, the use of corrective feedback which according to teachers can help learners gain more confidence to use the language in the best way possible.

6.1. Implications of the Study

The study was based on grammar teachers' beliefs about grammar instruction and how could those beliefs affect the classroom practices. The results revealed new considerations about grammar and grammar teaching among teachers of the English Branch summarized as follows:

6.2.   Pedagogical Implications

Actually, the teachers of grammar at the English Branch at our university hold very specific beliefs about considering the relationship between grammar and the teaching/learning process. These beliefs are a sort of mental personalized conceptions and practiced contextualized actions. These beliefs are the major driving force responsible of determining and guiding teaching practices inside the classroom, so understanding these beliefs and how they are actualized in into practice helps a lot in designing best teaching methodology that would better the whole educative system, particularly what concerns the teaching of foreign languages.

The exploration of the grammar teachers' beliefs revealed that the teachers operate in an unconventional way, i.e. not what theory had or would have dictated them to do professionally as the ordinary teachers are supposed to do. This situation is considered as neither a negative reaction nor an intellectual rebellion against deontological principles of the job, grammar teachers invented a new way to act through their daily practices related to a set of constructed beliefs and thoughts inspired mainly by an embedded personal experience.

As said before, the exploration of teachers' beliefs is a little challenging task due to the nature of the study and variables included. Even though the study is limited to grammar teachers but, it could inspire other researchers to tackle different areas about beliefs particularly within integrated skills, pedagogical teaching orientations, and teaching/learning process short and long-term objectives.

6.3.   Research Implications

Along with this study, grammar teachers' beliefs were explored as an attempt to understand how these beliefs work into the real classroom setting. This work has led to a set of conclusions concerning how the targeted teachers consider grammar and grammar teaching, also the way they acted into the classrooms. These conclusions are as follows:

- Grammar is considered one of the fundamentals in the teaching/learning process of foreign languages.

- The ultimate aim of teaching and learning grammar is to help to enhance communicative competencies among learners of foreign languages (Learning to use language rather than learning about the language).

- Variations in teaching styles, adopted methods, setting objectives, corrective feedback and overall evaluation, is a particular sign that teachers hold quite different beliefs but they act in one direction using grammar to better the use of the targeted language.

- Teachers believe that grammar should be considered an integrated skill taught within others to help overall achievement.

- Teachers believe that grammar content and instruction should be very selective, the focus is using what is learned and not learning just for knowledge.

- Teachers believe that explicit instruction has proven to be very propitious.

- Teachers beliefs that the better practice of grammar is when we use the language communicatively, grammar is an evaluative criterion of how good is the production.

- Personal experience is the most influential factor that inspires and guide teachers' considerations about grammar and the teaching methodology.

- Other contextual factors help in shaping teachers' beliefs including the situational context of the teaching/learning process, teaching set objectives and learners' needs.

- Teachers believe that corrective feedback makes learners gain more self-confidence and that leads to enhancing self-correction.

7. Recommendations

The findings of this research give grounds to recommend the integration of teachers' beliefs, perceptions, and thought into the design of the teaching methods and the way they are implemented through practices in the classroom. The attempt to over-generalize a set of prescribed curriculums even inspired partly from teachers' professional experience and expertise, is considered a crucial element in the invention and implementation of the theories that support and guide the teaching practices, this could be successful in certain contexts but not all.

Different pedagogical orientations, the nature of teaching/learning process, socio-cultural backgrounds of the academic community, and the objectives of the teaching/learning operation oblige the policy makers, professionals and practitioners of the field of education to make different plans (curriculum) that fit different contexts and situations. The conditions of teaching and learning grammar in our university (Biskra) are quite different from others, locally and even internationally.

Grammar teachers need to meet, organize colloquiums and workshops to share ideas, thoughts and more importantly experience to help in making the best model of teaching practices that would better the whole process of teaching and learning. According

to the results of this study, teachers pay a great tribute to grammar teaching and this is a good thing, what is really imminent now is to make grammar a qualitative tool that helps in enhancing other skills and modules. The idea of integrated skills or modules is very interesting, instead of teaching grammar alone or isolated, teachers should think of '*integrated grammar*' for example in the teaching of the writing skill or oral expression and in parallel grammar.

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APPENDICES

Appendix 1: Preliminary Study Questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH LANGUAGE BRANCH

Dear colleague,

This questionnaire serves as a data collection tool for a scientific article about Teachers' Beliefs about teaching Grammar in higher education; you are invited to contribute to the gathering of data which will help us to explore the subject matter by answering a set of questions and giving your opinion whenever necessary. Thank you for your contribution.

Mr. Youcef Laala

1. **Qualification and Experience**:

   1. Degree: …………………….and specialty: ………………………………...
   2. Experience in teaching English language: ……………………………….
   3. Experience in teaching in higher education: …………………………….
   4. Experience in teaching Grammar: ………………………………………..

2. **Beliefs about Grammar:**

   1. How do you qualify the importance of Grammar in the learning of English as a foreign language?
      ………………………………………………………………………………
      ………………………………………………………………………………
      ……………………………………………………………………………..

2. Do you think that it is possible not to teach Grammar? Yes ☐ No ☐
   Whatever the answer, why?

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. What is your approach to teach Grammar to your student?

   - Deductive Approach ☐
   - Inductive Approach ☐
   - Other…………………………………………………………………………

   What is the reason(s) behind your choice?

   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

4. According to you, is your method based on:
   - Personal experience ☐
   - Prescribed curriculum ☐
   - Other:
     …………………………………………………………………………………………

5. Is your way to teach Grammar unchangeable? Yes ☐ No ☐

   Why?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ………………………………………………………………………………

6. What are the foundations (Reasons) of your believing that way?
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………
   ……………………………………………………………………………………………………

   Thank you

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH LANGUAGE BRANCH

GRAMMAR TEACHERS QUESTIONNAIRE (PILOTING)

Dear colleague,

This preliminary questionnaire serves as a data collection tool for a PHD research project concerning Teachers' Beliefs about teaching Grammar in higher education; you are invited to contribute to the gathering of data which will help us to explore the subject matter by answering a set of questions and giving your opinion whenever necessary. Thank you for your contribution.

Mr. Youcef Laala

3. **Qualification and Experience**:

5. Degree: ……………………….and specialty: ……………………………....

6. Experience in teaching English language: …………………………….

7. Experience in teaching in higher education: …………………………….

8. Experience in teaching Grammar: …………………………………………..

4. Beliefs about Grammar:

7. Do you think it is possible to set aside the teaching of grammar? Yes   No

8. If your answer is no, how do you qualify the importance of grammar in learning

   English as a foreign language?

   Less important   ☐

    Important   ☐

    Very important   ☐

   Highly important   ☐

9. Whatever is your answer, please explain why?

5. Grammar Instruction:

1. How do you introduce a grammar lesson? And why this way?

2. What motivates you to adopt such a way to teach grammar?

3. Depending on your teaching style, what is your approach to explain grammar

   rules to your students?

4. What are the reasons behind your procedure?

5. Please illustrate an example of grammar activity or lesson items you use

Thank you indeed.

Appendix 3: Teachers' Questionnaire (Finale version)

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH LANGUAGE BRANCH

TEACHERS' QUESTIONNAIRE (FINAL)

Dear colleague,

This questionnaire serves as a data collection tool for a Ph.D. research project concerning teachers' beliefs about teaching grammar in Higher Education. You are kindly invited to contribute to the gathering of data by answering a set of questions and giving your opinion whenever necessary. Your cooperation will be kept anonymous and undoubtedly help us to explore the subject under investigation.

Mr. Youcef Laala

Section I: Qualification and Experience

1. Degree/qualification ………………………………………………………..

2. Field of study: ………………………………………………………..

3. Length of experience in teaching English language………………..…….

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4. Length of experience in teaching in Higher Education…………………….

6. Experience in teaching Grammar: …………………………………………..

Section II: Beliefs about Grammar

10. Do you think it is possible to set aside the teaching of grammar?

Yes ☐

No ☐

11. If your answer is no, how do you qualify the importance of grammar in learning

English as a foreign language?

Less important ☐

Important ☐

Very important ☐

Highly important ☐

12. Whatever your answer is, please say why?

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13. As a teacher, what do you think should be the overall aim of teaching grammar

Understanding how language is structured   ☐

Enhancing communicative competence   ☐

Mastering and using language appropriately   ☐

Dealing with different exams and tests   ☐

Other, please specify

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

Section III: Grammar Instruction

7. What approach do you adopt in teaching grammar?

Inductive approach   ☐

Deductive approach   ☐

Functional approach   ☐

Situational or context-based approach   ☐

Communicative approach   ☐

Task-based approach   ☐

Content-based approach   ☐

Through Texts   ☐

Through stories   ☐

Through song and rhymes   ☐

Eclectic approach   ☐

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Other, please specify

………………………………………..………..………………………………..

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……………………………………………………………………………....

8. Your choice of method is based on?

Personal experience   ☐

Prescribed curriculum   ☐

Time constraints   ☐

Institutional factors   ☐

Approach efficiency   ☐

Other, please specify

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………

9. Depending on your teaching style, what is your usual way to explain grammar

rules to your students?

Using explicit discussion   ☐

Using implicit discussion   ☐

Using other grammatical items   ☐

Using metalanguage explanation   ☐

Using tasks   ☐

Others, please specify………………………………………………………..

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10. What are your reasons behind your choice?

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11. Do you use a specific lesson plan?

Yes   ☐

No   ☐

-If yes, which model do you use?

PPP (presentation, practice, production)   ☐

TTT (test, teach, test)   ☐

ARC (authentic use, restricted use, clarification and focus)   ☐

ESA (engage, study, activate)   ☐

Other, please specify

..…………………..

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12. Please, feel free to add any comment(s) or suggestion(s) related to the topic.

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Thank you indeed.

Appendix 4: Teachers' Interview guidelines

MOHAMED KHIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH LANGUAGE BRANCH

THE TEACHERS' INTERVIEW GUIDELINES

Dear colleague,

This interview serves as a data collection tool for a Ph.D. research project concerning **Teachers' <u>Beliefs</u> about Teaching Grammar in Higher Education**. You are kindly invited to contribute to the gathering of data by answering a set of questions and giving your opinion whenever necessary. Your cooperation will be kept anonymous and undoubtedly help us to explore the subject under investigation.

Mr. Youcef Laala

1. TEACHERS' BELIEFS ABOUT TEACHING GRAMMAR

1. What is the role of grammar in teaching English as a foreign language

2. What is the primary goal of teaching grammar as one aspect + with other language skills

3. How do you qualify the priority of teaching grammar for first and second-year foreign language learners of English + why?

4. What are the reasons behind your thinking that way?

2. TEACHING GRAMMAR METHODOLOGY

1. When you first started learning English, how was it with grammar?

2. Whatever the answer, why?

3. Is there any difference between being taught grammar as beginner learner and at the university about the teaching methodology? How?

4. What is your personal position towards these differences about the best ways to teach or the most appropriate method to adopt?

5. What do you think about **exposing** students to language or **instruction** to learn grammar? What are your reasons?

6. If it is instruction, what kind? Implicit or explicit? Please explain how do you proceed?

7. According to your approach, how do you consider form and meaning items? What are the factors behind this choice?

8. **Processing instruction** relies heavily on two notions; input and output, as a teacher of grammar how do you qualify their importance related to grammar learning?

9. Do you think that learners should take grammar as whole or just selected items? Why?

10. How grammatical items to teach are selected? By whom?

11. How important is **practice** in learning grammar?

12. Based on your teaching approach, what kind of tasks and activities do you use?

13. Do you think that this choice achieves the **objective(s)** of the adopted method of teaching grammar? How?

14. According to you what is the effective way to **practice** grammar?

15. How do you **correct** your students' errors, please explain the techniques used. Why this choice of technique(s)?

16. How do you qualify the contribution of **corrective feedback** in students' learning?

17. What are the main criteria on which you base your students' learning **evaluation**? How does evaluation help bettering grammar learning?

الملخص

الهدف من دراسة الحالة هذه هو استكشاف بعض خصائص اعتقادات أساتذة قواعد اللغة حول طريقة التدريس خاصة في ما يتعلق بخاصية التركيز على بنية اللغة. كل من أصحاب الاختصاص من الباحثين المتمرسين و غيرهم في مجال التعليم يتفقون على أهمية تأثير اعتقادات الأساتذة في عملهم البيداغوجي و التعليمي.لقد تبين أن هذه الحالة ليست محل اهتمام في الجامعة الجزائرية لان اغلب الدراسات المتعارف عليها في مجال التدريس و التعليم حاولت دراسة وتقييم طريقة عمل الأساتذة المبنية على منهجية عمل محددة مسبقا. هذا الاهتمام ركز فقط على الجانب الفعلي للتدريس و أهمل الجانب الذهني. خلال هذه الدراسة تم استعمال استبيان موجه للأساتذة أولا ثم حوارا مباشر معهم وفي الأخير عملية ملاحظة داخل القسم خلال السنة الدراسية 2016-2017 قامت هذه الدراسة باستكشاف اعتقادات تسعة عشرة أستاذا ذوي خبرات مختلفة في جامعة محمد خيضر بسكرة حول التركيز على بنية اللغة وعلاقة هاته الاعتقادات بطريقة التدريس بالإضافة إلى العوامل المؤثرة في العملية. بينت نتائج هذه الدراسة أن أساتذة قواعد اللغة الانجليزية بجامعة محمد خيضر يحملون معتقدات خاصة و مبنية عموما حول خبرتهم الشخصية.

الكلمات المفتاحية : أساتذة قواعد اللغة, اعتقادات الأساتذة, التعليمة المبنية على التركيبة اللغوية.

Résumé

Cette étude de cas a pour but d'explorer quelques aspects du mécanisme des convictions des enseignants de grammaire et comment sont concrétisés dans leurs environnent d'enseignement, particulièrement l'usage de l'instruction basée sur la forme. Ceci est un point majeur relativement inexploré dans le contexte de l'université Algérienne. Les études concernant l'apprentissage et l'enseignement de la langue ont toujours exploré et évalué les pratiques et actions basé sur un model prescrit sur une méthodologie prédéfinie. Cet intérêt a stressé le coté concret de la fonction de l'enseignant mais pas le processus mental qui contrôle et supervise tout. Ce travail explore les croyances des enseignants de grammaire anglaise de différents profiles et expériences à l'université de Mohamed Khider de Biskra concernant l'usage de l'instruction basé sur la forme et leurs relation avec les pratiques de classe, aussi les éléments qui forment ces convictions dans leur routine d'enseignement journalier. Cette recherche exploratrice est basé sur deux questions fondamentales : 1.Quelles sont les croyances des enseignants concernant l'instruction basée sur la forme, et, 2. comment sont reflétés dans la classe ? Pour répondre a ces questions, trois outils de recherche on été investis incluant un questionnaire, une interview et une observation de classe pour l'année universitaire 2016/2017. Les résultats montrent que les participants ont des croyances bien spécifiées, guidées par leurs expériences professionnelles et concrétisées de différentes façons.

Mots clefs : Enseignants de grammaire, croyances des enseignants, instruction basée sur la forme.