

**THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC RESEARCH UNIVERSITY OF
ABDELHAMID IBN BADID MOSTAGANEM FACULTY OF FOREIGN
LANGUAGES**

DEPARTMENT OF ENGLISH LANGUAGE



**Teaching Grammar Creatively (Using
Discovery, Consolidation and Use Model)**

Case Study: Secondary Schools

**A Dissertation Submitted in Partial Fulfilment for the Requirement of
Master Degree in Didactics of Foreign Languages**

Presented by

Gouaich Hadj Charef.

Supervised by

Prof.Benneghrouzi.F.Z.

Members of the Board:

President: Ms. Kharroubi Mounira

UNIVERSITY OF MOSTAGANEM

Supervisor: Prof.Benneghrouzi Fatima Zohra

UNIVERSITY OF MOSTAGANEM

Examinor: Ms. Bentamra Soumia

UNIVERSITY OF MOSTAGANEM

Academic Year: 2019-2020

Dedications

In memory of my lovely uncle (God bless his soul),

I dedicate my dissertation work to my family and many friends.

A special feeling of gratitude to my loving parents for their words of encouragement push for tenacity for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this dissertation. This accomplishment would not have been possible without them.

To all my friends Ben. Hamid, Dr. Khineche, S. and Dr. Larbi, N. with whom I shared the university life with its lights and shadows.

Thanks everyone.



Acknowledgments

I would like first to thank my supervisor Prof Benneghreuouzi F. Z. for her understanding and precious pieces of advice. The door to Ms. Bentamra, S. was always open whenever I ran into a trouble spot or had a question about my research or writing. She steered me in the right direction whenever she thought I needed it.

A big thanks goes to Ms. kharroubi and Ms. Bentamra for accepting to read and evaluate my work.

I would like also to thank the secondary school teachers and students who were involved in the validation survey for this research. Without their passionate participation and input, the validation survey could not have been successfully conducted.

A special thanks goes to Ms. Silarbi, H. and all my friends Ben. Hamid and Chenin Amira Chahrazed for their helpful comments and encouragement to complete this work.

Finally, I must thank Ms. Bekaddouri, Dr. Khineche, and Ms. Bentamra for being my teachers along these years.

Abstract

While there is generally a great interest in how English language is taught in the classroom, the question arises as to how can grammar be taught creatively. The aim of the present work is to provide teachers with a creative way of teaching grammar which is Discovery, Consolidation and Use with regarding pronunciation as an essential part. As the creative model is highlighted, the study also aims to uncover the mismatch between the teacher's way of teaching and students' way of learning. To fulfill the purpose of the study, both quantitative and qualitative research method were used to collect data. Teachers' questionnaire and interview were used to collect data about teachers' methodology in teaching grammar and whether they seem creative or not, at the same time if they are using the Discovery Consolidation and Use technique or not. Some examples about how to teach grammar using a creative technique were presented. Students' questionnaire was used as a tool in order to collect data about students' attitudes towards grammar and the way they are taught. The results have shown that teachers lack of creativity in their teaching of grammar and they follow the same methods which became old fashioned... which affect negatively the students' performance, outcome and competence in using the language. In addition, teachers ought to apply the Discovery consolidation and use technique with regard to the pronunciation so that they help their students to increase their level in grammar and they become motivated, aware in learning grammar and competent in using the language appropriately.

Key words: Teaching grammar creatively, discovery, consolidation, use, pronunciation, secondary schools.

List of Abbreviations

GTM: Grammar Translation Method

PPP: Presentation Practice Produce

DCU: Discovery Consolidation Use

MFP: Meaning Form Pronunciation

CLT: Communicative Language Teaching

List of Graphs

Graph 2.1: Teachers' Teaching Experience.....	23
Graph 2.2: Possible Reasons for Grammar Importance.....	24
Graph 2.3: Representation of the Grammatical Structure.....	25
Graph 2.4: Introducing the Use of the Grammatical Structure.....	25
Graph 2.5: The Way of Introducing the Use of the Grammatical Structure.....	26
Graph 2.6: The Basic Course of Grammar Teaching.....	26
Graph 2.7: Importance of Pronunciation in Teaching Grammar.....	27
Graph 2.8: Pronunciation in Grammar Lesson.....	27
Graph 2.9: How Do You Teach Grammar.....	28
Graph 2.10: Language Skills in Grammar.....	28
Graph 2.11: Preparing Grammar Lesson.....	29
Graph 2.12: Students Level in Grammar.....	30
Graph 2.13: The Difference between The Grammatical Structures.....	31
Graph 2.14: The Present Way of Teaching and the Language Skills.....	31
Graph 2.15: Students Reaction towards Learning Grammar.....	32
Graph 2.16: Students Engagement.....	32
Graph 2.17: Students Satisfaction.....	33
Graph 2.18: Students' Point of View about Explaining the Rule.....	33
Graph 2.19: Students' Opinion about Discovering the Rule.....	34
Graph 2.20: Grammar in Fostering the Language Skills.....	34
Graph 2.21: Teachers Correction of Students' Grammatical Mistakes.....	35
Graph 2.22: Pronunciation During Grammar Lessons.....	35

List of Figures

Figure 1.1: The Function of Deductive and Inductive Approach.....	10
Figure 1.2: The PPP Model.....	12
Figure 1.3: The Process of Teaching Grammar Creatively.....	18

List of Tables

Table 1.1: Aspects of teaching the Grammatical Structures in Connection to Language Skills.....7

Table 2.2: Grammar Is a Hard Activity to Accomplish.....29

Table of Contents

Dedications	Error! Bookmark not defined.
Acknowledgments	Error! Bookmark not defined.
Abstract	Error! Bookmark not defined.
List of Abbreviations	Error! Bookmark not defined.
List of Graphs.....	Error! Bookmark not defined.
List of Figures	Error! Bookmark not defined.
List of Tables	Error! Bookmark not defined.
Table of Contents	Error! Bookmark not defined.
General Introduction.....	1

Chapter One: Literature Review

1. Introduction:	Error! Bookmark not defined.
1.1. Definition of Grammar:	Error! Bookmark not defined.
1.2. Grammar in English Language Teaching:	Error! Bookmark not defined.
1.3. Grammar in Relation to Language Skills:	Error! Bookmark not defined.
1.4. Approaches and Methods in Teaching Grammar:	Error! Bookmark not defined.
1.4.1. The Grammar Translation Method:	Error! Bookmark not defined.
1.4.2. The Deductive Approach:	Error! Bookmark not defined.
1.4.3. The Inductive Approach:.....	Error! Bookmark not defined.
1.4.4. The Communicative Approach:	Error! Bookmark not defined.
1.4.5. The PPP Model:.....	Error! Bookmark not defined.
1.5. Difficulties in Teaching Grammar:	Error! Bookmark not defined.
1.6. Creativity in Teaching:.....	Error! Bookmark not defined.
1.7. Teaching Grammar Creatively:.....	Error! Bookmark not defined.
1.8. Language Awareness Raising and Teaching Grammar:	Error! Bookmark not defined.
1.9. The Discovery, Consolidation and Use in Teaching Grammar: ...	Error! Bookmark not defined.
1.10. Conclusion:	Error! Bookmark not defined.

Chapter Two: Methodology and Data Analysis

2. Introduction:	Error! Bookmark not defined.
2.1. Research Design:.....	Error! Bookmark not defined.
2.2. Participants:	Error! Bookmark not defined.
2.3. Data Collection Instruments:	Error! Bookmark not defined.

2.3.1. Students' Questionnaire:	Error! Bookmark not defined.
2.3.2. Teachers' Questionnaire:	Error! Bookmark not defined.
2.3.3. Teachers' Interview:	Error! Bookmark not defined.
2.4. Data Analysis:	Error! Bookmark not defined.
2.4.1. Teachers' Questionnaire Analysis:	Error! Bookmark not defined.
2.4.2. Students' Questionnaire Analysis:.....	Error! Bookmark not defined.
2.4.3. Teachers' Interview Analysis:.....	Error! Bookmark not defined.
2.4.3.1. An Example of Using the Discovery, Consolidation and Use.....	36
2.5. Conclusion:	Error! Bookmark not defined.

Chapter Three: Discussion of Results and Recommendations

3. Introduction:	Error! Bookmark not defined.
3.1. Interpretation of Results:	Error! Bookmark not defined.
3.1.1. Interpretation of Teachers' Questionnaire:	Error! Bookmark not defined.
3.1.2. Interpretation of Teachers Interview:	Error! Bookmark not defined.
3.1.1. Interpretation of Students' Questionnaire:	Error! Bookmark not defined.
3.2. General Discussion:	Error! Bookmark not defined.
3.3. Suggestions and Recommendations:	Error! Bookmark not defined.
3.3.1. A Suggested activity with an example :.....	Error! Bookmark not defined.
3.4. Limitations:	Error! Bookmark not defined.
3.5. Conclusion:	Error! Bookmark not defined.
General Conclusion:	Error! Bookmark not defined.

List of References

Appendices

General Introduction

General Introduction:

Thanks to globalization English has become a worldwide language and it has dominated all the fields in general and education in particular and that is the case in Algeria. Teaching English as a foreign language focuses more on making the student able to use the language appropriately and here comes the role of teaching grammar because “Without grammar, language does not exist”, say Nassaji and Fotos (2011, p. 1). However, this has not always been a problem. One of the most hated topics in the field of language teaching has been grammar and that what impacts negatively on the performance of the teacher and in a big range on the outcome of the student.

Many students know a lot of vocabulary but when it comes to speaking or writing a simple paragraph, it may appear that they have issues in putting the words in the right place and here it is revealed that they have shallow knowledge about grammar. This could be related to both the teacher’s methods and the techniques that are used when teaching grammar inside the classroom which has a negative impact on students’ performance. The lessons might be boring and the student feels the same routine which is to read the example and follow the rules and memorise them without any sense of interaction between him and the teacher or even with his classmates.

Also, the problem was not in grammar but in the way it was being taught, most of the time grammar was about parsing or diagramming. Adding to that, teachers may have no subject knowledge about grammar nor any idea of how to teach it creatively; publishers also stepped in it to fill the gap. They look they do not have background knowledge of how to approach grammar because they do not know how English language works and this has a negative impact on student literacy outcomes. Some publishers feel happy to sell hundreds of grammar workbooks in order to make teachers feel insecure. Many exercises even in the textbooks consist of out-context grammar exercises which urge children to underline nouns, verbs and circle the adjective and that could be a time wasting work which results a shallow knowledge gained by students.

Despite the fact that most teachers have knowledge about what methods, approaches and different techniques are used to teach grammar, the level of the student in this module reveals a deficiency in both spoken and written skills. Regardless the fact that grammar plays an important component in the Algerian schools (Middle and Secondary schools). It is admitted that grammar use of first year students at university is far from satisfactory. Such an

General Introduction

outcome pushes us to question the methodology of teachers while teaching grammar which means how they are teaching this module and even they are following the right regulation there might be no result concerning student level in grammar. That is why teachers need to be creative, they need to bring original and interesting ways of teaching grammar in order to make the lesson stimulate learners' minds and make it easy to grasp in a meaningful way.

The main concern of this work is to provide teachers with some useful and creative techniques to help the learner better cope with English grammar. The present study is based on the following issues:

- 1- How is grammar taught and what is meant by creative teaching?
- 2- Why do some teachers find difficulties in teaching grammar ?
- 3- Why do some students have a deficiency in grammar whether in writing or speaking?
- 4- What are the innovative ways to teach grammar in a creative way?

These research questions can be combined in the following hypotheses:

- 1- The methods that are used became old fashioned and they do not help the student to be competent in grammar which means that teachers are not able to bring innovative and creative models to teach grammar.
- 2- There is lack of coordination between grammar and speaking skill especially in pronunciation.
- 3- Students can respond in a high level if the teacher raises their consciousness about any grammatical feature.

To reach the aforesaid objectives, this case study collected qualitative and quantitative data from two research instruments: two questionnaires as primary tool for the sake of collecting data; the first questionnaire will be addressed for teachers of secondary schools, adding to that an interview in order to gain deeper information. The second one is administrated to secondary school students. The data were analyzed and led to interesting results.

This work is divided into three chapters. The first chapter draws a sketch on the theoretical background of the grammar and grammar teaching methods and approaches with

General Introduction

relation to the language skills. Besides, it represents the creativity in teaching and how to reach to the level of creativity in teaching grammar. The second chapter that is the practical side describes the research tools (questionnaires to both teachers and secondary school students and an interview) and the research design to be used. It concerns with the analysis of the questionnaire and the interview and an example of how to teach grammar creatively. The third chapter deals with the interpretation of the results and the pedagogical recommendations of how could a teacher be creative in teaching grammar with a suggested activity to remedy the target situation.

Chapter One

Literature Review

Chapter One: Literature Review

1. Introduction:

Teaching grammar has been playing a major role in enhancing both of the language skills and the communicative competence for the learners; however, it seems that the majority of students find it boring due to the same way of teaching and the way they are taught grammar mainly it is all about memorising the rules in each lesson. Regarding teaching grammar, teachers ought to be creative and provide innovative ways pedagogically so that the lesson would be presented in a meaningful and in an interesting way to the students.

In this chapter, we are going to define grammar, identify its situation in language teaching and deal with approaches and methods to teach grammar. Also in this chapter, we will draw the reader's attention to what creativity is and what is meant by teaching grammar in a creative way providing some interesting ideas and innovative ways in order to show how to approach grammar in the classroom in a meaningful way.

1.1. Definition of Grammar:

From a historical view, grammar in etymology comes from its Greek expression (grammatikē technē), which means "art of letters" and through time this definition has changed to what is known today. Many linguists have failed to provide the field of language teaching with an appropriate picture of what grammar is, that grammar which has dominated the field of language teaching for decades and was once the most important point in English language teaching. So, it seems difficult to provide a perfect definition to what grammar is because it is not fixed over times and many grammarians gave different points of view towards grammar; this difficult definition could only be justified as a fact that:

Linguistic notions of grammar have changed over time...and this has significantly increased the number of components that could be called „grammar“. In short, definitions of grammar and grammatical knowledge have changed over time and across context, and I expect this will be no different in the future (Purpura, 2004, p. 50, 51)

So, how could grammar be defined?

According to Thornbury (1999, p.1) “grammar is partly the study of what forms (or structures) are possible in a language”. In other words, grammar is treated as a coin with two faces which represents morphosyntax. Morphology is the study of words' structure and syntax

Chapter One: Literature Review

is the study of how words and phrases are arranged and put to form a sentence. In addition, according to Penny Ur (1998, p. 4), grammar can be defined by changing and joining different words so that longer units of meaning can be constructed. Furthermore, in Oxford Advanced Learner's Dictionary, Grammar refers to: the study or the science of rules for forming words and combining them into sentences. This is the general definition of grammar, while in the field of education, Lowth (1762) sees that grammar teaches us to speak properly and enable us to judge every form of construction in a right or a wrong way.

1.2. Grammar in English Language Teaching:

From a historical view, Latin and Greek were dominating on the language learning tradition for many centuries. At that time, the focus was on learning its grammar using a method known as the Grammar Translation Method. It was about gaining the grammatical knowledge using translation as a mean in another way. In the past "Grammar was used to mean the analysis of a language system, and the study of grammar was... thought to be sufficient for learners to actually acquire another language" (Rutherford, 1988, cited in Purpura, 2004, p. 1)

Nowadays, teaching English became crucial. In order to communicate effectively, one ought to be competent in grammar because it is the key to understand any verbal communication so that we can transmit our thoughts in a clear and an effective way. Thornbury (1999, p. 15) claims: "Grammar; (...) provides the learner with the means to generate a potentially enormous number of original sentences". That is, grammar helps learners to produce many different sentences with limited words. Moreover, a specific attention is given to grammar in the domain of language teaching.

The teaching of grammar is intricately bound up with the teaching of meaning. it is not sufficient to enable the learner to produce grammatical sentences; he must know when and how to use them

(Corder 1973, p. 335)

According to Corder's point of view, it seems that teaching of grammar is interconnected with the teaching of meaning, in that it is very important to understand the grammatical forms in order to know how to use them. At the same time, Singh (2008) said that "the teaching of grammar is the teaching of the rules of grammar as part of language education. In the context of the second language instruction, the teaching of grammar is generally aimed at imparting the learners' knowledge and ability to use the language

Chapter One: Literature Review

grammatically correctly "(p. 98). Thus, despite the fact of how grammar was treated in the teaching field, however, it seems that it imposed itself and proved its importance and we may say that grammar has significance in teaching English. Therefore, it is necessary to possess a good command over the language.

1.3. Grammar in Relation to Language Skills:

When it comes to teaching grammar (grammatical structures), we ought to integrate language skills which are listening, speaking, reading and writing. Here when we teach, we should be getting the learners recognise the structure whether in a spoken or written form; at the same time, the student should produce a meaningful sentence in a context and know when to use it.

Basically, language skills are divided into receptive skills which are listening and reading and the productive skills which are speaking and writing. It should be noted that the integration of language skills in grammar will improve those skills themselves especially in writing; the student will be able to produce a well-structured formed sentence and accomplish different levels of discourse analysis. In reading, the student will be able to recognise the written forms, evaluate and understand different texts. So, grammar provides an effectiveness of the text and an insight into the meaning too.

Skills	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure.	Comprehension of what the spoken structure means in the context.
Speaking	Production of well-formed examples in speech.	Use the structure to convey meaning in speech.
Reading	Perception and recognition of the written form.	Comprehension of what the written structure means in the context.
Writing	Production well-formed examples in writing.	Use of structure to convey meaning in writing.

Table 1.1: Aspects of the Teaching of Grammar Structures in Connection to Language Skills (UR, 1988 :6)

Chapter One: Literature Review

From the table, it seems that the concern of teaching/learning process is concerned with the four skills in two distinct levels namely form and meaning. In that case, many didacticians (Ur 1988; Thomson and Martinet, 1960) agree that the knowledge of the four skills and the different grammar structures are tied together. At this level, it would be clearer to consider two types of skills known as receptive skills and productive skills; speaking and writing are both essential and should be conceived by both teachers and students because they allow them to produce a well-formed structure in a spoken or a written way, while listening and reading are about the ability to perceive the adequate forms as good as possible of both spoken and written structures.

1.4. Approaches and Methods in Teaching Grammar:

English language teaching in Algeria has witnessed the implementation of different methods and approaches to teach grammar.

1.4.1. The Grammar Translation Method:

It is often referred to as the classical method as it was first used in the teaching of Latin and Greek in the 19th century. This method was used for reading and developing foreign language literature under the form of reading passages for grammar rules, vocabulary and translation with the help of the teacher. So, the main focus was on reading and writing without giving a matter to speaking or listening. Rules on its use were explained, and it was exemplified by sample sentences (Richards and Rodgers 2001, p. 4). Basically, the teacher's role is just to guide because the student works on memorising rules and manipulation of both the morphology and the syntax. One of the primary characteristics of the Grammar-Translation Method (GTM) was the studying of foreign languages in order to be intellectual. The tools that Grammar-Translation employs are detailed analysis of grammar rules, which is followed by their application to the task of translating in and out of the target language. Therefore, the grammatical rules are learned in a deductive way which means the teacher presents the rules followed by a practice and a task by doing drills and translating sentences of the target language; here, students must be accurate and not fluent in translating the sentences into their target language and vice-versa.

1.4.2. The Deductive Approach:

According to Thornbury, (1999, p. 29) “a deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied”. A

Chapter One: Literature Review

deductive approach is when the rule is presented and the language is based on the rule. (Here, the Teacher gives the rule). In other words, the former is more teacher-centred and the latter is more learner-centred. According to Thornbury (1999), the deductive approach is defined as the way in which the grammar is taught where the students are involved with a general rule then apply it to specific language examples and it bottom-up approach which is moving from the specific points to the more general. So this approach is a teacher-centred approach, where the teacher just teaches everything while the students just sit and listen and the students' involvement is very less and this approach is the more standard teaching style, where the teacher starts by explaining the rules that govern each point of the grammar lesson. The teacher shows the rules, and then passes to give lessons that hold those rules. For example, when it comes to teaching verbs like “was and were”, the teacher just explains and gives sentences that include the words was and were.

What the teacher teaches:

I was

You were

They were

We were

He/she/it was

After that he asks the students to make their own sentences which include the words was and were, this is to make sure that the student understands what the teacher has taught. What makes the deductive approach beneficial is time saving and it allows to have extra time in order to practice on language items especially if the classroom contains a great deal of low level.

1.4.3. The Inductive Approach:

It is more to student-centred where the student will be more involved in the lesson. Inductive approach is very effective because it requires students to process and analyse data. This approach is also known as the bottom-up method. Students, especially those without recent educational backgrounds, such as adult learners, they are considered as beginners often learn more readily using this method. You teach grammar through a discovery process, allowing students to discover how the rules function over the course of various exercises. For

Chapter One: Literature Review

example, teaching the past tense, the teacher divides his students into groups of five students then he distributes each group with twenty small pieces of paper with an action verb written on each of it. Ten of the words are past tense and the other ten is present tense. Students are then required to divide the past tense from the present tense at the same time they need to make sentences for all the words. After that, the teacher checks whether it is right or wrong.

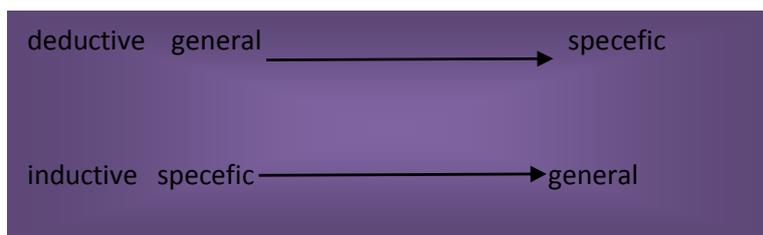


Figure1.1: The Function of Deductive and Inductive Approach

1.4.4. The Communicative Approach:

Clearly, grammar is considered as a set of rules for combining words to express meaning which requires having a communicative grammatical competence which is the ability to use and understand a structure in a variety of situations spontaneously. That is why teachers aim to treat grammar as a means of communication. It is recognised that the view of language as communication could not easily be adequately contained in the form-oriented, sentence-based linguistic of the time (Candlin, 1978, p. vii). At the same time, Allen and Widdowson claim that the language should be presented in such a way as to reveal its character as communication (1976, p. 59).

It seems that language is not just concerned with the grammatical knowledge but in present day society it is perceived as a means of communication; this does not mean that grammar should be dismissed but it means that grammar should have a great deal of attention in language teaching (Yalden, 1987). Lately, in this teaching methodology, grammar is taught communicatively. Brown (2001) mentions that “grammatical patterns are matched to particular communicative meanings so that learners can see the connection between form and function”. Students can learn how to select the correct pattern to express their ideas and feelings. They learn how to apply grammar rules into different speaking situations (Brown, 2001). He summarized the essence of CLT thus:

Chapter One: Literature Review

It is based on the notion of the learners as communicators, naturally endowed with the ability to learn languages. It seeks to provide learners with the target language system. It is assumed that learners will have to prepare to use the target language (orally and in written form) in many predictable and unpredictable acts of communication which arise both in classroom interaction and in real-world situations, whether concurrent with language training or subsequent to it.

1.4.5. The PPP Model:

According to Harmer (2001, p. 86) “a variation on Audiolingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP which stands for presentation, practice, production”. It is a method for sequencing and organising the lesson into three clear stages so that each stage flows nicely into the next stage and it is pedagogical because each stage is built on the next one. From the triangle, the teacher talking time is smaller at the beginning and student talking time expands at the last stage.

Nassaji and Fotos (2011) in this field describe the PPP method on this way: The presentation stage is where the grammatical points are presented using a text or stories or a dialogue in order to make it familiar to the student. The next stage of this model is the practice stage where learners do different kinds of controlled practices at the same time drawing their attention to specific structures. The last stage, is the production stage, learners are given more freedom to use what they learnt in the previous stages and in communicative activities so that they could develop their fluency.

However, it seems that despite that teachers are aware of this model and how they use it inside the classroom, there might be no progress in teaching grammar and the attitude towards learning or teaching grammar is the same and the misuse of the PPP model cause pedagogical problems. One of the problems of PPP is that it requires a great amount of teacher control, because of its extreme focus on accuracy. This kind of approach is based on the belief that fluency comes out of accuracy. The language students are expected to produce in the practice stage is, therefore, severely restricted making meaning unimportant or at least subordinate to the form identified by the teacher (Willis, 1996). At the same time, as soon as the focus is on real communication, students will inevitably progress; using language they are more familiar with and comfortable to them. It is quite clear that PPP does not perform its intended function and if students continue using this language then their communicative competence may not be enhanced because the main focus is on comfort. At this level,

Chapter One: Literature Review

students would give impression that they are comfortable with the new language in this way they could either not be able to produce the language in a correct way or even will not produce it at all.

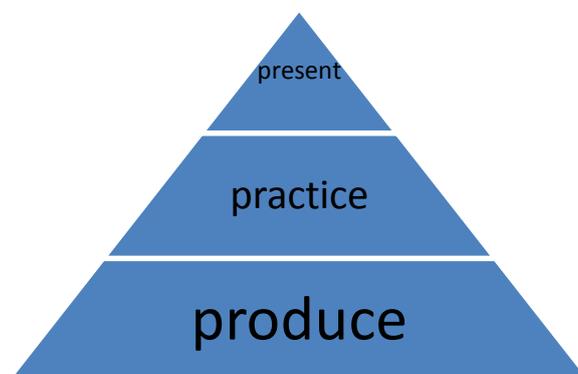


Figure1.2. The PPP Model

1.5. Difficulties in Teaching Grammar:

It seems that students have an unpleasant memory especially when they hear the word rules it makes them feel like they are studying mathematics because they suppose to learn the grammar for pleasure and just to have a competence in their way of speaking and that is why they carry a negative attitude towards grammar; however, this cause an issue to many teachers and they have been raising several questions along their teaching career in how to make them enjoy the grammar lecture; how could i provide the right atmosphere to my students; how do i make the the lesson more interesting and deliver the message in more meaningful way.

The issue of class size, the pedagogical norms should be from 20 to 25 students per class however it s not conformed at all because it has been noticed that many teachers have a wide class size range (30-40). Another problem that faces most teachers is poor standard students. Students suppose to have background information and basic rules which they have learnt in previous years. Therefore, if the teacher does not know the level of his student there will be no fruitful outcomes as he will not be able to raise a structure over a feeble foundation.

Teachers face a lot of problems in teaching grammar as students do not understand the concept of grammar such as the terms and how to apply it in their sentences; adding to that, teachers realised that most students are able to recall grammatical rules accurately but fail to

Chapter One: Literature Review

achieve such grammatical accuracy when applying the grammar. Furthermore, at the level of using grammatical terminology; too much explanation of grammar may be clear to teachers but leaves the student groping for help and this is why teachers face problems in teaching grammar when not all students can understand and apply the terminologies in their learning.

One of the difficulties that the teachers face in teaching grammar is the selection of suitable examples to teach grammatical rules and forms. In the old traditional grammar, the examples used for explaining the rules were of foreign contexts for the students. So, to make things more accessible, the teacher of grammar has to make his teaching significant and it should meet his learners' needs through contextualizing his teaching using examples derived from the learners' own lives and experiences (socio-cultural situations).

A vital element of grammar instruction is to give correct and appropriate examples that should focus on a particular topic so that the students are interested, motivated and in contact with the information they have. Also, they would be more engaged and involved in the teaching process. Furthermore, another challenge for the teacher is to decide the amount of rules to be taught to the learners. The teacher should select those grammatical rules and patterns which have greater communicative potential because, overloading the learners with rules would make the learning process of the language difficult and it would have retarding effect on the learners.

Moreover, it is the teacher duty to choose only the significant grammatical rules and patterns which help the students manage with the different communicational situations. In addition to that, one of the problems generally faced by most of the teachers of English is the weak level of the students. Sometimes, students are unaware of the basic rules and structural patterns of grammar which they are supposed to have learnt at previous levels. So in this case, if the teacher directly starts his explanation about a certain rule without knowing the level of the students, his efforts would be pointless (waste of time) and it will not bear any fruits. To avoid this widely spread problem, the teacher should start from the simple grammatical terms and then he advances towards the complex ones. Besides, the teacher has to provide regular practice of the grammatical rules to the students by asking them to use and relate those rules to their real life situations.

Chapter One: Literature Review

1.6. Creativity in Teaching:

When teaching languages, teachers face many problems at the level of classroom and lesson explanation and here they are required to be more creative in order to avoid teaching breakdowns but first what does creativity mean?

First of all, we ought to understand the concept of creativity. According to the Oxford English Dictionary, creativity is defined as the use of skill and imagination to produce something new or to produce art. Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable (Sternberg, 2001). In other words, we may say that creativity is the ability to produce a work in more appropriate way and most importantly, since students get bored despite their teachers are competent but they just turned to be reluctant. This could be referring to their feelings and attitudes towards their teachers' methods and techniques which became old fashioned and they might not be responding to their teachers' instructions on the right way. Adding to that, teaching creatively has been defined that "teachers using imaginative approaches to make learning more interesting, exciting and effective" (Naccce, 1999). In this way, the teacher ought to look to the teaching process from different angles in order to be creative because since teaching is an art then the meaning of creativity in teaching cannot be roaming too far from teachers. In educational settings, creativity is seen as a special approach that involves both creative teaching and learning strategies.

In addition, it is very important to understand that creativity does not refer only to imagination but it is also building new ideas in relation to the old ones which means the ability to see familiar things in new ways. In other words, it is about how to move beyond the basics and take the teaching process to another level at the same time a creative teacher could allow students to further their thinking so they are not stuck inside the box and gives students an attitude to try something new. Thus, creativity seems to support students led discovery, with support from the teacher. Bee Tin (2007) finds that through creativity, learners "become themselves" in the foreign language, and Hadfeld and Hadfeld (1990) see that "by thinking up new ideas of their own in the foreign language, students begin to make a personal investment in the language. In a way they begin to "own" part of it, so they are no longer "foreigners".

Chapter One: Literature Review

1.7. Teaching Grammar Creatively:

Teaching grammar has witnessed among these last years that students at different levels (middle, secondary and university) still struggle with grammar whether in spoken or written form and this could be related to many reasons, particularly that is why teachers ought to bring new aspects, new ways and here we may say they ought to be creative in the way they teach grammar lessons because students could be attached and attracted to what is new, so what if teachers apply creativity in teaching grammar; the lesson would be interesting and motivating.

Creativity has a great importance and a big impact on teaching grammar; those who chose to be professional teachers cannot perform teaching but artistically to teach creatively one needs to broaden his/ her mind and amplify his/ her repertoire of how to involve the student to the flow of the lesson. Meaning, their teaching cannot be effective or competent unless it is performed with art, proficiency and gracefulness. Furthermore, the majority of the students nowadays do not have the pleasure of learning grammar, may be it seems so because grammar and rules on a big deal are taught mathematically and here comes the idea behind creative teaching is that learners need to learn subconsciously. In this way, we need to make sure that while the teacher only provides a frame in which the learners work, students find the language and discover the rules for themselves and this is referred to as Awareness-raising. This learner-led method seems to be more effective because these self-done discoveries of rules lead the student to manage, design and mostly reorganise his knowledge. Thus, the learners would not find difficulties in remembering grammatical rules and by this they could apply them correctly in both spoken and written way.

In addition, the grammar lessons are divided into two sections, besides language awareness activities one needs to make sure about applying creative grammar practice. These two sections can be used separately depending on what the teacher intends to do. Thus, we could say that it would be better if rules were applied subconsciously, rather than knowing them by heart. Thus, in order to be a creative teacher, it is suggested to coin two main important techniques known as Discovery, Consolidation and Use (DCU) and Meaning, Form and Pronunciation (MFP).

Chapter One: Literature Review

1.8. Language Awareness Raising and Teaching Grammar:

To raise something to consciousness means to make someone aware of something. CR tasks are thus designed to raise the learners' Language Awareness (LA) (Svalberg 2009, 2012). As many teachers used to teach, it seems that with the traditional model or method (PPP), students find themselves not ready to take and grasp the grammatical point especially at the first stage which is presentation. Language awareness pedagogy can enable teachers and learners to learn beyond the surface of a language in ways which knowledge-based approaches alone can never reach (Bolitho et al., 2003) which means that when considering language awareness as an approach, it would develop the learners' mental ability and then it will lead for better insight about how language works. Meanwhile, in teaching grammar; teachers teach the grammatical points but they cannot make the learners learn them as an old saying "you can take the horse to the water but you cannot make it drink". Adding to that, teachers need to make a time lag between understanding grammar structure and the ability to produce them accurately.

1.9. The Discovery, Consolidation and Use in Teaching Grammar:

It is a good way to approach any grammatical point especially if the students are not familiar with it, at this level the teacher ought to build a bridge between what was known and what is unknown. In other words, any grammar point that a teacher intends to teach, has to start with a language that students are comfortable with. A language that they already know and master very well. Meaning that any example that a teacher chooses to use in the introduction of any grammar point has to be basic, factual, and simple used as a bridge to cross from the known to the unknown. Also, involving students as authentic examples within the introduction of the grammar point is advisable to keep students interested, motivated and engaged at the same time the topics and examples have to be connected specifically to their world and field of study as well.

(Gernegross, p.7) sees that these three sections lead us to reject the traditional method (the PPP which is usually used by the majority of teachers).

a) **Discovery:** While the teacher provides the content to the students, they discover the grammatical point by themselves and the teacher here ought to guide and offer some directions if it is needed. Later, the teacher provides another passage that uses the target structure and checks their errors. Recent studies have shown that students remember

Chapter One: Literature Review

information well when they discover it by themselves. In other words, we would say it sticks to their minds better rather than receiving it directly from the teacher.

b) **Consolidation:** In this stage, in the purpose of improving student grammatical knowledge and communicative skills we introduce this stage which is called consolidation as a part of the learning/teaching process. When teachers encourage the learners to discover the rules by themselves without teacher's help to tell them the rule directly. After the learners go through discovering it, the teachers may consolidate the rule to avoid students' wrong conclusion about it; at the same time, he starts by providing a clear context which shows the meaning whether with pictures or something else.

c) **Use:** At this level, learners are required to put the new grammatical point in use, however, it should be relevant to their daily life because language becomes memorable when it is owned. Any teacher here ought to take into consideration that he needs to prepare examples in order to facilitate any point to the learner, at the same time, the teacher should provide a feedback before taking a step to correct students' errors and always correct with a sensitivity and discretion. For instance, a student describes where he visited a beautiful city, teacher: wonderful! You must have visited the whole country.....by the way we say i TOOK pictures and not i take because here you are talking about something that happend in the past. Adding to that, most of the teachers nowadays often focus exclusively on the written form when presenting a new language that is why here comes the importance of the pronunciation for example the stress shift between a verb and an adjective (preSent is a verb---Present is an adjective).

Chapter One: Literature Review

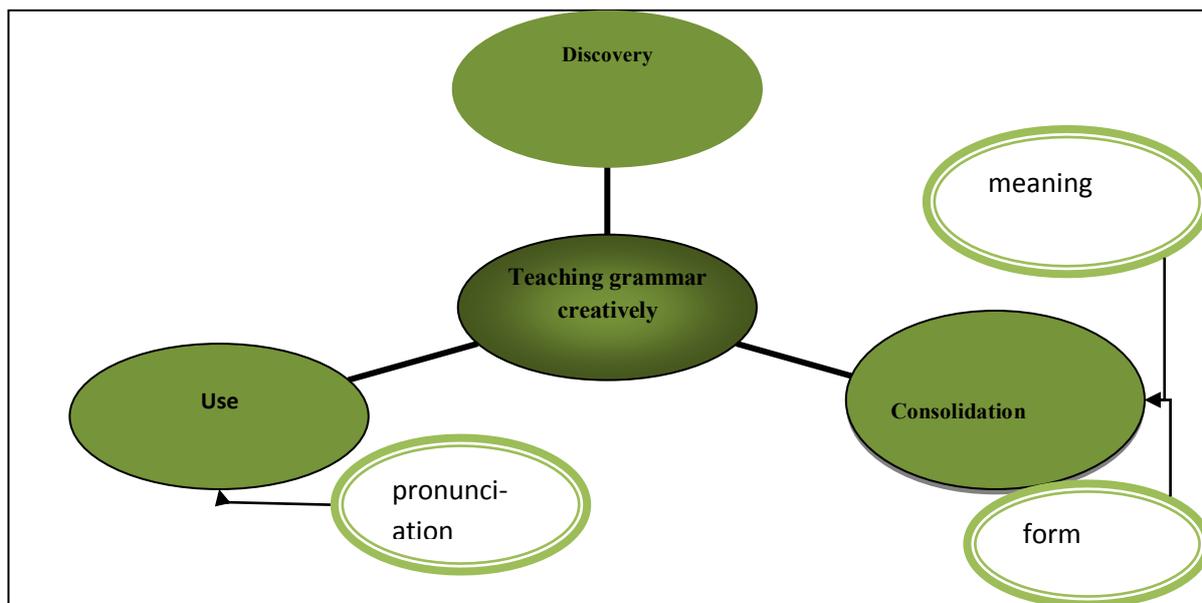


Figure 1.3: The Process of Teaching Grammar Creatively

1.10. Conclusion:

This chapter was concerned with highlighting the important keys of the theoretical side of creativity in teaching grammar which may take grammar to another level and make the teacher introduce any grammatical aspect in a meaningful way that runs with students' ability to grasp. It is noticeable that among university students after years of study grammar, they were not equipped in secondary schools to write or to speak correctly because grammar remains compulsory. The next chapter will focus on the description of the different tools that the research will deal with in order to gain more information about the teaching of grammar in a creative way by describing the suggested technique and the questionnaires then analyzing the answers.

Chapter Two

Methodology and Data

Analysis

Chapter Two: Methodology and Data Analysis

2. Introduction:

Being a creative teacher has a crucial value in the domain of education; therefore, to validate the hypotheses posed by the researcher, valuable research tools known as questionnaire and interview were used in order to attain work's rationale. These tools were dedicated to both teachers and students. In this chapter, data sources were combined to be useful in this work, that is why in order to elicit both students and teachers experience and perception, two questionnaires were distributed. The results have been analysed qualitatively and quantitatively and the data collected were interpreted so that the chapter is terminated by providing it with some suggestions for the application of creative teaching in grammar.

2.1. Research Design:

In order to achieve the research's objectives, we have chosen more than one research tool because it is proved that such variation in reasoning research tools investigate the work. These tools are namely; an interview and two structured questionnaires for both teachers and students. This research is quantitative and qualitative since it required the form of different types of questions.

2.2. Participants:

In order to accomplish the results study, it requires two participants namely teachers and students. The teachers who responded to both of the questionnaire and the interview were nine teachers of different Secondary schools. They are different in terms of teaching experience at the secondary school level. The purpose behind this was to know how they teach grammar at the same time to check whether they use innovative way in teaching or not at secondary school level. The other participants which are students, they were 21 Students and the majority belong to one secondary school. Students who were given the questionnaire are studying in secondary school. The reason why they are chosen is that they are considered as learners because at the level of the university they will master the language and not learn the basics.

2.3. Data Collection Instruments:

For this study, two data collection instruments have been used: questionnaires for both students and teachers, and an interview with teachers only.

Chapter Two: Methodology and Data Analysis

2.3.1. Students' Questionnaire:

This questionnaire involved different questions. It was distributed to students of secondary school. The objective of this questionnaire is to obtain data about students' awareness, attitudes towards learning grammar and also to figure out the problems and difficulties they face; at the same time we tried to reveal whether they are satisfied about the way they are taught grammar or not. Some questions are translated into arabic so that the students would be able to understand the idea of any question.

Question (1) intends to see whether they like grammar or not.

Question (2) was designed to know the level of the students.

Question (3) was directed to test the grammatical competence with a simple question which was about the difference between « she is gone and she is went ».

Questions (7), (8), and (9) seek to obtain data about their attitudes towards their teachers' way of teaching.

Question (10) and (11) attempt to see whether students received the care when it come to pronunciation and correction of their grammatical mistakes.

2.3.2. Teachers' Questionnaire:

A questionnaire was designed for teachers in order to know how they deal with grammar teaching; their beliefs and opinions about some areas of interest in grammar. Each question is dealt separately and the answers were analysed in the end, results emerging were discussed and summarized in order to allow drawing the main conclusion.

Question (1) intends to reveal teachers' perspectives on grammar and how they see grammar from different angles.

Question (2) was asked in order to see whether teachers focus on students' language skills or they just take it because it is a part of the curriculum.

Question (4) attempts to know what different obstacles that may face teachers in their teaching of grammar.

Chapter Two: Methodology and Data Analysis

Question (05) is structured to know where grammar is integrated and implemented within the four skills, whether in listening, speaking, reading or writing or for some teachers, it is integrated within all the skills.

Question (6) intends to know which method or procedure or in general what methodology is used to teach grammar.

Question (7) seeks to know whether teachers integrate pronunciation or they just focus on the written form.

Question (8) intends to know whether teachers consider the process of teaching grammar easy or they face difficulties and obstacles when presenting the grammar lesson. Also, they are asked to mention some of them and explain their answers.

Question (9) is directed to know whether teachers teach grammar inductively, deductively or using the PPT Model.

Question (10) attempts to discover the skills in which grammar is included.

Question (12) seeks to know whether teaching grammar is an easy task or not.

2.3.3. Teachers' Interview:

In order to validate the research, an interview was sent to secondary school teachers. The main purpose behind using this tool is to go deeper in the way grammar is taught so that the investigation could support the study results. Questions were intended to see how they react towards their way of teaching and what they would change in the domain of teaching grammar.

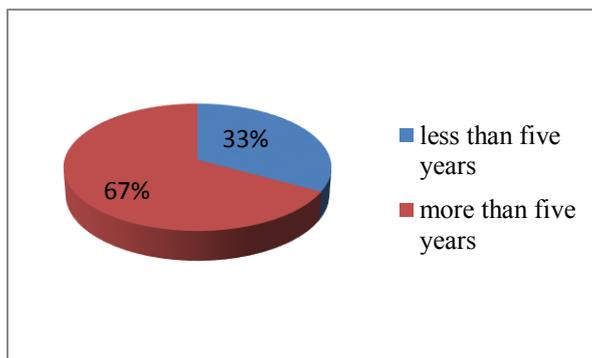
2.4. Data Analysis:

After data collection, the obtained results have been analysed as the following:

2.4.1. Teachers' Questionnaire Analysis:

Question 1: Your Teaching Experience is:

Chapter Two: Methodology and Data Analysis



Graph 2.1: Teachers' Teaching Experience.

The teachers that were given the questionnaire had different experiences in the educational field. They were both males and females. From nine teachers, 6 teachers (66.7%) informed that they have been teaching for more than 5 years and 3 teachers (33.3%) taught less than 5 years. That is to say, the majority of teachers have experience.

Question 2: how can you define grammar:

Since this question is open-ended, the teachers definitions are the following:

« Grammar is the backbone of English language. »

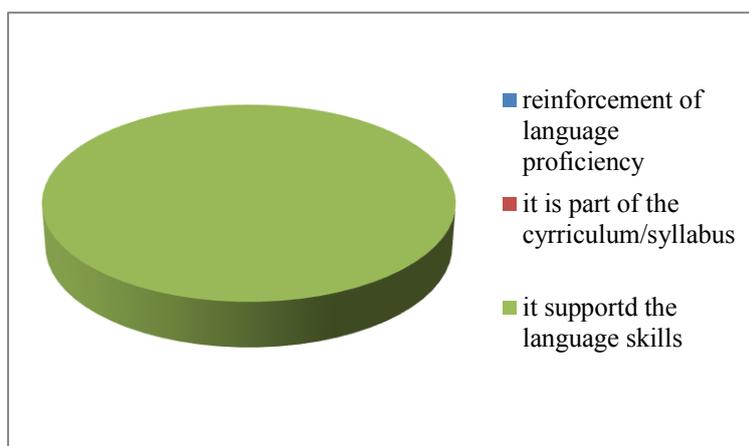
« It's the structural form of a language. »

« Grammar is the study of language structure, function of speech parts while combined together and the purpose of using the language code. »

« It is one of the branches that studies language. It is the way to write the sentence according to specific rules. »

Question 3: In your opinion, what are the main reasons that make grammar important in language learning ?

Chapter Two: Methodology and Data Analysis



Graph 2.2: Possible Reasons for Grammar Importance.

As it is shown above, the result shows that the nine teachers see that the importance of learning grammar for 100 percent supports the language skills.

Question 4: What are the difficulties you have faced when teaching grammar?

Teaching grammar plays a major role in language teaching and it is considered as an important element that must be learnt in teaching the language. Some teachers see that it is because:

« Students' poor level of knowledge, lack of motivation, not developing habit of selfstudy. »

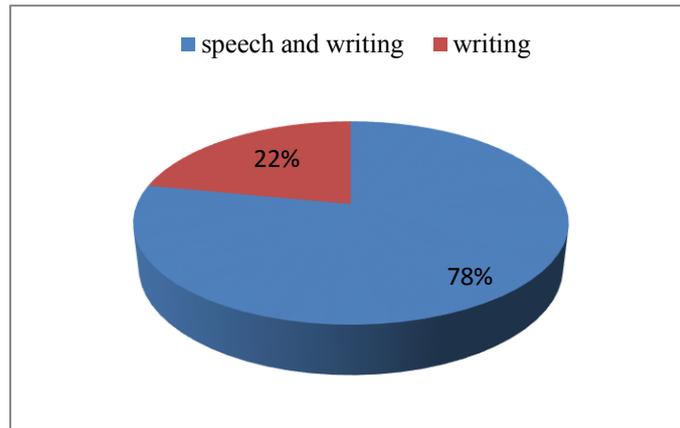
« Using the textbook which sometimes hold non-contextualised activities and that is what makes my students not engaged. »

« Poor background of students. Most of students depend on translation to understand when teaching rules. »

« Technical problems. It is hard to teach grammar without technology. »

Question 5: Do you present your grammatical structure both in speech and writing?

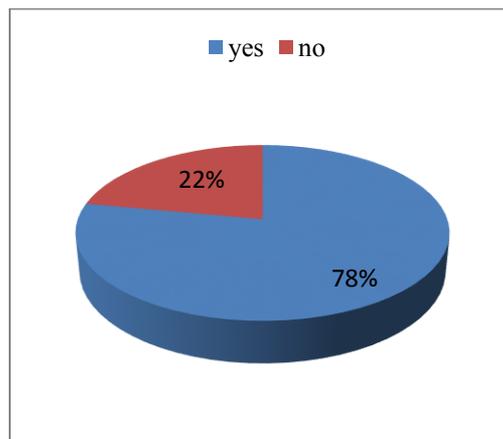
Chapter Two: Methodology and Data Analysis



Graph 2.3: Representation of the Grammatical Structure

The results show that the majority of the teachers present grammatical structure in both speech and writing and they represent teachers the highest ratio (77.8%). However the rest teachers (22.2. %) represent it most of time in writing

Question 6: do you introduce the use of the grammatical structures to your pupils ?

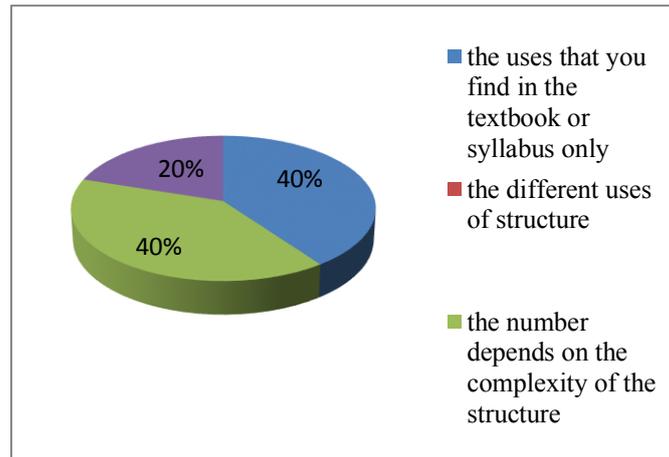


Graph 2.4: Introducing the Use of the Grammatical Structure.

As it is shown from the result, 7 teachers (77.8%) introduce the use of grammatical structure but there are 2 teachers (22.2%) who admitted that they do not introduce the use. At the same time, those who introduce the use with the regard to both the rules and students' level and they were the rest 2 teachers.

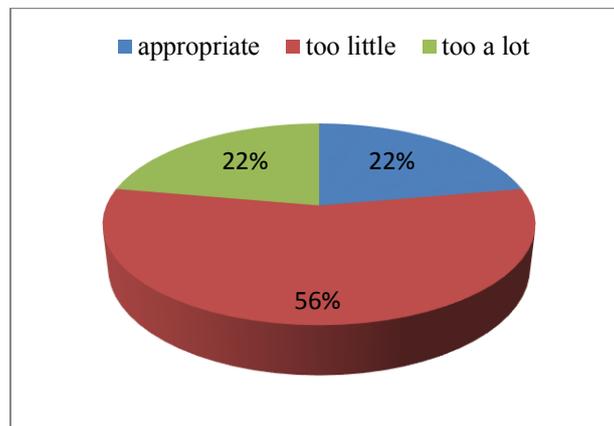
Question 6.1: do you introduce...

Chapter Two: Methodology and Data Analysis



Graph 2.5: The Way of Introducing the Use of the Grammatical Structure

Question 7: Do you think the grammar teaching on the basic course is:

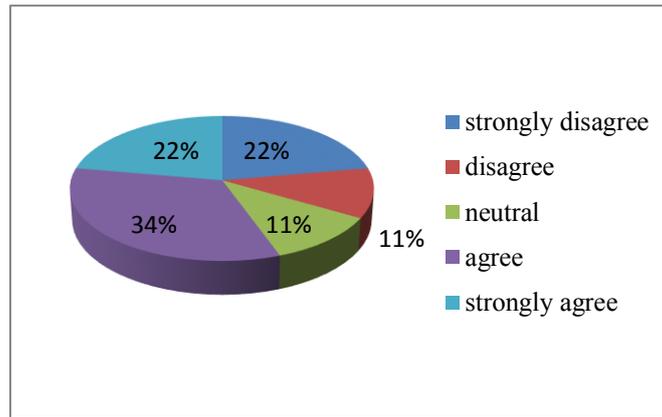


Graph 2.6: The Basic Course of Grammar Teaching.

From the results, five teachers (55.6%) say that the basic course is too little. May be it is related to the courses that found in textbook or as they justify: « *The activities that are provided do not match learners' needs and the context* ». Two teachers (22.2%) say is too a lot and they justify that: « *Sometimes we find more than five grammar points in one sequence; there is no balance between the aspects of language* ». The other two teachers find it appropriate (22.2%).

Question 8: pronunciation is important in teaching grammar.

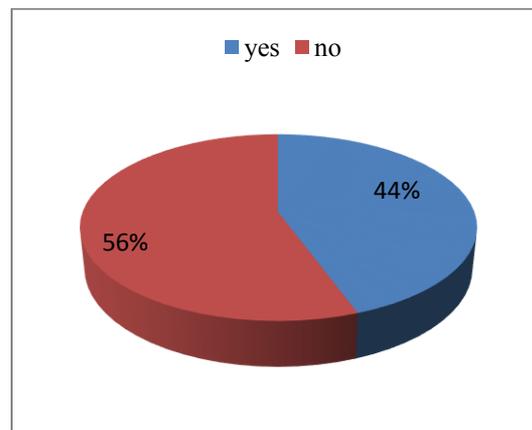
Chapter Two: Methodology and Data Analysis



Graph 2.7: Importance of Pronunciation in Teaching Grammar

As it is shown in the graph, from 9 teachers there are two teachers (22.2%) who strongly agree that pronunciation is important in teaching grammar and 3 teachers (33.3%) agree too however 2 teachers (22.2%) they strongly disagree with that and may be they think that grammar matters just in writing.

Question 9: Do you take into consideration pronunciation during grammar lesson?

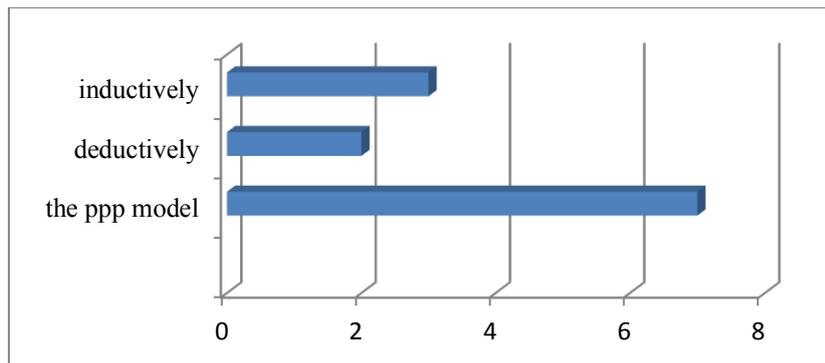


Graph 2.8: Pronunciation in Grammar Lesson

From nine teachers, 5 teachers (55.6%) inform that they do not integrate pronunciation in their grammar teaching and 4 teachers who represent (44.4%) show that they integrate it in grammar lesson.

Chapter Two: Methodology and Data Analysis

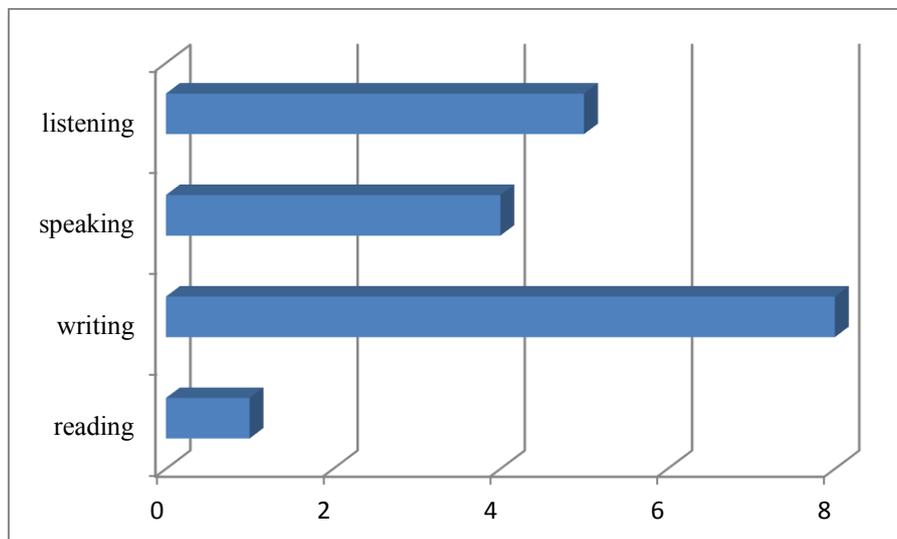
Question 9: How do you teach grammar?



Graph 2.9: How to Teach Grammar.

In this question, teachers were allowed to tick more than one choice. It intends to know what common way of teaching grammar. (77.8%) of teachers follow the PPP model in their teaching whereas 22.2% use to teach grammar inductively and the rest of teacher each one of them goes with deductive approach. one teacher prefer using integrative grammar courses and a teacher prefers a way which supports the understanding of the students.

Question 11: In which skill is grammar included?

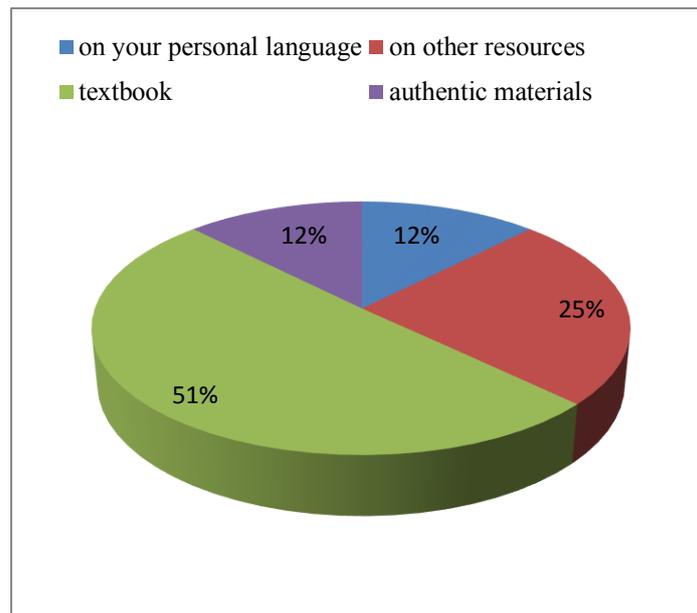


Graph 2.10: Language Skills in Grammar

In this question teachers were allowed to tick more than one answer. It is found that 88.9% see that writing skill is included in grammar and 77.8% chose the reading skill. 55.6% say that listening is included also in grammar. However, only 44.4% see that speaking is included in grammar.

Chapter Two: Methodology and Data Analysis

Question 12: What do you rely on in preparing your grammar lessons?



Graph 2.11: Preparing Grammar Lesson.

From the results, it seems that the majority of teachers who represent 51% rely on textbook to prepare their grammar lessons. 25% rely on other resources. 12.5% rely on personal knowledge and the rest which represent 12.5% they rely on authentic material.

Question 12: do you think that grammar is a hard activity to accomplish? Justify your answer.

yes	5	56%
no	4	44%

Table 2.2. Grammar Is a Hard Activity to Accomplish

5 teachers out of nine say yes, it is a hard activity to accomplish. Grammar is an important aspect in English teaching and thus the result shows that five teachers (55.5%). They justified their answer as follows:

« Somehow yes because it is not easy to plant the grammatical point to a student who prefers activities that are related to his daily life ».

« Students do not know how to use rules and that because they do not apply what they have learnt in their daily life».

Chapter Two: Methodology and Data Analysis

The other ones which represent 44.5 % do not find it as a hard activity and they justify as follow:

« *No, it just needs good preparation* ».

« *The success of the mission depends on the ability of the teacher to find it create their resources*».

« *Not too hard but learners' previous knowledge is too limited and we constantly need to review different structures before to tackle the one that is intended in the course* ».

Question 13: how could you define a creative teacher?

Because of the importance of creativity in teacher, this question sought to know how teachers could possibly see creativity and their answers were as follow:

« A creative teacher is the one who tries to deal with the content of the syllabus from different perspectives and who always tries to use different teaching materials and techniques ».

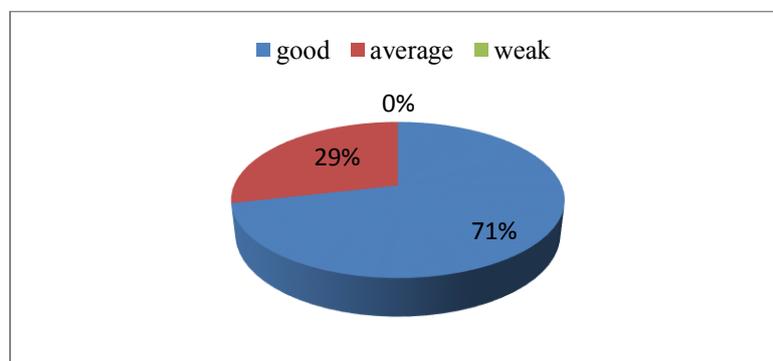
« A creative teacher is the one who brings new ideas and adds to the way he teaches so that it becomes interesting to his students ».

« The creative teacher is the one who uses resources to create their own different lesson ».

2.4.2. Students' Questionnaire Analysis:

The present section is devoted to the analysis of the data collected from the students' questionnaire and each question is treated separately for methodological convenience.

Question 1: how is your level in grammar ?

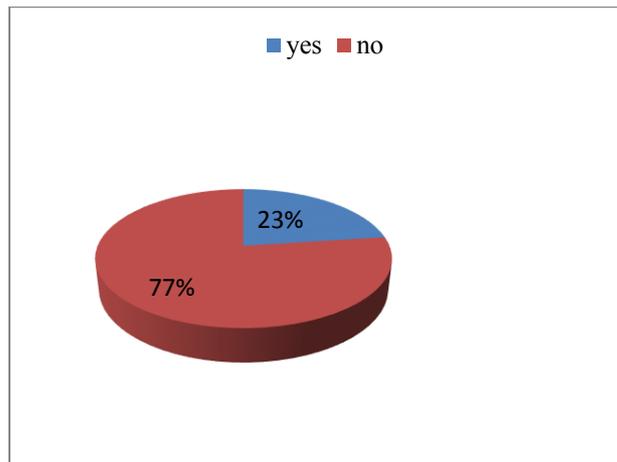


Graph 2.12: Students Level in Grammar.

Chapter Two: Methodology and Data Analysis

Twenty one students who answered this questionnaire, 71.4% confess that their level is average whereas the others who represent 28.6% show that they have a good level in grammar.

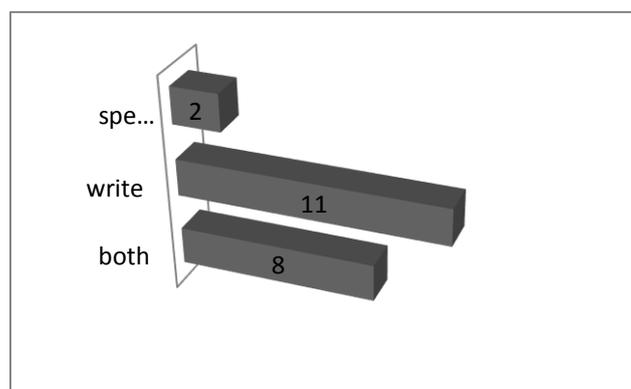
Question 2: are you able to make the difference between "she is gone" and "she is went"?



Graph 2.13: The Difference between the Grammatical Structures

Students who represent 77% say that they can not make the difference in use between the two presented sentences. However, the rest which were only 10 students (23%) say that they can not differentiate between she is gone and she is went.

Question 3: does the present way of teaching grammar help you when you: read, listen, speak or write.

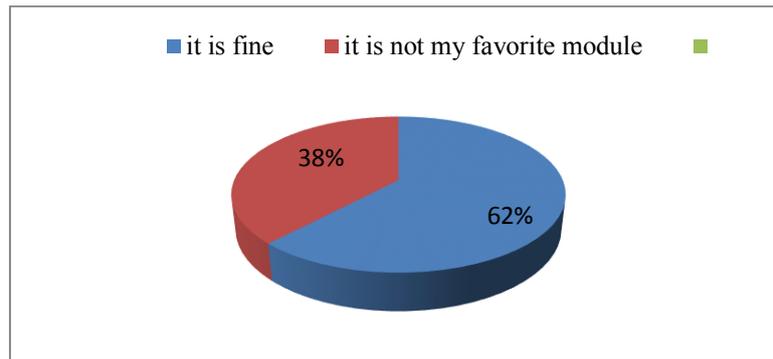


Graph 2.14: The Present Way of Teaching and the Language Skills

Chapter Two: Methodology and Data Analysis

As it is noticed above, 11 students (52.4%) consider that the present way of teaching grammar helps them to both speak and write, whereas 8 students (31.1%) do not share the same opinion which means that the grammar taught helps them only for writing and the rest (09.5%) 2 students assured that it helps them only for speaking.

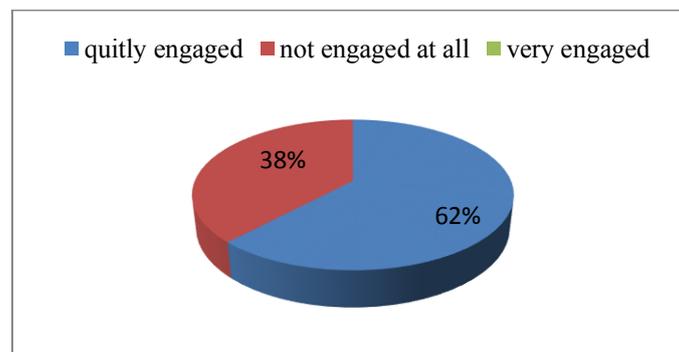
Question 4: When your teacher tells you: " you are going to study grammar today" you are thinking...



Graph 2. 15. Students Reaction towards Learning Grammar.

The collected data show that 13 students (61.9%) say it is fine to study grammar whereas 6 students (38.1%) reveal that grammar is not their favourite subject .

Question 5: when you have a grammar lesson, are you engaged during a class?



Graph 2.16: Students Engagement.

According to the results above, 13 students (61.9%) say that they were quietly engaged; however, 6 students (28.6%) say that they are not engaged at all and only 2 students (9.5%) seem that they are very engaged.

Question 6: are you satisfied about the way you are taught grammar?

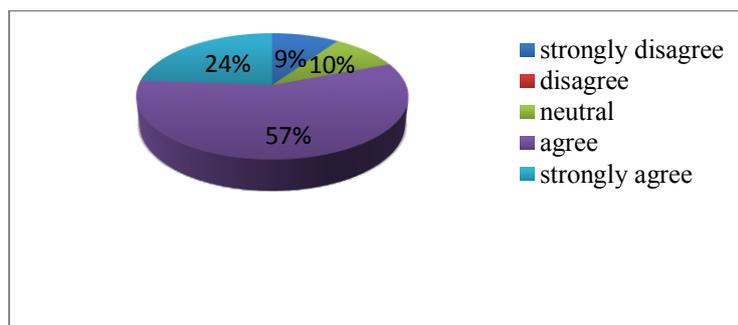
Chapter Two: Methodology and Data Analysis



Graph 2.17: Students Satisfaction

The data show that 11 students (52.4%) do not feel satisfied about grammar teaching and 10 students (47.6%) feel satisfied about the way they are taught grammar.

Question 7: learning grammar is better when the teacher gives explanation of grammatical rules before doing the task ?.

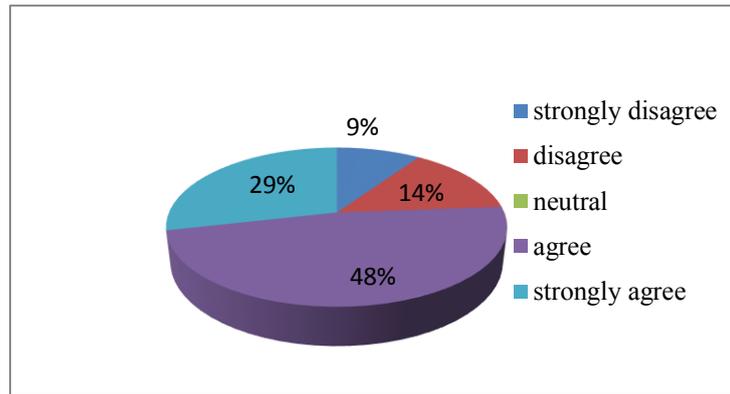


Graph 2.18: Students' Point of View about Explaining the Rule.

From the data collected, it is noticed that the majority of the students 12 students (57.1%) agree with this idea, 5 students (23.8%) strongly agree for getting explanation before the task. However, only 2 students who represent 9.5% strongly disagree.

Question 8: I prefer to discover the rule by myself rather than learn it directly from my teacher.

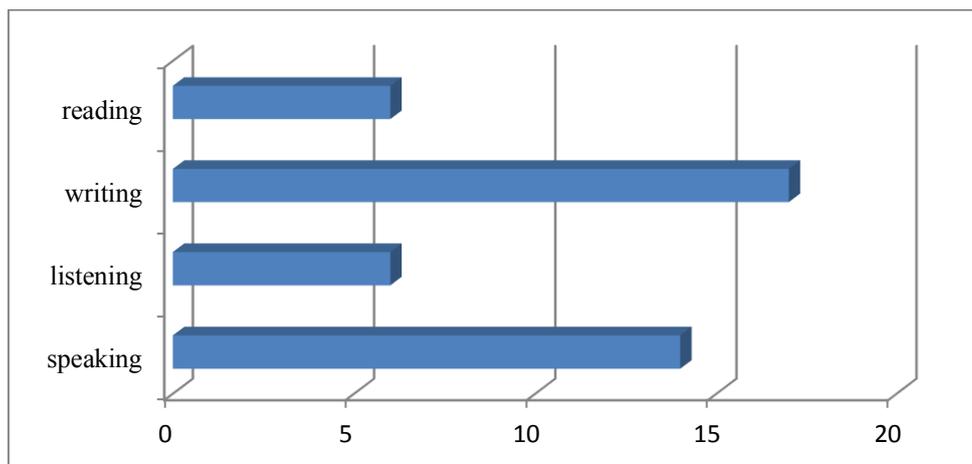
Chapter Two: Methodology and Data Analysis



Graph 2.19: Students' Opinion about Discovering the Rule.

The results show that 10 students (47.6%) agree and 6 students (28.6%) strongly agree on the idea of discovering the rule rather than get it directly from the teacher at the same time 6 students (28.6%) strongly agree. 14.36% which represents 3 students disagree with that. 2 students (9.5%) strongly disagree to discover the rules by themselves.

Question 9: Grammar fosters students' ability in...

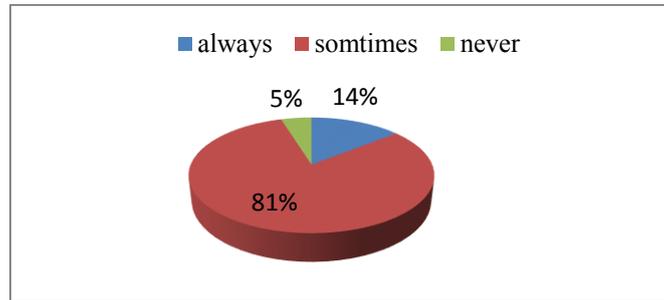


Graph 2.20: Grammar in Fostering the Language Skills.

Students were allowed to tick more than one choice. Among the whole number of the students (21 students) 81% chose writing skill, 66.7% went with speaking, and 28.6% ticked listening and the same thing went with reading (28.6%).

Chapter Two: Methodology and Data Analysis

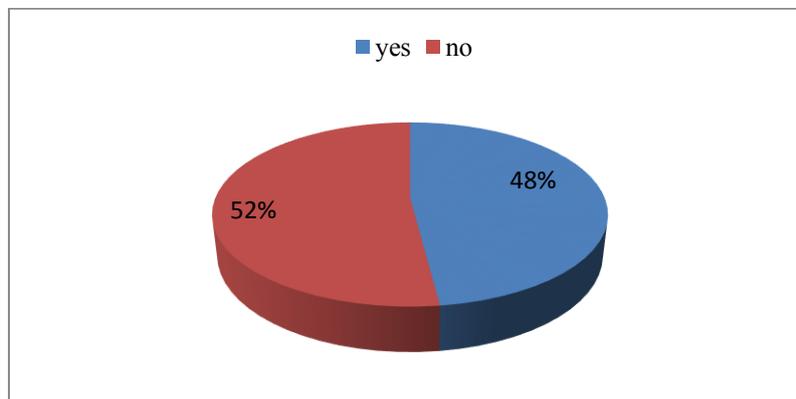
Question10: does your teacher correct your grammatical mistakes?



Graph 2.21: Teachers Correction of Students' Grammatical Mistakes

As it is apparent in the above figure, 81% answered that their teacher sometimes correct their grammatical mistakes and 14.3% answered always. The rest which represent only 4.8 % answered with never. It means the majority sometimes have feedback from their teachers.

Question 11: does your teacher teach you how to pronounce such words during grammar lesson.



Graph 2.22: Pronunciation During Grammar Lessons

Among 21 students, 11 students (52%) say that they are not taught how to pronounce whereas only 48% of the students say that they are taught pronunciation during the lesson of grammar.

Question 12: what are the difficulties you may have in grammar?

Their answers were reported as follow:

Chapter Two: Methodology and Data Analysis

« There are many rules and they differ, I usually rather to do tasks before to be ready ».

« I never used to focus during the class and the teacher was not good in teaching the correct way or interested in us to understand but only to finish the lesson and leave. And that is the reason why i lost the desire not to learn it but to attend the class ».

« Sometimes it is easy to write but hard when i speak and the problem of using tenses ».

2.4.3. Teachers' Interview Analysis:

The interview was meant to be sent to teachers. It contains questions that could help in a deeper investigation about the way grammar taught and the presented one.

- 1) what are the main weaknesses in grammar that you have noticed in your student?

Their answers were mainly about sentence structure and distinguishing parts of speech.

- 2) in brief, describe the way you teach the past simple.

« I give students a few sentences talking about past events then I isolate the verbs and let them discover the difference between regular and irregular verbs ».

- 3) What do you think is an effective way of teaching grammar? Why?

Most of the teachers share the same idea which is

« Teaching it in context using relevant examples and in an inductive way ».

- 4) Have you heard about Discovery, consolidation and use in teaching grammar before?

All of them have not heard about this model before.

2.4.3.1. An Example of Using the Discovery, Consolidation and Use:

Teaching past tense creatively:

Past tense for narrative.

Aim: to review past simple and ask questions in the past.

Time: 40 to 50 minutes

Objective of the lesson: pupils will be able to talk about events and narrate using past simple and form questions in a correct way.

Chapter Two: Methodology and Data Analysis

Discovery:

First of all, the teacher needs to place two chairs opposite each other at the front of the class. The teacher invites a student to sit on chair and he takes the other one. The teacher asks the student about events that happened in the past using definite time like last week, yesterday. What did you do last night? Who did you play with yesterday? Did you have fun? Once the dialogue finished, the teacher can elicit from the class main events that the student reported and he can write the events on the right side of the board. After that, the teacher asks students whether they are capable of writing a question about one statement (written on the right side). He can write one or two questions to facilitate. This way, students are going to reconstruct the rest of the questions. Once the teacher writes all the questions on the board, here, he has to draw attention to the form like: I played <>did you play?

Consolidation:

The teacher reports a scene that happened in his life, after he finishes, the students prepare questions either in written form or spoken. Here, he divides the class into groups and each group prepares a question about the teacher's scene. Once each group agrees on a question, they write it down and send it to the teacher who is going to correct it; if it was well formed and relevant, he gives it back to the group and so on with all groups. If it was not correct, he sends it back with some of indications which means that in this situation the teacher is a monitor. After that, each group starts to exchange questions one another which opens a wide discussion and mostly an interesting focus.

Use:

In this stage, the teacher writes headline about the main events. For example, shopping, visiting my uncle, fixing my car...etc. Then, the teacher asks the class to write down headlines about their recent events. Later, half of the students stand around the class so that the headlines seem visible to the other half standing oppositely to students who are holding the headlines. After that, the teacher may call for a change. Students at this moment change their places which means they hold the headlines or he can ask the students to move clockwise in order to interact with another question. While each student asks his classmate the teacher tries to correct their pronunciation. For example, the headline is « I presented my new friend to my family yesterday ».

Chapter Two: Methodology and Data Analysis

And the other students while he is asking his classmate what did you present yesterday he may make a mistake by saying what did you PREsent and here the teacher explains the difference in word stress between verb and adjective (good question but next time say what did you preSENT yesterday. This could be a creative way to let the students interact, mostly engaged in the class and being competent in using the past tense and ask any question easily.

2.5. Conclusion:

Through this chapter, some emphasis has been also purposefully placed on clarifying the intended objectives of using every single research tool. The entry to the research was provided by the use of questionnaires addressed to both teachers and pupils. This latter was considered as the main instrument of data collection. It is hoped that interpretation of the main results of the questionnaire would provide a better understanding of the research procedure and a better clarification of the research main concerns. Adding to that, the questionnaires were coupled with another investigation tool which was an interview. It is expected that this latter would pave the way for a more thorough analysis of the case under study. As for the results and the analysis of the work will be further discussed and studied within the following chapter.

Chapter Three

Discussion of the Results and Recommendations

Chapter Three: Discussion of the Results and Recommendations

3. Introduction:

In this chapter, the researcher will interpret and discuss the analysis of the questionnaires and the interview in relation to our main research questions. Also, it focuses on testing the presented hypotheses with an attempt to provide some effective suggestions and recommendations that may contribute to the improvement of the pupils' level in learning the grammatical rules and most importantly the ways of teaching grammar inside the classroom through data collection instruments.

3.1. Interpretation of Results:

After the results were analysed, the findings obtained from students' questionnaire and teachers' questionnaire were interpreted.

3.1.1. Interpretation of Teachers' Questionnaire:

The results show that the majority of teachers have more than five years of teaching experience; this indicates that they have an idea about which methods, strategies or even techniques that help them making the learning and the teaching process more effective and meaningful.

From the collected data, teachers know what grammar is because it is very important which means that if the teacher could describe grammar he will be able to describe the language and clarify different concepts to his students.

The findings show that teachers assure that language skills are the most important purpose to teach grammar. So, according to them teaching grammar enhances the four language skills for the students. In other words, if the learner is able to acquire the structure of the language, it impacts positively on his language skills which led to the point that they are aware of the importance of grammar.

From the data collected from the teachers questionnaire, it appears that all teachers face difficulties while teaching grammar and this could be related to negative attitudes from the students or may be they are not well motivated. Also, despite that teachers have experience in teaching, they face some obstacles like the lessons in textbooks which are not contextualised. Besides, some teachers are finding difficulties in using the suitable method or technique because different lessons require different treatment and different way of teaching.

Chapter Three: Discussion of the Results and Recommendations

Concerning the way grammar is taught, the majority teach grammar holding both the speaking and writing because if the teacher only focuses on the written form, then the student by the time is going to be weak in his speaking skill since the teacher does not explain a grammatical point spokenly and the majority do not neglect the importance of the use which helps the learner to understand when, where and how to use every single word in every situation.

At the same time the majority follow the PPP model in their teaching grammar, they like to start by presenting the grammatical item and provide some practices about it regardless that some teachers prefer using the inductive approach too which means that in teaching grammar teachers focus and follow different ways of teaching grammar but regarding the questionnaire they prefer using the PPP model.

When information were gathered, it is noticed that most of the teachers see that pronunciation has a big role in teaching grammar and that could be helpful to maximize their competence in the speaking skill. In other words, it could be remarked that even the students know the language structure but when it comes to produce it orally they mispronounce some words and that may cause a communicational breakdown. However, it seems that most teachers (56 %) do not integrate pronunciation in teaching grammar and that could be called inadequate teaching because grammar should be integrated in all language skills and that is clear from question 7 which is about grammar integration and the results showed that the majority of the teachers integrate it just in the writing skill.

From the data collected, it appears that teachers provide students with the use of the grammatical points which are mostly from textbook; meanwhile, some teachers give a remark about one of the difficulties that they are facing; textbook consists and holds non-contextualised examples. They mean that examples to show the use are not related to students' daily life and consequently, it causes negatively at the level of the input and the intake of the students.

From the obtained results, teachers rely on textbook to prepare their grammar lesson. In other words, they explain grammatical points to the students depending on the examples which are provided in the textbook and here it is uncovered that lessons are not related to students' daily life because they have mentioned that lessons in textbook are not contextualised. Teachers were asked to define what creative teacher is and it appears that for

Chapter Three: Discussion of the Results and Recommendations

the most is about building other ideas among each other to create a new one which is considered as an original and become interesting for the students.

3.1.2. Interpretation of Teachers Interview:

The interview questions were tend to get deeper into grammar teaching and see teachers what they have noticed during their grammar lectures.

From the answers it appears that students still struggling with grammar at the level of the structure like parts of speech and the use of tenses. All teachers see that grammar is very important because for the most the core of the language and without it the student will not be able to speak or write.

According to the teachers, as an effective way of teaching grammar is provide a context in other way they ought to use examples that related to students daily life in a communicatively and concerning the question of how to teach the past tense they are more likely to provide examples and spot light on the target points which verbs and teach their student what's different structures that verbs could take at the level of regularity and irregularity. The teachers pointed out that a student with good knowledge of grammar has the possibility to express themselves correctly, building up correct sentences, and writing coherent paragraphs.

They were asked also whether they would like to change the way grammar is taught their answers were about having more time spending teaching grammar which means that by experience they could know what students need to learn and developing their way of teaching and also they see technology (movie clips) as a tool to make the lesson more interesting.

3.1.1. Interpretation of Students' Questionnaire:

The majority of them consider their English level as average, this can be explained by the less concentration in English subject or they felt bored with the same routine of teaching and it was when they were asked about the difference in structure and it appeared that they still have a problem in acquiring grammar.

From the questionnaire results, it is noticed that the way they are taught grammar (PPP from teachers questionnaire) facilitates on them at the level of writing which means that they

Chapter Three: Discussion of the Results and Recommendations

have lack of practice in speaking skill when they have a grammar lesson ; they just focus on the written form which makes difficulties in producing the language in a spoken manner.

Since they are quite engaged, it could be said that they may have not grasp the grammatical concepts ; in other words, they are quite paying attention (alert, tracking with their eyes) and those who are not engaged at all they seem to have lack of interaction and performance. Also, these results show that students are not satisfied about the way they are taught grammar, this might be justified by teachers are not trained to teach English grammar at secondary level or the way they teach became old fashioned in students' perspective.

The findings show that most of the students (see question 8 from students questionnaire, 48% + 29%) prefer to discover the rule by themselves rather than receiving it directly from the teacher which means that they respond well with the inductive approach. Also, it is because when they figure out the rule by themselves, they will not forget it, that means they are more active than the other students are, they prefer to be in the centre of the learning process. However, going back to the previous answers, it is possible to notice that even with this approach there is no fruitful outcomes from the students.

From the analysis of the results, it is noticed that the majority consider learning grammar is to enhance their writing and speaking skills which means that they are aware about the importance of grammar and the reason behind using grammar whether inside or outside the classroom. It is noticed also that the majority of the students sometimes are not provided with feedback and their mistakes in grammar are not likely to be corrected, this could be explained by lack of consolidation from the teacher .

From the findings obtained, more than half of students admit that they do not practise pronunciation during grammar lesson which means that it is neglected by teachers who are worried that they lack enough knowledge to help their learners effectively.

3.2. General Discussion:

Results' interpretation has led to point to a crucial mismatch between teachers' teaching style and the learners. To name some of them:

- Teachers seem to ignore innovation and creation in the teaching process.
- Despite teachers are using the suitable method ; however, students still feel bored that what is led to say that the method became traditional and old fashioned.

Chapter Three: Discussion of the Results and Recommendations

- Students are quite engaged but they seem to be passive learners and the teachers do a lot of lecturing.
- Students encounter difficulties in grammar use.
- Difficiency in grammar might be affected by inadequate teaching.
- Students feel bored and the lessons are not interesting and do not address their daily life.
- Teachers seem they do not integrate pronunciation in their teaching.
- Lack of creative grammar practice.
- Students seem to prefer discovering the rules by themselves rather than receiving them from the teacher.

3.3. Suggestions and Recommendations:

These proposed recommendations will hopefully be useful and alternative regarding grammar teaching to help teachers tackle the problem described in the previous chapters, in an attempt to provide teachers with insights for practicing, stimulating the imagination and enhancing their students' grammatical knowledge .

Language teachers should perfectly know that it has been proved that the judicious use of the mother tongue to explain some grammatical structures can be beneficial to some learners who may rely on language interference between their mother tongue and the target language to deeper their understanding of the target language grammar.

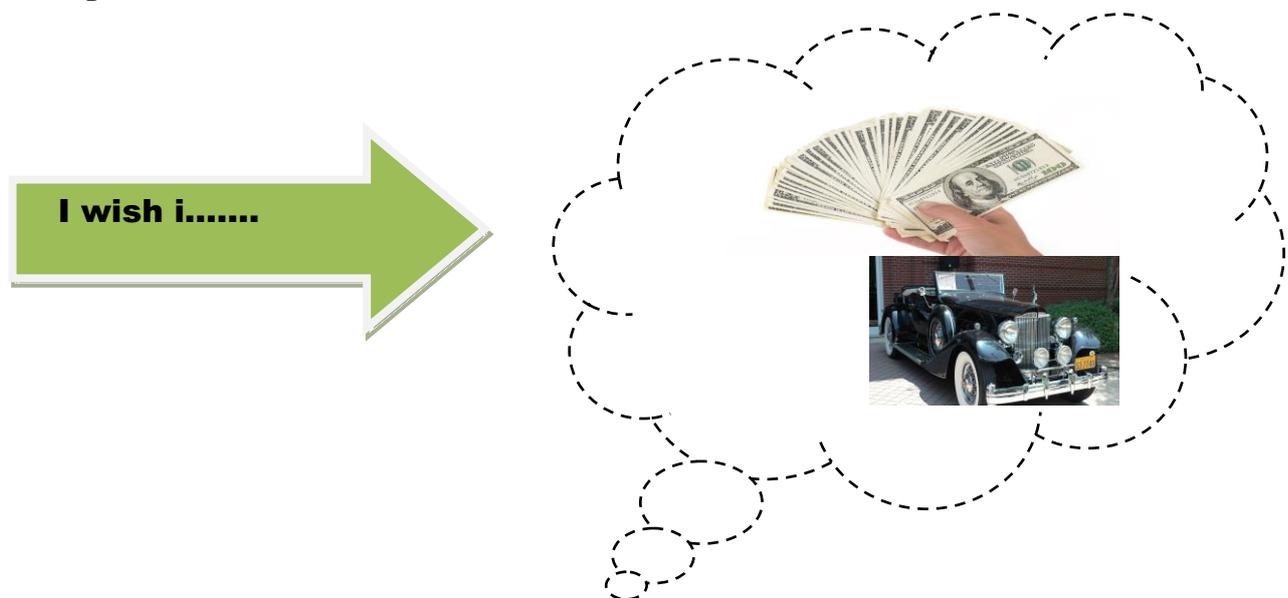
Raise their interest and ensure their full engagement, by using grammar structures in meaningful and engaging activities to avoid boredom and occasional loss of motivation.

Integrate pronunciation while they are using new grammatical words and that could facilitate to be engaged and practiced on grammatical patterns in a spoken way which may help them to accerelate their learning and understand the meaning much better than doing it in the written form.

3.3.1. A Suggested activity with an example :

The lesson of I wish I (verb in the past tense)

Chapter Three: Discussion of the Results and Recommendations



The teacher asks the students to write various completions of the sentence I wish. It would be better if he uses some prompts like rich..etc. Once students can write them on the board at the same time the teacher establishes that the person is making wishes about now in the present but he draws attention to the use of the past tense verbs like was rich had a fancy car had a lot of money, here the teacher explains that these verbs are a kind of hypothetical present.

Consolidation:

I wish	I had	stronger/so careful
	I lived	More time/more money
	I was/were	in another country
	I could	play tennis/play the piano

The teacher after presenting the table, he can ask the students to create as many sentences as they can using the table ; they can work in pairs. The teacher asks them to read what they wrote outloudly and react on some of the sentences for example,

Student: I wish I could play piano.

Teacher: Oh! You like playnig piano that's good.

Use :

In this stage, the teacher can ask each student to think about something they would like to have or a personality or a famous player. Each student say his sentence outloud and the

Chapter Three: Discussion of the Results and Recommendations

teacher takes into consideration the right spelling and the correct pronunciation especially the past tense of each verb like final ed (d, id, t sounds).

3.4. Limitations:

Limitations are the obstacles that the researcher faces when he works on his research paper. These limitations can cause a negative impact on both of conclusion and the results of the work, some teachers did not justify their answers and their points of view. This research would provide an astonishing result if the experiment could have taken place in the secondary school. However, due to the current issue and strikes from some teachers the experimental study could not have been done. Some other issues like the difficulty of finding references related to the presented topic. So, the study relied on alternative tools which are questionnaire and interview.

3.5. Conclusion:

This concluding chapter has been primarily concerned with providing English language teachers with suggestions and recommendations regarding the creativity in teaching of grammar at the level of secondary school using discovery, consolidation and use with regard of integrating pronunciation, willing that such recommendations would be fruitful and help them make reflections on their own methodology of grammar teaching.

General Conclusion

General Conclusion:

This dissertation has primarily tried to provide the EFL grammar teaching/ learning at secondary-school level with a creative and innovative way to maximize the acquisition of grammar. It has equally been targeted towards investigating the real reasons behind these learners' failure to use their grammatical knowledge to accomplish some communicative goals. In this sense, in this dissertation, an investigation was managed to diagnose any variable capable of influencing the grammar teaching / learning sphere. This issue has been dealt with in three interrelated chapters in an attempt to provide a clear picture of the teaching / learning context, by stressing the many contextual variables that have directly or indirectly influenced learners' outcomes in EFL in general, its grammar in particular and how it is taught.

Chapter one was primary directed towards the theoretical landscape of this dissertation. It has in effect tried to clarify the notion of grammar, its teaching and learning processes and the many changes that have characterized the history of its teaching. It has as well managed the crucial role of grammar teaching and its teaching procedure. It has later on moved to focus on the prevailing grammar teaching approaches and the techniques used to facilitate grammar learning. By the end, it has stressed clarifying what creativity is in teaching grammar and some of the creative techniques known as discovery, consolidation and use.

It is easily noticeable among those learners of secondary school that they are still having difficulties in using grammar structure appropriately. They often make errors in using tenses and subject verb agreement; these inappropriate uses lead them to decrease their potential in communicative competence. So this problematic matter has lead to raise some questions:

How can grammar be taught ?

What are the main difficulties that face teachers?

Why do learners have difficulties in learning grammar?

Are teachers creative or they are just using the same way of teaching like usual?

It has been found that students encounter difficulties in the syntax and in the use of sentences; these results were revealed by a questionnaire that was dedicated to students who admitted that they face difficulties in their learning process and that refers to an inadequate

General Conclusion

teaching which means that teachers are still using the same method which became old fashioned (like the PPP Model) and the same routine of teaching goes with every different lesson.

The results also revealed that students prefer to discover the rule by themselves and not to get it directly through a presentation from the teachers; at the same time, when it comes to the teaching material, the majority use the textbook which consists of lessons and texts that are not contextualised.

On the other hand, students need to learn grammar not just in a written form but also in a spoken manner too so that they would be able to show efficiency when they express themselves. In other words, teachers ought to integrate pronunciation in their grammar lessons.

Because of the old fashioned way of teaching and the negative results and response from the students, this dissertation attempts to provide the domain of teaching grammar with a creative model known as Discovery, Consolidation and Use which is a creative way to replace the PPP Model and let the student discover grammatical patterns and rules by themselves; because recent studies have shown that children or adults memories and learn better when they discover things by their own way.

At this level, the teacher raises students awareness by conscious raising activities which are considered as a creative and an effective way to teach grammar. By encouraging learners to observe and analyse language for themselves, teachers are reinforcing their natural tendency and ability to make sense of language and to systematize it. It implies that learners should be aware of the structure, but not expected to produce accurate sentences using the structure. The long term advantage of Discovery, Consolidation and Use is that learners will internalize the knowledge of the structure when they are internally ready.

At the same time, the teacher could show the importance of pronunciation in grammar and show to his students that it matters and facilitate to use the language effectively to accomplish communicative goals. In addition to that, the creative way of dealing with grammar provides learners with activities which encourage them to think about samples of language and draw their own conclusions about how the language works.

To conclude, the situation in Algerian secondary schools need to be reconsidered and teachers need to be creative in the way they teach. This will encourage the students to be creative thinkers too.

List of References

- Allen, J. P. B. & Widdowson, H. G. (1975). Grammar and language teaching. In Allen, J. P. B. & Corder, S. P. (Eds.), *The edinburgh course in applied linguistics* (pp. 45-97). Oxford: Oxford University Press.
- Bolitho, R., Carter, R., Hughes, R., Ivanič, R., Masuhara, H., & Tomlinson, B. (2003). Ten questions about language awareness. *ELT Journal*, 57(3), 251-259.
- Brown, H. D. (2001). *Teaching by principles: An integrative approach to language pedagogy*. New York: Addison Wesley Longman.
- Candlin, C. N. (1978). *The communicative teaching of English: Principles and an exercise typology*. Longman Publishing Group.
- Corder, S. P. (1973). Pedagogic grammars. In W. Rutherford & M. S. Smith (Eds.), *Grammar and second language teaching: A Book of readings*. New York: Newbury House Publishers.
- Gerngross, G., Puchta, H., Thornbury, S. (2006). *Teaching grammar creatively*. London: Helbling Languages.
- Hadfield, J. (1990). *Intermediate communication games: A collection of games and activities for low to mid-intermediate students of English*. Nelson.
- Harmer, J. (2001). *The practice of English language teaching*. London: Pearson Education.
- Kaufman, J. C., & Sternberg, R. J. (Eds.). (2010). *The Cambridge handbook of creativity*. New York: Cambridge University Press.
- Lowth, R. (1780). *A short introduction to English grammar: With critical notes*. London: Gale ECCO.
- Moran, S. (2010). The roles of creativity in society. In Kaufman, J.C & Sternberg.
- Nacce (1999). *What's in a word? The discursive construction of creativity*.
- Nassaji, H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.
- Purpura, J. E. (2004). *Assessing Grammar*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge university press.
- Svalberg, A. (2013). Language Learning and Teaching: Teaching for Language Awareness. In Chapelle, C. A. (Ed.), *The encyclopedia of applied linguistics*. Oxford, UK: Wiley-Blackwell.
- Thomson, A. J. & Martinet, A. V. (1960). *A Practical English Grammar*. O.U.P.

Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Pearson Education.

Ur, P. (1988). *Grammar Practice Activities*. Cambridge: C.U.P.

Willis, D. (1996). "Accuracy, fluency and conformity." In D. Willis & J. Willis (Eds.), *Challenge and Chance in language teaching* (pp. 45-47). London: Macmillan Publishers,

Yalden, J. (1987). *Principles of course design for language teaching*. NJ: Prentice Hall International.

https://englishagenda.britishcouncil.org/sites/default/files/attachments/pub_f004_elt_creativity_final_v2_web-1.pdf

<http://dimhideck.com/mpf-how-to-introduce-language-in-a-communicative-classroom>

https://www.researchgate.net/publication/310815342_Why_Is_English_Pronunciation_Ignored_by_EFL_Teachers_in_Their_Classes

<https://bu.univ-ouargla.dz/master/pdf/BEDRA-Zohir.pdf?idmemoire=3983>

Appendices

Appendix (1): Students' Questionnaire

Teaching Grammar Creatively (Using Discovery, Consolidation and Use Model)

This questionnaire intends to investigate secondary school students' attitudes towards grammar instruction. I will maintain the confidentiality of the information that you provide.

1. How is your level in grammar?

average good weak

2. Are you able to make the difference between "she is gone" and "she is went"?

Yes No

3. Does the present way of teaching grammar help you when you

هل الطريقة الحالية لتدريس القواعد تساعدك على

Speak write both none

4. When your teacher tells you: "you are going to study grammar today" you are thinking. ..

ماهو شعورك عند اعلان الاستاد بتقديم درس حول القواعد اللغوية

- It is fine
 - It is not my favorite subject
 - It is my favorite subject
 - Boring
5. when you have a grammar lesson, are you engaged during a class?

اللغة هل انت مشارك عندما يكون لديك درس قواعد اللغة هل انت مشارك

- very engaged
- quitely engaged
- not engaged at all

6. Are you satisfied about the way you are taught grammar? هل أنت راض عن الطريقة التي تدرس بها القواعد

- Very satesfied
- Quitely satesfied
-

- Not satisfied at all

7. I learn English grammar better when my teacher gives me explanations of grammatical rules before I do the tasks. أتعلم قواعد اللغة الإنجليزية بشكل أفضل عندما يعطيني أستاذي تفسيرات للقواعد النحوية قبل أن أقوم بالمهام

Strongly disagree disagree neutral agree disagree

8. I prefer to discover the rule by myself rather than learn it directly from my teacher أفضل اكتشاف القاعدة بنفسي بدلاً من تعلمها مباشرة من أستاذي

Strongly disagree disagree neutral agree disagree

9. I study grammar because it fosters my ability in.... أدرس القواعد لأنها تعزز قدرتي في

- Listening
- Writing
- Speaking
- Reading

10. Does your teacher correct your grammatical mistakes? هل يقوم أستاذك بتصحيح أخطائك النحوية؟

always sometimes never

11. Does your teacher teach you how to pronounce such words during grammar lesson? هل يقوم أستاذك بتأقيتك النطق خلال درس القواعد؟

Yes No

12. What are the difficulties you may have in grammar?... ما هي الصعوبات التي قد تواجهها في القواعد...

.....
.....
.....

Appendix (2): Teachers' Questionnaire

Teaching Grammar Creatively (Using Discovery, Consolidation and Use Model)

Dear teachers, this questionnaire is part of a research work carried out at the department of English, University of Mostaganem. This research is intended to shed light on teaching grammar creatively and this questionnaire is to know the ways you are teaching grammar and what your perspective is to grammar. Your answers will only provide information for the fulfillment of the researcher's master dissertation. Please answer the following questions as honestly and frankly as possible by ticking the corresponding answer or filling in with information where necessary.

1. **Teaching experience**

2. For how long have you been teaching English ?

Less than five years

More than five years

3. How could you define grammar ?

.....
.....

4. What difficulties you have faced when you teach grammar?.....

.....
.....

5. Do you present your grammatical structure in...

• Speech and writing

• Only writing

6. Do you introduce the use of the grammatical structures to your pupils ?

Yes No

6.1. If yes, do you introduce...

• The uses that you find in the textbook or syllabus only.

• The different uses of the structure.

• The number of introduced uses depends on the complexity of the structure

Others,.....

7. Do you think the grammar teaching on the basic course is:

Too little

Too appropriate

Too a lot

8. Pronunciation is important in teaching grammar

Strongly disagree disagree neutral agree strongly agree

9. How do you teach grammar ?

Inductive approach.

Deductive approach

The ppp model (Prestation, Practice, Produce)

Others,

10. In which skill is grammar included ?

Listening Speaking Writing Reading

11. What do you rely on in preparing your grammar lessons ?

- On your personal language
- Textbook
- Authentic material
- On other resources

12. Do you consider teaching grammar as a hard activity to accomplish ?

Yes No

Justify.....

.....

13. How could you define a creative teacher?

.....

.....

Appendix (3): Teachers' Interview

The purpose of this interview is to understand how you teach grammar. I truly appreciate your participation and willingness to share your time and expertise with us. Your participation will give us insights on how your responses will be confidential.

5) what are the main weaknesses in grammar that you have noticed in your students?

.....
.....

6) In brief, describe the way you teach the past simple.

.....
.....

7) What do you think is an effective way of teaching grammar? Why?

.....
.....

8) Have you heard about Discovery, Donsolidation and Use in teaching grammar before?

.....
.....