

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



University of Abbes Laghrour Khenchela



Faculty of Letters and Languages

Department of English

*Teaching Grammar through Reading:
A Move towards
Contextualizing Grammar*

The Case of Second Year Students at Soufi Abd-Lhafidh
Secondary school, Khenchela.

Dissertation submitted to the Department of English as a partial fulfillment for
the Requirements of the Degree of Master in Culture and Language Studies

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*Année universitaire:
2019/2020*

Acknowledgement :

In the name of Allah, the most Gracious, the most Mercifull.

Before all, we express our thanks to the Almighty Allah, who gave us the capacity, wisdom, endurance and blessed us with patience and abilities to achieve this disserttion.

*First , we would like to express our deepest gratitude and millions special thanks to our supervisor **Mrs. Achi Mebarqa** , who was our lightened guidance, source of inspiration and her precious continuous support and for the time she devoted for us during the preparation of this thesis from start to finish, for her patience, motivation, enthusiasm and immense knowldg. Her guidance helped us throughout all our research. Secondly, we would like to thank all the members of the jury who accepted to inspect and evaluate our work,*

*Last but not least, we would express our warm gratitude to **our parents** and **friends** who deeply encouraged us throughout our work*



Dedication :

I, Miss Nessaba Amina, dedicate This work to my family , my support and strength ,who believed in me and encouraged me all the time especially in the hardest moments and taught me how to be a warrior in the middle of life's challenges and difficulties and how to break all barriers to make my dreams and desires come true .

I would like to thank my dear sisters and brothers Tarek, Sara, Djafar, Nora, Khaled and Radhia who were by my side in every second and helped me get through this by their magnificent and beautiful spirit.

I would like to tell them all that without them being by my side, without their duaa, I would not be who I am today.

May Allah bless them and protect them all the way.

I, Miss Ouchene Hadjer, dedicate this work to my beloved parents

Thank you a lot for your love and support throughout my life,

You have given me all.

To my brothers Lamine and Ayoub you are truly a gift from God

May Allah bless them and protect them.



Abstract

The present study is twofold in which it aims to investigate the role that a text-based approach plays in teaching grammar and the relationship between reading and grammar. The study is mainly concerned with the vital role that reading plays in teaching grammar and its use in EFL classrooms in Algeria wherein it suggests a successful mechanism in teaching grammar and EFL classrooms. In attempting to investigate the ways in which reading can be related to grammar teaching, it is hypothesized, in the present study, that if reading is integrated to teaching grammar using a text-based approach, students' comprehension and application of grammar rules will improve and their mastery of the language will improve as well. In order to achieve the research aims and to test its underlying hypothesis that has been suggested, the study rests on a students' questionnaire administered to second grade secondary school students at Khenchela. As such, the majority of students reflect a favorable attitude towards the contextualisation of grammar using sample texts in the explanation phase as well as the production or consolidation phase of the lesson. Moreover, the results of the questionnaire reveals that reading is an important skill to develop grammar competences since it intervenes in all the steps and methods of grammar teaching. Since grammar is the framework on which reading is constructed and an enterprise worth considering, a suggested sample lessons were designed in which adapted reading passages were incorporated in all the steps of the lesson and proposed to teachers to implement in their EFL classes.

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List of Abbreviations

CG : Control group

CLT :Communication language teaching

EFL : English as a foreign language

EG : Experimental group

EGFL :Ealing grid for learning

ELT: English language teaching

ESL : English as a second language

FL : Foreign language

L2 : Second language

LAD : Language acquisition device

SVO :Subject,verb,object

TL : The target language



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General Introduction

GENERAL INTRODUCTION

1. Background of the study

Grammar is one of the focal aspects in mastering any language in which English is no exception. Hence, having a good command of a second or foreign language (L2) necessitate the mastery of its grammatical properties. Fauziati (2013, p.5) stated that we have to begin the study of language, namely its structure and the functions. In the same line, Clark (cited in Fauziati, 2013, p. 5) has stated, “philosophers, orators, and linguists have argued that a language has its structure because humans are subjects to certain general laws of thought”. Therefore, grammar forms the basis of all language aspect that should be introduced for students at school.

Discussing the significance that grammar has in the acquisition of other languages, Rutherford (1988) posits that learning the grammar “was not just considered as essential feature of language learning, but was thought to be sufficient for learners to actually acquire another language” (as cited in Purpura, 2004, p. 1). In line with him, Ellis (2006) asserts that grammar has held and continues to hold an uncontested place in the mastery of the target language. However, the best ways or methods according to which grammar should be taught still remains a matter of controversy.

Specific methods for teaching grammar appear to have an effect on comprehension. Strategies that teach sentences-combination, seems to help students understand what they read, probably because it helps students understand how sentences work. Other research suggests that being familiar with the vocabulary of grammar (noun, adjective) benefits students' understanding when reading. We often encourage language learners to read for pleasure, read for comprehension, and read for vocabulary. Nevertheless, reading is also an excellent way to learn and practice grammar. It is important for teachers and learners to recognize that grammar is not a separate skill divided into discrete chunks (or textbook chapters!), but rather the resources which make meaning in a language. Put differently, grammar is everywhere, and everything a learner does with the language is an opportunity to improve their grammar.

In this study, we are going to shed light on the relationship between reading and grammar learning, the effective role that reading plays in developing the learner's understanding or assimilation of the grammar forms learnt at school, as well as its usefulness in developing a strong command of English being a Foreign language (EFL). Hence, the aim

of our study is to investigate the vital role that reading plays in teaching grammar and its use in English language teaching (ELT). This study seeks also to suggest a successful mechanism in teaching/learning grammar at EFL classrooms in Algeria, namely an integrative text-based approach. Undeniably, reading texts allows EFL students to improve their own understanding of the grammatical principles of the target language by structuring and restructuring the language rules through inductive learning experiences. This, in turn, may encourage them to explore the functioning of grammar in meaningful contexts. Furthermore, using reading passages at the EFL class offers “an appropriate balance between exercises that help learners come to grips with grammatical forms, and tasks for exploring the use of those forms to communicate effectively” (Nunan, 1998, p. 109).

2. Aim of the study

The present study aims at investigating the role that a text-based approach plays in teaching grammar. It also seeks to prove that contextualizing grammar, using reading passages, does contribute to boosting secondary school students’ comprehension of grammatical points, hence, improving their mastery of grammar. As such, this study aims to show that the integration of reading materials like short passages is the best way to introduce language usage and use. This would further help students use correct language in a meaningful context, like in writing, through raising their grammatical awareness. Being the case, the objective of the present research is to encourage teachers to use texts to teach grammar in their EFL classes.

3. Statement of the problem

The majority of teachers of English rely on the use of examples in a form of isolated sentences to introduce grammar lessons. However, when students are asked to do grammar exercises, they fail to apply those rules in context. Therefore, adopting a text-based approach in English as foreign language (EFL) classrooms to teach grammar is of a great importance because it allows students to examine grammar points in their natural context of occurrence. Besides, the use of texts or passages assists students to think about any reading material they might come across as a source of grammar. This in turn, would improve their writing skill as they establish a mastery of grammatical forms in context.

4. Research questions and hypothesis

In attempting to investigate the ways in which reading can be related to grammar teaching, it is necessary to answer the following questions:

1-Is reading an important aspect of learning and teaching grammar?

2-what is the effect of using reading materials; i.e., texts on the acquisition of grammar?

3-how does reading passages raise secondary school students' assimilation and correct use of the target grammatical rules in context?

Based on the assumption that grammar is a tool for conveying meaning and aid to English learners in accurately formulating their ideas, we hypothesize that if reading is linked to the teaching of grammar, using a test-based approach, students' comprehension and mastery of grammar will increase.

5. Research Methodology

Relevant data to this study is collected through the adoption of a 'mixed research design' that consists of quantitative as well as qualitative methods. First, qualitative data is gained through the administration of a questionnaire to high school students. The latter seeks to gain insights about the methods used by EFL teachers in introducing grammar rules, students' opinions about what forms a good method to learn grammar well, the importance they attach to grammar in their reading class, and whether they make any connection between what they learn in Grammar and in reading. Second, qualitative findings are meant to be collected using a 'quasi-experiment' that consists of a pre-test, treatment, and a post-test. Therefore, two groups are randomly chosen, a 'control group' (CG) and 'an experimental group' (EG) who will receive a treatment of four (04) weeks. Students from the two groups will sit for both tests under the same condition of time and place. The sample of the study is made up of sixty (60) second year students at "Soufi Abd Lhafidh" secondary school, Khenchela. In doing so, the analysis and interpretation of the collected data aims at determining the elements that will provide the basis for the development of an integrative text-based approach to the teaching of grammar in Algeria EFL classrooms.

6. Structure of the study

The present work is divided into three chapters. The first two chapters constitute the literature survey. “Chapter One” provides an overview about what grammar is, and the different aspects related to its teaching. It also furnishes some primary distinctions like the different teaching methods of grammar, theories of grammar, and what place it has in language learning/teaching.

“Chapter Two” encloses a review of teaching grammar through reading. It starts with a brief definition of reading in general and reading materials like texts, types of reading: intensive and extensive reading and also some criteria in choosing reading materials for teaching or learning grammar. It also sheds light on the importance of classroom reading in introducing grammatical rules in their context of occurrence.

“Chapter Three”, which is the last chapter, includes the most important part of this research, which is the fieldwork, or empirical study. It is devoted to data analysis and interpretation. It concerns the analysis of the data collected by means of the student’s questionnaire and the quasi-experiment. Finally, the chapter ends with the discussion and interpretation of these results, hence, checking whether the research hypothesis is confirmed or rejected. It provides as well suggestions and pedagogical implications for the development of an integrative text-based approach and its relation to teaching grammar in order to assist EFL teachers develop strategies for improving students’ use of grammatical forms in context.

Chapter One:

Teaching Grammar

Introduction

“Without grammar, language does not exist”, say Nassaji and Fotos (2011, p. 1). However, this has not always been the case. One of the most heated topics in the field of language teaching has been the role of grammar so the ways of teaching it have varied significantly. During the time of the more traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. After some time, people questioned the importance of grammar when the aim of language teaching changed more towards enhancing learners’ communicational skills “it was even suggested that teaching grammar was not only unhelpful but might actually be detrimental” (Nassaji & Fotos 2004, p. 126). Nowadays the general idea is that grammar really has its place in language learning and teaching, and research has demonstrated that focusing only on meaning is inadequate, hence one would not reach the highest level of competence without some focus on form (see for instance Harley and Swain 1984 and Lapkin, Hart and Swain 1991). Keck and Kim (2014, p. 30) point out that for many years now, researchers’ focus has been on “how to draw students’ attention to grammar while still developing other areas of communicative competence”, but they have still not come to a conclusion about the ideal balance between these two. Nassaji and Fotos (2011, p. 1) state, “The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use”

1. Definitions

1.2.Syntax

In linguistics, "syntax" refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. The term "syntax" comes from the Greek, meaning "arrange together." The term is also used to mean the study of the syntactic properties of a language. In computer contexts, the term refers to the proper ordering of symbols and codes so that the computer can understand what instructions are telling it to do.

Syntax is one of the major components of grammar. It's the concept that enables people to know how to start a question with a question word ("What is that?"), or that adjectives generally come before the nouns they describe ("green chair"), subjects often come before verbs in non-question sentences ("She jogged"), prepositional phrases start with prepositions ("to the store"), helping verbs come before main verbs ("can go" or "will do"), and so on.

For native speakers, using correct syntax is something that comes naturally, as word order is learned as soon as an infant starts absorbing the language. Native speakers can tell something isn't said quite right because it "sounds weird," even if they can't detail the exact grammar rule that makes something sound "off" to the ear. "It is syntax that gives the words the power to relate to each other in a sequence...to carry meaning—of whatever kind—as well as glow individually in just the right place"(Burgess, 1968).

Syntax, for Bloomfield, was the study of free forms that were composed entirely of free forms. Central to his theory of syntax were the notions of form classes and constituent structure. (These notions were also relevant, though less central, in the theory of morphology.) Bloomfield defined form classes, rather imprecisely, in terms of some common "recognizable phonetic or grammatical feature" shared by all the members. He gave as examples the form class consisting of "personal substantive expressions" in English (defined as "the forms that, when spoken with exclamatory final pitch, are calls for a person's presence or attention"—e.g., "John," "Boy," "Mr. Smith"); the form class consisting of "infinitive expressions" (defined as "forms which, when spoken with exclamatory final pitch, have the meaning of a command"—e.g., "run," "jump," "come here"); the form class of "nominative substantive expressions" (e.g., "John," "the boys"); and so on. It should be clear from these examples that form classes are similar to, though not identical with, the traditional parts of speech and that one and the same form can belong to more than one form class.

What Bloomfield had in mind as the criterion for form class membership (and therefore of syntactic equivalence) may best be expressed in terms of substitutability. Form classes are sets of forms (whether simple or complex, free or bound), any one of which may be substituted for any other in a given construction or set of constructions throughout the sentences of the language.

The smaller forms into which a larger form may be analyzed are its constituents, and the larger form is a construction. For example, the phrase "poor John" is a construction analyzable into, or composed of, the constituents "poor" and "John." Because there is no intermediate unit of which "poor" and "John" are constituents that is itself a constituent of the construction "poor John," the forms "poor" and "John" may be described not only as constituents but also as immediate constituents of "poor John." Similarly, the phrase "lost his watch" is composed of three word forms—"lost," "his," and "watch"—all of which may be described as constituents of the construction. Not all of them, however, are its immediate constituents. The forms "his" and "watch" combine to make the intermediate construction "his watch"; it is this intermediate unit that combines with "lost" to form the larger phrase

“lost his watch.” The immediate constituents of “lost his watch” are “lost” and “his watch”; the immediate constituents of “his watch” are the forms “his” and “watch.” By the constituent structure of a phrase or sentence is meant the hierarchical organization of the smallest forms of which it is composed (its ultimate constituents) into layers of successively more inclusive units. Viewed in this way, the sentence “Poor John lost his watch” is more than simply a sequence of five word forms associated with a particular intonation pattern. It is analyzable into the immediate constituents “poor John” and “lost his watch,” and each of these phrases is analyzable into its own immediate constituents and so on, until, at the last stage of the analysis, the ultimate constituents of the sentence are reached. The constituent structure of the whole sentence is represented by means of a tree diagram in Figure 1.

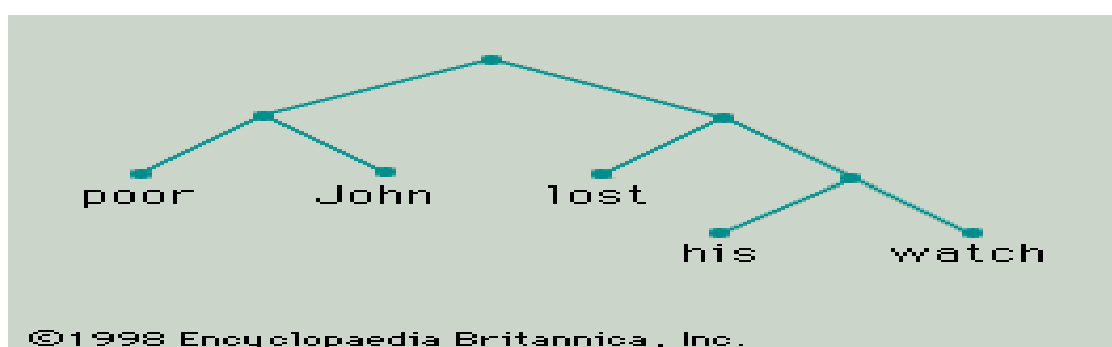


Figure 01: The constituent structure of a simple sentence, *Encyclopædia Britannica, Inc.*

1.2. Morphology

The term morphology is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749– 1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek: morph- means ‘shape, form’, and morphology is the study of form or forms. In biology morphology refers to the study of the form and structure of organisms, and in geology it refers to the study of the configuration and evolution of land forms. In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed.

Morphemes are a major way in which morphologists investigate words, their internal structure, and how they are formed is through the identification and study of morphemes, often defined as the smallest linguistic pieces with a grammatical function. This definition is not meant to include all morphemes, but it is the usual one and a good starting point. A morpheme may consist of a word, such as hand, or a meaningful piece of a word, such as the -ed of looked, that cannot be divided into smaller meaningful parts. Another way in which

morphemes have been defined is as a pairing between sound and meaning. We have purposely chosen not to use this definition. Some morphemes have no concrete form or no continuous form, as we will see, and some do not have meanings in the conventional sense of the term you may also run across the term morph. The term ‘morph’ is sometimes used to refer specifically to the phonological realization of a morpheme. For example, the English past tense morpheme that we spell -ed has various morphs. It is realized as [t] after the voiceless [p] of jump (cf. jumped), as [d] after the voiced [l] of repel (cf. repelled), and as [e d] after the voiceless [t] of root or the voiced [d] of wed (cf. rooted and wedded). We can also call these morphs allomorphs or variants. The appearance of one morph over another in this case is determined by voicing and the place of articulation of the final consonant of the verb stem

Now consider the word reconsideration. We can break it into three morphemes: re-, consider, and -ation. Consider is called the stem. A stem is a base unit to which another morphological piece is attached. The stem can be simple, made up of only one part, or complex, itself made up of more than one piece. Here it is best to consider consider a simple stem. Although it consists historically of more than one part, most present-day speakers would treat it as an unanalyzable form. We could also call consider the root. A root is like a stem in constituting the core of the word to which other pieces attach, but the term refers only to morphologically simple units. For example, disagree is the stem of disagreement, because it is the base to which -ment attaches, but agree is the root. Taking disagree now, agree is both the stem to which dis- attaches and the root of the entire word.

Returning now to reconsideration, re- and -ation are both affixes, which means that they are attached to the stem. Affixes like re- that go before the stem are prefixes, and those like -ation that go after are suffixes. Some readers may wonder why we have not broken -ation down further into two pieces, -ate and -ion, which function independently elsewhere. In this particular word they do not do so (cf. *reconsiderate), and hence we treat -ation as a single morpheme

It is important to take seriously the idea that the grammatical function of a morpheme, which may include its meaning, must be constant. Consider the English words lovely and quickly. They both end with the suffix -ly. But is it the same in both words? No – when we add -ly to the adjective quick, we create an adverb that is often synonymous with “rapidly”: The students quickly assimilated the concept. When we add -ly to the noun love, we create an adjective: What a lovely day! What on the surface appears to be a single morpheme turns out to be two. One attaches to adjectives and creates adverbs; the other attaches to nouns and creates adjectives.

There are two other sorts of affixes that you will encounter, infixes and circumfixes. Both are classic challenges to the notion of morpheme. Infixes are segmental strings that do not attach to the front or back of a word, but rather somewhere in the middle. The Tagalog infix *-um-* is illustrated below (McCarthy and Prince 1993: 101–5; French 1988). It creates an agent from a verb stem and appears before the first vowel of the word:

(1) Root	<i>-um-</i>	
<i>/sulat/</i>	<i>/s-um-ulat/</i>	‘one who wrote’
<i>/gradwet/</i>	<i>/gr-um-adwet/</i>	‘one who graduated’

The existence of infixes challenges the traditional notion of a morpheme as an indivisible unit. We want to call the stem *sulat* ‘write’ a morpheme, and yet the infix *-um-* breaks it up. This seems to be a property of *-um-* rather than *sulat*. Our definition of morphemes as the smallest linguistic pieces with a grammatical function survives this challenge. Circumfixes are affixes that come in two parts. One attaches to the front of the word and the other to the back. Circumfixes are controversial because it is possible to analyze them as consisting of a prefix and a suffix that apply to a stem simultaneously. One example is Indonesian *ke-...-an*. It applies to the stem *besar* ‘big’ to form a noun *ke-besar-an* meaning ‘bigness, greatness’ (MacDonald 1976: 63; Beard 1998: 62). Like infixes, the existence of circumfixes challenges the traditional notion of morpheme (but not the definition used here) because they involve discontinuity. We will not go any more deeply here into classical problems with morphemes, but the reader who would like to know more might consult Anderson (1992: 51–6)

2. An Overview of the History and Theories of Grammar

Wyse (2001) argues that an initial problem with the teaching of grammar is attempting to define it; Batstone (2006) argues that ‘grammar is not a single, homogeneous object but an immensely broad and diverse phenomenon’. This is an argument supported by Myhill et al (2013, p.103) who suggests that grammar instruction is complicated by ‘the multiplicity of meanings and connotations that the word evokes’, agreeing that there is still no universally agreed definition. Due to the diverse nature of this subject, debates often confuse descriptive grammar: a set of rules based on how language is actually used in different contexts and settings (Huddleston and Pullum, 2005; Wyse and Jones, 2007) and prescriptive grammar: a set of rules about how language should be used (Huddleston and Pullum, 2005; Wyse and Jones, 2007). Andrews et al (2006) propose the definition of grammar as referring to written sentence grammar which includes the study of syntax, clause and phrase structure and the

classification of parts of speech. Alternatively, Hartwell (1985) identified five meanings of grammar:

1. The set of formal patterns which speakers of a language use automatically to construct and construe larger meanings;
2. The scientific study (description, analysis and articulation) of the formal patterns of a language;
3. A set of rules governing how one ought to speak or write;
4. The grammar taught in schools; 5. Grammatical terms and concepts used to help teach prose style. (Hartwell, 1985 cited in Wyse, 2001)

The grammar of a language is about the way that language is structured, how the words are constructed and the way they are related to each other in a sentence. A book about grammar is also known as a grammar. Of course, historically, early ways of communicating developed well before there was any thought about the structure of a language, but since the earliest beginnings of an interest in grammar, its understanding has been influenced by people interested in both language and philosophy. Definitions and attitudes to grammar and language in general have changed over the centuries.

As early as the fifth century BC, a grammar was developed in Sanskrit, but what has become known as Traditional Grammar was conceived by the early Greeks and they also were the first to establish an alphabetic writing system. This innovation led to the beginning of literary writings as we know them, and from these the need for a grammar developed so that people could better understand and appreciate what was written. By the first century BC, the Greek, Dionysius Thrax, had defined grammar as something that permits a person to either speak a language or to speak about that language and how its components relate to each other.

As this research is biased towards English grammar, it is interesting to look briefly at the historical development of the study of grammar in European countries from early times, touching on Transformational Grammar, Universal Grammar that is forever linked with the name of Noam Chomsky, and the attitude of grammarians today. Latin grammars emerged a little later and mostly relied on Greek grammar as a basis. Considerably later than that, almost two thousand years after Thrax, our English grammars evolved from the Latin. The use of Latin grammar as a basis for English grammar led to an emphasis being laid on a prescriptive type of grammar.

In these Traditional Types of grammars rules were laid down for the formulation of what was seen by grammarians and linguists as principles for the correct usage of the

language, rather than the grammar being a description of the actual way in which the language was being used

A huge change came about in the 1950s with some new theories about grammar. These are usually credited to Noam Chomsky, although centuries before, Roger Bacon had suggested some of these ideas about a Universal Grammar. Chomsky proposed that the ability to learn grammar was 'hard-wired' in the brain, known as Language Acquisition Device (LAD); it did not need to be taught; further, that all human languages share a common structural basis and that there is a limited set of rules for organizing language. That is, that our ability to learn language is already in our genes and as a child grows it learns to process the data that it hears.

Universal Grammar is actually far more complicated than this in the proposals it makes and in recent years the theory has received considerable criticism.

3. Why to Teach Grammar?

Grammar instruction should not be ignored. About grammar teaching, Krahnke (1985, p.598) suggests that —much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is (Terrell, 1991, p.54). For a better language improvement, grammar plays a crucial role.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: —It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar (Tabbert, 1984, p.39).

To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating wellorganized reading and writing performances. John Warriner supporting this idea (n.d., p. 8) writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language" (Tabbert, 1984, p. 40).

Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. —Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences.... (Emery, et al, 1978, p. 1)

Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. —The study of the structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program. It should, however, be taught for its own sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing (NCTE Commission on Composition, 1974, no. 12).

Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar highlights the significance of teaching grammar as: —One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric (Azar, 2007).

To establish precise sentences, grammar knowledge is essential. In another idea about why teaching grammar is important Ellis writes: —Grammar Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and / or process it in comprehension and / or production so that they can internalize it (Ellis, 2006, p.84).

Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. —People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained (Richards, Renandya, 2002, p.145). Richards and Renandya point out two good reasons for teaching grammar (2002, p.152):

a) Comprehensibility:

Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.

b) Acceptability:

in some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice- a person who speaks badly may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility.

Teaching grammar will help learners to understand the nature of language. Azar notes down the benefits of grammar teaching as: —One of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students can understand grammar concepts with simplified terminology, with a minimum of metalanguage and grammatical analysis, and even without definition of key terms such as noun or verb (Azar, 2007). With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language.

Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: —Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved—and that means everywhere (2003, p.118).

Grammar instruction provides learners with a better improvement. Grammar knowledge will increase learners' comprehension of the language. Azar, from her experiences writes that ' ' I observed that students in my writing class who had experienced grammar instruction had an advantage over those students who had not. Students with a good grounding in grammar needed only to be reminded that, for example, they were trying to say "I was really bored" not "I was really boring." Those without that grounding in grammar

needed a lot more teaching time in order to understand, just as one example, the difference between –ing and –ed adjectives (Azar, 2007).

4. Attitudes about Teaching Grammar

4.1. The Case of Teaching Grammar

It is exact that putting grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language. Grammatical competence is one of communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners' studying English language. So grammar teaching is necessary to achieve the goals. There are two kinds of attitudes to grammar: one, for grammar, the other, against grammar. This part is for grammar, it ought to be put in the foreground in second language teaching.

a-Grammar is the sentence-making machine : Part of process of language learning must be what is sometimes called item-learning -----that is the memorization of individual items such as words and phrases. However, there is a limit to the number of items a person can both retain and retrieve. Even travelers' phrase books have limited usefulness-good for a three-week holiday, but there comes a point where we need to learn some patterns or rules to enable us to generate new sentence. That is to say, it is grammar. Grammar, after all, is a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. The number of possible new sentences is constrained only by the vocabulary at the learner's command and his or her creativity. Grammar is a kind of 'sentence-making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

b-Grammar is the advance-organiser : The linguist Stephen Krashen makes the distinction between learning and acquisition. Learning, according to Krashen, results from formal instruction, typically in grammar, and is of limited use for real communication. Acquisition is a natural process: it is the process by which the first language is picked up, and by which other languages are picked up solely through contact with speakers of those language. Success in a second language is due to acquisition, not learning, moreover, he claims that learnt knowledge can never become acquired knowledge. However, the researcher Richard Schmidt kept a diary of his experience learning Portuguese in Brazil. Initially he had enrolled in formal language classes where there was a heavy emphasis on grammar. When he left these classes to travel in Brazil his Portuguese made good progress, a fact he attributed to the use he was

making of it. However, as he interacted naturally with Brazilians he was aware that certain features of the talk---certain grammatical items---seemed to catch his attention. He noticed them. It so happened that these items were also items he had studied in his classes. What's more, being more noticeable, these items seemed to stick. Schmidt concluded that noticing is a prerequisite for acquisition. The grammar teaching he had received previously, while insufficient in itself to turn him into a fluent Portuguese speaker, had primed him to notice what might have gone unnoticed, and hence had indirectly influenced his learning. It had acted as a kind of advance organizer for his later acquisition of the language. I think this is also with learning English language.

c-Grammar teaching is the rule-of-law :Grammar is a system of learnable rules, it lends itself to a view of teaching and learning known as transmission. A transmission view sees the role of education as the transfer of a body of knowledge from those that have the knowledge to those that do not. Such a view is typically associated with the kind of institutionalized learning where rules, order, and discipline are highly valued. Many learners come to language classes with fairly fixed expectations to what they will do there. These expectations may derive from previous classroom experience of language learning. They may also derive from experience of classroom in general where (traditionally, at least) teaching is of the transmission kind. On other hand, their expectations that teaching will be grammar-focused may stem from frustration experienced at trying to pick up a second language in a nonclassroom setting, such as through self-study, or through immersion in the target language culture. Such students may have enrolled in language classes specifically to ensure that the learning experience is made more efficient and systematic.

4.2. The fossilisationargument:It is possible for highly motivated learners with a particular aptitude for languages to achieve amazing levels of proficiency without any formal study. But more often 'pick it up as you go along' learners reach a language plateau beyond which it is very difficult to progress. To put it technically, their linguistic competence fossilises. Research suggests that learners who receive no instruction seem to be at risk of fossilising sooner than those who do receive instruction

4.3. The case against teaching grammar

*Many experts in the field of English teaching think that emphasis on grammar doesn't lead to successful learning. To illustrate, a student, for them, doesn't need to study grammar to learn English. One of their major arguments is the process of **language acquisition**; which means anyone can acquire and speak a language fluently without learning grammar. That's why, students according to them shouldn't be exposed to 'much' grammar, or even any*

grammar rule. Also, they associate the issue with how the native speakers communicate 'accurately' without learning all the rules. This is strongly stressed by an ELT practitioner, who is an English native speaker, in one of his articles. . « ***I am native English and I speak English fluently, but I had never heard of a gerund or the present perfect tense before I started teaching English*** » he said. Another interesting argument suggests that many systems fail to produce English speakers from their schools, due to over-emphasis on grammar. In addition to the previous arguments, others believe that when too much importance is placed upon correct spelling and grammar can cause many problems when learning english

a- Mistakes can actually be changes in the language : Many mistakes that constantly crop up may actually be inevitable changes that indicate the direction that the language is trying to evolve. Txt speak and netspeak both evolved because the context required faster updates in communication and because phones and Facebook have a character limit. By correcting these perceived mistakes, we may only be using an archaic form of English no longer relevant to society and not teaching children the kind of language they will need in everyday life.

b-Creativity : Some of the best fiction doesn't constrain itself with the conventional rules of spelling, grammar and vocabulary. Playing with new words can have a humorous or satirical effect and non standard sentence structures are useful for portraying dream sequences etc. where the reader's mind needs to be disrupted for a surreal effect. Many invented words are adopted into the dictionary.

c-English grammar doesn't work : It is a mish-mash of cobbled together rules from different languages with as many exceptions as there are words that obey the rules. People argue over the rules constantly and very few people know them or use them correctly. In many cases, such as inflammable vs. flammable, disorient vs. disorientate, the correct version sounds more awkward than the incorrect version. How can it be said to be a good thing to follow a system that doesn't work?

d-Local dialects : Many authors like to write in their local dialect because it shows that they have pride in their community or because it adds atmosphere when writing about their home town. If children regularly hear their dialect being spoken and see it used on signs in local shops, if it is the way they communicate in everyday situations and the language they will need to get through life, they should be allowed to use it.

e-In the Debate : The key factor of debate is matter. Let's assume 2 people. One use English based on correct grammar and spelling, but he/she does not have evidence to prove his/her argument. Why? Let's assume because of his/her lack of knowledge. He/she could suggest

his/her argument and the reason, but he/she might have high possibility not to convince others. But the other use English mistakenly sometimes in the aspect of grammar and spelling. But he/she have evidence so he/she could fulfill the burden of proof. Unless his/her English makes other persons cannot understand their argument, the person who shows incorrect grammar and spelling does better than the person who shows correct spelling and grammar.

5. Grammar teaching According to the Different Teaching Methods

All educators agree that students are better writers/readers when they have an understanding of grammar. To be effective writers/readers in school and to effectively communicate later in life when in the workplace, students need to use proper grammar. But, what are the best methods for teaching grammar, normally thought of as a very boring topic?

Educators do disagree on what types of grammar teaching methods are effective. Some teachers begin their English or language arts classes with standard grammar exercises. Others pass out worksheets that require circling and underlining parts of speech. Some spend class sessions dedicated to proper punctuation and diagramming sentences.

The change in the teaching methods is justified by the changes in learners' needs, and concerns about how best to help the students learn the TL. These concerns can be regarded as the major drive for the need and inclination towards other ways of teaching as Richards and Rodgers (1986: 1) write:

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners needs, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning. This section will deal with a brief overview of the most common approaches/methods to language teaching. We will devote space for the direct Method, the Audio-lingual, Communicative Language Teaching and the neutral approach.

The Grammar-Translation Method

Commonly known as “the traditional approach” to teaching grammar, the Grammar-Translation Method became the common way of teaching foreign languages in the 19th century (Richards and Rodgers 1986: 2-3). Grammar was the basis of instruction, i.e., “courses followed a grammar syllabus” (Thornbury 1999: 21). The curriculum was organised solely around the study of grammar points. It

followed this procedure: -a grammar point was selected from a list of grammar points and presented, -the rule of its use was explained and illustrated by model sentences, -students had to memorize the grammar rule(s), -the rules were, then, worked out through written exercises presented in the form of isolated sentences.

According to Richards and Rodgers (1986), and Thornbury (1999), the method was characterized by a thorough study of grammatical rules, and practice in the translation of sentences and texts. It followed a deductive model, i.e., an explicit statement of grammar rules. Accuracy was the most important aspect in language learning; it was strongly emphasised and considered a prerequisite to succeed in examinations. Unfortunately, the sentences used as a basis for practice did not take into consideration the way language was used in real communication. The Grammar Translation Method was principally criticised for making learning “a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose” (Richards and Rodgers 1986: 4).

Towards the end of the 19th century, a change began to be felt in language teaching, reflected in an increase in the need for oral proficiency. Consequently, speaking was favoured on the other skills and on grammar. This change was called the “Reform Movement”, which emphasised the importance of spoken language over written language, and an inductive approach to teaching grammar (Richards and Rodgers *ibid*: 7).

5.1. The Direct Method

This method came into practice as a solution for the problems confronted by the teachers who used the Grammar-Translation Method in their classrooms. As the name suggests, this is a method of teaching English directly through English. The advocates of this method believed that a language was best learnt when the learner was exposed to that language environment. Just as the children learnt their mother tongue by listening to it and speaking it, they could learn any language if they were provided with opportunities to listen to that language and speak that language. To be precise, if anyone wanted to teach English, they must be able to provide an English environment for the learners.

Prof. Gurey says the Direct Method is a principle, not a teaching method, a system that operates through many methods; a way of handling the new language and of presenting to the class. It demands direct bond, that is, a direct association, between word and meaning and between sentence and idea (...) instead of an indirect one through the mother tongue.(qtd)1

In contrast to the Grammar-Translation Method, the Direct Method employs objects and actions to link with words in the Target Language. When these could not be made use of, teachers resort to miming, gestures, sketches etc. but never give mother tongue equivalents to make the process easy. The learners have the opportunity to listen to complete meaningful dialogues in the correct accent and pronunciation. Grammar is never taught inductively as in the Grammar-Translation Method, but is expected to be learnt deductively. One of the greatest disadvantages of the Grammar-Translation Method was that it allowed translation of thoughts from the mother tongue to the Target Language. In the Direct Method, this problem is seen to and is solved. As the mother tongue equivalents are not administered to the learners, they are habituated to link directly the words in the Foreign Language to the corresponding object, action or idea. Thus, they think in the Target Language and articulate their expressions in the Target Language itself.

The classrooms, in which the Direct Method is applied, are always activity-oriented and so a lively classroom atmosphere is created. Classes are usually developed around a picture, which depicts a situation of life in the country where the language is spoken. Conversations between the teachers and the learners develop in the Target Language. Thus the classroom is always filled with the speech sounds of the Foreign Language.

This method removed the inhibitions of the learners who had to speak in a Foreign Language at an early stage. But then, the learners' needs to express in the Foreign Language even when they are not conversant enough often lead to inaccurate expressions and artificial structures. As these learners are already well established in their mother tongue, the structures they form are likely to be very similar to the structures in their mother tongue. Here, even though no mother tongue is used in the classroom to facilitate easy learning, interference occurs consciously or unconsciously from the part of the learners when they are confronted with a situation, which demands a Foreign Language expression. Thus, but for the infant learners, mother tongue interference is something that cannot be avoided. As the learners cannot get sufficient oral practice of systematic structures, their expressions in unexpected circumstances would lack clear ideas; hence a clear communication is impossible.

This vagueness in expressions did not go unnoticed by the advocates of this method. A conscious effort was made to counteract this vagueness by means of drilling in the form of substitution tables and teaching of a few grammatical structures. But sufficient care was taken to make sure that these structures were functional rather than theoretical.

Wilga M. Rivers observes:

Since the students were required at all times to make a direct association between foreign phrases and situations, it was the highly intelligent student with well-developed powers of induction who profited most from the method, which could be very discouraging and bewildering for the less talented (p. 2).

According to Wilga M. Rivers, the average learners were soon distracted from foreign language learning. Also, the teachers had to be remarkably energetic if they were to maintain the same degree of interest and enthusiasm in all the classes throughout the day. Where it was possible for the learners to have exposure to the foreign language outside their classroom, the method was a great success. But when it came to the learners who had the opportunity of learning it or practising it only in the classroom, the method did not succeed fully.

Many teachers in the English Language Teaching field, after employing the Direct Method for a while, drifted to other methods or made improvements to their fancy. This shows the impracticality of the method to some extent. Where the Direct Method demanded explanation in the foreign language itself, teachers gave short explanations in their mother tongue to save time and effort. "This modified form of the Direct Method is very similar to what has been called the eclectic method", observes Wilga M. Rivers. He opines:

The eclecticists try to absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate. The true eclecticist as distinguished from the drifter who adopts new techniques cumulatively and purposelessly seeks the balanced development of all the four skills at all stages, while retaining the emphasis on an oral presentation first (p. 5).

The investigator feels that if all English Language teachers could adapt their method to the situations, the level of the learner and purpose of learning English as a Second or a Foreign Language, then they would be the best teachers in the field. For this to happen, teachers have to be energetic, imaginative, purposeful and all the more committed. They would not then be adamant on using a particular method or approach but would be willing to change when the situation demands.

5.3. The Audio-lingual Method

The audio-lingual method, Army Method, or New Key , is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of

reinforcement correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction—everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles C. Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to orally recite the basic sentence patterns and grammatical structures. The students were only given "enough vocabulary to make such drills possible." (Richards, J.C. et-al. 1986). Fries later included principles for behavioural psychology, as developed by B.F. Skinner, into this method.

The skill in the Audio Lingual method was taught in the following order: Listening - speaking-reading-writing. Language was taught through dialogues which contained useful vocabulary and common structures of communication. Students were made to memorize the dialogue line by line. Learner mimicked the teacher or a tape listening carefully to all features of the spoken target language. The pronunciation like that of native speaker was important in presenting the model. Through repetition of phrases and sentences of a dialogue was learnt. First it was learnt by whole class, then smaller groups and finally individual learners. Reading and writing were introduced in the next stage. The oral lesson which was learned in previous class was the reading material in order to establish a relationship between speech and writing. All reading material was introduced as orally first. Writing, in the early stages, was confined

to transcriptions of the structures and dialogues learnt earlier. Once learners had mastered the basic structure they were asked to write reports composition based on the oral lesson

The Audio-lingual method is the product of three historical circumstances. For its views on language, audiolingualism drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American linguistics in the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. At the same time, behaviourist psychologists such as B.F. Skinner were forming the belief that all behaviour (including language) was learnt through repetition and positive or negative reinforcement. The third factor that enabled the birth of the Audio-lingual method was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. It was therefore necessary to provide these soldiers with at least basic verbal communication skills. Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching en masse. Because of the influence of the military, early versions of the audio-lingualism came to be known as the “army method.”

Pennsylvania Project, provided significant proof that audio-lingual methods were less effective than a more traditional cognitive approach involving the learner’s first language.

5.4. Communicative Language Teaching

Communicative Language Teaching (CLT) appeared in the 1970s, and derives its theory from developments in Sociolinguistics. It believes that “communicative competence consists of more than simply the knowledge of the rules of grammar” (Thornbury 1999: 22). According to Thornbury, many researchers argued that “grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and how to do this in a socially appropriate way” (Thornbury *ibid*: 18-19). CLT has two different versions. In the first version, the “shallow-end approach”, the language is learnt in order to be used. Grammar instruction was not rejected in this version because “explicit attention to grammar rules was not incompatible with communicative practice” (Thorbury, *ibid.*: 22). Grammar teaching was organised along “functional labels” to become compatible with communicative practices. In the second version, the “deep-end approach” and the more radical, the language is used in order to be learnt. This version “rejected both grammar-based syllabuses and grammar instruction.”

Proponents of CLT argue that when students are engaged in activities that involve them in realistic and authentic communication, they will acquire the grammar of the TL unconsciously. Nunan (1988) explains that since the beginning of the 1970s, language teaching practices began to incorporate more and more principles of CLT. Such a shift in syllabus design emerged under the question of “what does the learner want/need to do with the target language” instead of “what are the linguistic elements which the learner needs to master” (Nunan, *ibid.* : 11). Henceforth, syllabus content was specified in terms of “the Linda.Dakhmouche (c) 2008 56 grammatical elements which the learners were expected to master”, and in terms of “the functional skills they would need to master in order to communicate successfully” (Nunan, *ibid.*). Harmer (2001: 84-85) summarises the principles of CLT in the following points: -Language functions are more important and significant than a focus on grammar and vocabulary. -It principally seeks “to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.” -It offers the learners a lot exposure to the TL and enough opportunities to use it, which are crucial for students’ language development. -It stresses life-like communication. -Accuracy is not a priority; communication is more important than grammar. Communication (spoken or written) is focused on content rather than on form. -It encourages students to use a variety of language structures, and the teacher neither intervenes nor predetermines the language forms students will use. So, in CLT, communication of meaning is the most important aspect in the tasks, fluency is more important than accuracy, and grammar is acquired unconsciously through communication rather than through explicit teaching of the rules.

5.5. The Natural Approach

The natural approach is one of the, "language teaching methods based on observation and interpretation of how learners acquire both first and second languages in nonformal settings." (Richards & Rodgers 2001: 190) Krashen and Terrell saw the approach as a "traditional approach to language teaching [because it is] based on the use of language in communicative situations without recourse to the native language." (Richards & Rodgers 2001: 178)

The approach focuses on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy. With regard to language, Krashen and Terrell place emphasis on the primacy of meaning and communication. In contrast to grammar, which does not require special attention or analysis, vocabulary plays a paramount role.

The theory as well as the design and procedures in *The Natural Approach* are based on Krashen's language acquisition theory. The basic principles of Krashen's theory are outlined in his *Monitor Model* (1982), a model of second language acquisition consisting of five hypotheses:

a. The Acquisition-learning hypothesis : makes a distinction between acquisition and learning. Krashen defines acquisition as, "unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication." (Richards & Rodgers 2001: 181) Learning, on the other hand, is a conscious process in which rules of a language are developed; this process only occurs through formal teaching, and cannot lead to acquisition.

b. According to the monitor hypothesis : "the acquired system initiates a speaker's utterances and is responsible for spontaneous language use." (Lightbown&Spada 2006: 37) The learned system, by contrast, has the function of a, "monitor or editor that checks and repairs the output of the acquired system." (Richards & Rodgers 2001: 181) This monitor can, "either operate post-hoc in the form of self-correction or as a last minute change of plan just before production." (Lennon 2008: 97) Moreover there are three conditions which have a limited effect on the success of the monitor: time, focus on form and correctness, and knowledge of rules.

c. The Natural Order Hypothesis : says that, "the acquisition of grammatical structures proceeds in a predictable order." (Richards & Rodgers 2001: 182) This natural order can be found in first language acquisition as well as in second language acquisition.

d. According to the Input Hypothesis : "acquisition occurs when one is exposed to language that is comprehensible and that contains $i+1$." (Lightbown&Spada 2006: 37) The "i" stands for the acquirer's current level of proficiency. He is able to move to a higher stage by understanding language containing " $i+1$ " (where "+1" stands for language which is slightly beyond the acquirer's current level of competence).

e. The affective filter hypothesis : states that there is an "affective filter" which can act as a, "barrier that prevents learners from acquiring language even when appropriate input is available." (Lightbown&Spada 2006: 37) With regard to second language acquisition affective variables can be attitudes or emotions like motivation, self-confidence and anxiety. A low affective filter is always desirable because a high affective filter, which can be found for example with anxious learners, "prevents acquisition from taking place." (Richards & Rodgers 2001: 183) Krashen also tried to explain variations in success in language acquisition

with this hypothesis; in particular he used it to explain the advantages of children over adults regarding language acquisition.

With regard to language teaching Krashen's hypotheses imply:

- "as much comprehensible input as possible" (Richards & Rodgers 2001: 182)
- materials and aids that foster comprehension
- focus on reading and listening
- meaningful communication and interesting input to keep the affective filter low
 - Within a natural approach, emphasis is placed on comprehensible input, meaningful communication and a relaxed classroom atmosphere. "To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions." (Richards & Rodgers 2001: 185) There is a gradual progression from "Yes/No" and simple display questions, to more complex and open questions.
 - "There is nothing novel about the procedures and techniques advocated for use with the Natural Approach." (Richards & Rodgers 2001: 185); familiar activities like command-based activities, situation-based activities, and group-work activities focus on, "providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence." (Richards & Rodgers 2001: 185)
 - Materials used in a natural approach classroom aim at making activities and tasks as meaningful as possible -- they foster comprehension and communication. Authentic materials, like brochures or maps, as well as visual aids and games are used to facilitate acquisition and to promote comprehension and real communication

The learners' roles change and develop during a natural approach course because there are various stages they have to go through. The first stage is the **pre-production stage** where the learners are not forced to respond orally and are allowed to decide their own when to start to speak. The next stage, the **early-production stage**, fosters short answers and the student have to respond to simple questions and to use fixed conversational patterns. In the **speech-emergent stage** the use of complex utterances emerges, for example in role plays or games. Another important role of the language acquirer is that of "a processor of comprehensible input [who] is challenged by input that is **slightly beyond his or her current level of competence** and is able to assign meaning to this input through active use of context and extralinguistic information." (Richards & Rodgers 2001: 186)

6. Approaches to Teach Grammar

In presenting grammar, teachers should be aware that they teach grammar but not teach about grammar or as Lewis(1986) states "language learning is more important than language teaching". Besides, the main goal in grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently, effectively, and appropriately according to the situation. Celce-Murcia and Hilles(1988) are in agreement with Larsen-Freeman(1991) that grammar should never be taught as an end in itself but always with reference to meaning, social function, or discourse or a combination of these factors. In other words, teachers are required to have a knowledge of linguistics, because teaching grammar as meaning and discourse entails a knowledge of syntax. As Fromkin et al.(1990:159)explain "syntactic knowledge plays a role in determining when two non-identical sentences have the same meaning and when they do not". Besides, a teacher's knowledge of pragmatics will help learners to understand many aspects of language use such as social function. Furthermore, teachers should teach learners to understand how language is used in context and encourage them to use it in appropriate contexts as well

A grammar game (silent sentence) in which a group of learners working on a long compound-complex sentence given on the board, is very interesting and informative in the sense that at each stage, learners manage to find a way to shorten the long original statement given into a more concise but still meaningful one without making it ungrammatical. After deleting all the unnecessary words, there will be only one key word left and that word will still convey the meaning. This grammar activity reveals the creative aspect of language -- the nature of grammatical rules which are finite but creative. It is not only useful for learners to apply their grammatical competence but the activity also reflects the inductive instruction of the teacher. While many learners prefer deductive instruction (top-down strategy) where grammatical rules are made salient through teacher-directed instruction, many others prefer inductive (bottom-up strategy). In inductive learning, learners are asked to discover grammatical rules by themselves.

Teaching grammar has provoked heated debates concerning educational pedagogy. Some points of view claim that teaching grammar is useless and has no role. They claim that learners appear to follow a natural order and sequence of acquisition. Better phrased, learners master different grammatical structures in a universal order and they follow a sequence of stages of acquisition. In the same vein, Krashen (1981) argues that grammar instruction played no role in acquisition as long as learners will naturally and automatically acquire grammatical structures.

Grammar instruction can contribute to learning but this is of limited value because communicative ability is dependent upon acquisition. On the other hand, some studies show that teaching grammar is useful. They base their claim on comparing the order of acquisition of instructed and naturalistic learners (Pica, 1983). As a result, the order of acquisition was the same for both types of learners, but instructed learners generally achieved higher level of grammatical competence. In other words, instructed learners progressed more rapidly and achieved higher level of proficiency. Some researchers concluded that teaching grammar is beneficial, but to be effective, grammar has to be taught in a way compatible with the natural processes of acquisition. That is, the earliest to teach grammar the better result will be

Different teachers use different models. They might either use structural, generative, or functional grammar. Structural grammar focuses on form. Functional grammar gives more attention to functions performed by grammatical forms. However, syllabus designers and teachers prefer to rely on modern descriptive grammar such as Celce-Murcia and Larson-Freeman's (1999) grammar book. This resource is of great value because it provides both comprehensive and clear descriptions of English grammar. It also identifies the kinds of errors that L2 learners are known to make with different grammatical structures.

The focus is on both form and meaning. However, the choice of grammatical structure poses two different views. Krashen (1982), on the one hand, argues that grammar teaching should be limited to a few simple rules such as third person-s and past tense-ed that can be used to monitor output from the acquired system. On the other hand, we have comprehensive position, which argues that grammar of the target language should be taught as a whole. More importantly, before a teacher selects his choice he/she has to bear in mind the learning difficulty; the difficulty learners have in understanding grammatical feature. To avoid this, two approaches are helpful. The first one has to do with teaching grammatical features that differ from the first language. The second one has to do with defining whether a grammatical feature is in some sense frequent, unnatural from a regular patten. Next, the question of timing will be addressed.

The debate on when to teach grammar can be separated into two primary schools of thought. The first view claims that grammar should be taught in the early stages of L2 acquisition. The second view claims that it is better to start with meaning focused instruction and to introduce introduces grammar later, when learners have already begun to form their inter-language. According to the first view, a form focused approach is needed initially to construct a basis of knowledge that learners can use and extend in meaning and message creation as in task based language teaching. Some teachers believe that beginning level

learners can not engage in meaning centered activities because they lack the necessary knowledge of the L2 to perform tasks. That is why form focused is needed initially to construct a basis of knowledge that learners can then use and extend in meaning focused situations. Further, we can find connectionist theories of L2 learning that give priority to implicit learning processes based on massive exposure to the target language.

Grammar teaching can either be massed or distributed, and intensive or extensive. First, we need to consider whether it should be concentrated into a short period of time or spread over a longer period. Some researchers have shown that the massed grammar teaching offers fruitful results. For example, Collins, Halter, Lightbown, and Spada (1999) reported their study of three intensive ESL programs in Canada. They found that the massed students outperformed the distributed program students on most of the measures of learning, including some measures of grammatical ability. However, this study needs further research either challenge or confirm these results.

Second, Intensive grammar teaching refers to teaching a single grammatical structure or, perhaps, a pair of contrasted structures over a sustained period of time. Extensive grammar teaching, on the other hand, refers to instruction concerning a whole range of structures within a short period of time. Grammar teaching is typically viewed as entailing intensive instruction. The Present-Practice-Produce (PPP) model of grammar teaching, assumes an intensive focus on specific grammatical structures. Extensive grammar instruction has always had a place in grammar teaching. It can also occur within a learning activity, it affords the opportunity to attend to large numbers of grammatical structures. Intensive instruction is time consuming. Arguably, grammar teaching needs to be conceived of in terms of both intensive and extensive instruction.

6.1. The Deductive Approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books (Fortune, 1992). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences

are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. Eisenstein (1987) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

In the case of the application of the deductive approach, therefore, Michael Swan (cited in Thornbury, 1999, p. 32) outlines some guidelines for when the rule is presented. Among them are:

1. The rules should be true;
2. The rules should show clearly what limits are on the use of a given form ; H.

Widodo Approaches and procedures for teaching grammar English Teaching:

3. The rules need to be clear;
4. The rules ought to be simple;
5. The rules needs to make use of concepts already familiar to the learners; and
6. The rules ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule. Nonetheless, the deductive approach has its own advantages and disadvantages as shown in Table 1 below.

Advantages	<ol style="list-style-type: none"> 1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving. 2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples 3. A number of direct practice/application examples are immediately given. 4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition. 5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style
Disadvantages	<ol style="list-style-type: none"> 1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones. 2. Younger learners may not be able to understand the concepts or encounter grammar terminology given. 3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately. 4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration). 5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Table01: Advantages and Disadvantages of the Deductive Approach to Teaching Grammar

6.2. The Inductive Approach

In an **inductive approach** to research, a researcher begins by collecting data that is relevant to her topic of interest. Once a substantial amount of data have been collected, the researcher will then take a breather from data collection, stepping back to get a bird's eye view of their data. At this stage, the researcher looks for patterns in the data, working to develop a theory that could explain those patterns. Thus, when researchers take an inductive approach, they start with a set of observations and then they move from those particular experiences to a more general set of propositions about those experiences. In other words, they move from data to theory, or from the specific to the general. Figure 6.1 outlines the steps involved with an inductive approach to research.

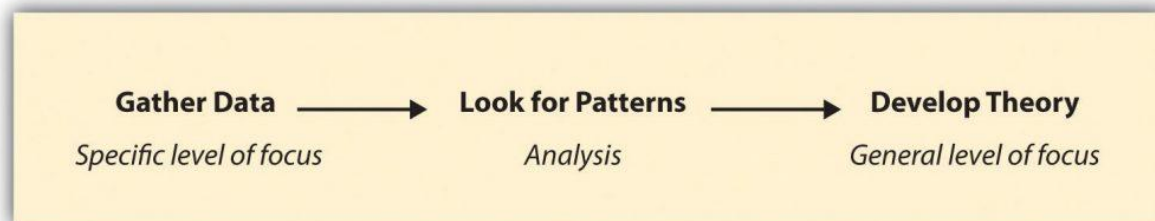


Figure02 : Inductive Research

There are many good examples of inductive research, but we'll look at just a few here. One fascinating study in which the researchers took an inductive approach is Katherine Allen, Christine Kaestle, and Abbie Goldberg's (2011) study of how boys and young men learn about menstruation. To understand this process, Allen and her colleagues analyzed the written narratives of 23 young men in which the men described how they learned about menstruation, what they thought of it when they first learned about it, and what they think of it now. By looking for patterns across all 23 men's narratives, the researchers were able to develop a general theory of how boys and young men learn about this aspect of girls' and women's biology. They conclude that sisters play an important role in boys' early understanding of menstruation, that menstruation makes boys feel somewhat separated from girls, and that as they enter young adulthood and form romantic relationships, young men develop more mature attitudes about menstruation. Note how this study began with the data—men's narratives of learning about menstruation—and tried to develop a theory.

In another inductive study, Kristin Ferguson and colleagues (Ferguson, Kim, & McCoy, 2011) analyzed empirical data to better understand how best to meet the needs of young people who are homeless. The authors analyzed data from focus groups with 20 young people at a homeless shelter. From these data they developed a set of recommendations for those interested in applied interventions that serve homeless youth. The researchers also developed hypotheses for people who might wish to conduct further investigation of the topic. Though Ferguson and her colleagues did not test the hypotheses that they developed from their analysis, their study ends where most deductive investigations begin: with a theory and a hypothesis derived from that theory.

advantages	<ol style="list-style-type: none"> 1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. 2. Learners' greater degree of cognitive depth is "exploited". 3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated. 4. The approach involves learners' pattern-recognition and problemsolving abilities in which particular learners are interested in this challenge. 5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice
Disadvantages	<ol style="list-style-type: none"> 1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule. 2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught. 3. The approach can place emphasis on teachers in planning a lesson. 4. It encourages the teacher to design data or materials taught carefully and systematically. 5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Table 02: Advantages and Disadvantages of the Inductive Approach to Teaching Grammar

Conclusion

It is a difficult task to give an accurate definition of grammar because of the various ways in which it is perceived by learners and teachers, and the several aspects to be taken into consideration. The question of whether grammar improves or not students' reading has always been a controversial issue due to several problems pertaining to grammar instruction mainly rule presentation (inductive/deductive), the relation of grammar with meaning and context, and its impact on language learning in general. Even if the teacher is provided with various teaching methods, s/he lacks sufficient guidance for how to teach a contextualised and meaningful grammar. The major aim of grammar teaching is to make students aware of how language is constructed and how to produce accurate sentences both verbally and written. The common goal of grammar methods and approaches is to teach grammar but in different ways.

Chapter Two:

*Teaching Grammar
Through Reading*

Introduction

Recently, a great deal of studies in the field of language teaching has proven that many grammatical elements are better learned incidentally by reading texts that highlighting these grammatical fundamentals. In this vein, Cook Hirai et al. (2010, p. 100) posit, “Natural exposure to language through conversation and reading enhances our ability to communicate more effectively than learning the rules of grammar out of context”. As such, the present chapter would cast light on the paramount importance of reading materials in teaching grammar rules or forms. It first provides definitions of reading as a classroom activity, reading materials and texts respectively. Then, it considers the role of using different types of texts to teach new grammatical forms. Last but not least, the chapter closes with providing some steps for a text-based grammar lesson.

1-Definition of Reading

There are many definitions of reading. According to Urquhart and Weir (1998), reading is an interactive process of communication between the reader and writer. Hence, we deduce that reading is a mental process when someone looks into a written text and starts to absorb the information from the written linguistic message.

Smith (1978, p. 100) holds that “reading is not different from all the other common words in one language, it has a multiplicity of meanings...we should not expect that a single definition for reading will be found”. Moreover, reading is the process of looking at a series of written symbols and getting meaning from them.

Harmer (1991) defines it as “an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages” (p. 190). In line, Fries (1963, p. 118) asserts that while reading undoubtedly involves higher mental processes, “everyone of the abilities listed may be developed and has been achieved by persons who could not read as they are all matters of the uses of reading” (as cited in Boulmerka, 2000, p. 56).

2. Reading as a Classroom Activity

The purpose of reading is to connect the ideas on the page to what you already know. If you do not know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You do not retain much. In addition, reading helps improve language and student expansion of language proficiency from FL, teacher. It offers text-based lessons, often lessons in vocabulary, vocabulary, or structures. The texts used for this reason

were written not to teach language forms, entertain or inform the reader. As such, reading helps your overall understanding of the language. Reading will help learners identify sight words, understand spelling and give you the ability to use phonetics to speak words you have never heard spoken by simply sounding them out.

3. The Text as a Reading Material

3.1. Definition of Reading Material

A reading material is any matter that can be read; written or printed text. Reading materials have different forms such as stories, plays, letters, poems, songs, newspapers, and others magazine articles, lists, etc. In this respect, Smith (2004, p. 7) defines the reading material as “a meaningful (or potentially meaningful) instance of written language: these can range from a word to an entire book”. Reading materials can take diverse forms like stories, plays, letters, poems, songs, newspaper and magazine articles, menus, etc.

3.2. Definition of Text

Texts are the main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations. The text should be accurate and correct and it should use the words in a precise manner. Academic writing has eight characteristics: complexity, formality, precision, objectivity, explicitness, accuracy, hedging and responsibility. In the language classroom, texts are materials developed by textbook writers for the purpose of teaching different language aspects as grammar, vocabulary and pronunciation. In Davies' words (1995, p. 85), “one of the most influential definitions of text is that provided by Halliday and Hassan (1976, p. 12):

A text is a unit of language in use...and it is not defined by its size...A text is best regarded as a semantic unit: a unit not of form but of meaning. A text has texture and that is what distinguishes it from something that is not a text. It derives this structure from the fact that it functions as a unity with respect to its environment.

4. The Importance of Classroom Reading for Teaching Grammar

According to Hedge (2000, p. 159), “one of these [factors that influence the effectiveness of grammar] may well be the careful contextualization of linguistic forms in situations of natural use [spoken and written texts]”. This view supports the efficacy and urgent need for contextualising grammar forms through the integration of reading passages in the grammar

course. In what follows, is some of the objectives or purpose behind the integration of classroom reading into grammar courses, especially in the case of teaching EFL learners.

4.1. Teaching Language Aspects

Reading can be an effective tool to teach the language in general and grammar in particular through “language focused texts” which are carefully chosen for FL learners to be primarily used in classrooms as exponents of the language structure more than as a means that develops reading skills and strategies (Wallace, 1992, p. 72).

Texts can enhance the learners’ knowledge about language’ usage (Widdowson, 1978; as cited in *ibid*). As such, teachers can highlight new language patterns as they can reinforce elements already taught by following the reading task with „text-focused activities“ (Wallace, *ibid*, p. 73). Since the text is made up of a number of sentences and these sentences consist of a number of words, which in turn can be broken into smaller units (morphemes), teaching grammar through texts facilitates the study of possible forms that the language can take at these four levels by examining how these parts are structured, arranged, and patterned (Thornbury, 1999).

Texts are considered as a good “physical manifestation of the language” (Wallace, *ibid*, p. 8). This is believed so because many grammatical structures, vocabulary, and other features of the language are visible for the learners who can go back to them each time they feel the need to do so.

4.2. Enhancing Reading Comprehension

Timothy Shanahan (2013), a Distinguished Professor Emeritus of urban education at the University of Illinois at Chicago where he was Founding Director of the Center for Literacy and chair of the Department of Curriculum and Instruction, speculates that:

there is a lot of evidence showing the importance of grammar in reading comprehension. Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too. (p.1)

Developing reading comprehension skills is incredibly important for growing readers, starting as early as picture books. As children get older, it will help them understand textbooks,

newspapers, and other more complex texts. Scholastic offers plenty of grade-appropriate reading comprehension activity books that can help your child practice.

4.3. Raising the Learners' Consciousness about Grammar

Consciousness-raising involves an attempt to equip the learners with an understanding of a specific grammar feature to develop explicit knowledge or declarative knowledge. One way to teach explicit knowledge of grammar is through grammar discovery activities. To end this, the learners are provided with opportunities to practice the structures where the practice consists of a series of exercises whose aim is to cause learners absorb the rules thoroughly.

According to Hedge (2000), "grammar consciousness-raising tasks can promote significant gains in acquiring the target grammatical structure" (p. 163). This implies that the main goal of consciousness-raising activities is to isolate a linguistic feature for focused attention, the learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing the feature. The learners are expected to utilize intellectual effort to understand the targeted feature. Incomplete understanding of the grammatical structure by the learners leads to clarification.

It is generally advised that learners are required to articulate the rules describing the grammatical feature in the form of further data and description (Ellis, 2006, p.168). It is clear that the main purpose of consciousness-raising is to develop explicit knowledge of grammar. This grammar teaching can involve a combination of practice and consciousness-raising.

5. Teaching Grammar through Extensive and Intensive Reading

5.1. Teaching Grammar through Extensive Reading

Extensive reading, free reading, book flood, or reading for pleasure is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition of vocabulary, it is believed to increase motivation through positive affective benefits. It is believed that extensive reading is an important factor in education

In this respect, Nuttal (1996), Urquhart and Weir (1998), Harmer (2001), maintain that extensive reading is a private task that takes place outside the class, far from the supervision of the teacher. For that reason, the readers are free to choose the kind and amount of the material to be read; they are also free to read at their own pace, just for getting the general meaning. In relation, Harmer (2001) asserts "extensive reading is one of the most accessible

and effective ways for the learners to have more exposure to natural English in contexts that they can understand” (p. 204).

As such, scholars and researchers in the field of English languageteaching argue strongly that there are five smart tips for teaching grammar through extensive reading. In what follows more light is cast on how to benefit the maximum from extensive reading in enhancing grammar teaching and raising learners’ accuracy and comprehension of grammar rules.

a. Read for meaning first and grammar next: We have limited attentional resources as we read, so it is natural to read first and foremost for meaning. However, language learners benefit from multiple readings of the same text. Therefore, once they have understood the text and checked the meaning of any important new vocabulary, encourage your students to read all or part of the same text again and pay attention to the language use.

b. Start with verb tenses: One of the most interesting questions readers can ask is which tenses are used in the text. This will tell you a lot about the type of text you are reading. For example, we would expect to find a lot of present tenses in scientific texts because they describe facts and phenomena, but a sudden shift to the past tense might indicate a discussion of the history of an idea or a particular scientist. Meanwhile, historical texts unsurprisingly use mostly past tenses, but they may nonetheless contain present tense verbs to discuss the current significance of past events. Also encourage your students to look for less frequent verb tenses; if there is a present perfect progressive verb, why is it used? Could the writer have chosen a different tense?

c. Learn the grammar of new vocabulary: We want learners to notice new and useful vocabulary when they read, but the context of the text is an opportunity to learn more about the word than its meaning. When encountering a word, in particular a word that the student understands but doesn’t yet use, ask questions about its use in the sentence. For a noun, is it countable or uncountable? What verb goes with it? For a verb, is it transitive or intransitive? What prepositions go with it? What kinds of nouns are its subject? This approach will encourage learners to see words in collocations and phrases, which will expand both their receptive and productive vocabularies.

d. Play with the grammar: Grammar is a system of choices, and for every choice a writer makes, there are others which could be made. These choices are worth exploring. We can encourage learners to rewrite texts using alternative grammar patterns. When writing for

academic purposes, students can draw on the techniques they see in their reading, such as nominalisation, demonstrative pronouns (this, those), and reductions.

e. Keep a grammar (B)Log: In order to develop their grammar, students need to notice the language they are reading and internalize it, not just move on to the next page, show, or app. A great way to develop independent study skills is to have students keep a grammar log, journal, or blog to complement their extensive reading.

5.2. Teaching Grammar through Intensive Reading

Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills. The learners read a short text and put events from it into chronological order. That is to say, dissimilar to extensive reading, intensive reading is a classroom task that “involves the teacher asking a large number of questions about a short text” (Urquhart & Weir, 1998, p. 216). Generally speaking, intensive reading is well-thought-out as a more teacher-controlled task that also contributes to the same objective as extensive reading, that is making the learners appreciate reading, read more and better in the target language (Nuttall, 1982).

Intensive reading, however, opens the doors of full understanding of a text. As an example, the learner can take a passage of Shakespeare when learning English or Murakami for Japanese and work out the very essence of that paragraph. S/he translates every word s/he don't understand, think about the meaning of what was written, and really engage with the text and its author. While the learner is not exposed to as much new vocabulary as with extensive reading, the intensive style helps him or her truly understand the language. S/he can take comprehension tests, deconstruct the more complicated grammar, and gain valuable skills that will help in learning the target language. This approach is also invaluable to those who do not enjoy reading so much as to take up extensive reading. Instead of reading a lot superficially, you can deeply engage with a short text and walk away with a sense of great achievement.

6. Types of Texts

It is believed that “there are two main types of text which are expository text (informational text...) and narrative text or stories” (Johnson, 2008, p. 109).

6.1. Expository Text

Expository text is non-fiction text meant to inform, analyze, explain or give additional detail about a topic. Some types of expository text include cause-and-effect writing, literary analysis, compare-and-contrast writing and reports. Expository texts are known as informational texts and attempt “to describe events or objects, illustrate, explain or persuade” (Just & Carpenter, 1987; as cited in Maibodi, 2008, p. 47).

The purpose of an expository text is to give information about a specific topic. It is not storytelling, but a straightforward discussion of a topic, such as population increase in New England, the reasons behind it and its effects. As advocated by Johnson (2008, p. 110), “we read expository texts in order to get information and ideas from them”.

6.2. Narrative Text

Narrative text is a text which narrates a story (fiction /non fiction /tales/folktales /fables /myths /epic) and its plot consists of climax of the story (complication) then followed by the resolution. According to Maibodi (2008, p. 47), “Fictional stories, novels and dramas are generally thought to fall within this genre (narrative texts)”.

The Purpose of Narrative Text is to amuse or to entertain the reader with a story. Narrative is a style of writing that can be called story telling while expository is descriptive in nature. Expository is factual and contains many details in the form of facts whereas narrative contains figures of speeches and is a lot more flowing than expository.

7. Reasons for Using Literary Texts in EFL classes

Literature offers EFL students the opportunity to be in contact with realistic and authentic pieces of the target language. It lets us see how it is actually used by speakers of the language from all places and all times. Language in these type of texts is different from what we find in course books. Course books are good but the language they present is, at times, so manipulated in order to reach grammatical objectives that it becomes fake, unrealistic, “book English”. Literary texts not only present language as it is, but also expose students to new vocabulary in context. While reading literary texts, students also improve spelling and unconsciously get acquainted with grammar patterns.

Another good reason for including literary texts in our classes is culture. EFL students can be geographically separated from countries where English is spoken, so their contact with speakers of the language can be difficult. Learning the language implies learning other

cultures and, through literary texts, we can have an open window to multiple cultures around the world where English is spoken. The texts reveal how people live, dress, eat, what they do in their free time, how people react in different situations, what makes them happy or sad, what really matters for them, etc. It is important to note that learning about other cultures helps us to reflect upon our own culture.

Besides the exposure to the target language and cultures, literature offers our students the possibility of developing their critical thinking. Literary texts, even though mostly fictional, are a portrayal of reality. Human nature conflicts are exposed in literary texts so they help our students reflect about them. The literary text may require high level order thought when placing students in situations of completing the texts, placing themselves in some characters' shoes, tying up loose ends, etc.

- a. It allows the reader recreates what he thinks the writer is trying to communicate, the reader became a (performer)and (actor) in a communicative event.
- b. the examination of the language of the poem enables the reader to experience events similar to those exist in the poets mind.
- c. literature extends linguistics knowledge by enhancing vocabulary usage, complex and exact syntax
- d. literature serve as a stimulus to language use, it is enjoyable and involve students emotionally
- e. The potential value of using literary texts in lge teaching is that literature offers authentic samples of lge like pamphlets, poems ...etc, also provides us with a lot of cultural info and make readers very close to characters or the author himself due to that student can improve language awareness and cultural understanding.

8. Criteria for Selecting Suitable Text in FL Classes

Looking for a suitable reading material, particularly, a text is not that easy task to accomplish. The selection of it should meet a number of criteria which render the process more pedagogical, reliable and more importantly efficient. The main criteria for selecting literary text in order to introduce grammar points in the EGFL class are explained in the following lines.

- a. the type of the coursewhich comprises the level of students (which grade), the type of students and factors connected with the text.

- b. the teacher must distinguish between class programs (1st .2nd .3rd grade ...etc)they are not the same but they complete each other
- c. the teacher identifies reasons for learning literature, themes and topic are stated in the syllabus
- d. load or intensity of the course: the teacher gives the number of sessions and hours to the course
- e. if the course is followed by tutorials the teacher reserve a session to the course to be handled and a session to handle literary texts or use extensive texts
- f. type of the students is determined by age and background to raise his level of interest vis a vis the material they need
- g. student's interest and hobbies are important since they increase motivation and create interest with literary text and they are questioned through questionnaires
- h. the cultural and ethnic background of student: here the teacher avoids topics may offend student
- i. Motivation: literary texts are motivating due to their authenticity and meaningful context they provide, literuer develop sociolinguistic and pragmatic knowledge therefore develops communicative competence.

9. Text Selection Measures

There many measures to be taken by teachers in the selection process of suitable texts. First is the availability of books and text books used according to the program of literature :the teacher survey the local library to make sure the required material that cover the content of the program are available otherwise he ask students to check other libraries or interests or use data shows and slides

Second is the length of text.The teacher make sure if the time is enough or not for reading. He/she should check students time table to properly assign reading at home ,and also, teacher select the amount of reading by including the part of the text to be read with extra info about it or give the full version of a text

Third is the exploitability.The teacher is required to use many techniques, activates audio and video support to exploit the text and benefit from literary and linguistic knowledge in that text.

Fourth is the link with the syllabus. The teacher must find links between the whole program, content and objectives to attain some outcome with taking into consideration the aim of dealing with a text and following certain process

Fifth is the learner's linguistic proficiency. Teacher consider literary text different in form and norm than non literary text, and check the language and figurative language of the text then determines how much of linguistic and rhetorical points in the text then choose the most convenient text, enjoyed and handled by students

Another measure is learners' cultural background. For a learner to understand a literary text he must access its cultural environment, the teacher enhance the learners cultural background of the target culture before the analysis of the literary text, the teacher work with texts that are more culturally accessible then move gradually to texts from foreign culture

Finally, learner's literary background is another focal factor that should be taken into account. The teacher consider the learner literary competence, learners who experienced lit in other languages are able to develop certain literature competence in any language literary competence help learners to get the meaning of the text and it is reinforced through activities of dealing with a language.

10. The Purpose of a Text -Based Grammar Lesson

According to Thaine(n.d.), for a better presentation of grammar points, teachers may start by making the learners read the text that contains the target item and discuss it with them. This initial step helps the teachers to check the pupils' understanding of the context that the target grammar comes from. Then, teachers ask the pupils to highlight that item in the text to make them give much attention to the point that is to be clarified. Before drawing the learners' attention to the form of the target grammar, teachers have to check their understanding of its meaning and how it is associated with other concepts, like functions and time reference. After that, they can make them see its component parts and how they are put together. In case the target grammar is typically used for oral communication, the teacher needs to highlight its pronunciation and to give the learners opportunities to practice those items orally. As a final step, s/he provides controlled to free practice of the target grammar in order to give the learners opportunities to use the newly learnt items in a variety of contexts.

11. Teacher/Learner Activities during a Text-Based Grammar Lesson

When presenting grammar inductively in such a way, the teacher has a limited role to play, and the learners have specific tasks to accomplish. According to Thaine, the teacher's main

role is to make sure that the tasks s/he assigns to her/his learners are student-centered, and that they will help the learners clarify both the form and the meaning of the grammatical items. Also, the teacher's guidance and assistance is very important to reinforce what the learners have arrived at, but it should not reach the level of a long-winded explanation. For that purpose, the teacher has to assign a specific activity to the learners in each understanding of the information in the text.

Second, s/he may ask them to underline examples of the target grammar, or s/he might point them out. Third, the teacher gives the learners a student-centered task that guides them towards an understanding of the use of the target grammar; the task may include questions to be answered orally or in the written form.

Then, s/he elicits from them information about how the target grammar is made using the board or through making pupils work on other student-centered tasks. Varying the activities, both written and spoken, allows the learner to use the target grammar accurately and in the appropriate context, while drilling them chorally and individually to pronounce the items in a correct way helps them to achieve fluency in the target language.

Conclusion

Throughout this chapter, we have brought to the scene the incredible role that reading passages play in the teaching of grammar at the EFL class. In such a way, intertwining reading and grammar is proved beneficial for providing a context of occurrence to the newly learned grammar points that would facilitate the comprehension and retention processes of grammar rules. Therefore, teaching grammar is no longer a process of memorizing decontextualised rules, but rather a more learner-based activity in which learners are involved in realizing those rules by themselves in their context of occurrence. All in all, texts can be a proficient vehicle given its efficiency in introducing the target language grammar and enhancing other language skills and aspects.

Chapter Three:



Field Work

Introduction

At secondary school, students are required to read short pieces of writing such as Novella, Novelette, short stories and texts. The necessary reading skills to achieve this task are built during the first two years of the students' curriculum in which they learn many aspects of reading including how to become a fluent reader and how to connect grammar with text materials, to enhance their capacity in learning foreign languages through grammar. However, the time devoted to teach reading skill may be reduced due to many factors including the size of classes, the level of the students, and the availability of the teaching materials.

But, the major factor that may influence the pace with which teachers can develop students' reading skills is students' linguistic abilities. When students have problems with the target language, particularly with its grammar, this may become an obstacle both for the teachers and the learners. Grammar teaching aims at creating optimum conditions to maximise language learning in order to develop students' reading skills in terms of language level, the ability to read extended texts, and the ability to control both reading and grammar in the same time.

Because of the nature of the present subject, it is indispensable to elicit teachers' and students' opinions about reading, grammar, and the way(s) to link them because the teachers and the learners are the main variables of the study. Their views are very important to establish guidelines and points of departure for grammar teaching. For this purpose, a questionnaire addressed to students is the most appropriate way, and 'quasi-experiment' that consists of a pre-test, treatment, and a post-test to elicit their opinions.

1. Research Methodology

To collect data, the researcher depends on research methods and research methodology. The two expressions are used interchangeably; nevertheless there is a difference between the two. In this vein, Method refers to the tools of data collection or analysis; techniques such as questionnaires and interviews. On the other hand, Methodology refers to the design or paradigm that underlines and guides the research.

As far as the present study is concerned, we have opted for a qualitative research design that consists mainly of students' questionnaire. In addition, a suggested sample unit, which comprises three lessons, is designed as an attempt to assist teachers in the application of a text-based method. The latter aspires to leave a room for the integration of reading in

grammar teaching with an eye towards introducing grammar forms in their natural context of occurrence.

2. Research Tools

2.1. Students' Questionnaire

2.1.1. The Sample

Second year students at "Soufi AbdLhafid" Secondary school, Khenchela are the whole population. It consists of an approximate number of 120 students. For the lack of time, the writers chose a sample of 40 students randomly.

2.1.2. Description of the questionnaire

The students' questionnaire is designed to be administered to second year students' of English at SoufiAbdLhadidhigh school,kais,khenchela. The questionnaire is composed of fourteen (14) questions. It consists of close-ended as well as open-ended questions, which contains yes or no questions and multiple choice questions. The questionnaire's objective is to give the chance to second year English students to express their thoughts and give their views and opinions about reading skill and its role in helping them to improve their ability to learn grammar and use it correctly in the English language.

2.1.3. Analysis of the Results Obtained

Question one: Do you think teaching grammar is important in EFL classes ?

-yes -no

option	Number of students
yes	39
no	1
Students Totale Number	40

Table03 :Student's View on the Importance of Teaching Grammar in EFL Classes

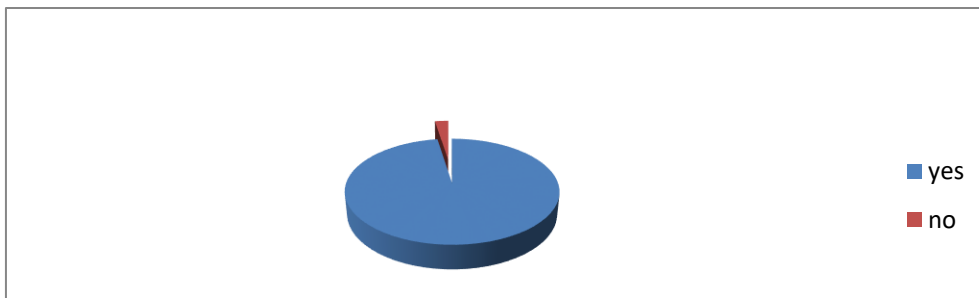


Figure03:Student’s View on the importance of Teaching Grammar in EFL Classes

Discussion :Figure01 shows that the majority of students (99.6%) confess that grammar is important in teaching english language.

Question02 : are you interested in grammar?

- Yes - no

Options	Numbers of students
Yes	32
No	08
Students total number	40

Table004 :Student’s Interest in Learning Grammar

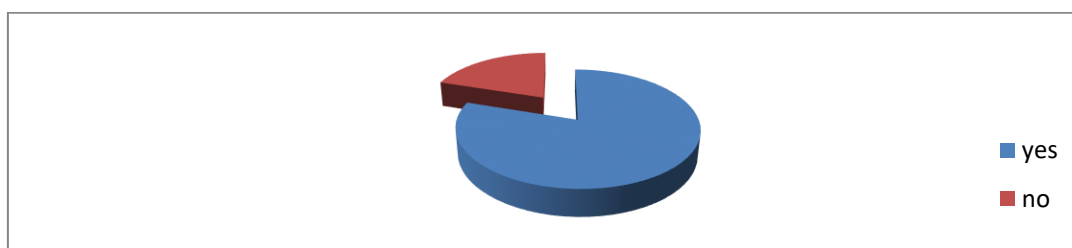


Figure04 :Student’s Interest in Learning Grammar

Discussion :it is notable that the majority of student(80%) are interested in learning grammar in their lives.

Question03 :do you think that reading is an important skill for improving student’s grammar?

-yes -no

Student's opinion	Students number
Yes	40
No	00
Students' total number	40

Table05: Student's Opinion about the Importance of Reading in Improving Grammar Competence

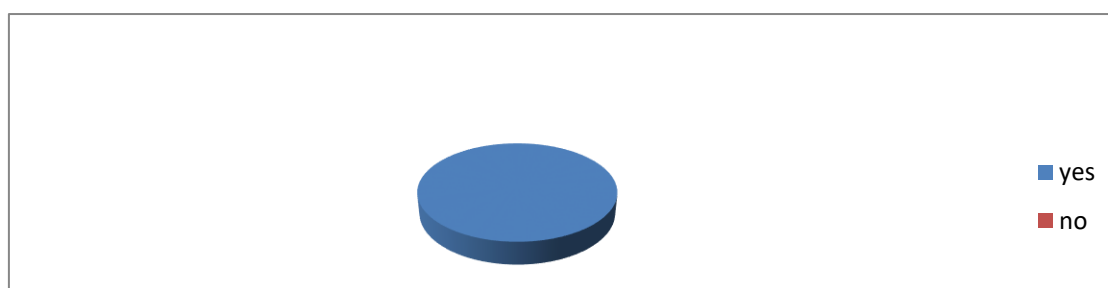


Figure05 :Student's Opinion about the Importance of Reading in Improving Grammar Competence

Discussion :figure03 indicates the importance of reading and its great role to improve sstudents' grammar which is shown in the results of all students (100%).

Question04 :using texts in classes enhances the student's grammar acquirement?

-agree -disagree -neutral

opinions	Number of students
agree	32
disagree	01
neutral	07
Students total number	40

Table06 :The Student's View about the Role of Texts in Inhancing Grammar Acquirement

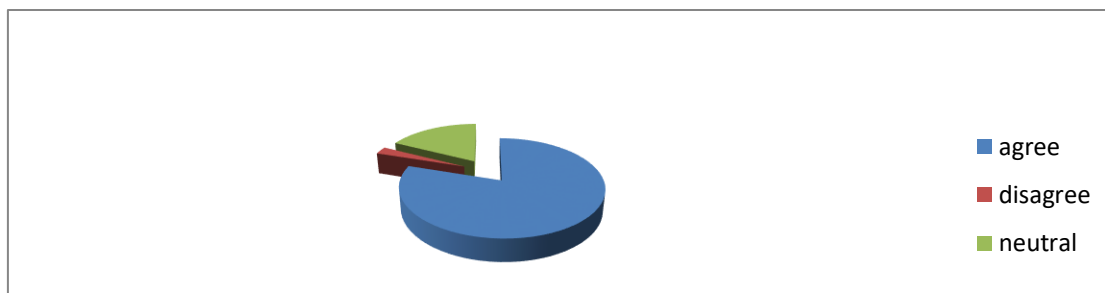


Figure06 : The Student's View about the Role of Texts in Enhancing Grammar Acquisition

Discussion : the students' answers about using texts in teaching grammar and whether they agree on its effective role in increasing students' capacities in grammar indicates that the majority (80%) agree that reading samples help them grasp grammar rules. On the other hand, (17.5%) of them are neutral or undecided maybe because they used other learning materials. Surprisingly, the rest (2.5%) are against our suggestion that texts are effective in developing students' grammar.

Question05 :As a student, what is the effective method used to acquire grammar easily?

-In context

- in isolation

opinions	Number of students
In context	35
In isolation	05
Student's total number	40

Table07 :Student's View about the Effective Method to Acquire Grammar

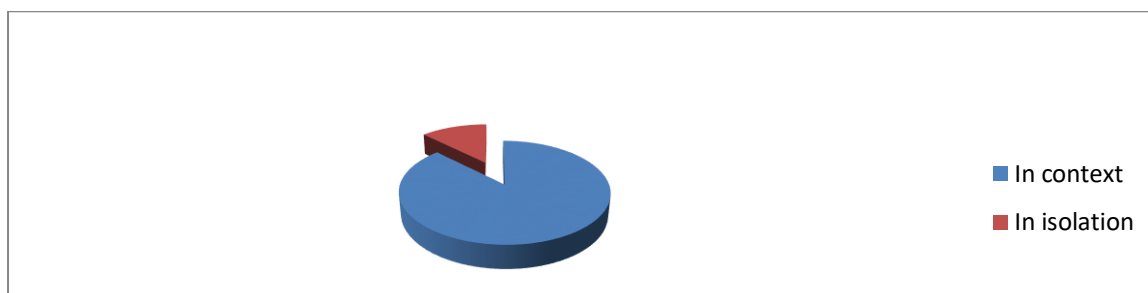


Figure07:Student's View about the Effective Method to Acquire Grammar

Discussion : as we notice that in learning grammar, students prefer to use texts better than isolated sentences. The majority agreed on that(87.5%),while (12.5%)and assured that they prefer learning grammar in isolation .

Question06 : Do you find difficulties when teachers use texts in teaching grammar?

-yes

-no

opinion	Numbers of students
yes	14
no	26
Student's total number	40

Table08:Students' Difficulties When Teachers Use Texts when Teaching Grammar

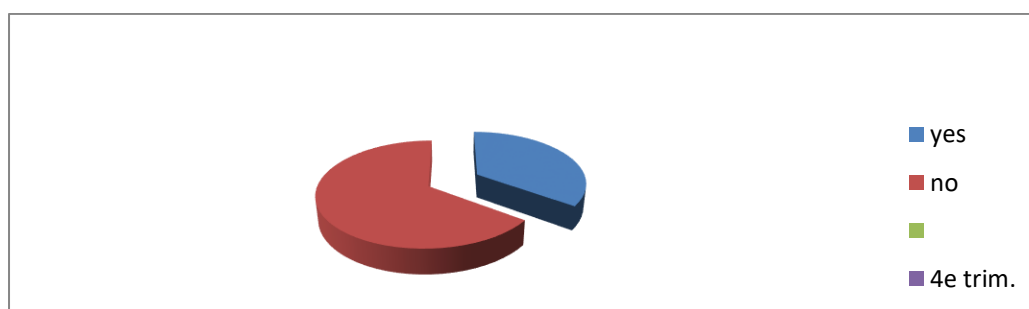


Figure08 :Students' Difficulties When Teachers Use Texts when Teaching Grammar

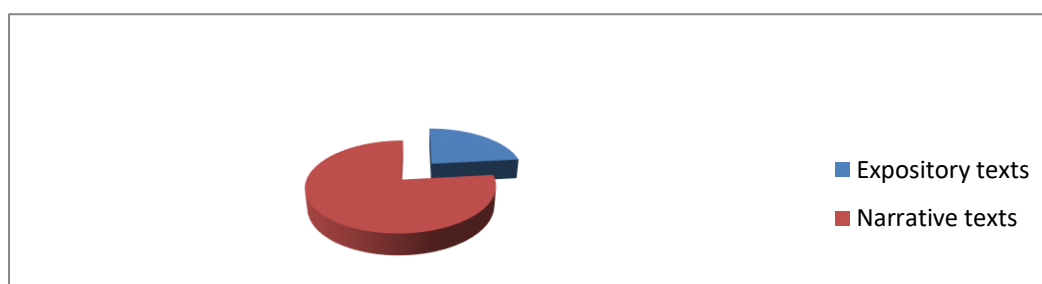
Discussion :It is shown that (65%)of students do not find difficulties when their teachers use texts in grammar sessions and (35%) do due to many reasons such as types of texts used or the methods presented in the learning process.

Question07 : If no, what type of text you find easy during the previous process?

- Expositorytext

-narrative text

Type of texts	Numbers of students
Expositorytexts	13
Narrative texts	27
Students' total number	40

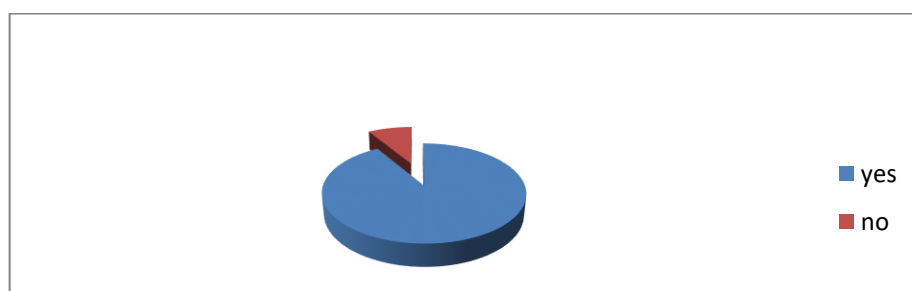
Table09 :Types of Texts Preferred by Students during Grmmar Sessions**Figure09 :Types of Texts Preferred by Students during Grmmar Sessions**

Discussion : As demonstrated in figure07, (67.5%) of students find that narrative texts are the most manageable in grammar learning. On the other hand, (3.25%) of them choose the expository texts.

Question08 : Did reding made you a fluent speaker?

Yes No

Option	Number of students
Yes	34
No	6
Students Total Number	40

Table10 :Students' View on Influence of Reading.**Figure10 : Students' View on Influence of Reading.**

Discussion:Figure 8 exhibited that reading made you a fluent speaker by the opinion of the majority(85%).

Question09 : On a scale of 1-10 how can you rate your grammar?

1-3=low 3-7= Average 7-10=high

Scale	Number of students
1-3=low	01
3-7= Average	30
7-10=high	09
Students' total number	40

Table11 : Students' Proficiency in Grammar

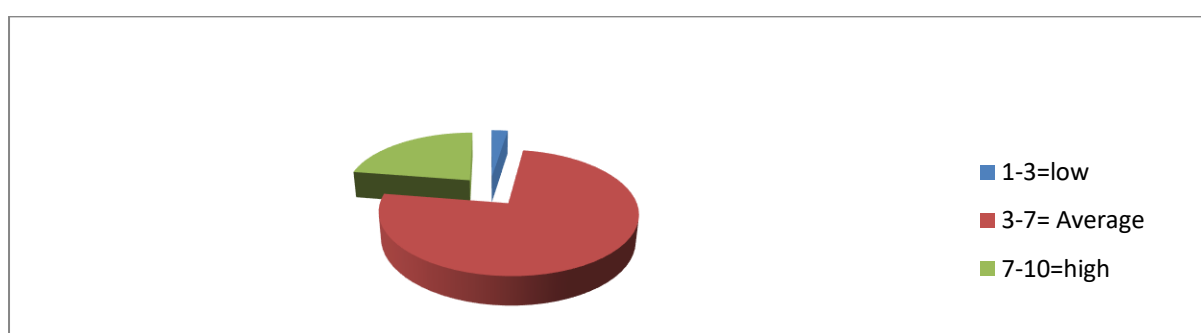


Figure11 :Students' Proficiency in Grammar

Discussion : It seems that the level of(75%) of the respondents is acceptably average in grammar ;whereas, (22.5%) are excellents and the rest(2.5%) are weak in manipulating grammar maybe due to their weak ability to assimilate grammar rules.

Question10 : Based on your answers in the previous questions, why do you think teaching grammar is important in EFL classes ?

Students who find teaching grammar important argue that:

- It gave them more ability to comprehend and learn grammar rules.
- It enables students to speak and write academically.
- To practice language correctly.
- To develop their level.
- To enhance their communication.
- To improve their level

-Question 11:Do you think grammar can be effective when using it in isolation ?

-Yes

- no

Option	Number of students
Yes	13
No	27
Students Totale Number	40

Table12:Students' View on the Effective Use of Grammar.

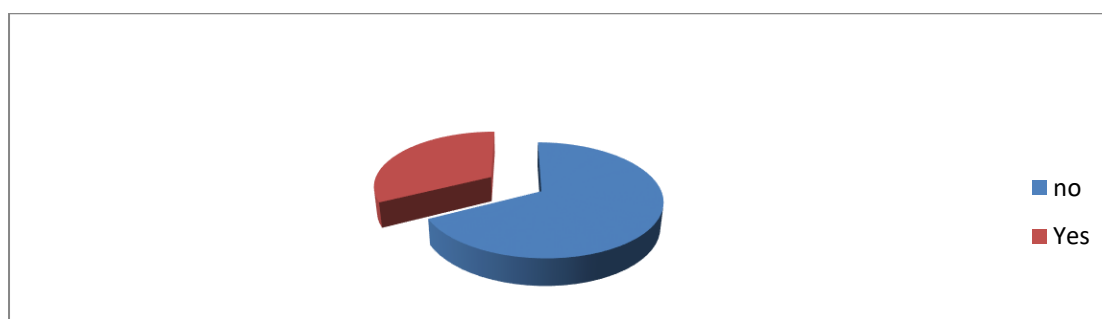


Figure 12:Students' View on the Effective Use of Grammar.

Discssion: Figure11 manifests that the majority (2.5%) of students do not agree on the effectiveness of grammar in isolation while (67.5%) said no certainly because they are convinced that context is the best mthod for learning grammar.

Question 12 : Using grammar in context Vs theoretical rules « grammar in isolation »what is the most manageable to you ?why ?

Discussion:Somestudents declared that the most manageable method to them is learning grammar in context because :

-It makes things clear.

-it seems more enjoyable and easier for learners to acquire rules in a more better way.

-it is to best method to understand rules in their context of occurence.

-using grammar in context without a doubt is the effective way for learners to absorb grammatical structures.

-it is very helpful when a teacher explains, for example, tenses by using dialogues.

-however,some students said that the most manageable to them is the theoreticalteachingandmemorisation of rules because rules are briefly stated in a table shorter and easier to remember and apply once asked to do so.

Question 13 : Is teaching grammar important ?

-Yes

-no

Option	Number of students
Yes	39
No	1
Students TotalNumber	40

Table13 :Students' Views on the Importance of Grammar.

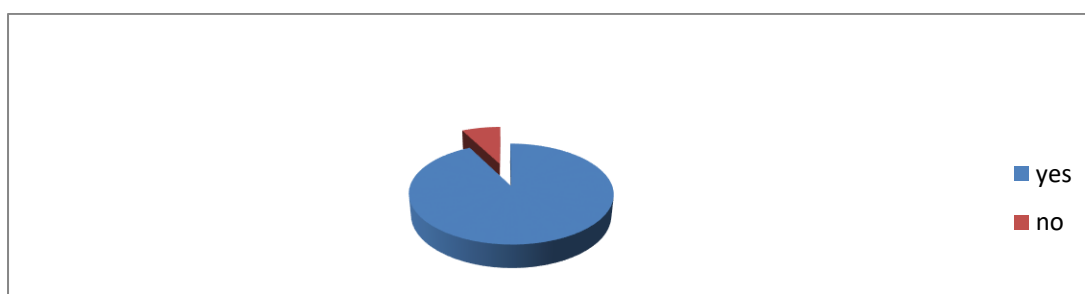


Figure 13: Students' Views on the Importance of Grammar.

Discussion :A percentage of(97.5%) of students declared that grammar is very importante in EFL.

Question14 : Why ?

Different reasons were formulated and put forward by the participants :

-they can not study without usingit.Because it's the guide to know and understand the EFL rules.

-It helps them to learn language.

-It assists in mastering language and improving proficiency levels.

-It has a possitive effect on writing and speaking skills as well as reading and listening

-Improves the four skills.

-It is the corner stone to learn English, it is its skeleton.

-It Helps to form clear and meaningful sentences .

-It enhances the students' skills

-Students need basic grammar and mastery of the language.

-It helps to learn structure of language.

-It assists to make healthy sentences. It's one of the greatest parts that constitutes language teaching.

-grammatical ties among words and sentences allow to read and interpret words in the right way.

-it is the main thing you should learn about in order to use and manipulate knowledge.

3. Pedagogical Implications and Recommendations

As a final step to address the topic of integrating reading in the grammar course, some recommendations and suggestions were formulated and directed to the teaching staff in view to introduce a systematic teaching and learning of grammar through reading in second year classes at the Secondary school of "Soufi AbdLhafid", kais, Khenchela.

As researchers and students of 2nd year master at Abbes Laghrour university of Khenchela, we suggested some sample lessons for teachers to present for second year high school students in order to increase their ability to control both reading and grammar competences, and to prepare a creative generation in learning and manipulating foreign languages.

The sample lessons rely mainly on a book entitled "Teaching Grammar through Stories" by Townend that encloses a great deal of interesting stories meant to introduce specific grammar point. In fact, the passages used in the lessons were summarized and adapted to fit the time allotted for each session. See "Appendix Two" for further information about the suggested lessons.

Conclusion

The present investigation reveals that both students and teachers consider reading as an important aspect in the teaching of grammar since it is involved in all the processes of introducing grammar points such as the warm up, the extraction of grammar rules and even in the feedback wherein students consolidate previously learnt grammar forms or rules. Even if the teachers of grammar advocate teaching grammar in isolation, they nevertheless do not neglect the role that reading plays in grammar learning process in classroom and are aware that gaps in this aspect can affect students' grammar competences. For both teachers and students, reading negatively or positively influences grammar and is essential in language learning as a whole. Most of the learners show a positive attitude towards grammar teaching and learning saying that it is practical and challenging. To make the maximum of reading in teaching grammar, teachers should look for what is most useful for learners and here lies the most important task of the teachers. On the whole, both teachers and learners advocate the use of sample texts in explaining how grammar works in its natural context of occurrence. Hence, grammar would always remain the framework on which reading is constructed and an enterprise worth considering.

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General Conclusion

General Conclusion

Grammar is certainly a valuable and an essential component of EFL teaching and learning. This case study aims at spotting more light in the role of reading in helping EFL learners improve their grammar level and enhance the linguistic knowledge much in the same way.

English learners especially second year students should be aware of the huge importance of grammar and its role in helping them enhance their level in grammar and linguistic awareness of the English language. Thus, teachers of English should guide their students to raise their grammar fluency using more elaborated approaches and integrating more skills in the grammar lesson such as speaking about a certain topic using the passive voice, or writing a letter retelling a past story using the types of past tenses and so on.

The finding of the students' questionnaire revealed that secondary school students had a notion about grammar in general and its significance in improving their English language accuracy be it in speaking, reading writing or listening. Interestingly, communication might be affected if the interlocutor uses incorrect grammar. As such, there is still a special need to pay more attention to understand the intended meaning in communication; therefore stressing the introduction reading samples in the subject of grammar is highly crucial.



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Appendix

Appendix One: Students' Questionnaire

Dear students :

this question was put in order to know the effect of teaching grammar in context on the student's ability to comprehend and learn foreign languages , under the titled research project "teaching grammar through reading: a move towards contextualized grammar. for this, we ask you kindly to please and answer this questionnaire for the purpose of polling opinions and reaching results that pave the way. thank you.

Questions :

1-Do you think teaching grammar is important in EFL classes,

Yes no

2-are you interested in grammar?

Yes no

3- do you think that reading is an important skill for improving student's grammar ?

Yes no

4-using texts in classes enhances the student's grammar acquirement?

Yes no

5-As a student, what is the effective method used to acquire grammar easily?

In context in isolation

6- do you find difficulties when teachers use texts in teaching grammar?

Yes no

7- If no, what type of text you find easy during the previous?

Expository text Narrative text

8-did reding made you a fluent speaker?

Yes No

9- on a scale of 1-10 how can you rate your grammar? 1-3=low 3-7= Average 7-10=high

1-3=low 3-7= Average 7-10=high

10-based on your answers in the previous questions. why do you think teaching grammar is important in EFL classes?

.....

11-do you think grammar can be effective when using it in isolation?

Yes no

12- using grammar in context vs theoretical rules(grammar in isolation) what is the most manageable to you? why?

.....

13- Is teaching grammar important?

Yes no

14-why?

.....

Appendix Two: Suggested Sample Lessons

1. Grade: Second year secondary school (Scientific stream)

2. Learning Objectives

- To integrate reading in grammar lessons
- To contextualize grammar and introduce it through adapted reading passages.
- To consolidate the appropriate use of certain grammar points using reading passages as a feedback.

3. Material used

Townend, A. (n.d).*English grammar through stories*. Retrieved from: www.english-test.net.

4. Contents

- Lesson One: The Present Simple Tense
- Lesson Two: Relative Pronouns
- Lesson Three: The Passive Voice

5. Passages Invested

- It Never Gets You Anywhere
- Katrina's Daily Activities
- Relatives
- The Sahara
- Haunted
- The French Colonialism in Algeria

6. Time allotted

- 1 hour (each session) /- 3 sessions (per week)

Steps	timing	Lesson plan one	remark
<p data-bbox="108 1003 209 1070"><u>Interact</u></p> <p data-bbox="108 1935 209 2002"><u>interpret</u></p>	<p data-bbox="240 1003 320 1037"><u>10mn</u></p> <p data-bbox="240 1883 320 1917"><u>20 mn</u></p>	<p data-bbox="639 882 995 916" style="text-align: center;"><u>The Present Simple Tense</u></p> <div data-bbox="375 949 579 1025" style="background-color: #808080; color: white; padding: 5px; margin-bottom: 10px;">Act One</div> <p data-bbox="375 1028 1158 1133">Objective: to get students started and lead them gradually to discover what the lesson will be about.</p> <p data-bbox="375 1178 1225 1211">Instruction: -how many tenses are there in the English language?</p> <p data-bbox="375 1252 1214 1431">-What tense do we generally use when we refer to a present situation or an event that occurs at the moment of speaking?</p> <p data-bbox="375 1471 443 1505">Key:</p> <ul style="list-style-type: none"> <li data-bbox="518 1547 1193 1794">- There are three tenses in English: the past, the present and the future. In addition, there are four aspects: simple, perfect, continuous and perfect continuous <li data-bbox="518 1839 1182 2018">- We use “<i>the present simple tense</i>” to refer to a present situation or an event that occurs at the moment of speaking 	

Activity two

Objective: to recognize the appropriate use of “The Present Simple Tense”

Instruction: read the following passage and find out which tense are the verbs in bold and how they are formed.

«It Never Gets You Anywhere»

Andrew Smodley **is** one of those people who **are** never happy unless they **have** a problem to solve. Andrew **is** always worried about the weather, the state of the pound, his health, the cost of living and many other things. Recently, things have changed since he met with Sally who became his wife. She too **lives** in this tiny and remote village where Andrew **has** his cottage. Her philosophy **runs** as follows: «Worrying never **gets** you anywhere and life **is** too short to waste time imagining the worst». In a word, she **is** the complete opposite in temperament of Andrew. **Now**, He never **looks up** at the leaves starting to grow, **sighs** and **says**: «Ah here **comes** the spring! ». He simply **thinks** to himself: «I **live** in a small village by a little stream and around this time of year lots of creatures **start** to wake up and make a lot of noise».

Key:

1. The verbs in bold are in: the present simple tense.

2. we use ‘the present simple tense’ for:

.talking about things in general.

.talking about regular activities using ‘frequency adverbs’.

.talking about momentary events that happen at a single point of

<p>produce e</p>	<p>20min</p>	<p>time.</p> <p>.talking about scientific truth or facts that are true all the time.</p> <p>.with time markers such us: now, today, this morning, right now...etc.</p> <p>3. Form of the ‘present simple tense’:</p> <p>- affirmative: I, you, we, they+ verb/ she, he, it+verb+s</p> <p>-negative: I,you,we,they+ do+not+ infinitive/ she, he, it+does+not+ i</p> <p>-interrogative: Do+ I,you,we,they+ infinitive+?</p> <p>Does+ she, he, it+ infinitive+?</p> <p>Activity Three</p> <p>Objective : - To conjugate/use verbs in the ‘present simple tense’ correctly.</p> <p>Instruction : put the verbs between brackets in ‘the present simple tense’.</p> <p>“Katrina’s Daily Activities”</p> <p>Katrina (be) a school girl aged 15 years old. She (go) to school everyday by bus and never (arrive) late. She and her schoolmates (have) lunch at the school canteen. The school (finish) at 3:30 p.m. and Katrina (turn) home at 4 o’clock. On the weekend, she sometimes (help) her mother do the washing up and cleansing the house. She rarely (go out) because she (prefer) doing sports or playing with her pets. She (not/ waste) time chatting on the net, rather, she and her sister (revise) their lessons and (do) their home works.</p>	
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		<p>Key:</p> <p>Is, goes arrives, have, finishes, turns, helps, goes out, prefers, does not waste, revise, do.</p>	
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Steps	Timing	Lesson Plan Two	Remark
Interact	<u>15mn</u>	<p style="text-align: center;"><u>Relative Pronouns</u></p> <p>Activity One</p> <p>Objective :to introduce the grammar form «relative pronouns »</p> <p>Instruction: join the clauses together using (which, whose, where, who) respectively to form one sentence, then answer the following questions.</p> <p>1- I have found the ring. / I have lost the ring. 2- I saw the woman. / The woman’s dress is blue. 3- I discovered the house. / My friend was killed in that house. 4- People used to live in the Sahara. / These people were cave people.</p> <p>Qt1: What is the function of such words? So, how are they called?</p> <p>Qt2: Based on the examples, why do we use relative pronouns?</p> <p>Key :</p> <p>Sentence 1: I have found the ring whichI have lost. Sentence 2: I saw the woman whose dress is blue. Sentence 3: I discovered the house where my friend was killed. Sentence 4: People who used to live in the Sahara were cave people.</p> <p>1- They relate and join pairs of sentences together. Therefore, they are called “relative pronouns”</p> <p>3- In the examples, relative pronouns are mainly usedto avoid repetition.</p>	
<u>Interpret</u>	<u>20mn</u>	<p>Activity Two</p> <p>Objective :to reinforce the appropriate use of «Relative Pronouns »</p> <p>Instruction :Find sentences built on the same pattern as the sentences you have written in task one . Then, say what does each pronoun actas.</p> <p style="text-align: center;">“Relatives”</p> <p>There are those members of the family whom you regard as part of the family and it never occurs to you that the chap whom you call Dave is also someone to whom you could give the title «uncle». You know him so well that it never occurs to you that he is in fact a relative. Then, there are those that you only see on special occasions, which do not take place very often like weddings and funerals. In the former, you are usually enjoying yourself so much that you do not take much notice of them and in the latter you hardly talk to anyone because it's a time when you don't talk much to anyone and a place where you don't normally go out of your way to be sociable. Then there is that special category of relatives which you hardly ever consider and whose names you only vaguely remember because they did something terrible or left the country in a hurry or who have funny ways</p>	

Produce	20 mn	<p>which most of us cannot accept.</p> <p>Key:</p> <ul style="list-style-type: none"> - There are those members of the family whom you regard as part of the family. - There is that special category of relatives which you hardly ever consider and whose names you only vaguely remember. <ul style="list-style-type: none"> - It is a time when you do not talk much to anyone. - A place where you do not normally go out of your way to be sociable. - It never occurs to you that he is in fact a relative. <p>Note: A relative pronoun may act as:</p> <table border="1"> <thead> <tr> <th></th> <th>Subject</th> <th>Object</th> <th>Possession</th> <th>Place</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>People</td> <td>who that</td> <td>whom</td> <td>whose</td> <td rowspan="2">where</td> <td rowspan="2">when</td> </tr> <tr> <td>Things</td> <td>which that</td> <td>which</td> <td>whose</td> </tr> </tbody> </table>		Subject	Object	Possession	Place	Time	People	who that	whom	whose	where	when	Things	which that	which	whose	
			Subject	Object	Possession	Place	Time												
People	who that	whom	whose	where	when														
Things	which that	which	whose																
		<p>Activity Three</p> <p>Objective: to distinguish between the different relative pronouns and how to use them.</p> <p>Instruction: Fill in the gaps using the appropriate relative pronouns.</p> <p>“The Sahara”</p> <p>You know what? The Sahara did not use to be a desert. It used to be a green land with large rivers and big lakes</p> <p>(1)....contained a lot of fish .It had large forests ...(2)..... were full of dangerous animals. The people... (3)... Used to live in the Sahara were cave people .They painted many beautiful pictures of animals and hunters in the caves ... (4) they lived .They wore the skins of animals...(5)....they hunted.</p> <p>Key:1. Which/that, 2. Which/that, 3.who, 4. Where, 5. Which/that</p>																	

Steps	Timing	Lesson Plan Three	Remark
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Interact	<u>15 min</u>	<p style="text-align: center;"><u>The Passive Voice</u></p> <p>Activity One</p> <p>Objective: to get students started and lead them gradually to discover what the lesson is about.</p> <p>Instruction: read the following example, and then answer the below-stated questions.</p> <p style="text-align: center;"><i>Example: John cleaned the room.</i></p> <ul style="list-style-type: none"> - Can you underline the elements of this sentence? - Can you reform the sentence starting by the object and omitting the subject? <ul style="list-style-type: none"> - What do you notice? <p style="text-align: center;">Key:</p> <ul style="list-style-type: none"> - John cleaned the room <p style="text-align: center;">Subject Verb Object</p> <ul style="list-style-type: none"> - The room is cleaned - We notice that what matters most in the sentence is the action of cleaning the room and not who cleaned it.	
<u>Interpret</u>	<u>25 mn</u>	<p>Activity Two</p> <p>Objective: to recognize the appropriate use of the “passive voice”</p> <p>Instruction: read the passage bellow then observe the verbs in bold attentively in order to answer the following questions.</p> <ul style="list-style-type: none"> - How are the verbs in bold size formed? - How do we call such type of verbs and why? - When do we use such type of verbs and when we do not? - Extract other similar verbs from the text and indicate their tense. <p style="text-align: center;">“Haunted”</p> <p>The house was built in the middle of the 18th century and some signs could still be found that it had once been a famous meeting place for people who liked playing card games. By the time it was bought by my aunt and uncle, some two hundred years later it had been owned by a long list of different people whose names are recorded on the title deeds. As it is situated by the sea, it became a favourite place for various members of the family to visit. It also had an added attraction , it was haunted, at least so my uncle said. To this day of course, it never had been proved. The story according to my uncle was that at certain times of the day, incidentally at all times when the house was only occupied by him, a small figure appeared at the bottom of the stairs in the shape of an old lady and held firmly in her hands what appeared to be a walking stick. She waited a moment, looked up the stairs, climbed a few steps to check as if she was being watched and then suddenly she could no longer be seen.</p> <p style="text-align: center;">Key:</p>	

<p><u>Produce</u></p>	<p><u>20 mn</u></p>	<ul style="list-style-type: none"> - The verbs are formed like the following: To be (in the past tense) + PP. - They are called passive verbs because the doer of the action or the subject is not mentioned (unknown). - We generally use the passive voice when we do not know the subject, or it is not important who the subject is. However, not all verbs in English take an object (intransitive); therefore, some sentences are complete without an object such as John slept well / John lives far away. <ul style="list-style-type: none"> - Other passive verbs in the text are: <table border="0" style="margin-left: 40px;"> <tr> <td>Could be found,</td> <td>could no longer be seen</td> <td>Infinitive passive</td> </tr> <tr> <td>had been owned</td> <td></td> <td>past perfect passive</td> </tr> <tr> <td>is situated</td> <td></td> <td>Present passive</td> </tr> <tr> <td>was being watched</td> <td></td> <td>past continuous passive</td> </tr> </table> <p>Objective: To consolidate the correct use of passive tenses.</p> <p>Instruction: Rewrite passage ‘b’ so that it means the same as ‘a’.</p> <p style="text-align: center;">“The French Colonialism in Algeria”</p> <p>A/ France occupied Algeria in 1830. The French army had assassinated many of the Algerian citizens while it had left others homeless and jobless. For many decades, The colonial power had taken our natural resources and minerals for free and used children and women as workers in colonialists’ farms and houses. Fortunately, our brave fighters furnished huge efforts to defend our rights. By the end, they took our freedom successfully.</p> <p>B/ In 1830, Algeria was occupied by France. Many of the Algerian citizens had been assassinate while others had been left homeless and jobless. For many decades, our natural resources and minerals had been taken for free, children and women were used as workers in colonialists farms and houses. Fortunately, huge efforts were furnished by our brave fighters to defend our rights. By the end, our freedom was taken successfully.</p>	Could be found,	could no longer be seen	Infinitive passive	had been owned		past perfect passive	is situated		Present passive	was being watched		past continuous passive	
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