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The Discourse Approach to Teaching Grammar Case study of 3rd year pupils at Sidi Khelil Secondary School EL Meghaier -El Oued -

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Dedication

I dedicate my dissertation work to my family and my friends. I would like to dedicate my special feeling of gratitude to my loving parent whose words of encouragement and push for tenacity ring in my ears.

I would like also to dedicate my work to my brothers and sisters who have never left my side.

I also dedicate this dissertation to all friends who have supported me throughout the process. I will always appreciate all they have done, especially Alex and Mary for helping me develop my technology skills and for the many hours of proofreading. I dedicate this work and give special thanks to Mr.Benkaddour Mensour, Tahha and Waeil for being there for me throughout the entire academic year.

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List of Abbreviations

CA: Communicative Approach

CLA: Communicative Language Ability

CLT: Communicative Language Teaching

DA: Discourse Approach

EFL: English as Foreign Language

FL: Foreign language

L2: Second language

NB: Number

UG: Universal Grammar

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Chapter I

Introduction

1. Background to the Research

English language teaching and learning has given a significant position in the educational systems of all countries during the last centuries. This challenge, however, has developed as a result of the main issue how to teach the foreign language? The Traditional view toward language teaching was mainly dependent on teaching the linguistic components of language. That is to say, the focus was developing the grammatical competence of the learner. Canale and Swain (1980, 1981) used grammatical competence is in reference to Chomsky's linguistic competence. According to them, grammatical competence is concerned with the mastery of the linguistic code (verbal or nonverbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

As the communicative approach developed in 1980s, a search for more communicative tasks has also increased. Practically, teachers need to teach more than grammatical knowledge, but also pragmatics. For this reason, a wider framework of the teaching materials increased to the necessity of authentic materials (real discourse). The need of integrating discourse into language teaching was supported by three premises of a discourse view towards language use was proposed by Cots (1996) including: communicative competence (CC); context, and intentions and interpretation. The first premise deals with the principles of CC by Hymes mentioning that learner's capacity to communicate in a foreign language involves knowing not only the structure but psychological aspects.In Canale and Swain's (1980)

concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language usage. The second premise deals with the idea that language use is varied and has different functions depending on the context. It requires the use real instances of language use, in which language can be appreciated by looking at its social effects. Lastly, the third premise bases from the notion that communication cannot be explained as the simple transfer of pre-existing meanings. Rather, meanings are created through intentions and interpretations.

2. Statement of the Problem

Since in traditional grammar the focus was on the form not function, there was a need to have sentences in combination which is the main concern of discourse approach. The latter refers to using language (form) in context (function). Discourse analysts see that using linguistic elements in context make the text more cohesive and understandable. But, it seems that EFL learners do not use grammar appropriately because the problem is that learners have many problems in understanding effective contextual discourse i.e. how to use grammar element in appropriately. On the basis of what has been said, the question that raised here: to what extent grammar is relevant to Discourse Approach? In other words, How EFL learners have to employ their linguistic competence (syntax, vocabulary…etc.) in appropriate context which develop their communicative competence (real and authentic life, contexts)?

3. Purpose of the Study

Discourse and language teaching would be two different poles of perspectives. However, when integrated well, immersing discourse into language teaching could provide a wide range resource for the real language use which is beneficial for communicative purpose of the language learners. Thus, this study aims at showing how Discourse Approach is relevant to teaching grammar. More clearly, comprehending and producing well-formed

grammatical sentences (form) are not sufficient for learners. They need to know how to apply these forms in real meaningful context (function). It also attempts to shed light on the importance of grammar and context in language teaching. Besides, this study aims at exploring EFL teachers" attitudes towards the implementation of D A in the Algerian schools and the constraints that may prevent them in doing so.

The present study has two variables:

The independent variable: Discourse Approach.

The dependent variable: Teaching grammar (the passive voice).

4. Research Questions

o   To what extent Discourse Approach is relevant to teaching grammar?

o   How the passive voice is presented using discourse approach?

o   What is the reaction of teachers and learners to grammar lesson presented by DA?

o   What are the main constraints that may prevent EFL teachers and learners to apply DA in the Algerian secondary school?

5. Research Hypothesis

The present study hypothesizes that DA helps in enhancing EFL learners' communicative competence if it is thoroughly applied in Algerian schools. That is to say if learners are taught how to compose and understand well- formed sentences along with how to use them appropriately in context to meet a communicative goals, we will grantee more competent language communicators and to raise motivation on them. However, EFL teachers may fail in doing so for certain constraints such as: the lack of the DA requirements in the Algerian schools, the lack of the teachers' awareness of this approach, and the absence of training in teaching FLs.

6. Significance of the Study

This study will be a significant endeavor in providing a good teaching learning process and raising learners' motivation. This study will also be beneficial to learners and instructors by giving a practical methodology for teaching a foreign language. That is to say, when they apply effective Discourse Approach by understanding the needs of the learners and by setting particularly different concepts related to the use of contexts they will have a quality education and these instructors and learners are assured of competitive advantages which help in meeting communicative goals. Moreover, this research will also provide recommendations concerning applying context based approach in our classrooms. This study will be helpful to researchers in training and informing them in the area of language teaching, objectives, and strategies. It will also serve as a future reference for them on the subject of grammar teaching and learning.

7. Outline of the Dissertation

The present study is consisted of five chapters. The first chapter is an introduction, background to the study, statement of the problem, the purpose of the study, research questions, the research hypotheses and the significance of the study. Afterwards, Chapter two is devoted to speak about literature review. It is more concerned with grammar and discourse approach. It starts with definition of competence and linguistic competence, the place of grammar in language teaching and the different approaches to teaching grammar. More importantly, this chapter deals also with the discourse analysis approach; its definition, historical background features and its contribution to language teaching in general and in grammar in a specific. This chapter also deals with the importance of teaching culture beside teaching language Chapter Three presents the methodology. It clarifies the research methods

and the population of the study. Then, data collection, validity and reliability are discussed in detail. Next, Chapter Four is divided into two parts. Part one introduces the results of both the questionnaire and the interview. Then, the second part presents the interpretation of these results. Finally, Chapter Five deals with summary of the major findings, limitations and the suggestions for further research, then the implications of the study.

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Chapter II

Review of Literature

1. Introduction

This chapter presents the theoretical part of the study that investigates the role of discourse approach in developing EFL learners' CC. it consists of two main points in the first point, we will try to trace back the history of teaching grammar and associate it with the linguistic competence as a key term. Before looking at what is meant by linguistic competence, competence is first to be defined. The assumption is that once this basis is provided, constituents of linguistic competence are to be mentioned. It also tackles the role of grammar in English language classrooms with the different approaches of grammar teaching. The second part is more concerned with discourse approach. It begins with a general overview on discourse approach, its definition, the main features which contribute to discourse analysis, and the differences between written and spoken discourse. Then studying grammar in relation to communicative approach and discourse analysis in other words how grammar is taught in DA. It also deals with the importance of teaching culture beside teaching language.

2. Definition of Competence

A distinction between "langue" and "parole" has recently been made by the American linguist, Noam Chomsky. He introduced two terms which are "competence" (langue) and "performance" (parole). They are not exact equivalents, since Chomsky would not accept that competence could be described in terms of collective consciousness. According to Widdowson, Chomsky defines competence as:

"The shared knowledge of the ideal speaker-listener set in completely homogenous speech

community. Such underling knowledge enables a user of a language to produce and understand an infinite set of sentences and of a finite set of rules. "(Chomsky, 1979, Cited in Widdowson1979, 43)

That is to say, in Chomsky's sense and individual's competence is defined by the grammar, or set of rules, that is represented mentally and manifested by their understanding of acceptable usage in a given linguistic situation. Thus, grammatical competence refers to an innate knowledge of rules rather than knowledge of items or relations. It is said to be innate because an individual is not supposed to be trained to acquire it simply because it is an innate thing. The following sentences are going to illustrate the internal structure of grammar which enables an individual to distinguish between well-formed sentences

Example (1):

I speak acceptable Chinese

I speak Chinese acceptably.

⟹   This would be regarded as acceptable by any native English speaker.

But:

I speak acceptably Chinese.

⟹   This would not probably be acceptable.

Example (2):

I speak quite acceptable Cantonese and some other Chinese dialects as well as Japanese.

⟹   This might be regarded as alright.

3. The Concept of Linguistic Competence

For Stern (1986), linguistic competence is concerned with both form and meaning. He includes these two aspects in his characterization of what it means to know a language; in which the language user knows the rules of a language, and he can apply those rules without paying attention to them. Stern's idea is that if the description of a language makes any claim to be comprehensive, it must account for both the forms and the meanings of language.

Ibid (1983) also regards that language forms are able to express linguistic, cognitive, and socio-cultural meaning which can be intuitively grasped by native speakers. Linguistic competence consists of   spelling, pronunciation, vocabulary, grammatical structure, sentence structure and linguistic semantics. A learner who can add prefixes correctly to form the negative equivalents is developing a competence in using word -formation rules correctly.

Examples: Linguistic competence

Table 1

Linguistic competence

Words	Prefixes	Opposites
Legal	Il -	Illegal
Educated	Un-	Uneducated
Polite	Im -	Impolite

In these various ways, the learner is acquiring linguistic competence in the foreign language. This linguistic competence is of great importance as it is pointed out by Faerch (1984) who claims that it an integral part of communicative competence. For them, it is impossible to conceive a person of being communicatively competent without being linguistically competent. The linguist Chomsky (1965) claims that linguistic competence is something innate and this is illustrated by a child's acquisition of the language around him/her. It is not the product of general intelligent or learning ability, but an innate,

genetically determined feature of human species. That is to say, human beings are predisposed to knowledge. In this view, the new born infant's brain already contains a Universal Grammar (UG) which forms the basis of competence in the particular language.

4. Linguistic competence equals Grammar

The term grammar is used to refer to the subconscious linguistic system of a particular language. Grammar makes possible the production and comprehension of unlimited number of utterances. No language can exist without grammar and no one can use a language without having knowledge of its grammar. Grammar therefore is the common core of any language.

The linguists Southerland and Katamba (1996) use the term grammatical competence to refer to linguistic competence which consists of several components (phonetics, phonology, morphology, syntax and semantics) According to Thornburg (1992), Grammar is conventionally the study of syntax and morphology. On the one hand, he refers to syntax as the grammar of sentences which studies the way sentence are formed. That is to say, it deals with the relationships of words in sentences and the way these words are put together to form sentences. On the other hand, morphology is the grammar of words that is concerned with their form. It shows the changes in words forms resulting either from inflections (such as plurality, verb, tense …etc.), or from derivations such as prefixes or suffixes.

5. The Place of Grammar in Language Teaching

Traditionally the language teacher of English has taken the grammarian's representation of language as his principal reference and it has been generally assumed that the content of language teaching is to be drawn from the grammatical description of the language to be taught. The assumption has been that teaching a language means essentially the teaching of its underlying system, and since it is precisely this that the grammarians set out to

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describe. It would seem obvious that it is a grammatical description which should serve as the source of what might be called the "subject matter" of a language course. This does not mean that the grammar is to be taught directly, or that the way it is presented should conform to any particular model of description. Subject matter in this, as in any other subject, has to be modified in accordance with pedagogic requirements. But this does not alter the fact that the subject matter of language teaching can generally speaking be ultimately traced back to a grammatical source; the language teacher deals with items provided by a grammar. It is for this reason that Saporta, for example, is able to refer to language teaching materials as a whole as "pedagogic grammar." (Saport1967, cited in Widdowson, 1973: 9). This being the case, it is clearly of importance to establish the principles upon which a grammatical description is based. What we want to know here is why to teach grammar of a language and what are the methods of teaching grammar.

6. The Purpose of Teaching Grammar

Grammar gains its prominence in the field of language teaching mainly in teaching English as a foreign language (EFL) and as a second language (ESL). Thus, without a good knowledge of grammar, the development of learners' language will be constrained or limited. In grammar teaching, Widodo (2006) argues that learners are taught rules of language that are known as sentence patterns. The teaching of grammar should encompass language structure, meaning and use. Ur (1999) agrees with Widodo when he claims that the rules of a language enable the learners' to be communicatively competent or good users of the language. In the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. Teaching of grammar should also ultimately center attention on the way grammatical items and sentence patterns are correctly used. Another reason has

been stated for the teaching of grammar. Corder (1988) argues that grammar is thought to provide the basis for language skills: listening, speaking, reading, and writing. For the case of listening and speaking, grammar plays a crucial role in grasping and expressing spoken language since learning grammar is necessary to acquire the ability to produce grammatically acceptable utterances in the language. In the context of writing, grammar permits the learners to put their ideas into intelligible sentences so that they communicate in a written form. In reading, grammar enables learners to comprehend sentence interrelationships in a passage (cited in Widodo, 2006:122). At last in the case of vocabulary, grammar enables learners to see how some lexical items should be combined into good sentences so that meaningful sentences can be formed. Corder's idea is met again in what Long and Richards (1987, cited in Widodo, 2006:122) conclude, "It cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks". Harmer (2001) insists on the same fact when he said: "If grammar rules are broken or misused, the communicative objectives of using the language will not be reached".(Cited in Widodo, 2006: 123)

In spite of the above mentioned reasons, the history of language teaching has witnessed claims for and against the teaching of grammar. Grammar has been viewed as important for some methods and approaches and of less importance for some others.

7. Approaches to Teaching Grammar

Language teaching has known different developments over the years for the purpose of establishing an appropriate approach. Accordingly, many approaches have succeeded and failed throughout history of LT and each one came to handle the shortcomings of the previous one. The following paragraphs discuss the pre and the post communicative approach eras.

7.1. Pre-communicative Approaches Era

Historically, several approaches and methods were appeared for the purpose of establishing more effective ways of teaching. Celce-Murcia (2001) declared that approaches to language teaching developed successively: Grammar-Translation, Direct, Reading, Audio- lingualism, Oral-situational, cognitive, Affective-Humanistic, Comprehension-Based, and Communicative approach. But, all the approaches that emerged before the Communicative one focused on the form rather than the function. In the other words, they give much importance to linguistic competence and neglect the communicative one. Larsen-Freeman (2000) mentioned that most of educators deduced that students could realize accuracy while producing sentences, but they could not use those sentences appropriately for communicative purposes.

7.2. Post -communicative Approaches Era

After the emergence of the communicative approaches, the goal behind language teaching shifted from the focus on mastery of structures to the emphasis on communicative proficiency (Richards & Rodgers, 2001). CLT is an approach to teaching a language that emphasizes interaction as both the means and the ultimate goal of learning a language. Widdowson (1983) also referred it as "communicative approach to the teaching of foreign languages". CLT can also be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as

to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)". (Berns, 1984, cited in Galloway, ERIC, 1993: 1).

8. Discourse Approach and Communicative Language Teaching

The DA is a result of communicative approach. It is generated by the various groups which were contrasted with the considerations of context that could apply to class. According to Bax (2003), one might begin by looking at and analyzing the learning context. From there, one would move on to take account of individuals (learning styles, strategies), classroom culture (motivation, school environment), local culture (regional differences, status of teachers and students in the community) and national culture (politics, religion). Only then would one deal with a teaching approach (methodology, materials, and methods) to accomplish those aims, and finally consider a language focus (lexis, phonology, grammar). Halliday and Hasan (1989, in Kramsch, 1992) argue that the notions of language and context are inseparable: language is operative in a context of situation and contexts are ultimately constructed by a range of discourses produced within a community. That is to say our ideas, our knowledge, our thoughts, our culture are all there (community) almost independent of language and just waiting to be expressed by it. The meaningful context is critical for language learning and it has been widely recognized. This context includes the understanding of culturally defined aspects of communicative events such as role relationships and norms of interpretations.

9. Definition of Discourse Approach

To understand Discourse Approach to the teaching of grammar, we need to define Discourse Analysis. DA is to examine how any language produced by a given participants whether spoken or written is used in communication for a given situation in a given setting. As Chomsky (1965) observed, there is no limit to the number of possible sentences that can be generated from the grammar and lexicon of a language. However, putting together a random group of sentences that may be grammatically correct does not result in discourse. Discourse must instead be organized in some coherent way that makes sense in the context of an interaction. Thus, one important aspect of DA is that texts or utterances are regarded as wholes, beyond the level of the grammatical sentence. Yule (1996) asserts that discourse structure focuses on the elements that form a well-stretched discourse and the study of discourse is based especially on a pragmatic view where the background knowledge, beliefs and expectations are taken into consideration. Crystal (1987, 116) cites the common concern among discourse analysts "to see language as a dynamic, social, interactive phenomenon—whether between speaker and listener, or writer and reader." He emphasized on "the participants' beliefs and expectations, the knowledge they share about each other and about the world, and the situation in which they interact." Thus, another important principle of discourse analysis is that language is always studied in its social context.

10. Historical Background of Discourse Approach

According to McCarthy (1991) Discourse Analysis is more concerned with the study of language in relation to its context. It was emerged out of different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourses analysts study language in use both written and spoken texts. Zellig Harris shifted

his attention from studying a language starting from single sentences to group of coherent-stretched sentences. Harris in his published paper titled 'Discourse analysis' (1952) was interested in linguistic elements-in extended texts, and the relationship between the text and its social situation. In the 1960s, Dell Hymes provided a sociological perspective with the study of speech in its social setting (Hymes 1964). The linguistic philosophers *such* as Austin (1962), Searle (1969) and Grice (1975) were also influential in the study of language as social action, reflected in speech-act theory and the formulation of conversational maxims, alongside the emergence of pragmatics, which is the study of meaning in context. M. A. K. Halliday's framework emphasizes the social functions of language the thematic and the informational structure of speech and writing.

American discourse analysts (Hymes 1972) have dominated their work within the ethno methodological tradition, which is based on the observation of groups of people communicating in natural settings. It examines types of speech event such as storytelling, greeting rituals and verbal duels in different cultural and social settings. What is often called conversation analysis that included under the scope of discourse analysis. In conversational analysis, the emphasis is not upon building structural models but on the close observation of the behavior of participants in talk and on patterns which occur over a wide range of natural data. The work of Sacks, Schegloff and Jefferson (1974) is important in the study of conversational norms, turn taking, and other aspects of spoken interaction. Alongside the conversation analysts, working within the sociolinguistic tradition, Labov's investigations of oral storytelling have also contributed to a long history of interest in narrative discourse. Also relevant to the development of discourse analysis as a whole is the work of text grammarians, working mostly with written language. Text grammarians see texts as language elements strung together in relationships with one another that can be defined. Linguists such as Van

Dijk (1972), De Beaugrande (1980), Halliday and Hasan (1976) have made a significant impact in this area. They made important contributions that show the links between grammar and discourse. Discourse analysis has grown within different disciplines and found its unity in the description of language above the sentence and an interest in the contexts and cultural influences which affect language in use.

10.1. The Relationship between Form and Function

The first fundamental distinction we have noted is between language forms and discourse functions; once we have made this distinction a lot of other conclusions can follow, and the labels used to describe discourse need not clash at all with those we are all used to in grammar. They will in fact complement and enrich each other. (McCarthy, 1991:7)

According to McCarthy (1991), DA describes the language beyond the sentence level: the context and the cultural aspects that affect language in use. A discourse implies much more than its form; it also implies its own function or meaning. According to Halliday (1970), intonation plays a crucial role in conveying meaning. If the intonation of a sentence is changed, its meaning will also be changed. Thus, the particular way the sentences are produced carry their individual meaning, and the analysis must go far beyond sentences forms in order to be possible to depict the real meaning of the spoken interaction. That is to say form in on one hand refers to the way traditional grammar deals with forms and classes of words; for instance, a verb, an adverb, a subject, an interrogative sentence, etc. On the other hand, in discourse analysis, the function of these forms and classes of words are not exclusively related to their forms or classes, but the way the sentence is produced play a significant role. For example, in "She went home." the structure is in the form of a declarative clause, however, this form can be used in order to apply another function, other than the affirmative

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(declarative) function, for example: "She went home?" Therefore, the same sequence has got another value, the one of a question, even though it maintains the same structure (form) of a declarative (affirmative) clause. Language teachers should focus attention to students' ability to communicate, and one way of enhancing communication is by making the students aware of the existence of different signaling within clauses, which contribute for detaching function from form. Furthermore, learners can benefit from using discourse analysis to explore what language is and how it is used to achieve communicative goals in different contexts. Thus discourse analysis can help to create a learning environment that accurately reflects how language is used and encourages learners toward their goal in another language.

10.2. The Contribution of Discourse Approach to Language Teaching

Most of the teachers have a tendency to teach language in isolation with its use. As a result, the context lacks and when it is time to practice the things they have learned in real life situations the students fail to use the language and find it difficult to recognize the function of the utterance guided by the speaker. So there is a need contribute discourse analysis to language teaching by relying on The functional analysis of sentences and considering utterances in a particular and appropriate context and focusing on speech acts in order to go beyond formalism.

10.3. The Contribution of Context to the Meaning

According to Truebgill (1974), language like other forms of social activities has to be appropriate to the speakers using it. Behaving does not only mean to be appropriate to individuals. It also needs to be suitable for particular occasions and situations. Language, in other words, varies not only according to the social characteristics of speakers (such as social class, ethnic groups, age and sex) but also according to a social context in which they find

themselves. Hymes (1972) argues that social factors restrict grammar use because the rules of use are dominant over the rules of grammar. Hymes further expands this claim to say that, children should acquire knowledge of appropriateness. For him children should acquire knowledge of socio-cultural rules such as: when to speak, when not to speak, what to talk about, with whom and in what manner. Hymes adds "children develop a general theory of speaking appropriately in their community from a finite experience of speech act and their independence with socio-cultural features." (Cited in Widdowson, 1978: 27)

11. Discourse Approach to Teaching Grammar

Many people, including language teacher link "grammar" to a fixed set of word forms and rules of usage. So, they teach grammar following the Traditional Approach by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Long and Doughty criticized the traditional approach in which the students fail to apply their knowledge of grammar when they are communicating. Students know the grammar; they know the rules explicitly- but they fail to apply them in communication. In this approach students are unable to use the grammar rules in speech. They do not understand how grammar rules work in a sentence. Learning grammar in context will allow learners to see how rules can be used in sentences.

"Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase" (Thornbury, 1999:69).

11.1. Accuracy and Error Correction in EFL Classroom

Error correction in the second language (L2) classroom raises many problems among language L2 acquisition researchers and teachers. Teachers may have very strong views about, based on their own previous L2 learning experience. He or she will find error correction described on a continuum ranging from ineffective and possibly harmful (e.g., Truscott, 1999) to beneficial (e.g. Russell & Spada, 2006) and possibly even essential for some grammatical structures (White, 1991). Furthermore, teachers in the class are faced with students' opinions about error correction since students are the target and often have their own views of if and how it should happen. What is a teacher to do?

Second language instruction can be explained through two broad categories: meaning-focused instruction and form-focused instruction (Long, 1996; Ellis, 2001). Meaning-focused instruction is characterized by communicative language teaching and involves no direct, explicit attention to language form. The L2 is seen as a vehicle for learners to express their ideas. In contrast, form-focused instruction generally treats language as an object to be studied through discrete lessons targeting specific grammatical structures and rules. The latter can be called an isolated approach because attention to language form is isolated from a communicative context. Thus, Error correction in this context is often used to help learners acquire accuracy. However, this is not the type of error correction currently receiving so much interest. Instead, the context for error correction that has received considerable attention during the past decade involves an integrated approach to language instruction, incorporating attention to language structures within a meaning-focused activity or task.

12.Conclusion

This chapter reviewed the related literature of the present research. It spoke about grammar and its importance in language teaching. As we have seen previously grammar has been the focus in English language teaching for the entire forty-some years and it has been developed considerably in its methods and materials. The discourse analysis approach; its definition, historical background features and its contribution to language teaching in general and in grammar in a specific were the common core of this chapter with the importance of teaching culture beside teaching language.

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Chapter III

Methodology

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1. Introduction

This chapter is devoted to the methodology in conducting the present study. It introduces the research methods and the population. Then, it deals with data collection: questionnaire and interview. Finally, this chapter concludes with discussing the validity and the reliability of the present study.

2. Research Methods

In this study, we are going to confirm the hypothesis through a descriptive work, which focuses on the students' reactions toward a grammar lesson, presented using D A about the passive voice lessons. It verifies whether students are more motivated and aware of the function or the context in which the passive voice is used for. At the end of the lesson, pupils will be given a questionnaire with a translated copy and three teachers are given an interview. Both aim at collecting data which will hopefully serve to confirm our hypothesis.

3. Population

3.1. Teachers

The interviews were carried out with four upper secondary school teachers of English. The interviews were carried out by meeting each teacher individually at the schools where they work (Sidi Khelil, Chohra secondary school). The interviewees all have experience from teaching English language at upper secondary level and were currently teaching English to upper secondary school students. The interviews were performed in English.

The interview consists of 13 open questions. The questions are arranged in order to find out teachers' attitudes towards teaching English grammar and their ideas about the changes in

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attitude towards the importance of English grammar knowledge that have taken place during the years they have been practicing their profession besides, their attitudes towards the use of English grammar in meaningful contexts.

3.2. Learners

(78) Pupils from different streams belonging to Sidi Khelil Secondary school in EL Meghaier, El Oued were handed questionnaire with a translated copy. The questionnaire which we distributed among 78 pupils ended with the responses, which constitute the principle source of data. The questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of teaching grammar through discourse approach.

4. Data collection

The data of the present study was collected through a questionnaire that was administered to Sidi Khelil Secondary school in EL Meghaier, El Oued during the third semester of the academic year 2015/2016 (See Appendix A), besides to an interview that was accomplished with the teacher at the same time (See Appendix B) . The questionnaire which we distributed among 78 pupils ended with the responses, which constitute the principle source of data. The questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of teaching grammar through discourse approach. The questionnaire is made up of three sections, consisting of 19 questions which are either closed questions requiring from pupils to answer by 'yes' or 'no', or to pick out the appropriate answer from a number of alternatives; or open questions which require personal information. This recorded interview took 25 minutes. The questionnaire and the interview results will be discussed together in order to achieve the research goals.

5. Validity and reliability

This section introduces the validity and the reliability of the results of the present study. Matsuda and Silva (2005) argued that "It is important to remember that an instrument is valid if it measures what it purports to measure" (p. 192). On the other hand, the dependable measurement is referred to the reliability of the research (Marczyk et al, 2005). Thus, this study gathered data from the participants' different views through the questionnaire and the interview. Questionnaire consisted of 19questions which were checked by two EFL Learners at Sidi Khelil Secondary. Afterwards, the questionnaire was administered randomly within the students because they are the closest locations to the researcher. In addition, an interview was done to four teachers from two secondary schools in el Meghaier. El Oued (Chohra and Sidi Khelil) concerning their attitude towards teaching grammar through discourse approach. The participation of the subjects, teachers and learners was voluntary. Consequently, the outcome measures are valid and reliable.

6. Conclusion

This Chapter presented the methodology. It discussed the research methods, the population of the study, data collection of the questionnaire and the interview. Then the validity and the reliability of the present research were discussed.

Chapter IV
Results and Discussion

1. Introduction

The present chapter introduces the results obtained from the questionnaire and interprets them for answering the research questions that were proposed in Chapter One. Then, the interview will be analyzed in relation to the questionnaire results as well.

2. Describing the Lesson about the Passive Voice

The lesson is presented to 3rd year class scientific stream in Sidi Khelil Secondary school during the 2nd trimester for two hours. The class has 32 pupils (girls 19, boys 13). The objective of the lesson is: at the end of the lesson learners would be able to use the passive voice in context.

Task 1(**25 minutes**): students are required to identify sentences about facts and inventions in the present and past passive. Each group is given 20 sentences about facts and inventions, but each sentence is in two parts. Their task is to find 20 facts by correctly matching the two parts of each sentence. When all of the sentences have been correctly matched, the students put the cards into two designated piles. The group members take it in turns to turn over one card from each pile. If the two cards go together to make a correct fact, the student reads the passive sentence out loud, keeps the two cards and plays again. If they do not go together, the student reads the sentence aloud, but turns it into a negative passive statement. The student with the most cards at the end of the activity is the winner.

Task 2 (30 minutes): students practice making sentences using the past and present passive. The class is divided into groups of three or four and each group is given a set of cards. Students take it in turns to turn over a card and make a sentence by completing the gap

with the passive form of the verb in brackets. The student then reads out the sentence to the group, e.g. Name three books which were made/have been made into films. The other group members then race to answer by naming three things belonging to the category. The first student to do this successfully keeps the card. The student with the most cards at the end of the game is the winner. Afterwards, there is a class feedback session to go through the questions and possible answers with the class.

Task 3 (5 minutes): the teacher gave the student homework. The students have to talk about their experiences of growing-up. Individually, students fill out a chart by writing 12 passive sentences about themselves.

3. Questionnaire Results and interpretations

This section presents the results of the questionnaire. As it has been said it was handed out to (78) 3rd year pupils from different streams belonging to Sidi Khelil Secondary school. The questionnaire is designed to investigate our sample's attitudes and beliefs to elicit the necessary information about the importance of teaching grammar through discourse approach. The questionnaire is made up of three sections discussed as the following;

Item 01: Pupils' Streams

Table 2

Pupils' Streams

Streams	Literary class	Scientific class
Number	47	31
Percentage %	60.25%	39.75%
Total	78	100%

As in table 1, the majority of the pupils (60.25%) belong to the literary stream, (39.75%) of them are, however, from a scientific stream. Since languages are usually allocated to the humanities (Hutchinson and Waters, 1987; cited in Boulmarka, 2000:78), English teaching is

more emphasized in the literary streams than it is in the scientific ones. People of literary classes would receive more English instruction than pupils of the scientific classes this would lead to differences in the pupil's language proficiency because of the differences in the importance attached to English in each stream and the time allocated to it.

Item 2: Pupils' Gender

Table 3

Pupils' Gender

Gender	Females	Males
Boys	50	28
Girls	64.10%	35.89%

As shown in the table, girls (64.10%) boys (35.89%). The result can be interpreted as the increasing number of girls in Algerian classes.

Item 3: Pupil's English classes

Table 4

Pupil's English classes

Streams	Number	Hours	%
Literary classes	47	3 -8	60.25%
Scientific classes	31	3	39.74%
Total	78	3-8	100%

Pupil's English classes

Literary class pupils have from 3 to 8 hours (60.25%) English classes a week. Literary classes are divided into philosophy and foreign language classes. The latter have 8 hours in the second year and 4 hours in the third year whereas the philosophy classes have 4 hours. On the other hand, the scientific class pupils have 3 hours (39.74%).

Item 4: English language preference

Table 5

English language preference

Answers	Number	%
Yes	65	83.33%
No	13	16.66%
Total	78	100%

Most of the pupils (83.33%) answer that they like English. Their main arguments are; English is considered as an international language or the language of the world. They need it to communicate with friends and foreigners…etc. Those who answer no (16.66%) justify that they would not major in English and others say that they dislike their English teacher.

Item 5: Pupils' English scores

Table 6

Pupils' English scores

Pupils' level	Number	%
Good	15	19.23%
Average	49	62.87%
Bad	14	17.94%
Total	78	100%

(17.94%) of the pupils evaluate their scores in English as being bad that more likely goes for those who don't like English in the previous question. (62.87%) responded by saying that they have an average level, the remaining (19.23%) evaluate their level as good so , we assume that the majority of the pupils have a good mastery of English language.

Item 6: Pupils' grammar courses

Table 7

Pupils' grammar courses

Grammar courses	Number	%
Every English lesson	30	38.46%
Once a week	38	48.71%
Few times in a week	10	12.82%
Few times in a term	0	0%
Total	78	100%

The table above shows that the majority of pupils study English grammar once a week this is mainly because there are many subjects taught a long with grammar such as reading comprehension, phonetics, written expression…. This is may be an exception for foreign languages pupils who may study grammar in every English lesson. Whereas, grammar is studied few times a week because it may not be part of the program.

Item 7: English Grammar sessions

Table 8

English Grammar sessions

Items	Number	%
Yes, some more lesson	10	12.82%
I like it the way it is	16	20.51%
No there are too many	23	29.48%
no	29	37.17%
Total	78	100%

When the learners were asked if they would like to have English grammar session, (37.17%) said that it's enough they already have too many sessions. (29.48%) they like this way. (20.51%) they like some more lesson. however, (12.82%) the want more.

Item 8: Ways of Learning English grammar

Table 9

Ways of Learning English grammar

Items	Number	%
Learning the rules by heart	16	20.51%
Learning the rules and giving examples	38	48.71%
Reading a lot of examples and guessing	19	24.35%
Building new sentences after a given pattern	1	1.28%
Translating to and from English	4	5.12%
Total	78	100%

As for the best ways of learning English grammar (EG) there are similarities and differences in attitude. The most common answer is learning the rule and giving examples (48.71%). It is clear that this is the most prevailing strategy used by the teacher, giving the rule and checking the learners' understanding through example. (24.35%) prefer to learn EG through reading a lot of example and guessing the rules because of the new reforms which mainly insist on learners should extract the rules by themselves specially after reading comprehension. The other way is learning the rules by heart (20.51%). it is very traditional but in fact it is still used and preferred by some teachers and learners. (5.12%) of students think that translating to and from English is the best way to learn EG while only (1.28%) think that the best way is building new sentences after a given pattern. This shows that pupils do not need to build up new sentences after giving them a sample, they need to know the rules and apply them in correct situation not just imitating the teacher sentence pattern.

Item 9: Reasons of Studying Grammar

Table 10

Reasons of Studying Grammar

Items	Number	%
Grammar improve my English	19	24.35%
It helps me to express myself correctly	07	8.97%
to understand spoken and written English	43	55.12%
I like English grammar	06	7.69%
My teacher gives lesson of grammar	02	4.93%
Total	78	100%

The reason for learning English grammar seems to be quite similar among student from the two streams. Students state that they study English grammar because it helps them to understand both spoken and written English (55.12%) and also helps them to improve their knowledge of English (24.35%). This is because of the common belief among pupils that grammar is the core of English and learning. Some other pupils answered that grammar helps them to express themselves correctly (8.97%) and they like it (7.69%) but in fact they are not numerous. The last few (4.93%) answer they learn it because their teacher gives the lessons.

Items 10: The importance of English grammar

Table 11

The importance of English grammar

Items	Number	%
Yes, I think grammar is very important	47	60.25%
Yes, I think grammar is quite important	20	25.65%
No , I don't think grammar is important	10	12.82%
I don't know	1	1.28%
Total	78	100%

As for the importance of studying English grammar, the majority of pupils (60.25%) find grammar very important, and (25.65) find it as quite important. This is due to many reasons such as; grammar helps them to express themselves correctly, to understand both

spoken and written English As they said in previous question on the other hand, a small number of pupils 12.82%decide that English grammar is not that important and others (1.28%) do not know whether or not it is important.

Item 11: Pupils Skill in Grammar

Table 12

Pupils Skill in Grammar

Items	Number	%
Very good	09	11.53%
Good	37	47.43%
Satisfactory	19	24.35%
Less than satisfactory	05	6.41%
poor	11	14.10%
Total	78	100%

The table shows that the majority of students consider that their level in English is good (47.43%), satisfactory (24.35%) and good (11.53%). This may be because they consider grammar as the fundamental core of the language and they give it great importance and do their best to study it. The least few maintain that their skill in grammar is less than satisfactory (6.41%) or poor (14.10%). This is because they do not study it or they hate it.

Item 12: The Role of Grammar in English Knowledge

Table 13

The Role of Grammar in English Knowledge

Items	Number	%
Yes ,very much so	43	55.12%
Yes, a little	23	29.48%
No, I do not think so	06	7.69%
No , do not think at all	06	7.69%
Total	78	100%

A clear majority of pupils (55.12%) claim that the knowledge of English improves much due to English grammar (yes, very much) and other consider it not as much as so but as little (29.48%). This clearly means that those pupils give the importance of learning the grammar.

On the other hand, only few pupils (7.69%) believe that grammar has nothing to do with improving the knowledge of English.

Item 13: English Grammar

Table 14

English Grammar

Items	Number	%
Yes	54	57.69%
No	24	30.76%
Total	78	100%

The results tabulated above show that the majority of pupils (57.69%) prefer to study English grammar if they are given the choice. Students state that it improves their knowledge of English language and that it helps them to express themselves correctly. Others said, I will use it in my writing and it is very important in future. Those who answer by no (30.76%) stated that they dislike English and the teacher of English as well. In addition to that, they said I prefer to speak English rather than learning the rules by heart.

Item 14: Teaching using context

Table 15

Teaching using context

Items	Number	%
yes	49	62.87%
No	15	19.23%
I don't know	14	17.94%
Total	78	100%

The results mentioned above show that the majority of pupils (62.87%) agree that their teacher use different ways in presenting their lesson such as cards, games, pictures authentic real material.(19.23%) of the Students state that their teachers do not use any way to mean that their teacher id following the old way of presenting a lesson (teacher centered approach). the other (17.94%) claim that they do not

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Item 15: Grammar and Context

Table 16

Grammar and Context

Items	Number	%
Yes, very much so	43	55.12%
Yes , a little	14	17.94%
No , I do not think so	15	19.23%
I don't know	06	7.69%
Total	78	100%

The majority of pupils (55.12%) claim that the knowledge of English grammar improves much if it tough in context   and other considers it not as much as so but as little (17.94%)This clearly means that those pupils give the importance of context in learning grammar. On the other hand, only few pupils (19.23%) believe that grammar has nothing to do with improving the knowledge of English. the rest 7.69%

Item 16: Using English outside Class

Table 17

Using English outside Class

Alternatives	Number	%
Always	20	26.61%
sometimes	44	56.41%
Rarely	10	12.82%
Not at all	4	5.15%
Total	78	100%

There is no difference in how often pupils of three areas think that they have to use their knowledge of English outside school. As many as (56.41%) of the pupils state that, they use their knowledge sometimes and those who say always are (26.61%). Furthermore, (12.82%) of pupils acknowledge that they use English rarely and (5.15%) of them never use English outside class or school.

Item 17: Using English Outside School

Table18

Using English Outside School

Alternatives	Number	%
Very often	5	6.41%
Often	14	17.94%
Sometimes	45	57.69%
Seldom	4	5.12%
Never	10	12.82%
Total	78	100%

Concerning the use of English grammar outside school, most of student use it sometimes (57.69%) this is mainly because of the dominance of French language over English. Only (17.94%) of pupils use English often and (6.41%) very often. Apart from those who use English grammar outside school, there are also pupils who never use it outside school (12.82%) only (5.12%) few of them who may use it seldom.

Item 18: The Reasons for Learning English

Table 19

The Reasons for Learning English

Items	NB	%
It is part of the program	13	16.66%
It can help you to travel abroad	19	24.35%
It has a bright future	18	23.07%
It helps to communicate with other	28	35.89%
Total	78	100%

Here we can notice that the highest percentage of the pupils (35.89%) claims that they learn English to communicate with others (friends, passengers…). Others (24.35%) show that they learn English because it will help them to travel abroad. Some others (23.07%) say they learnt it for the purpose it has a bright future. The least percentage (16.66%) of pupils shows that they learn English just because it is part of the program.

Item 19: The Importance of Culture

Table 19

The Importance of Culture

Items	NB	%
Yes , very important	50	64.10%
Yes , important	20	25.64%
Not important	3	3.84%
I don't know	5	6.41
Total	78	100%

As shown above the majority pupils (64.10%) believe that culture is important while learning English. (3.84%) think that it is not important to learn culture. (6.41%) claim that they do not know whether or not it is important.

4. Teachers' Interview Results and interpretations

The interview consists of 13 open questions. The questions are arranged in order to find out teachers' attitudes towards teaching English grammar using discourse approach. The interviews were carried out with four upper secondary school English teachers. The interviews were performed in English. The interview starts with a question related to their experience in teaching. The Four teachers have experienced teaching English at upper secondary school longer than five years. Then they were asked about The Importance of English grammar and if they liked to teach it in separate lessons; all our teachers find it important to teach grammar to their students. The main reasons stated by the teachers of Sidi Khelil are they think that grammar is the basis or structure of language and therefore is important in language acquisition. They also suggest that grammar enables the pupils to use language correctly besides that, they consider that without grammar no effective communication can take place. For Chohra teachers, they maintain that they teach grammar because it enables pupils to improve their writing and speaking skills. They

all liked to teach grammar lesson separately .Concerning the question about the changes in attitude towards English and English grammar Teachers of Chohra argue that attitude toward English grammar has changed in that it became pupil centered that is to say, pupils extract the rules by themselves unlike before, those rules were given explicitly to be learned by heart. Whereas teachers of Sidi Khelil believed that the changes concern the new tendency of teaching grammar within context to be used appropriately. After the teacher were asked about their attitudes towards teaching English grammar using discourse approach: Teachers of Sidi Khelil answered that they have positive attitudes towards teaching English grammar but they prefer to teach it in context. The same answer was given by Chohra teachers. As far as their awareness of discourse approach; all teachers said they are aware of it. They tackled it when they studied it at university and during different seminars with their inspector. However, when it comes to the application of this approach, some teachers answer they apply it from time to time. However the others express their lack of training in such approach. And others put their blame on the educational system which has many limitations like large classes, time, and materials. When they are asked about the different ways and materials that you use in teaching English grammar in reference to discourse approach; all of them answered that there are different ways such as ways include pair work group work and materials in clued bringing a real contexts to classrooms, using technology, games and many other the lies within learners' needs.

Concerning teachers' attitude towards the effect of English grammar knowledge; the teachers pointed out that all of the language skills improve due to studying English grammar. A student with good knowledge of grammar has the possibility to express themselves correctly, building up correct sentences, and writing coherent paragraphs. However, when they are asked about Pupils' attitudes towards English grammar; the majority of teachers said

that it has changed very much. They have become more positive; because it is being taught in meaningful context beside it is easy and not vast. After that they were asked about the communicative role of grammar; in this question, all teachers agree that grammar plays a great role in helping pupils to be communicatively competent. For example a teacher from Chohra said," grammar allows pupils to put words side by side to form sentences, these sentences are then used in discourse". Then the teachers were asked if Good students of grammar are the best communicators; All teachers agree that good pupils of grammar are not necessarily the good communicators in the classroom because there are other ways to learn how to communicate than using grammar (chat, watching TV…)

Finally, the teachers were asked about the importance of teaching culture in and Learners' attitude towards culture: All teachers point out that culture should be integrated into foreign language classes because it helps pupils to use language appropriately and they came to the point that pupils are interested to learn language along with its culture. Because, language is part of culture and through language culture is conveyed.

5. Conclusion

The present chapter introduces the results of both the questionnaire and the interview. Then, a detailed interpretation of these results is provided and related to previous researches.

Chapter V
Conclusion and Recommendations

1. Introduction

The present chapter is dedicated to introduce the summary of major findings, the limitations of the present study and suggestions for further research. It concludes with the implications of the study which are deduced from the results of the questionnaire and the interview.

2. Summary of the Major findings

The result shows that Learners have a positive attitude towards the importance of English grammar. They find the ability to express themselves grammatically and correctly in speech and writing are more important than the knowledge of the precise grammatical rules. This means, that they link grammar to its context. Therefore, this positive link between our hypothesis' variables allows us to say that the findings of the investigation confirm the study's hypothesis. In other words, pupils are in need of grammatical competence as well as a communicative one to be considered as good users of the language. A majority of all students believe that they will have future use for their grammar knowledge. The differences occur in exposure to English language and use of English outside school and thus also self-evaluation of grammar knowledge.

As far as culture teaching is concerned, most of the students welcomed the idea of teaching a language through its culture. They prefer to study it hand in hand with English. No language is to be learnt apart from its culture.

Concerning the teachers, as it is mentioned in the interview, they are positive towards the importance of English grammar, but stress that grammar is not the central part in language

teaching as it used to be before. Despite the differences, teachers find that English programs applied in secondary schools are too vague in their guidelines for teaching grammar and call for some more specification. In spite of that, teachers see clearly the importance of both grammar and context to guarantee good users of the language. They insist on applying discourse approach to ensure a successful learning teaching process of English as a foreign language.

3. Limitations and further research

During the study, we encountered some limitations that affect in a way or another whole work such as:

❖ The time promoted to this study was very limited; it needs an observational and analytical phase. That is to say, observing teachers` achievements inside their classes and analyzing our textbooks if they are applying the discourse Approach.

❖ Discourse Approach needs well trained and experienced teachers in the field of LT to meet the ultimate goals of LT.

❖ Sometimes, it's really difficult to bring discourse Approach (context) to our classrooms due to many reasons; time limitations and the incrassating number of learners inside the class makes it difficult to control and distribute tasks among them.

❖ This study was conducted at one school. It, therefore, cannot be generalized unless the same results are found by other researchers by means of the same research tools.

Despite all of these limitations suggestions, I recommend for further studies. Future researches have to diagnose the extent to which discourse approach is applied in the Algerian schools not just in secondary schools where the researchers could obtain data from. The

present study recommends future studies to investigate the impact of context in enhancing EFL learner's communicative competence   in Arabic and French as well. Further research should unveil the reasons behind the failure of DA through contacting the decision-makers and stake holders.

4. Recommendations for EFL Teachers and Learners

4.1.   Communication Task and Learning Task

Communication requires the learner to deal with two tasks at the same time."He must learn the language by which he intends to communicate, he must communicate by means of the language he intends to learn"(Klein, 1986:146).Both tasks are closely connected, and in general they support each other: the more the learner communicates, the better his access to the input, hence the better is his learning. The more he learns, the better his chances of communication.

4.2.   Learning by doing

It has been proved that education must be concerned not just with teaching but with learning. One important consequence to that is learning becomes the learner's responsibility. The teacher can help, advice and teach; but only learners can learn. This should not lead us to conclude that (the teacher can just sit back and lead the students). The learning theory that is the student learns to do by doing. Only by practicing communicative activities can the student learn to communicate. There is a great value in a framework within which learning can be structured, and the provision of this framework is one responsibility of the teacher. For instance, a lesson organized around grammatical structure focusing on form and another lesson organized around the idea of learning to "do" is something can be considerable in the language, but the essential point is that both can be organized. The idea here is about

organization of lessons. A communicative method should encompass stages in lesson; presentation, practice and production.

5. Methodology for Teaching Grammar

Chaouki (2009) stated that in order to apply the methodological construct, there are two procedures bottom-up and top-down are adopted. The bottom-up processing includes the way students account for formal items – words and meanings – that are used in the sentence. This involves a consideration of propositional meaning of the sentence (Widdowson, 1978, 1979, Nunan 1993, Celce-Murcia & Olshtain 2000), that of its different constituents (words and their meanings) and that of their combinations in the construction of the whole sentence. The latter type (top-down processing) consists in starting from the context where the piece of discourse is being embedded and then proceeding downwards towards the sentence and items within the sentence.

5.1. Pre-Communicative Activities

Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability and provide the learners with opportunities to practice them separately. Thus, the learners are being trained in the part skills of communication rather than practicing the total skill to be acquired. This category of activities includes the majority of the learning activities currently to be found in textbooks and methodological handbooks such as different types of question and answer practice. This kind of the activity aims at as Littlewoods states, "Providing learners with a fluent command of the linguistic system, without actually requiring them to use this system for communicative purposes."(1981: 85).This means that the learners' main purpose is to produce acceptable language (i.e. sufficiently accurate or appropriate) rather than to communicate meanings

effectively. Such types of activities attempt to create links between the language forms being practiced and their functional meanings. These activities can be categorized as quasi communicative because they take account of communicative as well as structural facts about language, in contrast with purely structural activities such as performing mechanical drills.

5.2. Communicative Activities

In such activities, the learner has to activate and integrate his pre-communicative knowledge and skills in order to use them for communication of meanings. Therefore, he is engaged in practicing the total skill of communication. We can distinguish two subcategories to this type of activity depending on the degree of importance attached to social and functional meaning. In functional communication activities, the learner is placed in a situation where he must perform a task by communicating as best as he can. Whereas in social interaction activities, the learner is encouraged to take account of the social context in which communication takes place. The learner in this task is required to go beyond what is necessary for simply as Littlewoods (1981: 86) states "Getting meanings across, in order to develop greater social acceptability in the language the student uses." This implies that this activity may involve producing speech which is socially appropriate to specific situations and relationships rather at first meant to be grammatical accuracy.

6. Implication of the study

Based on the results of both the questionnaire and the interview, some recommendations suggestion should be taken into consideration. First of all, the discourse approach is very relevant to teaching a foreign language in general and to teaching grammar in particular and it should be included in the EFL curriculum at all levels in order to raise the EFL learners' awareness and motivation .

Second, it is suggested that the Algerian educationalists and language researches should organize many training courses that assemble both the experienced and newly employed teachers. These courses enhance teachers' awareness and help them to be knowledgeable ones especially in teaching process.

Third, the Ministry of Education and the inspectors should supply teachers with materials and data that help in improving the teaching process. The amelioration of the process will help learners to meet their needs and develop their level which leads to the increase of education level. They should also focus on quality education.

Finally, the shortcomings that the teachers encounter during their teaching process should be tackled seriously by the minister especially the one that concerned the crowded classes because the crowded classes prevents teachers the actual application of the discourse approach .

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Appendix A

Pupils' Questionnaire

Hello;

This questionnaire is intended to gather the necessary information for a research about "the Importance of Discourse Approach in Teaching Grammar in EFL teaching and learning".

I would like to find out your opinion towards the importance of learning grammar as well as the use of it in meaningful contexts to communicate appropriately. Read the questions carefully and choose the answer that suits you best. (Some questions need your own specific answer). Thank you in advance.

Please tick in the box for the chosen answer (√) and answer the questions when necessary.

Section 1: Background Information

1. You are in a:

A: literary class ☐   B: scientific stream ☐

2. Your Gender

A. girl ☐   **B. boy** ☐

3. How often do you have English class at school? ....

4. Do you prefer learning English?   And why?

A. Yes ☐   B. No ☐

Because ……………………………………

5. How do you consider your level in English?

Good ☐   average ☐   bad ☐

6. Do you like learning English?

Yes ☐   no ☐

Because:…………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Sections 2: Studying grammar

7. How often do you study English grammar?
A. Every English lesson
B. Once a week
C. A few times a month
D. A few times in a term

8. Would you like to study English grammar more often?
A. yes, a lot more
B. yes, some more lessons
C. I like it the way it is
D. no, there are too many grammar lessons already
E. no

9. In which way do you learn English grammar?
    I learn English grammar by:
A. Learning the rules by heart.
B. Learning the rules and giving examples.
C. Reading a lot of example sand guessing the rules
D. Building new sentences after a given pattern.
E. Translating to and from English.

10. Why do you study English grammar?
    I study English grammar because:
A. Grammar improves my knowledge of English.
B. It helps me to express myself correctly.
C. It helps me to understand spoken and written English.
D. I like English grammar.
E. My teacher gives lessons of grammar.

11. Do you think English grammar is important?

    A. Yes, I think grammar is very important.
    B. Yes, I think grammar is quite important.
    C. No, I don't think English is important
    D. I do not know

12. How good do you consider your skills in English grammar?
A. Very good
B. Good
C. Satisfactory
D. Less Than
E. Poor Satisfactory

13.Do you think that your knowledge of English improves thanks to English grammar?
A. Yes ,so much
B. Yes, I do not believe so
C. Yes, a little
D. No ,I do not think so
E. No , not at all

14.Would you choose to study English grammar if you were given the choice?
      A. Yes ☐   B. No   ☐
    Because:…………………………………………………………………………………
…………………………………………………………………………………………………

Section 3: studying grammar in context

15.Has ever your teacher of English used different ways (context) in presenting his lesson inside the classroom? In case yes what are they?
  A. Yes
  B. NO
  C. I don't know
  Such as:………………………………………………………….

16.Do you think your knowledge of grammar improves if it is taught in context?
    A. yes, very much so
    B. yes, a little
    C. no, I do not think so
    D. I don't know

17.How often do use English grammar outside school?
Very often ☐   Often ☐ Sometimes ☐ Seldom ☐ Never ☐

18.Why do you learn English?
    I learn English because:
A. It is part of the program
B. It can help you to travel abroad
C. it has bright future
D. it helps you communicating with others

19.Do you think learning culture is important while learning English?
A. Yes ,Very important
B. Yes, important
C. Not , important
D. I do not know

Thank you

Appendix B

Teachers' Interview

1. How many years have you been teaching English? For how long time at upper secondary level?

2. Do you think grammar is important n language teaching? And do you like to teach it separate lesson?

3. What is your attitude towards teaching English grammar?

4. What is your attitude towards teaching English grammar using discourse approach? And do you apply it in your class

5. What are the different ways and materials that you use in teaching English grammar in reference to discourse approach?

6. Do you find grammar knowledge important in language teaching and learning? Why, why not?

7. What effects would you say grammar has on improving students' proficiency?

8. If you think about English grammar teaching and learning during the years you have been working as a teacher, would you say that the attitude towards grammar teaching /learning has changed? If yes, in what ways?

9. What would you say about student's attitudes towards English grammar? Has that changed over time? In what matters?

10. Do you find it important, that your students know the grammatical rules of English language? Why, why not?

11. Do you think that English grammar enables pupils to be communicatively competent?

12. Do you think that the best students of grammar are the best communicators in the classroom?

13. Do you think it is important to integrate the teaching of culture into foreign language class?

14. Do you think the pupils are more interested and motivated in learning the language with some background knowledge in culture?

;

Abstract

Grammar instruction is one of the most difficult issues of language teaching. Context-based grammar plays an important role for ensuring effective learning. It will be more motivating for learners if grammar is taught in context as students will have an opportunity to perceive how the new grammar structures work. Grammar rules are made easier if they are given in a context and teaching grammar in context provides accuracy in the target language. This research proposal attempts to explain why we should teach grammar in context and presents a sample lessons about passive voice using a context based approach.

Key terms

Grammar, Discourse Approach, context, form and function, communication, EFL culture.

ملخص الدراسة

يعتبر تدريسقواعد النحو أكثر القضايا صعوبة في تعليم اللغة.ولقد عرفت المناهج التعليمية تنوعا وتطورا كبيرا عبر مر السنين وذلك رنيجة تطور علم اللسانيات. ويعتبر إدراج السياق في تعليم قواعد النحوية للغة من مميزات هذا القرن حيث يلعب دورا هاما لضمان فعالية التعليم وتحقيق أهدافه التواصلية. كذالك يعرتبو اسرتعمال السياق أكثر تحفيزا للمتعلمين من خلال إعطاءهم فرصة إدراك كيفية اسرتعمال القواعد النحوية. في الحقيقة القواعد النحوية تكون أكثر استيعابا وسهولة للتلميذ إذا عولجت في إطارها السياقي. ويوفر لهم السياق الدقة في اسرتعمال اللغة الهدف. وقد حاولنا في هذه المذكرة إلى الإجابة عن الإشكالية المطروحة لماذا يجب علينا كأساتذة لغة أجنبية اعتماد السياق في تدريس القواعد النحوية للغة.

الكلمات المفتاحية

النحو , المنهج الخطابي , السياق , المبنى والوظيفة , المحادثة والثقافة.