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***Teaching Grammar to E.F.L young learners
in Middle Schools of Adrar
the Case of the first and the second Year
Middle Schools of Adrar***

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Dedication

I dedicate this work to my beloved parents, brothers and

sisters, to my husband

to my family and friends

Acknowledgements

I am grateful to God who gave me the will and patience to accomplish this work. My special thanks go to Prof. Borsali who spared no effort in encouraging me to conduct this work, to all teachers of the Department of English.

I am also thankful to all my teachers from primary school to university.

Abstract

This research work aims at investigating the actual situation of teaching grammar to EFL young learners in middle schools of Adrar. It focuses on the way first and second years of middle school pupils are taught grammar using the competency based approach.

In order to do that, this research work is divided into two chapters; the first one is devoted to defining the basic concepts of teaching grammar. It also deals with the approaches and strategies of teaching grammar to young learners. The second chapter is about the situation of teaching grammar in Adrar. Various instruments of collecting data are used in this case study, analyzing the contents of first and second years' textbooks, in addition to teachers and learners' questionnaires.

This work attempts to identify the first and the second years of middle school teachers and pupils' difficulties in teaching/ learning grammar respectively, discovering the reasons behind these difficulties, in order to overcome them through analyzing the findings of the questionnaires.

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Key to Abbreviations and acronyms

C.B.A : Competency Based Approach.

E.F.L : English as a Foreign Language.

M.S : Middle School.

Adj : Adjectives.

Adv : Adverbs.

C : Countable.

U : Uncountable.

M.A : Master degree.

B.A : Bachelor degree.

FFI : Form focused instruction .

General Introduction

Language educators and linguists disagree upon teaching grammar to E.F.L young learners, while some linguists consider it as an essential part in teaching any language, and others consider it a less important element in teaching a foreign language. They argue that young learners are not able to learn it because of its complexity. In other words, grammar will do more harm than benefits to those young learners. The importance of grammar changes from one approach to another. Some approaches emphasize on the teaching of grammar while others consider it as a complementary element in language teaching.

Linguists suggested some features for teaching grammar in the syllabus for young learners, in which lessons should be organized and sequenced from easy to difficult grammar points as well as considering its teachability and learnability. They also introduced strategies of teaching grammar to young learners in order to facilitate the learning process. Our research work is divided into two chapters , in the first chapter we have two parts. Part one deals with definitions of teaching and grammar, types of grammar in addition to definition and techniques of teaching grammar to young learners .While part two is about The Competency Based Approach in Algeria. This part is starting with some basic definitions like: Middle School, textbook, and the way grammar points are organized in the textbook of first and second years. Finally; in the second chapter we discuss and analyze the findings of the questionnaires.

We based our research on some questions which are used to fulfill the tasks of teaching grammar to young learners:

- Is teaching grammar an essential part in teaching foreign languages?
- Does the age of the learner play a role in the selection of the grammar points?
- Are EFL learners able to learn grammar effectively?
- What is the appropriate approach for teaching grammar?
- What are the difficulties that teachers face in teaching grammar to English foreign language young learners?/-Learners find difficulties in learning grammar.
- What are the difficulties that young learners face in learning grammar?

In order to answer these questions we suggest the following hypotheses:

- Teaching grammar is an essential part in teaching foreign languages.
- Learners' age play a role in the selection of grammar content.
- EFL young learners are able to learn grammar.
- Teachers find difficulties in teaching grammar to young learners.

Chapter One:
Basic Concepts of Teaching Grammar

Part One: Grammar and Teaching

Introduction

English language is one among many languages taught worldwide either as a second or foreign language. Each language is composed of phonology, morphology, semantics and grammar, the latter being important in teaching any language; many research works have been conducted in this field. These works tried to find out the appropriate techniques and approaches of teaching grammar to EFL learners. Teaching grammar of a foreign or a second language to young learners creates a debate among those who are interested in the field, and the question is whether teaching grammar should be directed to EFL young learners or not, and eventually how.

1.1. Definition of Teaching

H.Douglas Brown (2007).p.7) introduces a definition of teaching as ‘showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand’.(p.7)We can say that teaching is the job of the person who guides his or her learners, helps them to understand and get knowledge during their learning process. Learning can take place inside or outside formal institutions or schools.

1.2. Definition of Grammar

People usually relate grammar to the rules of a language that we have to comply with, but grammar is wider than that because it deals with the structure of the language. According to the Linguist Scott Thornbury (1999) p.1, ‘grammar is partly the study of what forms (or structures) are possible in a language’.

Grammar shows the ability of a person to express him/ herself, their ideas, and emotions well. This ability is reflected in the way they use a language effectively, and without grammar people cannot understand each other. As David Crystal, (2004) stresses: “Grammar is the structural ability to express ourselves.”

1.3. Types of Grammar

Scott Thornbury, (2006) divides grammar into three types;, prescriptive, descriptive and pedagogical grammar. We will discuss each type later.

1.3.1. Prescriptive Grammar

It provides the learner with the correct way native speakers need in speaking or writing. Descriptive grammar is the kind of grammar which tells us about the appropriate structure we have to use.

1.3.2. Descriptive Grammar

It deals with a language system and how it works as well as with the rules that govern it. This type of grammar plays a role in learning any language. If we want to formulate a sentence in English or in Arabic, we should first know the rule that governs that language, because each language has its own system which is different from other languages' system or structure; for example English has a system of SVO(subject + verb+ object) whereas Arabic is VSO(verb+ subject +object).

1.3.3. Pedagogical Grammar

It can be defined as "the types of grammatical analysis and instruction designed for the needs of second language students ".(Marianne Celce-Murcia, p.267). In other words, pedagogical grammar planned for second language learners' needs. Thus, it shows them how to acquire this foreign or second language. Similarly, the same idea held by Scott Thornbury when he states that Pedagogical grammar is a kind of descriptive grammar that is concerned with teaching and learning businesses, and this type of grammar is taught at schools.(Scott Thornbury, 2006).

1.4. Grammar Teaching

The word grammar in English is used to refer to the parts of speech such as: nouns, verbs, adjectives, adverbs, tenses, the passive, the reported speech ...etc. Teaching grammar means to teach learners these different parts of speech in order to make the learners speak and write correctly. The following quotation explains the concept of teaching grammar:

“ grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and /or process it in comprehension and /or production so that they can internalized it”(Rod Ellis. (2002). p.84)

In the past grammar teaching was limited to the presentation and the practice of grammar activities. Yet, now it is used to gather all techniques used by teachers to make learners grasp grammar points easily.

1.5. The Importance of Grammar in Language

In Britain, two languages were spoken: English and French, but by the time the French language lost its position and English became the dominant language used by everybody in the kingdom. After that, English has spread as an international language all over the world and started to be taught at schools by non native speakers. Teaching /learning a language involves teaching its vocabulary, phonology, semantics as well as its grammar, since grammar is the branch of linguistics concerned with the structure and form of sentences.

During the Middle Ages, classical languages were considered as foreign languages before English. Moreover; learning any language was equal to learning that language grammar, for example learning Latin means to learn its grammar. By the end of the sixteenth century the first textbook for teaching grammar was introduced. (Howatt, R.P.A, 1997). In Europe, the idea of teaching grammar of foreign languages was not new, yet it goes back to ancient history at the time when Greek and Latin were taught as first foreign languages in the world using the classical method /approach as it was called in the nineteenth century. This approach put emphasis on learning the grammatical rules because when pupils learn the grammatical rules they use them in the correct way to formulate correct sentences. In addition, this approach was based on translating written texts from and into either Greek or Latin languages. (H.Douglas.Brown ,2007)

Although grammar is the cornerstone in language teaching it became less important with the coming of the communicative approach. As a result, some teachers refuse teaching grammar to their pupils arguing that it is not useful. However; grammar helps learners to speak and write correctly, without learning English grammar, foreign language learners cannot master English. Liu (1999) thinks that the mastery of a language is measured by the degree of mastering its grammar. Furthermore, Grammar is an important component of the language system; linguists see the language system without grammar as incomplete, so, they emphasize on the necessity of teaching grammar as Rob Batstone (1994) argues “language without grammar is chaotic; countless words without indispensable guidelines for how they can be ordered and modified. (Ferjuanwang. the Necessity of grammar teaching)

Along years, grammar was subject to various methods or approaches including the Grammar Translation Approach, the Audio Lingual Method (ALM) (1940-50), Suggestopedia, Total Physical Response by James Asher in 1974, the Silent Way by Tracy Terrell (1977-81) and the Natural Approach by Galeb Gattegno. (H. Douglas Brown, 2007)

1.6. English as a Foreign Language

In this context, the English language is taught to people who do not speak it either as a mother tongue or as a second language. In Algeria, the French language is considered as a second language and English is seen as a foreign language.

1.7. Approaches to Teaching Grammar

Two approaches are used in teaching grammar, the deductive and the inductive approach: In the deductive approach, the grammar lesson starts with presenting rules to learners, after that the teacher introduces some examples, for example the teacher introduces the rule of forming the present continuous: the subject+ am /is /are +the verb +ing + the object. After that he writes few examples and then a few exercises. This approach is also known as a rule-driven approach, while, the inductive or discovery approach is the one in which learners try to find out the rule throughout the examples given to them. In this case, the teacher presents some examples or sentences about the present continuous and asks the learners to deduce the rule from these sentences.

The deductive approach helps learners to reach the grammar points or rules easily because the rule is stated at the beginning and as a result, time is saved. The inductive approach gives learners the opportunity to discover rules by themselves but, sometimes pupils' misuse time looking for the rule, moreover; it can be right or wrong. In the inductive approach learners are actively involved in the learning process. In addition; they could memorize rules better than others who receive them from the teacher. (Scott Thornbury. 1999))

Young learners do not prefer presenting grammatical rules at the beginning of the lesson, for this reason we find the lesson starting with activities or tasks that fit the learner's level of comprehension. The deductive approach can be considered as the traditional approach of teaching or the teacher -centered approach whereas the inductive approach is like the new one i.e. the competency based approach or learner- centered approach.

1.8. Definition of Young Learners

It is obvious that age has an influence on what to teach and how to teach, because young people have a cognitive ability which is different from that of adults; now the English language is taught to children from different countries of the world, in some countries it is taught early in the primary school at the age of five or six years; in others it is not until the middle school as in the case of Algeria.

The term "young learners" cannot be limited to a specific category of people as it has different interpretations. "Young learners" does not refer only to children in pre- primary school including primary school children, it is also used to include adolescents; in some countries it is an obligation to learn English at the age of eight years yet, now there is a need to start even earlier.(Scott Thornbury.2006)

In Algeria, the English language is taught to pupils in the first year of middle school nearly at the age of 12-15. Learners at the age of 12 are able to learn a new foreign language in addition to French as the case of Algeria. Among the advantageous of learning foreign language earlier is to have a good foreign language accent , this idea is supported by the view held by psycholinguists such as Steinberg, Oyama, Tahta and Thomas Scovel, who argue that young children of immigrant families acquire a perfect accent like that of native speakers, as a solution for this problem they make suggestions for starting earlier with English, perhaps at the same age as with the French language i.e. in primary school.(Mrs. Naima Iddou –Derraz , Reasons for unsuccessful English learning in Algeria, 2012).

1.9. Attitudes Towards Teaching Grammar

Throughout history, English grammar was considered as a subject of debate not only for native speakers but also for foreign language learners .Therefore, the view of grammar teaching changes from one approach or method to another one for instance during the nineteenth century, Grammar played an important part in teaching or learning any foreign language, because the Grammar Translation Approach was used at that period. Learners used to learn grammatical rules explicitly. The Grammar Translation Approach was not successful in teaching a foreign language because of the lack of fluency since it was based on translation from and into the mother tongue; also, the time given to practicing the foreign language learning was not enough, to do so. In 1980 a new approach was developed, called the Communicative Approach, whose main principle is to communicate and use language.

The way young learners learn foreign language grammar is different from the way used by adults, which led Ellis to state that “grammar teaching should not be directed at beginners”. (David E. Shaffer 2013, Chosun University, an Inductive Approach to Young Learner Grammar, 1-8)

There are two viewpoints dealing with teaching grammar, the former is to start teaching grammar at an early stage while the latter is to leave it later. The second view is more favorable, i.e. learners should develop first a linguistic competence of that language and then learn its grammar in a second position. According to Ellis (2002) young learners should not learn complex rules, instead they should learn just simple rules like the third person ‘s’ and the past tense ‘ed’. Furthermore, teachers have to give importance to the form as well as the meaning of the grammatical structures. (Ellis, 2002)

In their first contact with foreign language grammar, pupils are introduced to grammar in a progressive way. Such principle is respected in the inductive approach where learners go through steps before getting the rule. Teachers should present a grammatical explanation and terminology carefully using simple examples for foreign language learners, hence, teachers can overcome difficulties by using either the learner’s mother tongue or introducing some techniques of teaching. (Brown .H .Douglas, 2000).

1.10. Young Learners and Grammar

According to Marianne Celce –Murcia (2000) there are six factors that determine the importance of grammar in language teaching: age, proficiency level, educational background, language skill, style, needs and goals.

1.10.1. Age

It is an important factor in the process of the learners since it decides what learners need or what teachers should teach to their learners as well as the appropriate way of teaching. Although grammar is less important to children, it can be taught using focus on form with indirect treatment of errors. In other words, teachers leave the freedom for beginners to talk without correcting their grammar mistakes.

1.10.2. Proficiency Level

The learners' level of accuracy decides the importance of grammar. Unlike other learners, beginners do not need to be accurate in grammar because if teachers focus more on accuracy at this level, it may influence learners' fluency.

1.10.3. Educational Background

Learners who are familiar with a foreign language can go further with grammar; they used to learn it deeply and give it much importance. They are also able to discover and correct their grammar mistakes, whereas young learners or beginners without any educational background about the language cannot do so.

1.10.4. Language Skill

The focus on grammar helps learners to improve other language skills: writing, listening, speaking, and reading, yet for beginners listening and speaking are the most essential skills.

1.10.5. Style

Learners need a high level of accuracy in formal contexts especially in writing (an essay, dissertation) unlike informal contexts such as: conversation with friends.

1.10.6. Needs and Goals

The importance of grammar is based also on the desire of the learner if he/she wants to reach a good level of accuracy in a particular language or not. (Brown. H .Douglas,2000).

1.11. Teaching Grammar Techniques

There are certain techniques of teaching grammar used with young learners such as:

1.11.1. Information Gap Activities

Learners can fill gaps with some grammatical forms in a specific lesson either working on pairs or groups, for example using the appropriate form "can" or "cannot".

I.... write a letter.

He swim.

1.11.2. Drills and Chants

Drills are another technique that can be used in teaching grammar; through repetition learners learn some grammatical structures.(Lynne Cameron,2010).Drills are divided into two categories such as: mechanical and meaningful drills.

1.11.2.1. Mechanical Drills

Learners need to understand the minimum of the content and use it in the conversation, in this kind of drills, when the teacher asks pupils (the whole class) respond at the same time in order to reinforce a particular grammatical pattern.

1.11.2.2. Meaningful Drills

In this case pupils focus on the language in order to get the correct answer since there is only one, for example in the lesson of the present simple the teacher presents a short paragraph about it, and then he underlines verbs and asks them which tense is this, and the pupils say it is the present simple.

1.11. 3- Dialogue Substitution

Pupils are introduced to short conversations in which they repeat the target grammar but change the vocabulary of the dialogue each time. Dialogues involve learners throughout practicing the language in their daily life situations.

1.11.4. Word Strips

Strips are sentences cut into several words, and the learner's task is to use these words in order to make correct sentences, to formulate a question or answer it. Pupils use these words to learn the future tense, for example:

going what you to do are tomorrow ?

What are you going to do tomorrow?

a to party we going organize are .

:"We are going to organize a party". (Savage, K. Bitterlin,G.andPrice, D. 2010)

1.11. 5.Objects

The teacher can bring some objects into the classroom situation for engaging learners to communicate with each other, for example in order to introduce his/her learners to possessives ,the teacher presents some objects into the classroom and asks his/her learners to give examples about these objects .

1.11.6. Maps and Drawings

Various kinds of drawing and maps can be used by the teacher in which he/she illustrates specific grammatical structures for example ‘wh questions’: (who?,what ?,where?, when?.....).(Brown, D.H, 2000)

1.12. Teaching Grammar Focusing on Form / Meaning

Spada defines “form- focused instruction FFI” as “any pedagogical effort which is used to draw learners’ attention to language form either explicitly or implicitly.” We can say that the form-focused instruction is an approach of language teaching in which language learners emphasize on the linguistic form rather than the meaning. (Hacer Hande Uysal, Mehmet Bardakci(2014), South African Journal of Education teacher beliefs and practices of grammar teaching: focusing on meaning, form, or forms?,N34.p1)

**Part Two: the Competency Based Approach
in Algeria**

Introduction

This part is concerned with the introduction of the Competency Based Approach in Algeria.

2.1. Definition of Middle School

It is a stage of the learning process between primary and secondary school. In the Algerian educational system, the middle school lasts for four years. The age of the pupils in this stage is nearly between 12 to 15 years old.

2.2. Definition of Textbook

It is an essential teaching/learning tool which contains the subject matter that learners should acquire in a particular field of study i.e. textbook of English, textbook of French. It is planned to fit learners' needs. According to Jack C. Richards and Richard Schmidt, Heidi Kendrick and Yougky Kim (2002), the textbook can be defined as 'a book on a specific subject used as a teaching learning guide, especially in a school or college'.p.550.

2.3. Organization of Grammar Points

Grammar points should be organized in a syllabus according to some criteria which are selection and grading.

1-selection: the syllabus should include the important and the useful grammar items for learners according to their needs.

2-grading: grammar points are ordered according to complexity, learnability and teachability.

Complexity: grammar elements are presented from few complex to more complex ones, which contained more elements, for example the present continuous is more complex than the present simple; therefore we have to teach the present simple before the present continuous.

Learnability: when teaching, we start with simple elements because simple elements are more learnable than complex ones.

Teachability : Usually, teachers prefer to teach easy grammar points rather than others which are difficult.(Scott .Thornbury , 1999p.10).

Even though language educators have not yet agreed upon a particular pattern for the sequence of grammar points, they commonly agreed that learners should start with simple tenses and sentence structure then move to complex tenses and sentence structure .When teaching a foreign language to foreign learners, teachers should first teach their learners the present simple and the past after that they have introduced them to simple sentences for example: It is a house.

After that, the teacher starts teaching complex tenses (the present and the past continuous) and complex sentences i.e. .compound, complex, compound –complex sentences. The same view is held by Celce-Mercia and Freeman (1983),in which they arranged the English language tenses sequentially starting from the present simple, the present continuous, the past simple, the past continuous, the future simple, the future continuous, the present perfect, the present perfect continuous , the past perfect, the past perfect continuous .(Grammar Gallary (2013) teacher writing center)

Scott Thournbury (1999), also suggested a Checklist of grammatical items for beginners .the latter contains the following items respectively:

-Articles: a, an, the -adjectives: comparatives and superlatives.-be the present simple. -Be: the present and the past -can can't: ability-can can't: request going to: future -Have got: possessive -like +noun -like +ing-the past simple

-Possessive adjectives (my, your , our etc) - prepositions of place and time -present continuous -Present simple should (advice) -would (offers) -will (future).

2.4. Grammatical Points Included in First Year Middle School Programme

File number	Grammar points	Number of examples	Number of Exercises
One	The present simple tense.	22	4
	Adjectives	9	1
	The past simple.	17	3
	The ordinal and cardinal numbers.	13	0
	The present Continuous.	3	1

	The past simple +ago.	8	3
	Possessives	1	3
Two	Demonstratives these and those	5	3
	Synonyms	5	2
	Antonyms	0	4
	Can (possibility).	3	3
	Could(polite request)	3	4
	Plurals	1	2
	Prepositions of location	8	1
	Possessive pronouns	3	2
Three	The imperative	2	0
	Have got	2	0
	Must /mustn't	9	6
	Should	4	1
	Adverbs form	4	6
	Time adverbs	3	1
	Passive form	3	3
	Adverbs	7	4
Four	Time expressions	6	4
	Prepositions to/at/for	11	1
	Would like	3	4
	Expressions: yes ,I'd like to/I'd love to/I'd really...	4	2
	Time expressions	6	4
	Going to	6	9

	Which one /ones?	7	3
	Numbers	24	0
	Possessive pronouns	3	0
Five	Numbers	2	2
	Prepositions of location	6	0
	Adverbs of frequency	3	0
	“Wh” questions	7	1

2.5. Grammatical Points Included in Second Year Middle School Programme

File One	Grammar points	Number of Examples	Number of Exercices
	The English Alphabet	3	7
	Numbers from 1-19	8	01
	The auxiliary to be	9	3
	Personal pronouns I/you	18	4
	The possessive adjectives my/your	5	8
	The demonstrative pronoun :it	6	3
	The prepositions :in /from	7	2
File	Numbers from	6	3

Two	twenty to one hundred		
	The qualifiers :tall / short /blue /dark	8	3
	The auxiliary to have :the present simple	6	2
	The personal pronouns : he /she	11	3
	The demonstratives : this/that	6	1
	Questions with to be : ‘wh ‘ questions /yes /no questions	12	3
	The articles :a /an	14	01
File three	Numbers	4	0
	The simple present tense :i like , he likes	2	1
	The personal pronouns we ,they	5	1
	The prepositions :at time /place /near /on the left ...	11	1
	Wh questions :what	5	5

	/time /when		
	Do/does questions	7	2
	Affirmative /negative answers	5	2
File four	The Present simple	22	4
	The present continuous	18	4
	Adverbs of frequency	10	3
	Prepositions of time and place :in /at/on	2	5
	Irregular plurals	4	1
	Do does questions	10	1
File five	Can/can't	6	0
	The quantifiers : some/any	18	1
	How much /how many	7	1
	The imperative	4	1
	Countable uncountable nouns	32	1
File six	The past simple tense -(regular verbs	47	15

	/some irregular verbs)		
	'Did 'questions	4	1
	'Wh' questions :why	1	0
	The time markers: Yesterday, last...in year	11	4
	The comparative of equality	5	1
File seven	The future simple tense	23	3
	Will questions	3	2
	Affirmative and negative sentences	8	2
	Short form of 'will'	11	1
	The comparative of superiority	2	1
	Adjective	23	1
	Personal pronouns it '	4	0
	Pronouns :me /us	1	2

2.6. History of the Competency Based Approach in Algeria

After its independence, Algeria tried to establish a new educational system through conducting a series of reforms. During colonization, the French language dominated the educational system over the Arabic language in Algeria. When Arabization started to take place, the status of French changed and it started to be taught at schools as the first foreign language of the country, besides the introduction of the English language into the educational curriculum. English was taught as a foreign language at the level of middle

and secondary school. The Algerian school adopted two approaches in teaching English which are respectively the Communicative Approach and the Competency Based Approach. By the time of the Communicative Approach pupils were studying the English language for three years. Recently with the coming of the Competence Based Approach four years are devoted to English, English is taught three hours a week for each level. The English language has the coefficient of 2. (Naouel Abdellatif Mami, (2013) Teaching English under the LMD reform: The Algerian Experience).

2.7. Learners' role in the Competency Based Approach

The role of the teacher and the learner changes from one period of time to another and from one approach to another. Since the Competency Based Approach is a learner-centered approach, the learner plays an important role in the process of learning. That is to say, learners are involved in the learning business and he /she is the responsible for building his/her knowledge through preparing and presenting the lesson.

2.8. Teachers' role in the Competency Based Approach

The teacher in the C.B.A is considered first as facilitator (guider), who gives instructions to his learners only when necessary. The teacher has to create an engaging situation in which learners have to talk or use the language in some activities like 'role play', 'pair and group work'. The second role is a researcher; in this case the teacher's task is to observe, listen and ask questions aiming at finding the appropriate way which fits his learners. (Cheli Saliha, 2010).

2.9. Difficulties in Teaching Grammar

Mrs. NaimaIddou –Derraz 2012 introduces some pedagogical difficulties in teaching /learning English in general and grammar more precisely. Algerian learners face many difficulties in teaching /learning English grammar, because:

- English is left to late age in which the mother tongue and the French language have great influence.
- Time allocated to teaching English is not adequate (three times per a week).
- There are many pupils in the classroom, while teachers have a large number of classes and teaching hours which make them tired.

- The programmed objectives are not planned according to the learner's needs.
- Teaching grammar needs to be supplemented by audio visual aids.

Conclusion

Linguists and language teachers have been discussing the matter of teaching grammar to foreign language learners especially beginners, using different approaches of language teaching. There is a controversy about teaching grammar to foreign language learners i.e. whether teaching grammar to young learners at an early age or leaving it later. Some linguists argue that young learners cannot learn grammar, but recent researches claim that they are able to learn it even at an earlier age. Unlike the Communicative Approach which stresses fluency, the grammar translation approach main principle is accuracy, in other words; the Grammar Translation Approach emphasizes teaching grammar rules whereas, the Communicative Approach emphasizes on communicating grammar has an essential role in teaching foreign languages. The translation grammar approach can be considered as a deductive approach whereas the competency based approach as an inductive one. By the time teaching grammar approaches changed from deductive to inductive approach, nowadays the latter is used by the majority of teachers.

Chapter two: The situation of teaching grammar in middle schools of Adrar.

Introduction

In this chapter we are going to analyze and interpret results of the two questionnaires, the first one is directed to 110 pupils of first and second years middle schools, and the second questionnaire is for their teachers, in which we asked 65 teachers (21) questions, starting with the pupils' questionnaire, 8 questions are formulated with a view of finding difficulties in learning grammar.

3.1. Analysis of Learners' Questionnaire

Concerning the learners' questionnaire, we conducted it in Arabic so that to give the chance to all learners to answer the questions. Our study is based on three middle schools from Adrar which are:

1. Abi Zer Alghafari middle school in Adrar
2. Moufdi Zakaria Middle School in Charouin
3. ALChikh ben Abd Alkarim Elmaghili Middle School in Zaouit kounta

1st question: Do you Understand English Grammar Points in the Classroom?

The answers of the informants were as follows: the majority of the pupils 72 out of 110 understand grammar points, but 35 of them do not, the remaining 3 pupils answered that they could understand grammar sometimes.

Answers	Yes	no	Sometimes	Total
number	72	35	3	110
%	65.45%	31.82%	2.73%	100%

Table2.1: Scores of understanding grammar lessons.

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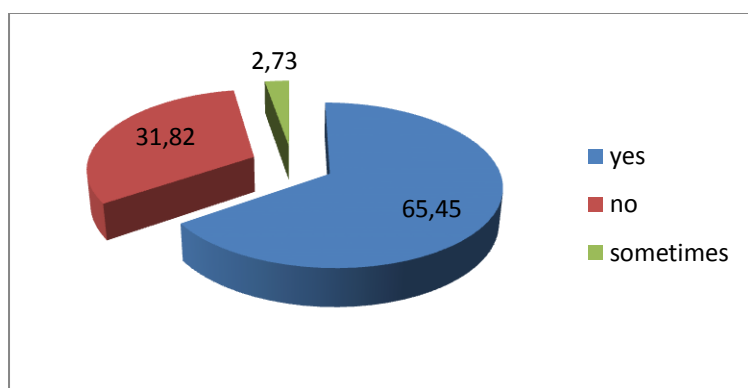


Figure2. 1: Scores of understanding grammar lessons.

We notice that the majority of pupils understand grammar, which indicates that they are able to acquire grammar rules at this stage; the teachers also play a role in facilitating the learning process by supplementing grammar lessons with different exercises and examples. At this level, grammar points which are directed to learners are almost basic ones such as: the present simple, to be, pronouns, and adjectives. The implicit way through which grammar is presented helps the learner to deduce the grammar rule easily; they are involved in the learning process.

2nd question: Which One of the Following Points is Difficult?

We examine the contents (grammar points) of the first and the second year's textbooks, and then we put some of these grammar points in order to know which ones are difficult for the pupils.

Answer	tenses	auxiliaries	Wh Qs	advs& adjs	irregular verbs	irregular plural	C & U nouns	Passive form	Total
Number	32	15	4	6	10	8	19	15	110
%	29%	13.6%	3.6%	5.45%	10%	7.3%	17.27%	13.6%	100%

Table 2.2: Learners' difficult grammar points.

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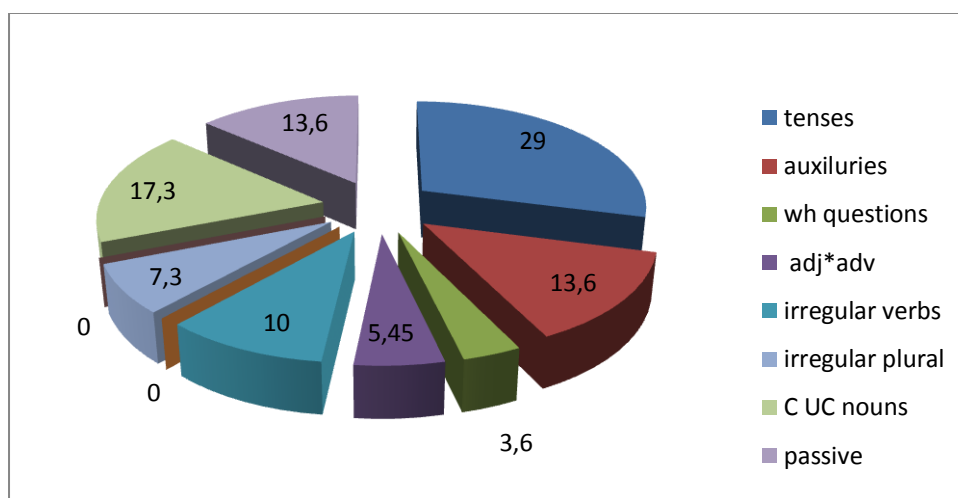


Figure2. 2: Learners' difficult grammar points

From the figure above we realize that most of the pupils have difficulties in the following points: the use of tenses (mainly the present and the past simple), auxiliaries, and identifying countable and uncountable nouns. According to learners 'wh questions', adjectives and adverbs are easy.

As far as tenses are concerned, 29% of the learners claimed that they had difficulty in using tenses, because there are many forms of tenses; the present simple, the past simple, the present continuous,...etc; the learner finds difficulties first in distinguishing between these forms, and second in their use for example: in the present simple tense, learners find difficulty in recognizing the final 's' only with the third person singular (he, she and it). 17% of the pupils cannot identify the category of nouns in being countable or not since they are beginners in English. Only some (10%) of the pupils explain that they have difficulty in the use of irregular verbs; they cannot identify the correct form of the past of irregular verbs, i.e. the past of irregular verbs changes from one verb to another, for example the past of the verb 'put' is different from that of the verb 'think' (thought) or 'speak' (spoke). By contrast, lessons of adverbs, adjectives and 'wh questions' are easy, since only 5% and 3% of the pupils have difficulties with these lessons, because adjectives and adverbs have one stable rule; most of the adjectives are easily recognized by learners because of their suffixes: ful, ness, able, ible, ment, tive...etc. Most adverbs are formed by adding -ly to adjectives.

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Question 3: Do You Understand Grammar from Textbook or Teacher Examples?

Answers	Examples of the textbook	Examples of the teacher	Both	Total
Number	14	79	14	110
%	12.73%	71.81%	15.45%	100%

Table 2.3: Teachers vs. textbook examples.

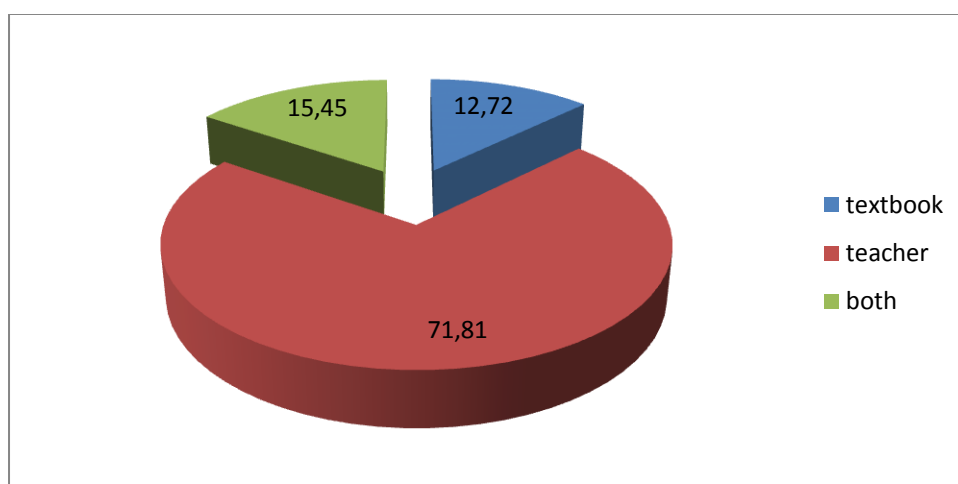


Figure 2.3: Teachers vs. textbook examples.

It is obvious that the textbook plays an important role in the educational process, yet 71 %of the learners depend on the teacher and his/her examples in understanding grammar, and only12% of them understand the lesson from the examples provided in the textbook, while the remaining15%of them understand grammar from the two(i.e. textbook and teacher).

We can say that the majority of the learners are still dependent on their teachers, because teachers usually use simple and clear examples in order to help their learners to understand better; because they know their learner's level, age and background, teachers take into account these factors. So, when the teacher is explaining the lesson and he/she is using simple English, learners understand better especially with beginners, who do not have any prior knowledge about this foreign language. Teachers also may use certain strategies that facilitate the learning task for learners.

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Question 4: Do You Participate in the Classroom during Grammar Lessons?

Answer	yes	No	Sometimes	Total
Number	96	12	3	110
%	87%	11%	2%	100%

Table2.4: Pupils' participation in grammar lessons.

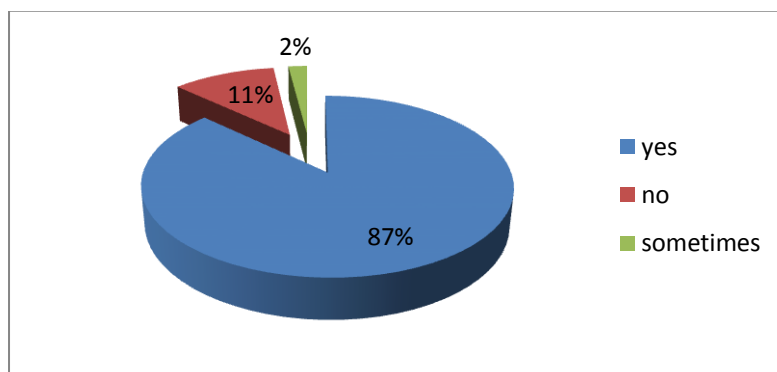


Figure2. 4: Pupils' participation in grammar lessons.

Since the majority of the learners understand grammar points (q1),(87%) of the learners could participate in the classroom, and (2%) of the pupils participate sometimes, which means that they participate only when they understand, and (11%) of the pupils do not participate either because they do not understand or there are other reasons behind that. After that, we asked those who claim that they did not participate in the classroom to explain why they could not.

08pupils argue that they did not participate because they did not understand grammar or they did not like it, others said that they could understand grammar while the teacher was explaining the lesson, but after a period of time they forget; it is due to the lack of practice and revision. Some pupils claimed that the language of the teacher may prevent them from participating in the class if he or she speaks English only without referring to the mother tongue when necessary. Teachers should use simple English which can be understood by the pupils, by contrast if the teacher uses a refined language in the classroom; it makes his/her learners feel that he/she has a higher level than their age and level. Moreover, the number of the pupils who are participating in the classroom this case decreased to those few pupils who have some English vocabulary.

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Question 5: Can You Do Exercises if You Understand the Lesson?

Answer	Able	not able	No answer	Total
Number	106	2	2	110
%	96.36%	1.82%	1.82%	100%

Table 2.5 :The ability of learners to do exercises.

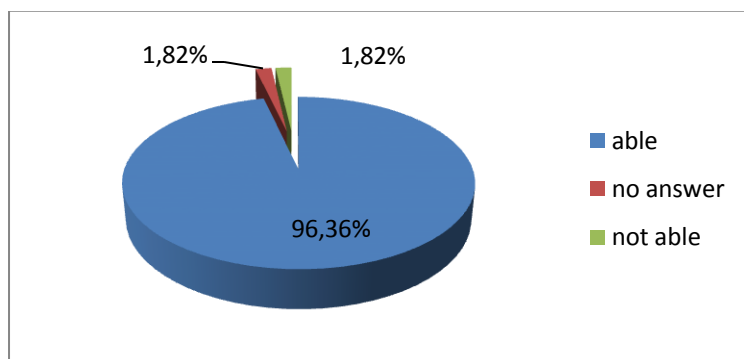


Figure2. 5:The ability of learners to do exercises.

The results show the ability of the pupils to find solutions for exercises if they understand the lessons so,96 % of the learners are able to do so , for the remaining 4% of the pupils we notice that they are not able or do not know whether they are able to do exercises or not.

The teacher makes efforts to explain and clarify the lesson for his learners using several methods and techniques, aiming at facilitating the task for his young learners, after that, he provides his learners with exercises about the lesson. So, learners are able to do exercises when they understand the lesson, we have found that most of the learners can do their exercises whenever they understand the lesson.

Question 6: Does Your Teacher Consecrate some Grammar Points in the Exam?

Answer	yes	No	No answer	Total
Number	88	17	5	110
%	80%	15.5%	4.5%	100%

Table 2.6:The consecration of grammar points in exams.

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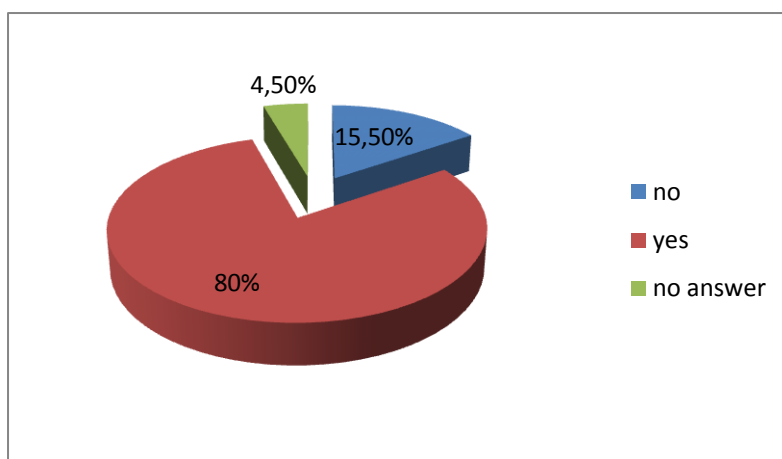


Figure 2.6: The consecration of grammar points in exams.

80% of the pupils state that their teachers consecrate some grammar points in the exam, and for the 15.5% of the pupils grammar points are not consecrated in exams, whereas, the remaining 4.5% of the pupils did not answer, we can say that the teachers who include grammar points in their exams are aware of the former importance, whereas those teachers who do not include may not be aware of its importance, or they do not include them because their pupils cannot answer them.

Question7: Can You Do the Grammar Points of the Exam?

Answer	I can	I can not	No answer	Total
Number	83	23	4	110
%	75.46%	20.9%	3.63%	100

Table2. 7: Learners' ability to do grammar points in exams.

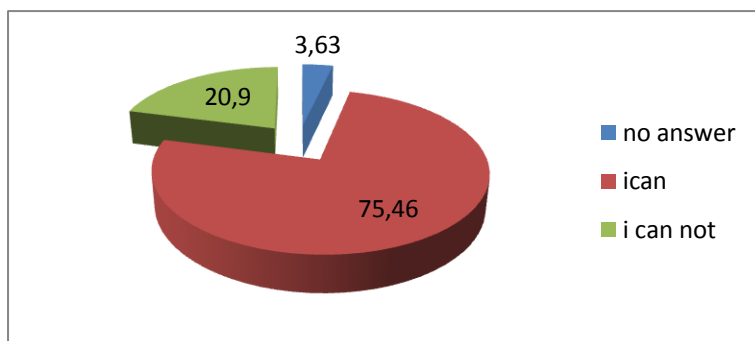


Figure2. 7: Learners' ability to do grammar points in exams.

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75% of the pupils can answer grammar activities in exams, 3% do not answer and 20% of the learners claimed that they could not answer grammar activities in the exam, which means that they have difficulties in understanding the activities of grammar.

Question 8: What Do You Do when You Do not Understand the Lesson?

Answer	Teacher	Classmate	Family	Yourself	No answer	Total
Number	60	9	8	30	3	110
%	54.56%	8.18%	7.27%	27.27%	2.72%	100%

Table 2.8: The learner's helpers.

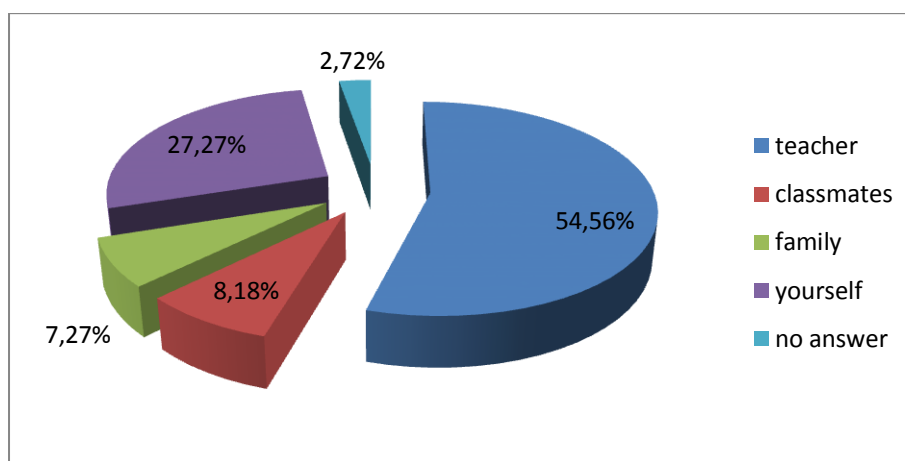


Figure 2.8: The learner's helpers.

This pie chart shows that more than the half, 54% asks their teachers' help when they do not understand their grammar lessons, 8% of the pupils ask for the help of their classmate instead of asking the teacher. In fact, this category of pupils are those who do not understand because they are shy or they do not want to ask, and 7% of the learners ask their family members (parents, sisters, brothers) because they are educated, which shows the influence of the family in general and especially the educated one. An acceptable number of the pupils 27% do not ask for the help of any one, while the remaining 2% do not answer.

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3.2. Analysis of teachers' questionnaire

In question 1 and 2: we have asked teachers about the name and the location of the middle schools in which they are teaching.

Our informants are from various regions 'middle schools in Adrar which are:

Adrar :- Ali Ben Abi Taleb M .S, Tillilane M.S, Othman Ibn Affan M.S, Hibaoui M.S , Adgha New M.S, Abi Zher Elghifari M.S, El Amir Abd Alkader M.S, Omar Ben Abd AlazizM.S.Bouda :- Boubeker Ahmed M.S Tamest:- Tamest M.S.

Timimoun:- Moufdi Zakaria M.s, El maghili M.S, Mohamed Boudiaf M.S.

Aougroust:- Kouider Ben Nana M.S.Tsabit:- Dahmani Hamaddi M.S

Tamentit:- Cheikh Sidi Elbakri M .S, Ben Cheich Boufadi M .S.

Fenoughil :-Al Alouchia M.S. Ouled Brahim: Djaafer Ben Abi Taleb M.S .

Zaouit Kounta:-Tiouririn M.S, ALChikh ben Abd Alkarim Almagili M .S, Mohmed Ibrka Merabiti M. S, Sidi Ali Ben Hanini M.S,

Shebani Mohamed M. S, Mohamed Ben L'habib M.S, Tilloulin M.S.

Abdrahman M'hamed El AlmiM.S, Ahmed Zabana M. S. Reggan:- Mahjoub M.S.

Aoulef:- Ali Ibn Abi talib M.S, Oulad El-Hadj M.S, Imam Malek M. S ,Tit M.S.

Bordj Badji Mokhtar:- Abd Alhamid Ben Badiss M.S.

Question 3: What Are Your Degrees in English?

Answer	B.A	M.A	Total
Number	57	8	65
%	87.70%	12.30%	100%

Table 2.9:Teachers' degrees.

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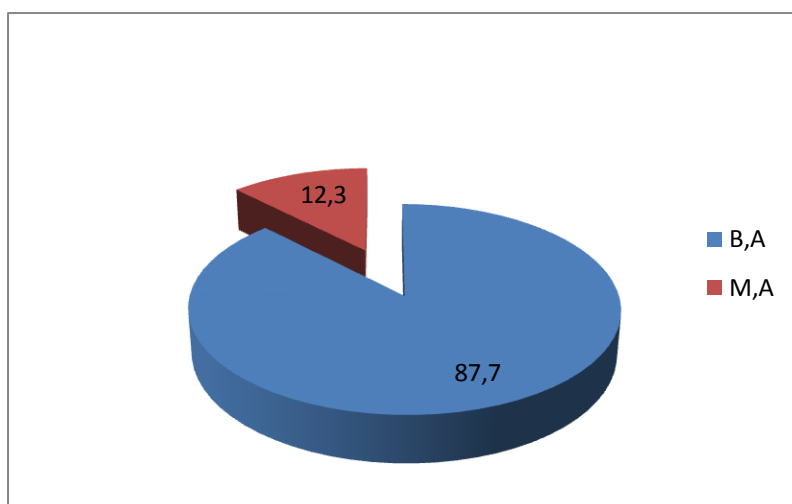


Figure2.9:Teachers' degrees.

The majority of middle school' teachers have a B.A degree in English and only few of them 12.30% have an M.A. Teachers are divided into two generations the old who have a B.A. only, and the younger one have an M.A .degree.

Question 4: How Long Have You Been Teaching in this Middle School?

1st and 2nd year middle school teachers' experience of teaching range from 4 months to 31 years. If we arrange the teachers' years of experience according to the region they belong to, we can find that for example teachers of Bordj Badji Mokhtar' years of experience range from 5 to 7 years, those in Aoulef from 6 months to 7 years ,whereas those in Timimoun from 1 to 17 years, in Zaouit Kounta from 1 to 21 years and finally in Adrar from 1 to 31 years. We notice that teachers in the city of Adrar have more experience than those teachers in other regions because schools in Adrar were built before the schools in the villages.

Question 5: How Many First and /or Second Year Classes Do You Teach in this Middle School?

From the questionnaire, we can divide teachers into three categories, the first category includes teachers who teach first year only, the second category includes teachers of second year only; whereas, the third category includes teachers who teach both first and second years.

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Level	Number of teachers	Number of classes		
First year only	3	4		32,30%
	9	3		
	5	2		
	2	5		
	1	1		
Second year only	1	7		40%
	10	3		
	9	2		
	6	4		
First and second years	1	5		26,16%
	2	1 st year	2 nd year	
		3	3	
	2	3	4	
	4	2	2	
	2	2	3	
	2	2	4	
	1	1	3	
	1	1	2	
	1	1	1	
1	2	1		

Table 2.10: Teachers and the number of classes.

Question 6: How Many Pupils Do You Have in First or Second Year?

The number of pupils in the first and second year classes is generally between 35 to 45 pupils, yet this number can decrease or increase due to the number of classes and teachers as well as in the region, because people in isolated areas are fewer and it is the same for the number of pupils in its school. The number of pupils in the class contributes a lot to the learning /teaching process, when there is a small number of pupils in the classroom, the teacher can do his/her best to explain and the learners can understand better.

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Question 7: How Many Hours Do You Teach English in a Week?

Hours	10	14	15	16	17	18	19	20	21	22	23	24	Total
teaches	3	5	2	4	15	10	4	3	11	2	2	4	65
%	4.62	7.70	3.07	6.15	23.07	15.4	6.15	4.62	16	3.07	3.07	6.15	100%

Table2.11: Hours' scores of teaching English.

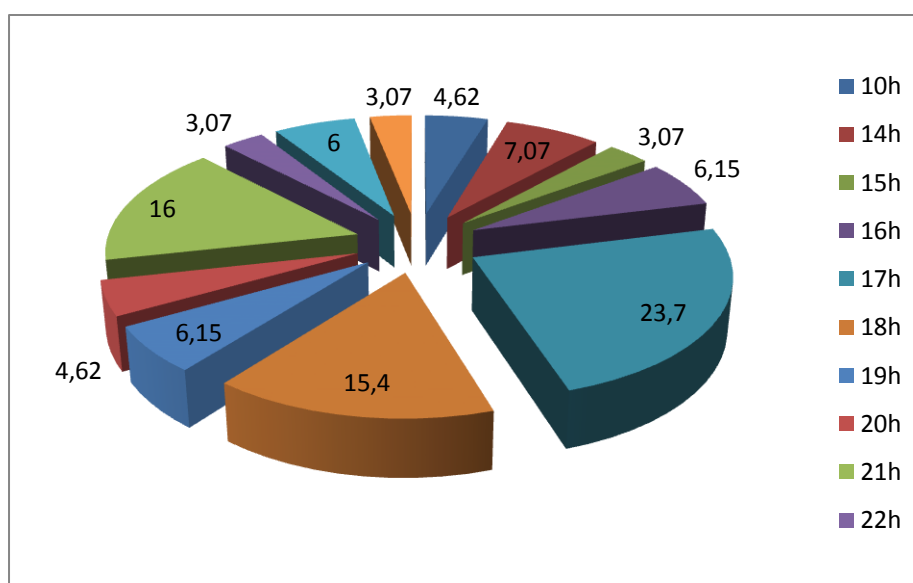


Figure2.10: Hours' scores of teaching English.

The average of hours for teaching English ranges from 10 to 24 hours during the week. It should be noted that each class has three sessions per week. The number of hours represents the number of classes teachers have to teach. As a rule a teacher is supposed to have an average of hours from 17 to 21 hours. Part-time teachers have to teach from 10 to 16 hours, whereas, full-time teachers have an average of hours from 17 to 24 hours. When conducting this questionnaire we noticed that in most middle schools there were two teachers of English who teach English for the whole school classes. As a result, they have a lot of hours. Other schools have either three or four teachers of English, in this case teachers used to teach fewer hours to few classes. It is clear that the big number of teaching hours the teacher has, influenced their ability of explaining.

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Question 8: How Much Time Do You Consecrate to Grammar, Do You Think that it is enough?

We received various answers from teachers concerning the time they allocate to teaching grammar; some teachers allocated 10% of the lesson for teaching grammar, others claimed that they allocated one hour in each unit in order to deal with grammar, and for the remaining of the teachers ,they organized 1hour and a half each file (unit) for teaching it.

answer	Yes	no	Total
number	16	49	65
%	24.62%	75.38%	100%

Table2.12: The sufficiency of grammar time .

75% of the teachers agree on the point that the time allotted to teaching grammar is not enough, the English language generally and grammar in particular needs more time to be practised, to do so, they should increase the number of hours or reduce the number of lessons.

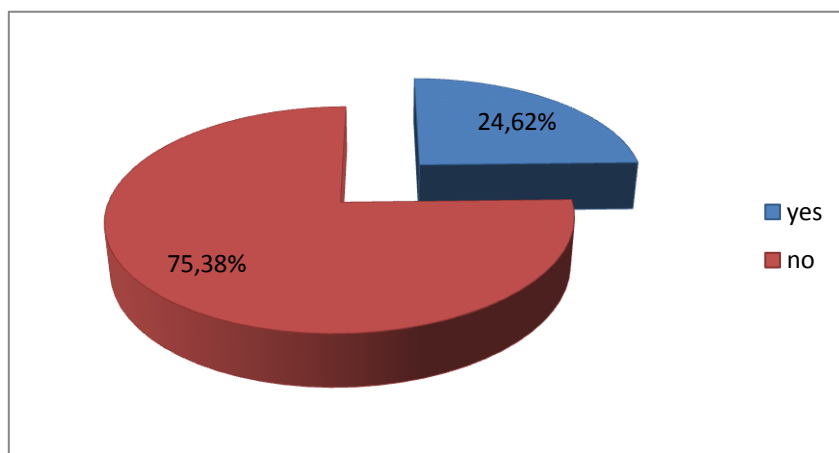


Figure 2.11:The sufficiency of grammar time.

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Question 9: Which Approach Do You Use in Teaching Grammar?

Answer	C.B.A	different	TGA	No answer	C.A	Total
Number	30	3	6	17	9	65
%	46.15%	4.62%	9.23%	26.15%	13.85%	100%

Table2.13: Approaches to teaching grammar.

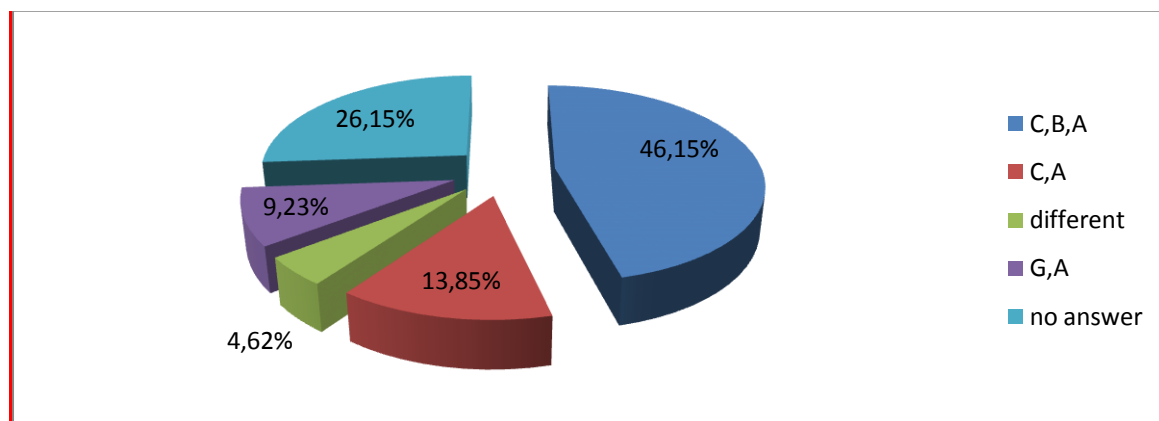


Figure 2.12: Approaches to teaching grammar .

Teachers use different approaches in teaching grammar, 46% of them teach grammar throughout the C.B.A; and nearly 14% of teachers use the communicative approach in teaching it and 9% of teachers teach grammar through the translation grammar approach; also, some teachers, 4.62%, do not use a specific approach in teaching, they change the approach according to the need of the lesson as well as those of the learners. However, 24% of our informants provide us with no answer.

Question 10: Are Grammar Lessons Organized Sequentially in the Textbook of the First and the Second Year?

Answer	yes	No	some times	Total
Number	23	35	7	65
%	35.38%	53.85%	10.77%	100%

Table 2.14: The sequence of grammar lessons in the textbook.

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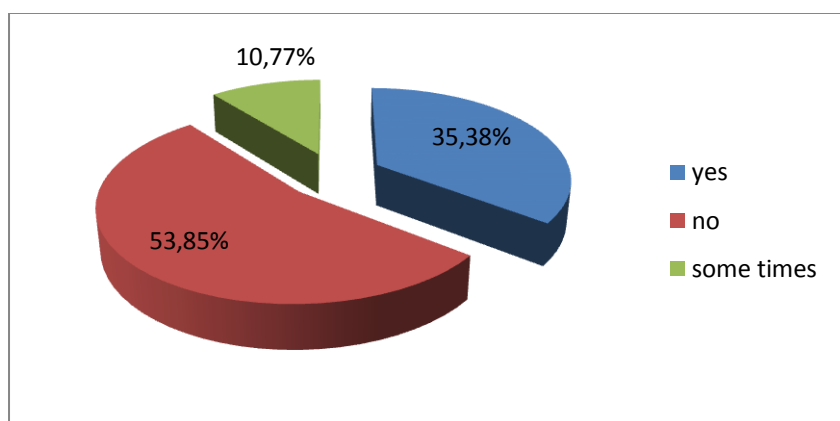


Figure2.13: The sequence of grammar lessons in the textbook.

Teachers disagree about the organization of textbook lessons, 53% of teachers believe that lessons of grammar are not organized sequentially, 35% of teachers believe that they are organized; as to the remaining 10% believe that it is organized sometimes, the first category of teachers claim that they find themselves in situations in which they organize some lessons before or after other lessons, or even presenting new lessons without referring of those found in the textbook. For this reason, some teachers appreciate the traditional approach in which lessons are well organized.

Question 11: What Kind of Difficulties Do You Find in Explaining Grammar Points?

Answer	Yes I do	No I do not	total
Number	50	15	65
%	76.92%	23.07%	100%

Table 2.15: Teachers' difficulties.

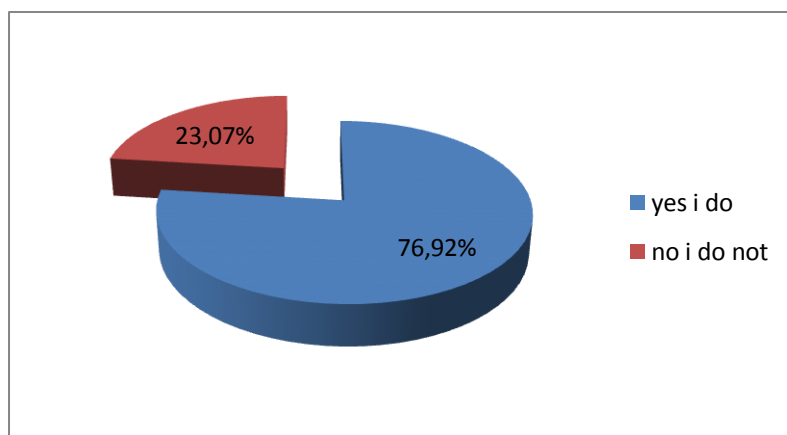


Figure2.14: Teachers' difficulties.

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The majority of teachers find difficulties in explaining the use of tenses, auxiliaries or modal verbs, and only few teachers find difficulties in choosing the suitable technique for explaining grammar points, other teachers face difficulties in teaching irregular verbs. When the teacher is explaining, he sometimes uses the mother tongue in order to clarify the picture for his learners, in this situation learners confuse between the grammars of these two different languages. Some teachers cannot allocate specific time for grammar, this is due to the limited time which is devoted to grammar points since it has no specific session, therefore, learners cannot understand it well, or because the learners do not revise their lessons frequently, some learners cannot memorize the grammar rules, as a result, teachers have to repeat the points for several times. The difficulty in grammar for the remaining teachers lies in its application, in other words; grammar cannot be applied in the context.

Question 12: What Kind of Examples Do You Use in Teaching Grammar?

Answer	Teacher examples	Textbook examples	Both	Total
number	41	4	20	65
%	63.08%	6.15%	30.77%	100%

Table2.16 : Scores of commonly used examples.

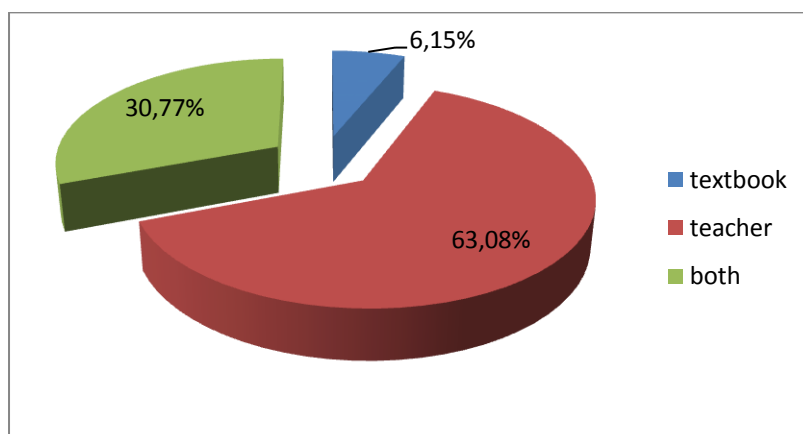


Figure2.15: Scores of commonly used examples.

Concerning the scores of commonly used examples, the results show that there are three categories of teachers: 63% of the teachers used their own examples during the explanation of lessons, according to these teachers the examples introduced in the textbook are not enough and not suitable for their learners; thus they prefer using their own examples

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because they are aware about their learners' needs and their background, moreover, some teachers of this category argued that the examples which they use are simple and clear for the learners, and also they choose subjects of their interest and related to their age. 6.15% explain grammar by introducing examples only from the textbook, yet other teachers teach grammar using both kinds of examples, they stated that the examples of textbooks need to be supplemented by additional examples hence the teachers add their own examples to cope with textbook complex examples.

Question 13: What about the Number of Exercises in the Book, Are there Enough Exercises?

Answer	Yes	No	Total
Number	15	50	65
%	23.08%	76.92%	100%

Table2.17: The sufficiency of book exercises .

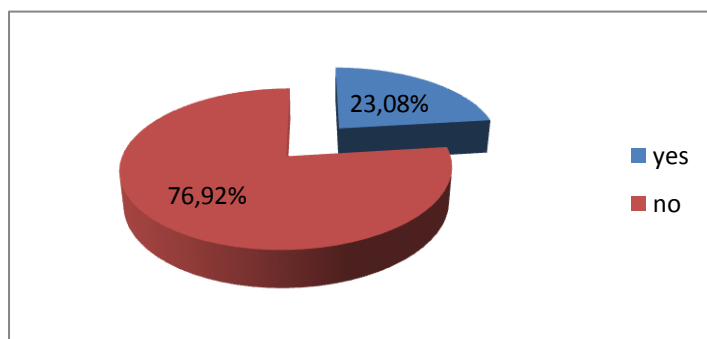


Figure2.16: The sufficiency of book exercises.

Textbook exercises are not sufficient for the learners, for this reason teachers initiate some personal efforts aiming to help their learners and encourage them make their own efforts without waiting for the help of the teacher as the Competency Based Approach requires.

Question 14: Do You Provide Your Pupils with Extra Examples from Your Own?

The majority of the teachers agree upon the point that the exercises, examples and texts of the textbook are not enough for their learners except for 11 teachers who consider that

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they are enough. In addition, the learners cannot cope with such examples because of the language used in the textbook. Therefore, they suggest other sources like library books, the internet, handouts, videos, teachers' examples, exercises and examples of exam papers and other techniques of teaching like songs.

Question 15: Do You Check Your Pupils' Understanding of Grammar Points during the Lesson, Yes or No and How?

Answer	I do not	I do	Total
Teachers	7	58	65
%	10.76%	89.23%	100%
How/the way	Exercises, homework	Questions	Different activities
Teachers	15	12	31

Table 2.18: Ways of checking pupils' grammar comprehension.

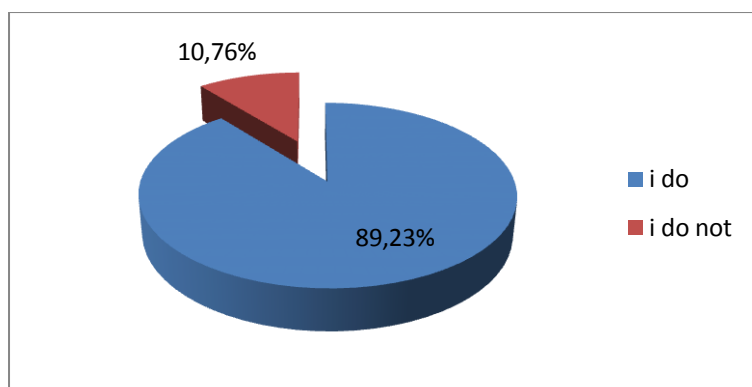


Figure 2.17: Ways of checking pupils' grammar comprehension.

10% of the teachers do not check their learners' understanding during the lesson but only after it through exams and tests, because they have other priorities (some teachers aim is to finish the program), most of the teachers 89 % check the understanding of their learners during the lesson using different ways ;15 teachers respond that they check their pupils' understanding through exercises and homework, 12 teachers do so by asking their pupils direct or indirect questions, for example the teacher asks his pupils to give him some examples, or he gives them some wrong sentences, and they provide him with the correct answer. The remaining 31 teachers organize different activities like planning some drills (written or oral), remedial, group or pair work and quizzes.

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Question 16: Do You Consecrate some Grammar Points in the Exam?

Answer	Yes	No	Total
Number	59	6	65
%	90.76%	9.23%	100%

Table 2.19: Scores of consecrating grammar points in exams.

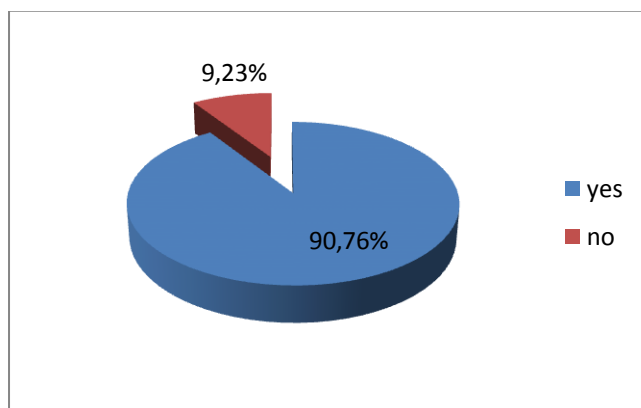


Figure 2.18: Scores of consecrating grammar points in exams.

From Table (2.19) and Figure (2.18) above, we can say that the majority of teachers include or plan some grammar points in the exam of English with different scores (from 2 to 5 points), teachers are aware that English grammar is essential to foreign learners because it helps them to generate correct grammatical sentences. But few do not do so in spite of its importance.

Question 17: How Many Pupils Are Able to Get the Average in the Grammar Tasks?

Three groups of pupils can be distinguished according to their marks either less than 50% of the class, 50% of the class, more than 50%.

Answer	Less than 50%	50%	More than 50%	No answer	Total
number	26	11	8	20	65
%	40%	16.92%	12.30%	30.76%	100%

Table 2.20: Scores of the pupils who get the average.

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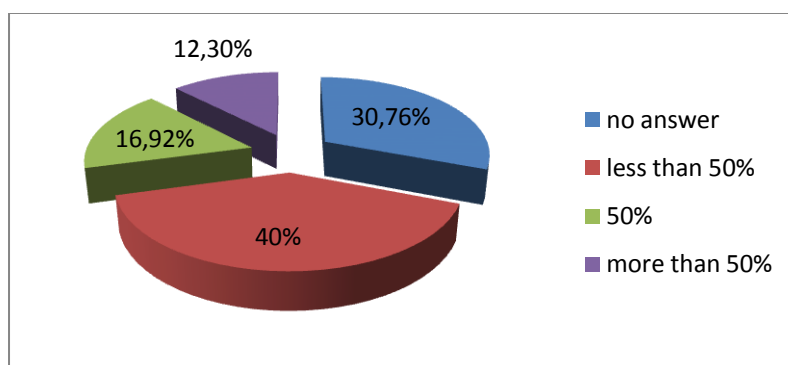


Figure2.19: Scores of the pupils who get the average.

We have found that 30% of the teachers (20 teachers) do not answer this question because they do not consecrate any grammar points in their exams, 26 teachers declare that less than half their pupils are able to get good marks in the grammar tasks, for 11 teachers half their pupils have got good scores in these tasks, while the remaining 8 teachers said that the majority of their learners could get good marks in the tasks of grammar.

Question 18: Which of the Following Grammar Points do You Believe Are Difficult in Teaching?

Our 65 informants were given two lists of grammar lessons, one is for first year teachers and the second one is for second year teachers. These lists include the following points: auxiliaries; the present and the past simple; the present continuous; the past of irregular verbs; articles; "wh questions"; countable uncountable nouns; irregular plural.(in the first year list) whereas the second year list contains: the present simple; adjectives; adverbs(manner ,frequency);the present perfect ;modal verbs;"wh questions" ;the passive form.

As far as first year teachers are concerned, most teachers stress that they face difficulties with their learners in dealing with auxiliaries, countable uncountable nouns, irregular verbs, forming" wh questions "respectively, with various degrees. According to second year teachers, their learners have difficulties with the use of the passive form, the present perfect (because of its difficulty some teachers do not teach it at all), adjectives, adverbs, and modal verbs respectively. We notice that there are some common points between the first and the second years textbooks which can help learners to overcome some difficulties, for example second year pupils do not have any difficulty with" wh questions".

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Question 19: Is there any Relationship between Texts, Lessons and Exercises of the Textbook, Yes or No? /Could You Explain, please?

Answer	Yes	No	Total
Number	39	26	65
%	60%	40%	100%

Table 2.21: The relationship between lessons ,texts and exercises of the textbook.

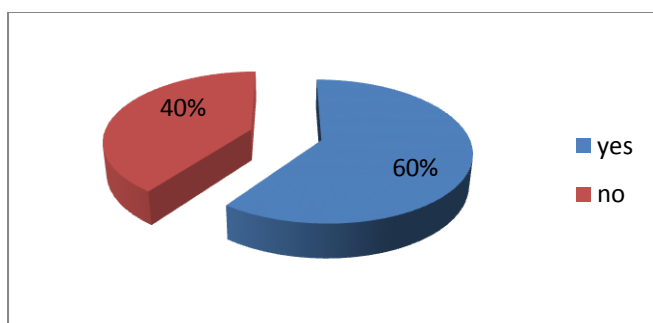


Figure 2.20: The relationship between texts, lessons and exercises of the textbook.

60% of the teachers see that there is a relationship between texts, lessons and exercises of the textbook, yet for the remaining minority there is no relationship. When we asked them for further explanations, they provided us with the following answers:

- "you find that there is a great gap between the lesson and its exercises."

- "The objectives of the Lessons do not go hand in hand with exercises".

- "There is no coherence between lessons and exercises".

- "Teachers have to adopt some lessons because these lessons are not related to pupils' background and so, they cannot understand them."

Question 20: What Do You Suggest for Solving Your Pupils' Difficulties in Grammar?

To solve the pupils' difficulties, teachers have suggested organizing more activities including homework, exercises and examples; since those in the book are not adequate Teachers suggest the increase in the number of hours in respect to teaching the English language from 3 to 5 hours a week. In order to give the pupils the chance to practise the language. They also have to teach grammar explicitly by making a whole lesson for it, and introduce a new textbook, the latter contains lessons that are easier than those in the book.

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They also have to introduce new techniques like visual aids, and provide the textbook with the appropriate reading and listening materials. Some teachers prefer teaching grammar using the Communicative Approach rather than the competency Based Approach. Lessons should be programmed from easy to difficult ones, reducing the grammar points for each level. Teachers should encourage learners to practice English inside and outside the classroom.

Q21: Is the C.B.A Understood by Teachers? In other words, Do You Have any Difficulty in Applying the Competency Based Approach in Teaching Grammar?

Answer	Yes	No	total
Number	27	38	65
%	41.53%	58.46%	100%

Table 2.22: Scores of understanding the C.B.A.

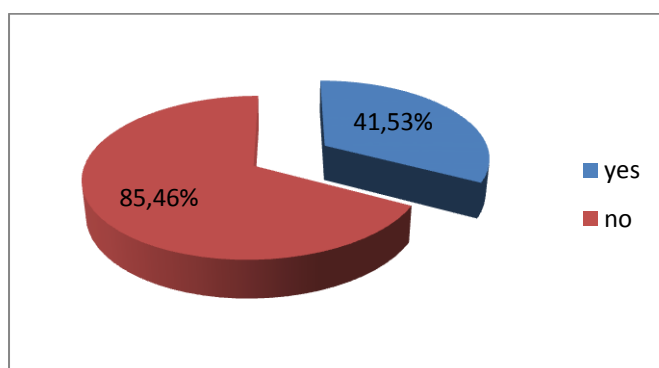


Figure 2.21: Scores of understanding the C.B.A.

The C.B.A is not understood by the majority of the informants, since 58% of the teachers have difficulties in applying it in grammar teaching. The competency based approach requires certain conditions; which are not used in the Algerian middle schools .These conditions are:

- There should be a small number of pupils in the classroom (30 pupils).
- Learners should have a background about subjects that they are going to learn.
- Learners have to do most of the work (80%) while teacher's work is to guide their learners only.
- There should be more learning materials such as visual aids.

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- From the questionnaire that we have given to teachers, we have found that the number of pupils in classes is almost more than 30 pupils. Moreover, learners should have a background about their subject and also they have to do most of the work i.e. prepare, develop and learn the lesson by themselves. We find a huge number of pupils in the classroom who are just dependent on their teacher. The role of the teacher in this approach is just to guide the learner. On the other hand, teachers also need more training in this approach, they need to be provided with the suitable supporting teaching materials and resources, because the CBA is a new approach and most of teachers were taught using the Grammar Translation Method or classical method, yet they have to teach using another one because these are new and most of teachers were taught using the Grammar Translation Method or Classical Method, yet they have to teach using the C.B.A.

3.3 Conclusion

Both textbooks used in the Algerian educational system to teach English for the first and the second years middle school pupils are not well organized .for this reason teachers used to supplement them by some additional teaching materials such as audiovisual aids ,the Internet and other books. The pupils of Adrar have the same difficulties in learning certain grammar points such as: auxiliaries, the use of tenses; the past, the present simple, and the present perfect, countable uncountable nouns. The majority of teachers think that grammar points are not organized well in the first and second years textbooks .That is to say; in some cases lessons do not go hand in hand with their lessons, in others lessons are not provided with examples or exercises at all. The majority of middle school teachers also face many difficulties in applying the C.B.A in grammar teaching. There are similarities between the first and the second year's textbooks concerning grammar points i.e. we can find some lessons which are taught in both levels.

General Conclusion

In this study, we investigate the situation of teaching grammar to English foreign language young learners in both first and second year Middle schools of Adrar, especially after the new reform in the educational system, and the introduction of the competency based approach in the Algerian schools.

We divide our study into two chapters, one is theoretical and the other one is practical. In the first chapter we have two parts, the first part deals with definitions, strategies, and approaches of teaching grammar to young learners .while, the second part is about the history of the Competency Based Approach in Algeria, definition of the textbook and the criteria through which we can organize the grammar points in a textbook, and the role of the learner and the teacher in the C.B.A.

The second chapter is devoted to the analysis of the results obtained from both teachers' and pupils' questionnaires. Throughout the findings we can say that the majority of middle schools' teachers of English have a B.A degree, yet they differ in the number of the years of experience from one teacher to another and from one area to another. The average number of pupils in the first and second year classes is between 35-45. Teachers are supposed to have from 17 to 21 hours teaching English per a week, but it can change due to some factors, among these factors the state of the teacher i.e. part time or fulltime teachers. Generally, full-time teachers have more teaching hours than part-time teachers. Teachers do not allocate the same time for teaching grammar; the latter is based on the learners' level and the approach used in teaching it. More than 50% of the teachers state that grammar lessons of the first and the second year's textbooks are not organized sequentially. This disorganization creates problems for both teachers and learners; the former find themselves obliged to plan their own lessons, they bring other sources or supporting materials, while the latter face difficulties in understanding. Teachers provides their learners with examples, exercises and texts of their own, they may use some techniques, explain using Arabic ...etc, in order to help their pupils. Teaching grammar is an essential part in teaching the foreign language. The age of learner has an impact on the selection of the content; therefore young learners' lessons should be well selected. E.F.L young learners in middle schools of Adrar are not yet able to learn English grammar effectively due to several factors such as :

Learners have difficulties in the use of tenses, auxiliaries due to many reasons among which the difference between the Arabic and English language phonologies, or because of the

rule which is difficult. The difficulty may also lay on the textbook .i.e. grammar lessons are not planned sequentially, insufficiency of exercises, examples, as well as the gap which is found between lessons and their exercises. Furthermore, the actually used books first and second year levels are not adequate materials to be used alone; they need the support of other materials and references. Teachers also have many difficulties in teaching grammar which can refer to the textbooks which are used in teaching grammar, or due to the Competency Based approach itself.

Appendix

Appendix A : Learners' Questionnaire

Name of the middle school.....

Level.....

1st question: Do you understand English grammar points in the classroom?
.....

2nd question: Which one of the following points is difficult?

The past simple -adjectives adverbs The passive form

Personal Pronouns. The present simple

countable & uncountable nouns Wh question

Question 3: Do you understand grammar from textbook or teacher examples?

yes no

Question 4: Do you participate in the classroom in grammar?

Yes no

Question 5: Can you do exercises if you understand the lesson?

I can I can not

Question 6: Does your teacher consecrate some grammar points in the exam?

Yes no

Question 7: can you answer the grammar points of the exam?

Yes no

Question 8: what do you do when you do not understand the lesson?

-ask your teacher .

-ask your classmates.

-ask your family.

-Do not ask anyone.

-Try to understand it by yourself.

Thank you

AppendixB : Teachers' Questionnaire

Questionnaire for first and second year middle school teachers of English.

We are happy to share with you your own experience concerning “teaching grammar to English foreign language young learners in middle schools of Adrar.

1-Name of the middle school.....

2-Location of the middle school.....

Question 3: what are your degrees in English? B.A M.A

Question 4: How long have you been teaching in this middle school?

.....

Question 5: How many first and /or second year classes do you teach in this middle school?.

.....

Question 6: How many pupils do you have in first or second year?

.....

Question 7: How many hours do you teach English in a week?

.....

Question 8: How much time do you consecrate to grammar, do you think it is enough?

.....

Question 9: Which approach do you use in teaching grammar?

.....

Question 10: Are grammar lessons organized sequentially in the textbook of the first and the second year?

.....

Question 11: what kind of difficulties do you find in explaining grammar points?

.....

Question 12: What kind of examples do you use in teaching grammar?

.....

Question 13: What about the number of exercises in the book, are these examples enough?

.....

Question 14: Do you provide your pupils with extra examples from your own?

.....
Question 15: Do you check your pupils' understanding of grammar points during the lesson, yes or no and how?

.....
Question 16: Do you consecrate some grammar points in the exam?

.....
Question 17: How many pupils are able to get the average in the grammar tasks?

.....
Question 18: Which of the following grammar points do you believe are difficult in teaching?

.....
Question 19: Is there any relationship between texts, lessons and exercises of the textbook, yes or no? /could you explain, please?

.....
Question 20: What do you suggest for solving your pupils' difficulties in grammar?

.....
Question21: Is the C.B.A understood by teachers? In other words, do you have any difficulty in applying the competency based approach in teaching grammar?
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