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**Teachers' Practices and Learners' Preferences of Explicit and
Implicit Grammar Teaching. Do they Match or Mismatch?**
**A case Study of Second Year Students of English at University
Centre of Mila**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master
Degree in

Language sciences and Didactics of Language

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Dedication

I would like to dedicate this work:

- ***To my father “Salah” who motivated and encouraged me all the way long.***
- ***To my mother “Akila”, source of happiness and success in life.***
- ***To my brothers, their wives and their kids Aness, Aymen, Noufel, Wassim, and Adem.***
- ***To my sisters Hakima, Moufida, Nawal, Abla and her sweet kid Moetaz.***
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- ***To all my classmates.***

RABAB

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Abstract

Grammar is considered as an important issue in language that contains a large number of rules and forms that need to be mastered by learners. Since learners are different by nature, teachers need to use different types of instruction in order to satisfy their learners' preferences. The present study aims at investigating the relationship between teachers' practices and learners' preferences in terms of explicit and implicit grammar teaching. To achieve the aims of the research work, a questionnaire is administered to second year students of English at Abdelhafid Boussouf University Centre of Mila so as to identify their grammar learning preferences. This is coupled with an interview with teachers of different language modules (grammar, written expression, oral expression, and listening) in the same University Centre so as to find out their ways of teaching grammar. The obtained results confirm our basic hypothesis that if there is a relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching and learning, learners would achieve better. The results also indicate that our sample of teachers differentiate their way of teaching grammar by alternating between explicit and implicit instruction which help learners to promote their learning.

Key words: Grammar, explicit/ implicit grammar teaching /learning, teachers' practices, learners' preferences, language modules.

ملخص

يعتبر النحو علماً أساسياً من علوم اللغة ، إذ يحتوي على عدد هائل من القواعد الواجب إتباعها من قبل الطلبة؛ حتى تحصل الملكة حول هذا العلم، فمن المتعارف عليه أن الطلبة مختلفون في قدراتهم العقلية، لهذا وجب على الأساتذة إتباع تعليمات مختلفة و متعددة من أجل إرضاء رغبات الطلبة. إنّ هذه الدراسة تهدف إلى التحرّي عن العلاقة بين ما يمارسه الأساتذة و ما يفضلّه الطلبة في علم النحو المباشر و الضمني و من أجل الوصول إلى تحقيق أهداف البحث؛ تمّ تقديم إستبيان لطلبة السنة الثانية من اللغة الإنجليزية بالمركز الجامعي عبد الحفيظ بو الصوف بميلة لمعرفة رغبات الطلبة في علم النحو المباشر و الضمني و قد أُقترن هذا بمقابلات مع عديد من أساتذة المواد اللغوية (علم النحو، التعبير الكتابي، التعبير الشفوي، و مهارة الإستماع) بنفس المركز بهدف إكتشاف طرقهم في تدريس علم النحو. و قد أثبتت النتائج المتحصل عليها صحة الفرضية التي تبين أنّه إذا كانت هناك علاقة بين ما يمارسه الأساتذة و ما يفضلّه الطلبة في علم النحو المباشر و الضمني؛ فإنّ ذلك يؤدّي الى إنجازات أفضل من طرف الطلبة. كما تشير النتائج أيضاً بأنّ عينة الأساتذة التي لدينا تتوّع طرقها في تدريس علم النحو من خلال المزج بين تعليمات مباشرة و ضمنية و الذي يساعد الطلبة على تعزيز تعلّمهم .

الكلمات المفتاحية

علم النحو، تعليم و تعلّم علم النحو المباشر و الضمني، ممارسات الأساتذة، رغبات الطلبة، المواد اللغوية.

List of abbreviations

ALM: Audio-lingual Method

CA: Communicative Approach

DM: Direct Method

e.g: Example

GTM: Grammar Translation Method

i.e.: I mean

L1: First language

L2: Second language

Q: Question

VS: Versus

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General Introduction

English has become one of the most spoken languages in the world. For that, its teaching has become necessary. As for the teaching of grammar, it is still debatable. For many, grammar is viewed as the backbone of any language, providing learners with the needed information and rules in order to develop skills in speaking, writing, reading, and listening.

Grammar teaching follows two main ways: explicit and implicit grammar instruction. The former relies on the conscious learning of the grammatical forms either deductively or inductively. By contrast, the latter depends on the indirect and unconscious learning of those forms through communication and negotiation of meaning. In order for the teaching-learning process to be successful and effective, teachers need to differentiate their way of teaching to meet the learners' preferences, we believe.

1. Aims of the Research

The main aims behind conducting this research are:

- To investigate the relationship between teachers' practices and learners' preferences.
- To explain the relative importance of explicit and implicit grammar teaching and learning.
- To investigate the relative importance of explicit and implicit feedback.
- To call for variation and differentiation in teaching.

2. Research Questions

In this research, some questions are set forward:

- What are the classroom practices that teachers use in grammar teaching?
- What is the relative importance of explicit and implicit grammar teaching/learning and corrective feedback? Which way do students prefer?
- To what extent do teachers' practices match with the learners' preferences?

- What are the factors that relate to grammar learning and teaching?

3. Research Hypotheses

From these questions, we hypothesize the following:

- If students learn grammar through explicit rule-based instruction, they would develop their English accuracy.
- If students' errors are corrected explicitly, they would stop making them.
- If teachers differentiate their way of teaching grammar, this would appeal to learners and promote optimal results.
- If there is a relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching and learning, they would achieve better.

4. Research Tools

For the sake of gathering information, the study uses both a questionnaire for students and an interview with teachers. The students' questionnaire is administered to second year students of English at Abdelhafid Boussouf University Centre-Mila; it aims to determine the preferences of learners in learning grammar- explicitly or implicitly. The teachers' interview, on the other hand, is conducted with teachers of grammar, written expression, oral expression, and listening in order to determine their practices regarding the use of explicit and implicit grammar instruction. Both research instruments are meant to look for the relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching/learning

5. Structure of the Dissertation

The present study includes two main parts: a theoretical part which consists of the literature survey and a practical part which is meant to answer the research questions.

The theoretical part contains two chapters. The first chapter highlights the most important issues of grammar. It provides some definitions and arguments for or against grammar teaching. It also deals with the place of grammar in some language teaching methods and approaches. Then, it explains some techniques, strategies, and factors that affect grammar teaching and learning. The second chapter is devoted to an account of explicit and implicit grammar teaching and learning, explicit and implicit knowledge, types of instruction, accuracy and fluency, corrective feedback, and finally differentiated instruction.

The practical part concerns the description of the instruments of the research, together with analysis and the discussion of the collected data.

Chapter One: The Place of Grammar in Language Approaches and Methods

Introduction

This chapter deals with general aspects about grammar: its definition and its controversy about if it should be taught or not. Then, it explains both intensive and extensive grammar teaching and it surveys the place of grammar within dominant language teaching methods and approaches. After that, the chapter discusses some techniques that are used in grammar teaching either explicitly or implicitly, namely deductive, inductive and input enhancement techniques as well as it shows how learners use language learning strategies in order to learn grammar. Finally, the factors that affect grammar learning and teaching are considered with some elaboration.

1.1. Definition of Grammar

The notion of grammar has been studied for a long period of time. Different definitions have been given by many researchers. In general, grammar is mainly concerned with structures and rules of a given language, and that is what Thornbury (1999) states in his definition, reporting that “Grammar is partly the study of what forms (or structures) are possible in a language” (p.1). Grammar is also viewed as an essential component of language in which words are combined together for the purpose of creating meaningful sentences (c.f. Francis, 1954, as cited in Hartwell, 1985). In other words, grammar is the collection of words and the organization of sentences in order to establish comprehensible output. According to Harmer (2001), the grammar of any language can be determined as the descriptions of the styles through which utterances can be formed in addition to the possibility of consolidating

them into sentences. Grammar can also be defined otherwise; according to Cook (1999), it has four meanings:

- “Grammar as a description of syntactic structure.
- Grammar as prescriptions for how to use structures and words.
- Grammar as rhetorically effective use of syntactic structures.
- Grammar as the functional command of sentence structure that enables us to comprehend and produce language” (p.2).

Most teachers and learners agree that grammar is everywhere which means that it can be found in both written and oral discourse. Harmer (2001) made a distinction between spoken and written grammar as seen next.

1.1.1. Written Grammar

Grammar informs us how to produce a written language. For instance, it is well recognized that most of written texts contain grammatical sentences. Those sentences in turn contain a subject and a verb in most cases. Sometimes, the two components need an object, a complement, or an adverbial in order to complete the sentence.

1.1.2. Spoken grammar

As for spoken grammar, it is noticed that in informal situations the grammatical rules are absent; as Harmer puts it: “What is perhaps more interesting is that certain grammatical rules seem to be completely ignored” (ibid: 14). He also added that spoken grammar differs in terms of its own principles and discourse markers such as interjections (ah, oh...), hesitators (er, umm...), response forms (yeah...) and so on.

1.2. Should we Teach Grammar?

Grammar teaching has been seen as a debatable issue for years. Many researchers have different views about whether to teach a language without referring to any grammatical rules (i.e. natural learning) or to focus only on those rules (i.e. instructed learning). Researchers who advocate the natural learning position point out that learners tend to acquire a language without receiving any grammatical instruction, which means that grammar is not needed during the process of acquisition. Krashen (1985) states that second language development takes place either through acquisition or learning. Acquisition is a process similar to the one children go through when they acquire their first language, meaning without being conscious of the forms of grammar. However, learning is a process in which learners are consciously aware of the grammar they learn to build knowledge about language. As such, while grammar has no place in the former process because learners have the opportunity to use comprehensible input in the acquisition of a given language, it is essential for the development of the latter. Nassagi and Fotos (2004) point out that: “It was therefore believed that formal grammar lessons would develop only declarative knowledge of grammar structures, not the procedural ability to use forms correctly” (p.127).

By contrast, a great amount of attention has been given to grammar teaching, especially with the work of researchers who provide distinctive methods, approaches, and instructions. Indeed, teachers can apply them in the classroom to enable learners to acquire and build the appropriate system of language. At beginning levels, grammar plays a major role in language learning because it is considered as the basis of any language. Tabbert (1984) argues that children need to study grammar because their speech and writing contain a lot of mistakes that need to be dealt with.

Instructed learning comes then as a replacement to its counterpart and relies on the presentation of rules. In fact, the development of any language is based on using a set of grammar rules and forms. From this perspective, grammar is an important component of language, which means that learners should know enough features of grammar in order to comprehend the target language and hopefully communicate meaningfully because communication cannot be established without knowledge of grammar forms. Swan (2002) proposes two good reasons for teaching grammar which are: comprehensibility and acceptability. Comprehensibility deals with building knowledge about the grammatical forms since they are important for producing comprehensible output. Acceptability, on the other hand, means that when learners speak the language in an incorrect way, others may have a negative impression on them as well. And for eliminating this problem, learners should be grammatically corrected.

The main aim of grammar rules is to prevent learners from making mistakes when they speak or write. It also guides them to use language properly because without grammar, learners may produce inaccurate speech and may not convey meaning. Besides, not being grammatical may lead to fossilization.

The teaching of the grammatical forms may take a long or a short period of time which means that those forms can be taught in one lesson or in several lessons, and this is known by intensive and extensive grammar teaching.

1.3. Intensive vs. Extensive Grammar Teaching

Intensive grammar teaching relates mainly to those situations in which only one specific grammatical feature or two opposite features are taught in any lesson or a number of lessons. On the other hand, extensive grammar teaching consists of teaching a number of

grammatical structures in the same lesson which means that teachers may give every single structure little interest or attention (Ellis, 2006).

1.4. Grammar in Some Language Teaching Methods and Approaches

Language learning and teaching have known different methods and approaches which are used to help learners acquire a second or a foreign language. We shall present an overview of the most common ones and specify the place of grammar there in. Before moving to that, it is worth mentioning a definition of an approach, a method, and a technique in order to bring some clarification. An approach is a term used to describe how people acquire their knowledge of the language. Richards and Rodgers (1986) state that “approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (p.16). Then, a method refers to put an approach into practice and to specify the roles of both teachers and learners in the teaching-learning process (Harmer, 2001). However, a technique is related to those instructions and ways that the teacher uses in the classroom in order to reach some objectives (Anthony, 1963 as cited in Richards and Rodgers, 1986).

1.4.1. The Grammar Translation Method

The period between the late 18th century and the 19th century witnessed the use of what is called the Grammar Translation Method (GTM). It is the most traditional method in language teaching and is often called the classical method. It explores various rules and structures of grammar and divides the target language into speech segments which are taught directly. The learners are led to memorize grammar rules and vocabulary items and translate texts from the target language to the mother tongue and vice versa (Nassagi and Fotos, 2011).

The GTM set out to teach dead languages such as Latin and Greek. Later, it came to be used for the teaching of modern languages. Richards and Rodgers (1986) claim that grammar forms are taught deductively, the thing that helps learners to build their accuracy through explicit grammar teaching. There is little or no spoken communication. Instead, GTM seeks to develop reading and writing abilities so that learners can appreciate target language literature.

Although GTM dominated language teaching for a long period of time, it has many disadvantages. The teacher is the authority in the classroom which creates passive learners and is likely to discourage communication or interaction between them. Also, it gives priority to accuracy at the expense of fluency by teaching grammar structures in a decontextualized way. Besides, grammar is taught explicitly or say deductively only with neither inductive nor implicit presentation.

1.4.2. The Direct Method

The Direct Method appeared after the GTM to satisfy the need of oral proficiency in the learning of a foreign language. Then, one of the purposes of this method is to enable learners to communicate in the target language. This may be achieved through acting dialogues and learning idioms, for example. The grammatical structures are dealt with inductively and sentences are taught in a meaningful context. As such, grammar is not the main focus, but learners can pick up the grammatical rules based on what is presented in examples of sentences. The learner has a great role in the learning process: he is an active participant, and the teacher is just a demonstrator.

The Direct Method came in opposition to the oldest method (GTM) which did not succeed in producing fluent users of the target language. The DM prohibits learners from using their first language in the classroom. Rather, it opens the door for discussion and

interaction through using conversational dialogues that promotes the process of language learning. The teacher explains and clarifies the content by utilizing gestures and presenting a set of images. For that, he/she needs to have a high level of proficiency (Celce-Murcia, n.d). In addition to that, there is use of situational syllabus (e.g., at the post office, at the airport, etc.) by which learners can communicate and use language in different situations.

This method has a number of limitations. For instance, since it relies on communication and interaction, learners maybe afraid of asking questions. It is also difficult to practise this method with a large class of students. Moreover, it relies only on the inductive technique to grammar teaching while neglecting the deductive one, the thing that may not suit all the learners.

1.4.3. The Audio- Lingual Method

One of the objectives of the audio-lingual method is to learn the grammatical structures, while meaning or contexts are less focused. The Audio-Lingual Method (A-LM) is widely based on the work of the behavioristic psychologists; that is, learners come to learn languages by forming habits through repetition and memorization of sentence patterns (Nassagi and Fotos, 2011). To put it another way, A-LM sees learning as a stimulus-response phenomenon by which learners build habits by responding correctly to stimuli and receiving as such reinforcement, but bad habits should be avoided or say punished. To demonstrate this, consider the following:

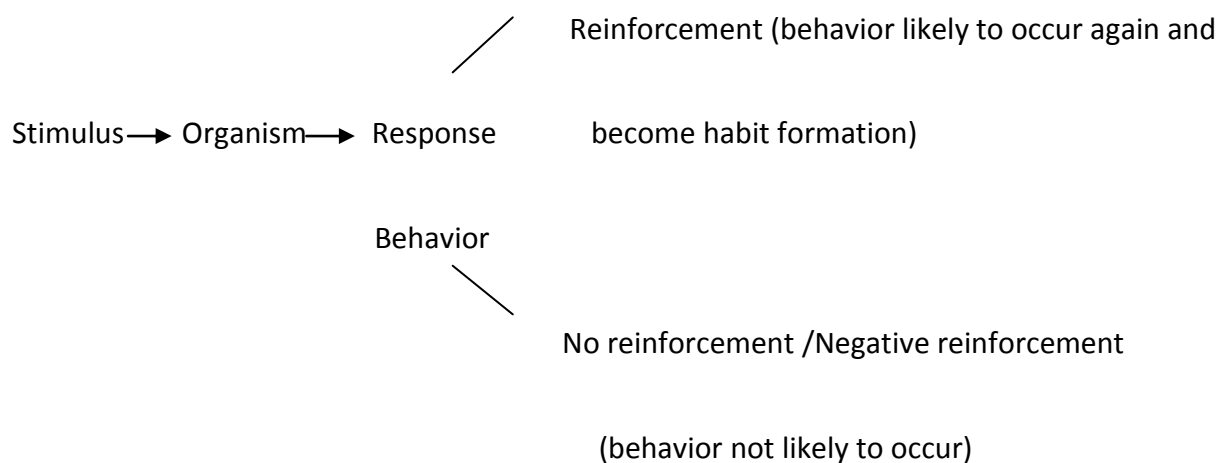


Figure1.1: The Audio-Lingual Method (Richards and Rodgers, 1986, p.50)

This method uses the inductive approach by which the grammatical rules are derived from examples. Thus, it can be claimed that there is an explicit teaching of grammar. Besides, it offers an opportunity to practise oral skills via dialogues (Nassagi and Fotos, 2011). In this way, it emphasizes the listening and speaking skills over reading and writing. Indeed, it aims to help learners develop both accurate pronunciation and grammar.

Prator and Celce-Murcia 1941 (as cited in Brown 1979) summarize the characteristics of A-LM as follows:

- 1-“New material is presented in dialog form.
- 2-There is dependence on mimicry, memorization of set phrases, and over learning.
- 3- Structures are sequenced by means of contrastive analysis and taught one at a time.
- 4- Structural patterns are taught using repetitive drills.
- 5- There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
- 6- Vocabulary is strictly limited and learned in context.

- 7- There is much use of tapes, language labs, and visual aids.
- 8- Great importance is attached to pronunciation.
- 9- Very little use of the mother tongue by teachers is permitted.
- 10- Successful responses are immediately reinforced.
- 11- There is a great effort to get students to produce error-free utterances.
- 12- There is a tendency to manipulate language and disregard content” (p. 106).

As any method, the A-LM has a number of disadvantages. First, it gives more priority to listening and speaking. It might also be boring at times and unsatisfying to learn by this method since it has tendency to foster learning through the use of stimulus response and the formation of habits.

1.4.4. The Communicative Approach

The Communicative Approach can be simply defined as the learner’s use of the target language for the purpose of communication in real situations. It assumes that the primary function of language is interaction and communication which means that language is a system of expressing meaning. This approach aims to help learners develop communicative and grammatical competence through implicit grammar teaching. Also, it aims to develop the four skills by using a variety of activities such as: information gap and role play.

Celce-Murcia (n.d) points out that the communicative approach (CA) covers mainly the following points: it emphasizes the use of authentic materials as it provides realistic tasks which help learners to interact and exchange ideas with each other and develop the four skills especially when they work collaboratively. Also, CA sees that the teacher has to be proficient user of the target language, so that he/she can be able to establish an easier communication and to provide students with corrective feedback.

Although CA has many merits, it also has various disadvantages. For example, it puts much emphasis on communication and interaction and this might inhibit shy and introverted learners. Besides, it cannot be applied with large classes. There is also the likelihood that the use of authentic materials creates problems for beginners.

To sum up, each of the foregoing methods and approaches covers one aspect of the language and neglects others which means that they either focus their attention on achieving language accuracy and thus neglect fluency or the reverse situation.

1.5. Some Techniques of Grammar Teaching

The teaching learning process is based on the use of a variety of techniques. Basically, there are two different techniques which aim to facilitate the explicit teaching of grammar. The first one is called the deductive technique and the second is the inductive technique. On the other hand, the input enhancement is a technique used to teach grammar implicitly.

1.5.1. The Deductive Technique

Deductive grammar teaching works by introducing the grammar rules first. Then, the teacher is supposed to explain them through giving learners some examples which lead to increase their understanding (c.f. Thornbury, 1999). At this stage, it is the job of learners to apply those rules by engaging in certain activities and exercises (Widodo, 2006). According to Thornbury (ibid.), the deductive technique in grammar teaching goes directly to the point in a short period of time by offering students a clear explanation of the grammatical structures, fostering thus the learning process, and saving time, the thing which allows more time for practice of the forms in question.

Deductive grammar teaching may not be always beneficial which means that it has some limitations. It is said to be teacher-centered since the teacher is the only source of

information. That is to say, learners rely on him to a large extent which makes them passive participants. Similarly, Widodo (2006) discusses some disadvantages of the deductive technique and he states that learners may find a difficulty in understanding the grammatical items used as well as they may get a wrong idea about language learning since they think that learning the rules is the only way for learning a language.

1.5.2. The Inductive Technique

The inductive technique differs from the deductive in that learners tend to discover the grammar rules using their own thinking. According to Felder and Henriques (1995), the inductive technique is “a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (rules, laws, theories)” (p.26). In this technique, the teacher provides learners with some examples; they notice, comprehend, and induce the rules from the given examples, meaning that they shift from the specific to the general. Similarly, Thornbury (1999) reports that “an inductive approach starts with some examples from which a rule is inferred” (p. 29). In this respect, learners seem to be active in the learning process and tend to develop the power of thinking and reasoning.

The inductive technique is beneficial for learners since the rules that they could elicit suit their intellectual level. This may lead to higher remembering and more efficient use of those rules. Furthermore, it gives learners the chance to practise their language and be active, attentive, and autonomous in the learning process. However, it is also found that the inductive technique might have some problems such as a wrong formulation of rules. In addition, it demands more effort and time from both teachers and learners (Thornbury, 1999).

1.5.3. The Input Enhancement Technique

The input enhancement technique is used to teach grammar implicitly by drawing learners' attention to the grammatical forms through which they can notice some features in

the input. Nassagi and Fotos (2011) define the input enhancement as “the process by which input is made more noticeable to the learner” (p. 39). Then, they add that the input enhancement has two forms which are called explicit enhancement and implicit enhancement. The first refers to teacher’s involvement in order to draw learners’ attention to the form explicitly by explaining and presenting the grammatical rules. While, the later refers to make learners pay attention to the form in cases where their own emphasis is on meaning. This can be done through using gestures to signal the error in students output. Moreover, enhancement can carry out the form of repeating the elaboration and correcting the errors over a long period of time or providing a short explanation of errors’ correction. Input enhancement can be positive by highlighting the correct form of the language such as using stress, underlying, and capitalizing words. However, the negative enhancement takes the form of negative feedback.

In this technique, learners are actively engaged in their learning which means that they have to rely on themselves to notice the target features and the teacher is just a facilitator.

To conclude, all those techniques are used by teachers in foreign language classrooms to teach the grammar points either explicitly or implicitly, which means that learners attend the grammatical structures through conscious and unconscious processes for the purpose of internalizing those structures.

1.6. Language Learning Strategies

Learning strategies are considered as tools that facilitate language learning. Different definitions are contributed by many researchers. For example, Chamot and Kupper (1989) state that “Learning strategies are techniques which students use to comprehend, store, and remember new information and skills” (p.13). Another definition is proposed by Oxford (1990): “Learning strategies are steps taken by students to enhance their own learning” (p.1). In fact, learners use strategies in order to guide their learning and make it easier and better.

Chamot and Kupper (1989) distinguish three types of strategies which are: cognitive, meta-cognitive, and social and affective strategies.

1.6.1. Cognitive Strategies

Cognitive strategies are associated with the use of memory and mind. Those strategies enable learners to use their mental processes for the purpose of learning the language material and completing a given task. This can be through several ways such as repetition, grouping, and note-taking (Chamot and Kupper, 1989). In grammar learning, learners use cognitive strategies, like repeating grammar rules and memorizing them to perform better in a specific task.

1.6.2. Meta-Cognitive Strategies

In this category, learners are supposed to use their own thinking to reflect upon their learning, especially when they engage in certain activities or tasks. The main feature of meta-cognitive strategies is that learners can plan and monitor their own learning and evaluate what they have already performed as well (Chamot and Kupper, 1989). Meta-cognitive strategies help learners to develop their grammatical knowledge through doing and solving activities. Thus, they are more or less conscious and explicit about the way they approach language in general and grammar in particular.

1.6.3. Social and Affective Strategies

The assumption of such strategies is that the improvement of the learning process is based on the interaction between the learner and other participants, by means of calling for illustration and collaborating with other learners to decrease the level of anxiety (Chamot and Kupper, 1989). In short, learners use social and affective strategies to work collaboratively to solve exercises related to grammar rules.

A good grammar learner may use a variety of strategies to learn more successfully and to challenge problems and difficulties which face him during the learning of grammar.

Because human beings are different by nature, the application of learning strategies might be different as well. This depends on learning styles, learning experience, motivation and learners' needs.

1.7. Factors Affecting Grammar Learning and Teaching

Grammar teaching is viewed as a difficult issue since it needs effort, consumes time, and poses challenges, especially when learners have different learning styles, levels of motivation, and needs. All these factors have a great impact on the learning process and may cause differences in learning experiences among learners.

1.7.1. Learning Styles

Learning styles are ways used by learners in order to process information and guide their own learning. Nunan (1991) defines learning styles as “any individual’s preferred ways of going about learning” (p.168). Learners process the input in distinct ways. Some of them depend on seeing, while others focus on hearing for example. It is to these two example types that we now turn.

1.7.1.1. Visual Learners

Visual learners rely in their learning of a language on seeing the information presented in the form of images, videos, drawings, etc. By this way, they can meet their needs easily. Felder & Silverman (1998) point out that “Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations” (p.676).

During grammar teaching lessons, the teacher may draw a time line on the board in order to explain tenses such as, the past, the present, and the future tenses. In such a situation, visual learners can understand better and store the information without any difficulties because of the grammar teaching styles that is explicit in nature.

1.7.1.2. Auditory Learners

This kind of learners tend to remember the information when they hear the explanation of the teacher attentively and listen to songs, tone of the speaker or what they have already recorded actively. Such learners consider listening as an important skill that helps them to promote their own learning and process the language input effectively. In the case of grammar learning, learners can memorize the grammatical rules by remembering what has been said by the teacher.

To sum up, all the aforementioned leaning styles are the most common ones, and the job of the teacher is to vary his own style of teaching in order to meet all students' styles.

1.7.2. Learning Experience

Generally, learners bring their own experiences into the classroom which may affect them negatively or positively. Harmer (2001) argues that such experiences make learners favour a specific method of teaching. In this way they feel unrelaxed when they experience others.

1.7.3. Motivation

Motivation is an important factor that directs learners to achieve their own objectives. It is defined by Harmer (ibid) as “some kind of internal drive which pushes someone to do things in order to achieve something” (p.51). Learners differ in the attitude

toward grammar. Some see grammar as the core of language and consider that it is important to learn it. However, others neglect its importance and think that they can be understood even if they speak incorrectly.

1.7.4. Needs

In principle, teachers are supposed to meet the needs of all learners. In practice, it is a difficult matter because learners vary in their needs. Needs are considered as the necessities that learners want to satisfy, such as the need for communicating successfully, the need for mastering language rules, the need for being supported by the teacher, etc.

When it comes to grammar teaching, teachers should differentiate their way of teaching in order to meet the learners' needs. For instance, they can use both deductive and inductive instruction because if learners do not understand through rule explanation, they may understand through examples and vice versa. If they fail to follow implicit grammar teaching, they may welcome its explicit counterpart.

Practice is one of learners' needs in the learning process. It allows them especially to gain control over some grammatical aspects. Learners may spend a long period of time studying rules. However, when they do not practise them, they cannot master or even remember them.

Conclusion

To conclude, the present chapter sheds light on the meaning of grammar and whether it should be taught. It also touches the place of grammar in language teaching methods and approaches. Then, the chapter discusses the issue of how to teach grammar through both explicit and implicit techniques. Moreover, it deals with language learning strategies and how learners use them to learn grammar. The discussion is brought to a close by accounting for the

influence of some factors such as learning styles, learning experience, motivation, and needs on the learning of grammar.

Chapter Two: Explicit versus Implicit Grammar Teaching and Learning

Introduction

This chapter reviews the literature on explicit and implicit grammar teaching and learning in addition to the resulting knowledge. Then, an account is given of the different types of instruction that are used in foreign language classrooms. Such an account is then related to a discussion of fluency and accuracy as well as the types of feedback that are typical of the two types of grammar teaching / learning, and of the concomitant types of knowledge. Finally, we end up by making a call for differentiation which plays a major role in satisfying the needs of all students.

2.1. Explicit vs. Implicit Grammar Teaching and Learning

Grammar can be taught or learned explicitly or implicitly, the fact that learners tend to learn the grammatical forms consciously either deductively or inductively, or learn them unconsciously through focusing on communication.

2.1.1. Explicit Grammar Teaching and Learning

Explicit grammar teaching is related to the use of methods that put more emphasis on form rather than meaning. It provides the teaching-learning process with clear rules that learners are required to employ accurately. An example method that uses explicit grammar teaching is the Grammar Translation Method. Actually, learners focus on memorizing the rules and becoming aware and conscious of certain forms and constructions of grammar, so that to foster their learning (Ling, 2015).

In this type of teaching, the grammatical forms are taught either deductively or inductively (see chapter one). It means that grammar rules can be presented first or discovered

at the end. To put it another way, explicit grammar instruction deals especially with rules: using the deductive technique, the teacher starts by giving rules and explaining them at the same time; for the inductive technique, learners are supposed to work out the rules by themselves from the examples given by the teacher. This idea goes in line with the argument of Ellis (1998) who states that “ The principal choice regarding explicit instruction is whether to teach explicit rules directly or to develop activities that enable learners to discover the rules for themselves” (pp.47-48)

Explicit grammar instruction is important for learners since it aims to develop and raise the level of consciousness which in turn helps to improve learning. In parallel with this evidence, Schmidt (1990, as cited in Tutunis, 2012, p.122) argues that “explicit grammar instruction creates awareness and leads to conscious learning and noticing”. It also tends to build explicit knowledge of different structures of grammar and leads to a more comprehension of rules. Additionally, explicit grammar instruction involves learners in the learning process either through activities or participation.

2.1.2. Implicit Grammar Teaching and Learning

Unlike its explicit counterpart, implicit grammar teaching focuses on enhancing the learning of grammatical forms naturally. Ling (2015) states that implicit grammar teaching involves the natural exposure to language by means of communication and the use of the inductive reasoning. In this sense, learners learn grammar unconsciously.

When teaching grammar implicitly, the teacher provides learners with meaningful and communicative tasks through which they can internalize the grammatical structures without being aware. Ellis (2009) puts it this way: “In the case of implicit learning, learners remain

unaware of the learning that has taken place, although it is evident in the behavioral responses they make” (p. 3). Also, implicit grammar teaching relies on the use of the input enhancement technique through highlighting features in the input by means of using some ways like adding stress, bolding, coloring, etc.

Implicit grammar instruction promotes the learners’ abilities especially the communicative skills. Learners in this case can interact with the teacher and negotiate meaning, so they are actively involved in the learning process. Since implicit grammar instruction focuses on communication, learners tend to be fluent in their speech. In short, the implicit style of grammar teaching directs learners to discover grammar features unconsciously through interaction. Similarly, Ellis (1997) points out that when learners interact with each other in real contexts, they might build their grammatical competence though implicitly.

In order to have a better understanding of both explicit and implicit grammar instruction, it is necessary to see how they vary from each other. Housen and Pierrard (2005) suggest some differences in the following table:

Implicit FFI	Explicit FFI
• Attracts attention to target form • Is delivered spontaneously (e.g. in an otherwise communication-oriented activity) • Is unobtrusive (minimal interruption of communication of meaning) • Presents target forms in context • Encourages free use of target form	• Directs attention to target form • Is predetermined and planned (e.g. as the main focus and goal of a teaching activity) • Is obtrusive (interruption of communication of meaning) • Presents target forms in isolation • Uses metalinguistic terminology (e.g.

	rule explanation) • Involves controlled practice of target form
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Table 2.1: Implicit and explicit forms of form-focused instruction (Housen and Pierrard, 2005, p. 10).

2.2. Explicit vs. Implicit Knowledge

When learners use explicit or implicit instruction in the learning of grammar, they may obtain two different types of knowledge namely explicit knowledge (conscious knowledge) and implicit knowledge (unconscious knowledge).

2.2.1. Explicit Knowledge

In general, explicit knowledge results from the explicit learning of the grammatical structures. Ellis (1993) indicates that the problem solving tasks are made up to support the traditional syllabus design which aims to help learners acquire explicit knowledge of grammar rules, forms, and structures. Bialystok (1981 as cited in Ellis, 1993) argues that this knowledge can be broken down into parts which can be categorized and generalized. Ellis (ibid.) adds that learners have the opportunity to represent explicit knowledge consciously, but they may have difficulty to put it into words. However, they can be able to verbalize it if they combine explicit knowledge with metalinguistic knowledge.

Ellis (2009) points out that “Explicit knowledge is comprised of facts about L2” (p.11). Thus, learners with explicit knowledge have the ability to distinguish the ungrammatical utterances. They can also edit and monitor their output using their explicit knowledge. In this way, when using language, learners with this type of knowledge take time to go back to the learned knowledge through controlled processing. This would explain why

learners cannot use the target language spontaneously. Ellis remarks that such users may have an opportunity to speed up access to their explicit knowledge and make it automatic through practice in such a way that it looks like accessing their implicit knowledge.

2.2.2. Implicit Knowledge

Implicit knowledge is the knowledge that can be used by learners and obtained without being conscious. Ellis (2006) states that implicit knowledge “is accessed rapidly and easily and thus is available for use in rapid, fluent communication” (p.95). In other words, implicit knowledge is considered as an automatic knowledge in the sense that it does not take much time and effort and it is good for building fluency and improving communicative skills. Implicit knowledge results from natural learning; learners acquire implicit knowledge when they are unaware of what they have acquired. Similarly, Bialystok1990 (as cited in Han and Ellis 1998) points out that implicit knowledge of L2 appears in some natural situations where there is an interaction between people which in turn plays an important role in reaching this type of knowledge.

Ellis (2005) proposes a number of characteristics that differentiate explicit and implicit knowledge as can be seen in the table below:

Characteristics	Implicit knowledge	Explicit knowledge
Awareness	Intuitive awareness of linguistic norms.	Conscious awareness of linguistic norms.
Type of knowledge	Procedural knowledge of rules and fragments.	Declarative knowledge of grammatical rules and fragments.
Systematicity	Variable but systematic	Anomalous and inconsistent

	knowledge	knowledge.
Accessibility	Accessible to knowledge by means of automatic processing.	Access to knowledge by means of controlled processing.
Use of L2 knowledge	Access to knowledge during fluent performance	Access to knowledge during planning difficulty
Self-report	Non-verbalizable	Verbalizable
Learnability	Potentially only within critical period	Any age.

Table2.2: Key characteristics of implicit and explicit knowledge (Ellis, 2005, p. 151).

2.3. Types of Instruction

Teaching as a process aims at the improvement of language learning. For this, there has been a continual shift of types of instruction in language pedagogy. The common ones are: focus- on-forms instruction, focus-on-meaning instruction, and focus-on-form instruction.

2.3.1. Focus-on-Forms Instruction:

In focus-on-forms instruction, attention is paid to language forms. This indicates that meaning is neglected and focus is rather put on the rules and properties of grammar. Nassagi and Fotos (2011) state that the core of focus-on-forms is that the grammatical forms are considered as the essential components of any language. Still, it is impossible to acquire all forms at once. Teachers should, therefore, organize their teaching by moving step by step. In this sense, learners can achieve a successful understanding of the grammatical structures with ease. Long (1991as cited in Spada and Lightbown, 2008) reports that focus-on-forms instruction covers some traditional methods and techniques of grammar teaching; for instance,

learners may use imitation, memorization, and translation. Also, it guides learners to learn and practise the grammatical forms by following a particular syllabus.

2.3.2. Focus-on-Meaning Instruction:

Although forms are important components of language, one should not ignore meaning which is the essence of effective communication. Focus-on-meaning came as a reaction to the structuralist approach to language learning where the focus is on language forms rather than meaning. It aims to help negotiate meaning and build communicative competence in learners, so that they will be able to use the target language fluently. The teacher's role is to make use of communicative activities which include authentic materials that allow students to interact with each other or even with the teacher. Thus, their attention is only paid to the content they want to convey. Nassagi and Fotos (ibid.) remark that focus-on-meaning instruction "is based on the assumption that learners are able to analyze language inductively and arrive at its underlying grammar" (p.10).

Focus-on- meaning instruction focuses on the idea that language should be taught communicatively without referring to any grammatical forms, and that what is called by communicative language teaching. Ellis (1997) states that "Communicative language teaching is premised on the assumption that learners do not need to be taught grammar before they can communicate but will acquire it naturally as part of the process of learning to communicate" (p.79).

2.3.3. Focus- on-Form Instruction:

Focus-on-form instruction is the most recent of all the three types in language teaching. It refuses the idea that language learning is limited only to the ability to interact communicatively. Rather, its objective is to help learners to attend the target form in

meaningful contexts and to develop communicative competence without neglecting its grammatical component. Ellis (2006) defines focus-on-form instruction as one which “entails a focus on meaning with attention to form arising out of communicative activity” (p.100). Learners in such instruction need to be aware of grammatical form within meaningful tasks. Focus-on-form instruction is said to enhance the teaching/ learning processes for as put by Trendack (2015) “one of the aims of conducting studies into form-focused instruction is the fact that they might ameliorate the quality of pedagogic practice” (p.5).

Furthermore, focus-on-form instruction relies on integrating grammar lessons within communicative activities. Similarly Ellis (2006) states that “focus-on-form implies no separate grammar lessons but rather integrated into a curriculum consisting of communicative tasks” (p.101). Thus, learners within this type of instruction can learn the grammatical forms while their main focus is to develop communicative abilities which help them to interact with others.

2.4. Isolated vs. Integrated Form-Focused Instruction

In form-focused instruction, there are two ways that teachers use during the teaching of grammar lessons. These ways are known as Isolated and Integrated Form-Focused Instruction.

2.4.1. Isolated Form-Focused Instruction

Spada and Lightbown (2008, p. 186) state that “Isolated FFI is provided in activities that are separate from the communicative use of language”, but meaning-based activities appear as a main component of its lesson. Teachers teach their students through isolated form-focused instruction in order to prepare them to use the grammar forms in communicative tasks or after they encounter an activity in which they face a problem with certain grammatical

structures of the language. Thus, isolated form-focused instruction emphasizes the isolation of forms from communication tasks which deal with language use. In this case, teachers in such instruction teach grammar explicitly. One of the arguments of isolated form-focused instruction is that learners cannot attend to form and meaning at the same time. Following this line of argument, Ellis (as cited in Spada and Lightbown, 2008) points out that the human mind has limited capacities; information processing theory calls for the separation between the form and its meaning. Moreover, one of the pedagogical principles of isolated form-focused instruction is that communicative use of a language feature should come after learning the target structure. Spada and Lightbown (2008), on their part, discuss a set of variables that affect the choice of isolated form-focused instruction. For instance, they assume that it is beneficial in cases where L1 influences L2 strongly. Besides, it is good to draw learners' attention to particular features which they cannot be aware of in their oral production. Furthermore, it helps them to observe features which they cannot find or which are rare in content-based activities.

2.4.2. Integrated Form-Focused Instruction

Spada and Lightbown (ibid) state that "In integrated FFI, the learner' attention is drawn to language form during communicative or content-based instruction" (p. 186). That is to say, language forms may appear in communicative tasks either in a way predetermined by the teacher or as a result of interaction. Moreover, integrated form-focused instruction puts more emphasis on the meaning of the interactive activities, and teachers can provide their students with error correction and some illustration in order to assist them to use the target language in an effective and accurate manner during the ongoing interaction. Indeed, learners tend to be fluent and accurate users of the language through which form is integrated within

meaning. Long (1991, as cited in Spada & Lightbown *ibid.*) confirms that “focus on language form should be fully integrated into ongoing communicative interaction” (p. 189).

2.4. Accuracy vs. Fluency

Accuracy and fluency are two important elements that make learners’ output understood by others. For that, language pedagogy seeks to achieve these two properties by giving attention to the conditions that lead to successful learning.

2.4.1. Accuracy

Accuracy is needed in language learning because it is an essential property of the reality of language. Shen (2013) defines accuracy as referring “to the ability to produce grammatically correct sentences” (p.819). Specific activities are essential for enhancing accuracy, activities that direct the attention of learners to form and give them a desire to secure the well- formedness of their output. Learners should have explicit knowledge about the language they want to learn. In order to be accurate, learners need both time and an opportunity for correcting their mistakes (Thornbury, 1990).

2.4.2. Fluency

Fluency is related to the capacity of using language both spontaneously and automatically. Thornbury (*ibid.*) argues that “fluency is a skill: it is the ability to process language speedily and easily” (p.93). In this sense, learners can interact with each other or with the teacher without hesitation which means that they can speak freely.

Explicit grammar teaching is said to help learners build accuracy since it deals with rules which guide learners to control their utterances. On the other hand, implicit grammar instruction is said to develop fluency by focusing on meaning and engaging learners in

communicative activities. With regard to the importance of explicit grammar teaching, Ellis (1996, as cited in Hinkel and Fotos, 2002, p.10) maintains that “Grammar learning and acquisition can enhance learner proficiency and accuracy and facilitate the internalization of its syntactic system, thus supplementing the development of fluency”.

2.5. Corrective Feedback

Before moving to corrective feedback, it is necessary to know what is meant by the term feedback. Feedback has been defined in different terms. Ur (1996) states that “ In the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance”(p.242). Feedback, as such, is the declaration of teachers to learners about their degree of achievement whether it is correct or incorrect.

Grammatical mistakes are, in general, considered as the main factor that makes teachers respond to their students in terms of corrective feedback. Corrective feedback refers mainly to the correction of errors in order to improve the learning process. Ellis, Loewen, Erlam (2006) put it this way: “corrective feedback takes the form of responses to learner utterances that contain an error” (p.340). In this respect, corrective feedback makes learners aware of their mistakes and hopefully avoid them in the future. Furthermore, corrective feedback can be seen as a motivational factor for enhancing learners’ abilities as the appropriate and correct use of language.

The foregoing discussion of explicitness and implicitness with regard to grammar teaching and knowledge building is of relevance to the concept of feedback. That is, corrective feedback has two main types: explicit and implicit.

2.5.1. Explicit Corrective Feedback

Explicit corrective feedback deals with the direct correction of the wrong forms that appear in learners' output. That is, the teacher draws attention directly to the mistake. According to Ellis, Loewen, and Erlam (ibid.), explicit feedback has two main types which are called explicit correction and metalinguistic feedback. In the explicit correction, the teacher specifies the error that is made by the learner and corrects it at the same time. Metalinguistic feedback is defined by Lyster and Ranta (as cited in Ellis, Loewen, and Erlam, ibid.) as “comments, information, or questions related to the well-formedness of the learner's utterance” (p.341).

The primary focus of explicit corrective feedback is to raise the learners' consciousness level toward language form.

2.5.2. Implicit Corrective Feedback

The implicit type of feedback emphasizes correcting errors indirectly and without any specification about them. As put by Bower and Kawaguchi (2011): “Implicit corrective feedback can take the form of recasts and negotiation strategies” (p.44). Recasts, for example, mean that the teacher reformulates or repeats the learner's response in the correct way without any explicit correction. Ellis (2006) states that implicit feedback goes hand in hand with focus-on-form instruction since learners are kept emphasizing on meaning.

To sum up, teachers need to provide learners with both explicit and implicit feedback since learners are of different kinds and personalities and what suit one does not necessarily suit others.

2.6. Differentiated Instruction

Teachers and educators have long tried to find out how to engage all learners in the learning process, and give them an opportunity to learn, grow, and experience learning equally, since learners are different.

Differentiation is an instruction which seeks to assist learners of different abilities, interests, preferences, intelligences, and cultural backgrounds, and offer them an opportunity to learn together. Anderson (2007) states that “Differentiated instruction stems from the beliefs about differences among learners” (p.50). Therefore, one of the priorities of teachers in differentiated instruction is to engage all learners without exclusion (Anderson, *ibid*). This is in line with Guiney and O’ Brien (2001) who confirm that “differentiation should be a process for all” (p.3-4), and one of the rights of students is to have a modified curriculum to satisfy their needs.

Differentiation is built around the idea of fairness among learners. Following this line of argument, Tomlinson (1999) indicates that “differentiated classrooms feel right to students who learn in different rates and who bring to school different talent and interests” (p.7). Furthermore, she point out that teachers may build a relationship with their students and be closed to them, in which case they see their job as an art not just as a job in itself. In this case, students can possess high self- confidence and lower their anxiety. In line with this, Anderson (*ibid.*) points out that “differentiation implies that the purpose of schools should be to maximize the capabilities of all students” (p. 50).

According to Carter (2007), teachers need to provide learners with continuous assessment in order to discover their immediate level and what they want to learn in terms of their interest and their preferred way of learning not just in terms of their readiness. For that, teachers tend to adjust the content, the process, and the product; this depends on ongoing

assessment. In differentiating the content, teachers may change the form of the content into video or audio formats, and bring interesting tasks for learners. Differentiating the process, on the other hand, implies that teachers give learners a chance to work individually, in pairs or collaboratively, including activities which seem appropriate to their students, type of intelligence or learning style. Differentiating the product relies on providing learners with models of assessment that suit their preference and ability to demonstrate what they have learned.

Grammar teachers tend to utilize and mix between a variety of instructions and techniques all together, for instance, using the inductive technique along with the deductive one or alternating between explicit and implicit instruction. This way, teachers provide learners with different or multiple ways to foster their learning. Indeed, learners can learn better under differentiated instruction which addresses the needs of all members of the classroom and makes them motivated.

Conclusion

This chapter reviews the importance of using explicit and implicit instruction in grammar teaching and learning. It also focuses on showing how knowledge is represented in the mind. It, then, moves to discuss three types of instruction starting with the most traditional, namely focus-on-forms to the most recent which are focus-on-meaning and focus-on-form in addition to some explanation of isolated and integrated form-focused instruction. After that, an account of accuracy and fluency is presented and related to foregoing accounts. Finally, the chapter ends with highlighting the importance of corrective feedback and how teachers vary their way of teaching and provide instruction of a differentiated type.

Chapter Three: The Students' Questionnaire and the Teachers' Interview

Introduction:

The aim of this chapter is to describe the research instruments, and to analyze and interpret the results that we gathered from both the students' questionnaire and the teachers' interview. The analysis mainly helps to find out the relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching. The students' questionnaire seeks to discover broadly how learners prefer to learn grammar i.e. explicitly or implicitly. The teachers' interview is intended to investigate how teachers actually teach grammar. Through both, we seek to investigate whether there is a match or a mismatch between the said practices and preferences, whether differentiated instruction helps learners to get optimal results, whether explicit rule-based instruction would develop the learners' English accuracy, and whether explicit corrective feedback would lead learners to stop making mistakes. In what follows, we will start by describing the questionnaire items and analyzing its results, before we move to do the same with the interview.

3.1. The Students' Questionnaire

First of all, it is important to mention that the questionnaire is regarded as a set of questions or statements through which the researcher collects information about the topic of the research. Brace (2008) states that "In the questionnaire, the researcher articulates the questions to which he or she wants to know the answers and, through the questionnaire, the subjects' answers are conveyed back to the researcher" (p. 4).

The present questionnaire is designed to gather data about learners' preferences in learning grammar. In other words, we seek to know what instruction they prefer to receive more: explicit instruction, implicit instruction, or both of them. In order to achieve this

objective, the questionnaire is administered to second year students in the Department of Foreign Languages at Abdellhafid Boussouf University Centre of Mila. The choice of second years is based on students' ability to understand grammatical aspects and their prior experience in the learning of grammar possibly in a different way i.e. they have already built some knowledge in their first year and tested or reflected upon their preference. Since it is difficult to work with the whole population, we randomly selected a sample of 40 out of 149 students.

3.1.1. Description of the Students' Questionnaire

The students' questionnaire involves 25 questions; most of them ask students to show their agreement, disagreement, or not knowing. They are also asked to answer by choosing "yes", "no", or "sometimes". The questions are divided into four sections, each pertinent to the research conducted.

3.1.1.1. Background Information

This section asks students to indicate their age (Q1), their total years of English study (Q2), and their attitudes toward English (Q3).

3.1.1.2. Explicit Grammar Learning and Teaching

The second section is divided into two main parts. The first part is about deductive learning and teaching and the second part deals with the inductive counterpart.

3.1.1.2.1. Deductive Learning and Teaching

The objective of this part is to discover the learners' attitude toward learning the grammatical forms by being presented with the rules before moving to the examples. First, students are asked to give their opinion about the importance of grammar in the learning

process (Q1). In the second, third and fourth items, the respondents are requested to tick the appropriate answer regarding rule-learning. Questions (5-6) seek to determine whether teachers usually talk about grammar rules and whether their way of teaching meets the preferences of learners. The last question of this part (Q7) aims to identify whether talking about the rules annoys the students.

3.1.1.2.2. Inductive Learning and Teaching

Most of the questions (1-2-3) in this part are concerned with finding the learners' point of view regarding learning the grammatical forms through examples, the role of those examples in helping them induce the rules by their own, and whether such an experience leads to better understanding. In (Q4), students are asked to indicate their preference in learning grammar i.e. either through rules or examples. Finally, students are asked to contribute information with regard to their teachers' use of more deductive or more inductive teaching (Q5).

3.1.1.3. Implicit Grammar Learning and Teaching

This section aims to explore the students' attitude toward learning grammatical forms through focusing on meaning and communication of ideas. The first question is asked in order to find out whether students like to learn languages without reference to grammatical rules. Questions (2-4) are designed to know the achievement that results from learning the grammatical structures through concentrating on meaning and engaging in communicative activities. The next item (Q5) deals with implicit learning and learners' affective state. As for (Q6), students are asked in a straight forward way to tell whether they prefer to learn grammar more explicitly or more implicitly.

3.1.1.4. Differentiation and Corrective Feedback

Concerning this section, students are asked to indicate whether they learn grammar better when the teacher varies his/her way of teaching (Q1). Item two bears upon feedback types; respondents are requested to state whether they prefer their teacher to provide them with explicit or implicit feedback. In questions (3-4), students are supposed to indicate whether they stop making mistakes when corrected explicitly or whether this way is inappropriate since it annoys them.

3.1.2. Analysis of the Students' Questionnaire

3.1.2.1: Background Information

Q1: Age

Age	Number	Percentage
19	14	35%
20	10	25%
21	8	20%
22	3	7.5%
24	5	12.5%
Total	40	100%

Table3. 3: The Students' age

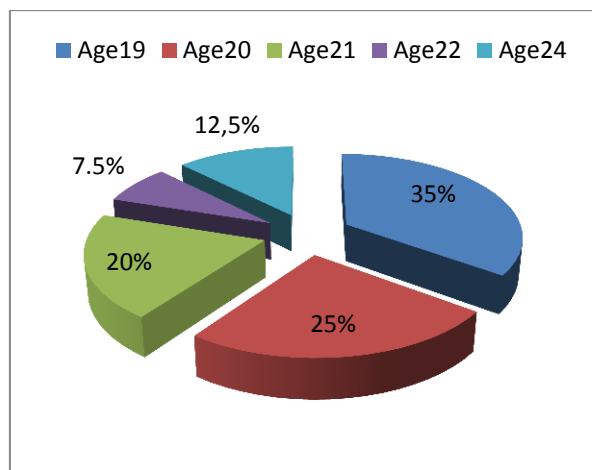


Figure 3.2: The Student's age

In this question, students are asked to indicate how many years they have been studying English. What is noticeable about the sample of our respondents is that their age category is between 19 to 24. Nineteen years old students represent 35% of the sample and this is the highest percentage. Then, students of 20 years of age correspond to 25%. Twenty percent (20%) of students are 21 and only 7.5% are 22. What remains is 12.5% of students who are 24 years old. This is not surprising, in fact, given the university context. Indeed, the difference in age is likely to yield some difference in the number of study years.

Q2: How many years have you been studying English?

Years	Number	Percentage
13	6	15%
10	3	7.5%
9	31	77.5%
Total	40	100%

Table3. 4: Years of studying English

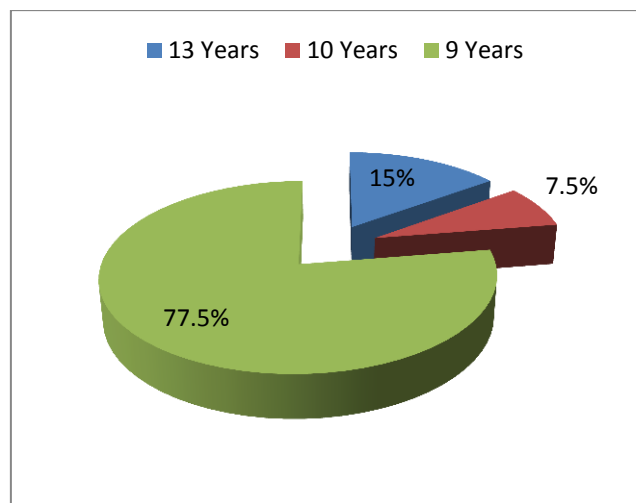


Figure3. 3: Years of studying English

Our participants differ in the number of years of English study. Some of them have been studying English for 13 years and these represent 15%. Some indicate that a total of 10 years is what represents their English learning experience; these correspond to 7.5%. The majority of the participants translating into 77.5% say they have been studying the English language for 9 years.

For reminder purposes, our target population is second year university students. Normally, not counting exceptional cases, all students would have been studying English for nine years. Not surprisingly, those who actually spent 9 years constitute the majority.

Q3: Do you like English?

Options	Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Table3.5: Liking English

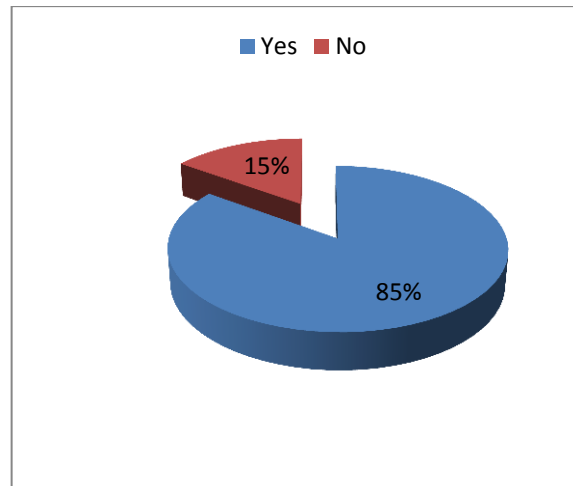


Figure3.4: Liking English

The overwhelming majority of students like English and this converts into 85%. This is certainly due to different factors and may be related to the fact that English is an international language and that it is needed in different fields especially in communication. The rest represent 15% of students, those who do not like what they study and this is certainly not without consequences.

3.1.2.2. Explicit Grammar Learning and Teaching

3.1.2.2.1. Deductive Grammar Learning and Teaching

Q1: Grammar is essential for language learning .

Options	Number	Percentage
Agree	40	100%
Disagree	00	00%
I don't know	00	00%
Total	40	100%

Table3. 6: The Importance of grammar learning

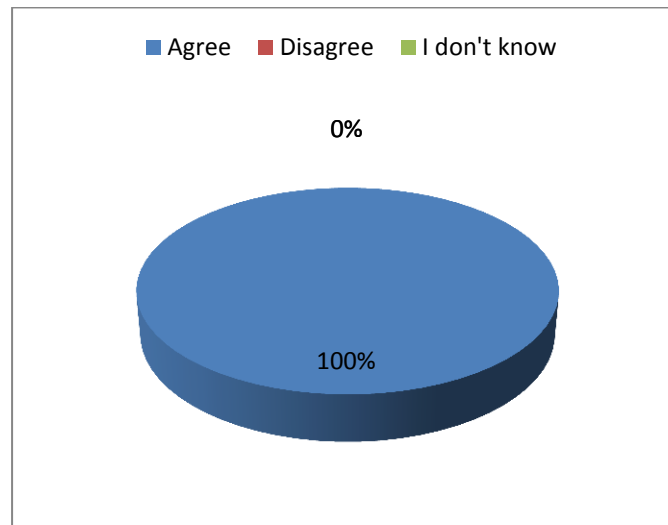


Figure3. 5. The importance of grammar learning

This item is targeted to diagnose students' attitudes toward grammar learning. All students, with no exception, agree that grammar is essential for the learning of languages. This may be because grammar is considered as the basis of any language and the source that provides learners with rules and insights as to how to interpret input and produce output. It also prevents them from making mistakes and helps them to become more accurate.

Q2: I like to learn the grammatical forms through rules before moving to examples.

Options	Number	Percentage
Agree	30	75%
Disagree	10	25%
I don't know	00	00%
Total	40	100%

Table3.7: Rule-based learning preference

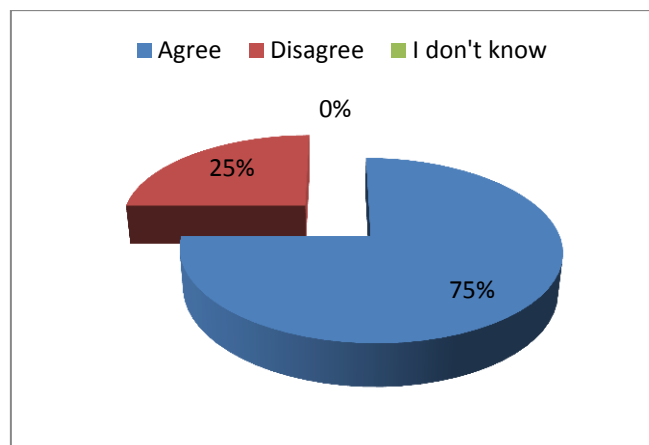


Figure3.6: Rule-based learning preference

The aim behind this item is to discover whether students prefer learning by rules before moving to examples. Seventy-five percent of students say they like to learn grammar through rules because they can understand better when the teacher gives them the rules first. Also, mastering grammar rules enables them to build their English accuracy. Twenty-five percent of the participants do not like to start with rules before moving to examples. These may either prefer to start with examples or learn implicitly. It seems that there are individual differences among our sample of students with regard to the way they prefer to learn grammar.

Q3: The learning of rules makes me achieve better.

Options	Number	Percentage
Agree	34	85%
Disagree	6	15%
I don't know	00	00%
Total	40	100%

Table3. 8: The Achievement of learners through rules

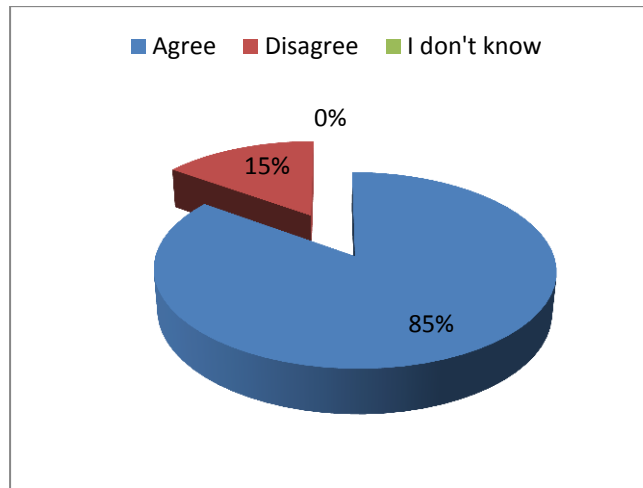


Figure3.7: The achievement of learners through rules

This item received a high level of agreement among participants which is largely comparable to the preceding one. Eighty-five percent of the respondents see that rules are important for their achievement. Still, 15% of students do not achieve better through rules. Though a tiny minority, they imply that there are other ways for them to reach achievement.

Q4: When I engage in tasks dealing with grammar rules, I tend to develop better my English accuracy.

Options	Number	Percentage
Agree	30	75%
Disagree	6	15%
I don't know	4	10%
Total	40	100%

Table3. 9: Development of English accuracy through rule-based tasks

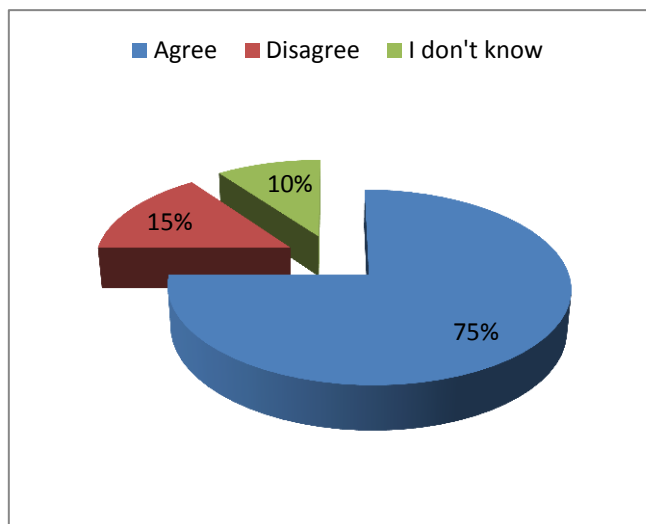


Figure3.8: Development of English accuracy through rule-based Tasks

According to the findings concerning developing English accuracy when engaging in tasks dealing with rules, seventy-five percent of students in this study agree with the role of rule-based tasks in improving their English accuracy. That is to say, such tasks guide learners to pay attention to the grammatical forms so that they can be precise in their production. However, 15% of those participants deny any role and consider that rule-based tasks are not appropriate for developing their accuracy; this is possible since they may rely on other ways like seeking corrective feedback. A tiny minority of 10% represents the opinion of participants who indicate that they do not know maybe because they do not evaluate or reflect on their learning, or maybe they are part of those who indicated earlier on that they are not interested in learning English.

Q5: Does your language teacher talk about grammar rules?

Options	Number	Percentage
Yes	34	85%
No	0	00%
Sometimes	6	15%
Total	40	100%

Table3. 10: Teacher's talk about grammar rules

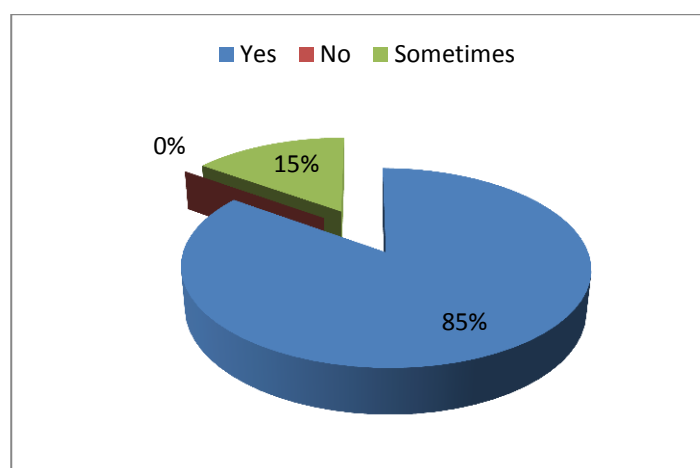


Figure3.9: Teacher's talk about grammar rules

With regard to this question, the majority of students' (85%) indicate that their language teachers have a tendency to talk of grammar rules. This can be explained either in terms of teacher tendency or learners' needs, or both. The rest of respondents (15%) say that rules are talked about just sometimes which denotes that teachers may vary their way of teaching from time to time.

Q6: Does the teacher's way of teaching grammar suit your preference in learning?

Options	Number	Percentage
Yes	25	62.5%
No	5	12.5%
Sometimes	10	25%
Total	40	100%

Table3. 11: Teacher's way of grammar teaching vs. learner's preferences

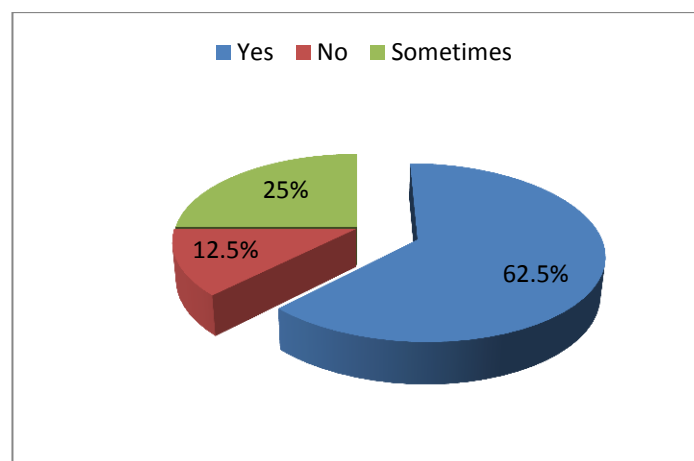


Figure3. 10: Teacher's way of grammar teaching vs. learner's Preferences

Concerning this question, the results show that the majority of students (62.5%) say that the teacher's way of grammar teaching suits their preference in learning which shows that teachers may know what really motivates their students. This reminds us of the principle which holds that when teachers' way of teaching and learners' preferred way of learning meet, acquisition takes place. However, 12.5% indicate that teachers do not meet their preferences in terms of their needs and interests. The rest which represent 25% consider that

their preferences are only sometimes met, and this is understandable enough given the large and heterogeneous classes we have.

Q7: Talking about grammar rules annoys me.

Options	Number	Percentage
Agree	6	15%
Disagree	30	75%
I don't know	4	10%
Total	40	100%

Table3.12: Learners' affective state vis-à-vis explicit learning

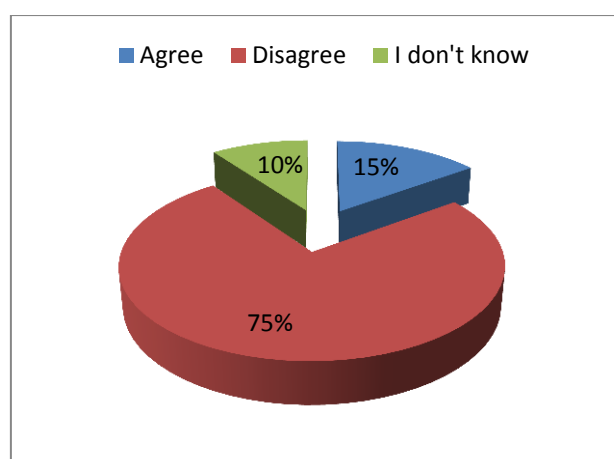


Figure3.11: Learners' affective state vis-à-vis explicit learning

This item aims to see if talking about the rules annoys learners. Seventy-five percent see that talking about rules does not bother them; this rather makes them become aware of form. Fifteen percent are with this view maybe because they like learning implicitly. Only 10% of students state that they do not know, which is due to many reasons, one of which being lack of interest.

3.1.2.2.2. Inductive Grammar Learning and Teaching

Q1: I like to learn the grammatical forms through examples before moving to rules.

Options	Number	Percentage
Agree	21	52.5%
Disagree	17	42.5%
I don't know	2	5%
Total	40	100%

Table3. 13: Example-based learning preference

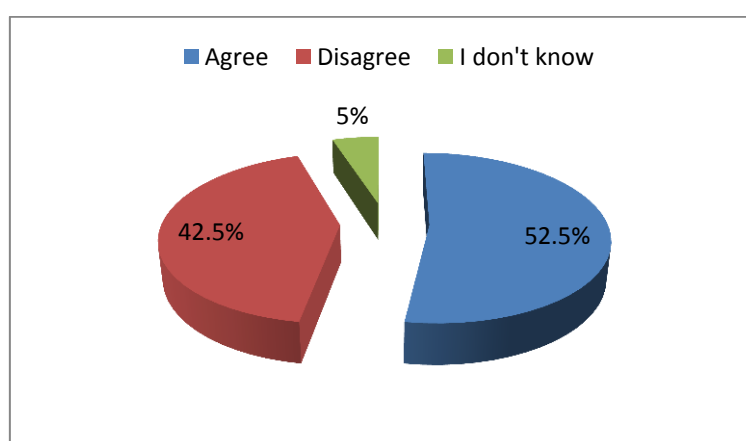


Figure3.12: Example-based learning preference

The results gathered indicate that (52.5%) of the respondents like to learn grammar through examples. That is to say, those learners prefer to rely on themselves in extracting the rules and be active participant in the learning process. At any rate, considering the data in table 3.7, an important proportion of our sample is very keen on the explicit learning of grammar. However, 42.5% show their disagreement with learning by examples, maybe

because they find difficulty in picking up the rules by their own or they are used to be given the rules by the teacher. Five percent of the whole sample represents those students who cannot situate themselves in either position, but this remains very tiny.

Q2: Examples help me to induce the rules by myself.

Options	Number	Percentage
Agree	31	77.5%
Disagree	8	20%
I don't know	1	2.5%
Total	40	100%

Table3.14: Learning by induction from examples

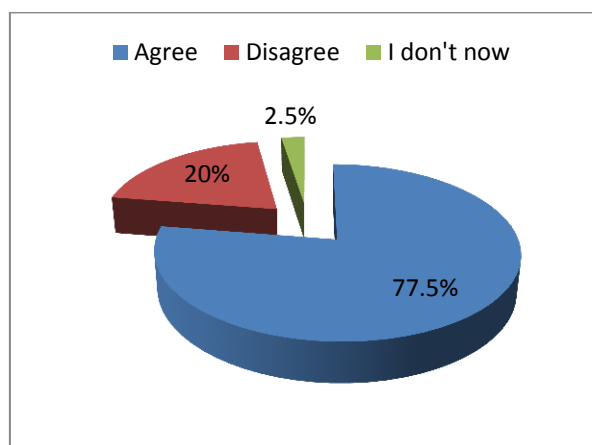


Figure 3.13: Learning by induction from examples

With regard to inducing the rules from examples by themselves, 77.5% of respondents say they do. However, this is not the case for other participants who constitute 20% i.e. 8 out of 40 participants find learning not optimal when it is left for them to deduce rules from examples. Only 2.5% cannot decide whether or not they benefit from examples.

Q3: When I extract the rules by myself, I understand better.

Options	Number	Percentage
Agree	29	72.5%
Disagree	9	22.5%
I don't know	2	5%
Total	40	100%

Table3. 15: Extracting the rules for better understanding

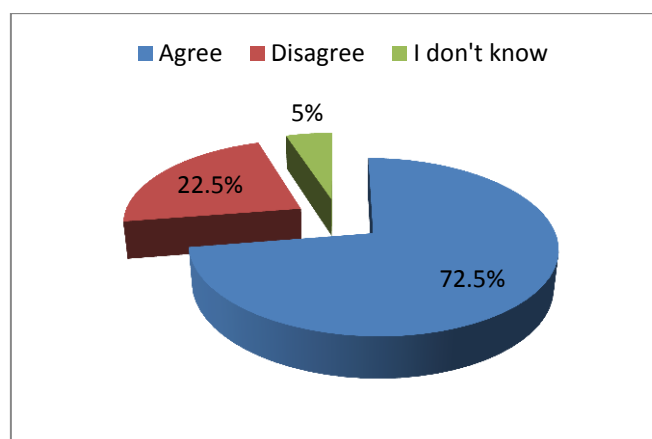


Figure3.14: Extracting the rules for better understanding

Clearly, 72.5% of our sample understands better when they extract the rules by themselves since there is at play self-involvement, and because individuals are not of one kind. More than 22% do not believe in the effectiveness of inducing the rules by their own for their understanding because perhaps they need to be provided with the rules by the teacher, especially if these are complex ones. Only a tiny minority of 5% happen not to know maybe because they do not monitor their learning in terms of using metacognitive strategies.

Q4: I prefer learning grammar more through:

Rules

Examples

Options	Number	Percentage
Rules	18	45%
Examples	22	55%
Total	40	100%

Table3. 16: Preferred way of learning grammar

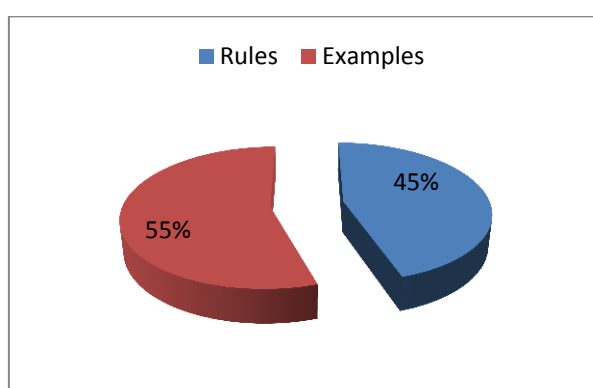


Figure3.15: Preferred way of learning grammar

This item explores learners' preferences regarding learning by rules or learning by examples. Forty-five percent prefer to learn by rules which indicates that rules help them to understand and produce language easily. The other respondents, constituting 55%, prefer learning by examples more than rules, the thing that is likely to promote and reinforce their understanding.

Q5: Does the teacher use more deductive teaching or more inductive teaching?

Options	Number	Percentage
More deductive teaching	28	70%
More inductive teaching	12	30%
Total	40	100%

Table3.17: Amount of deductive and inductive teaching

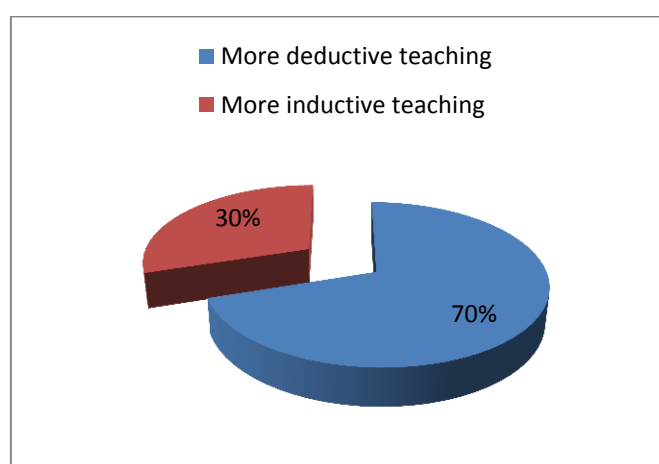


Figure3. 16: Amount of deductive and inductive teaching.

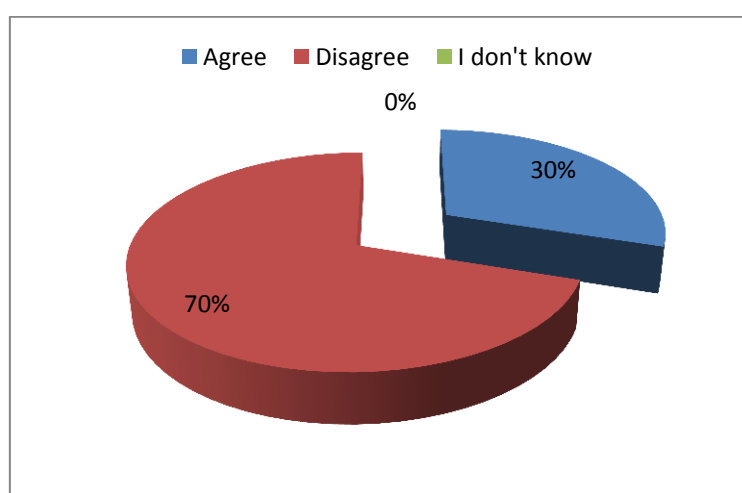
What is noticeable in this question is that 70% of students indicate that their teachers use more deductive techniques of teaching grammar. It means that teachers present the rules first and exemplify them next. Just 30% of students hold that their teachers focus on the use of inductive techniques. That is to say, teachers tend to give examples in order to let them discover the rules by themselves. At any rate, in either case, teachers seem to practise the teaching of grammar explicitly.

3.1.2.3. Implicit Grammar Learning and Teaching

Q1: I like to learn a language without learning grammatical rules.

Options	Number	Percentage
Agree	12	30%
Disagree	28	70%
I don't know	00	00%
Total	40	100%

Table 3.18: Preference for implicit grammar learning



Figures3.17: Preference for implicit grammar learning

The item seeks to explore students' preference regarding the use of the implicit way of grammar learning. Seventy percent of students in our sample do not like to learn grammar implicitly. They prefer to talk about rules explicitly, whether this be in a deductive or inductive way. Thirty percent, however, prefer to learn implicitly i.e. without learning

grammatical rules. This may be due to the students' need for communication and negotiation of meaning as well as their learning style.

Q2: I learn better the grammatical forms when my attention is drawn to the message that I want to convey.

Options	Number	Percentage
Agree	23	57.5%
Disagree	8	20%
I don't know	9	22.5%
Total	40	100%

Table3.19: Learning better through focusing on the message

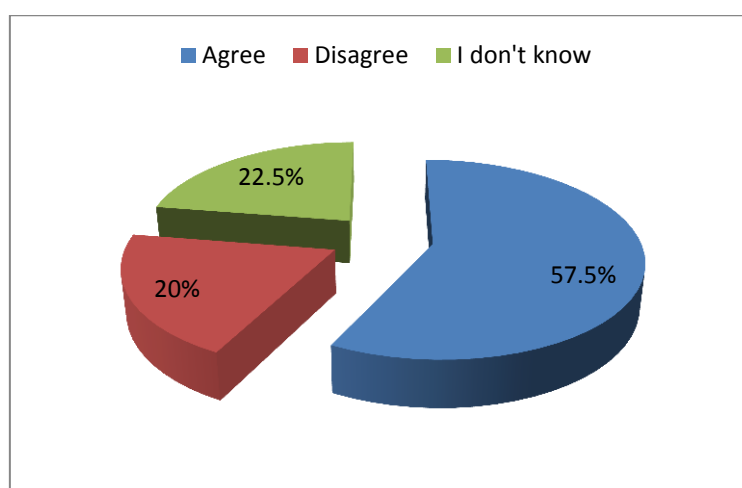


Figure3.18: Learning better through focusing on the message

As can be seen in the table and figure above, 57.5% believe in the importance of focusing on meaning in order to learn the grammatical forms unconsciously maybe because focusing on the message helps them to build their fluency. Twenty percent believe in the reverse situation in the sense that they learn better through conscious processes. The rest

represents 22.5% of those who say they do not know, which is open to different possible interpretations, one of which may be indifference. What is noticeable also is the fact that item 2 is not compatible with item 1 under the same section. This may be due to the fact that while item 1 explores the learners' preference, item 2 seeks to investigate their actual achievement and learning.

Q3: Communication helps me to infer some structures of grammar without them being taught.

Options	Number	Percentage
Agree	32	80%
Disagree	5	12.5%
I don't know	3	7.5%
Total	40	100%

Table3. 20: Inference of grammatical structures through communication

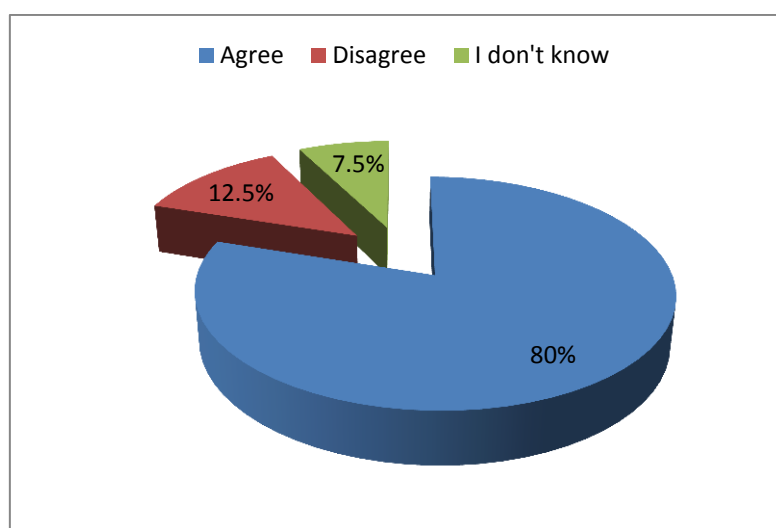


Figure3.19: Inference of grammatical structures through communication

The data shows that most of the respondents (80%) agree with the statement that they can infer the grammatical structures when using the target language for communication. However, 12.5% seem not to benefit of grammar when this is made implicit; for them to benefit, then, they need to be conscious of the underlying forms. 7.5% answered by “I don’t know” maybe because they do not monitor their learning or cannot decide which option to take.

Q4: When I engage in communicative activities, I tend to be accurate.

Responses	Frequency	Percentage
Agree	23	57.5%
Disagree	11	27.5%
I don’t know	6	15%
Total	40	100%

Table3. 21: Accuracy and communicative activities

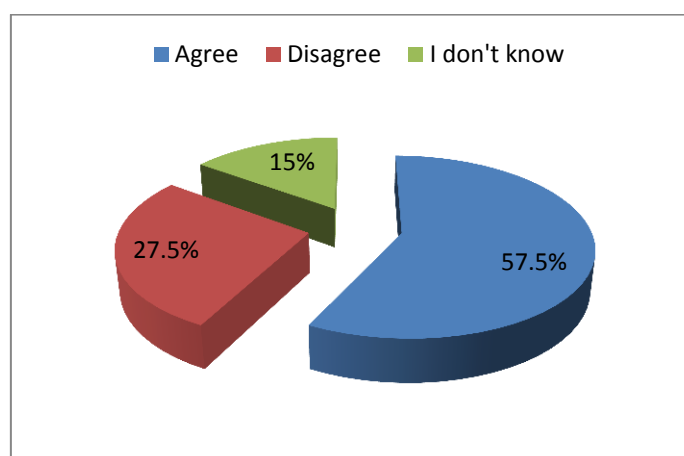


Figure3.20: Accuracy and communicative activities.

The data indicates that 57.5% of the whole sample tend to be accurate when engaging in communicative activities. However, this is not the case for 27.5% for whom accuracy depends on provision of rules. The rest constituting 15% simply do not know may be because they do not reflect upon their learning, they are not motivate, or else.

Q5: Not talking about the rules annoys me.

Options	Number	Percentage
Agree	8	20%
Disagree	28	70%
I don't know	4	10%
Total	40	100%

Table3. 22: Learners' affective state vis-à-vis implicit learning

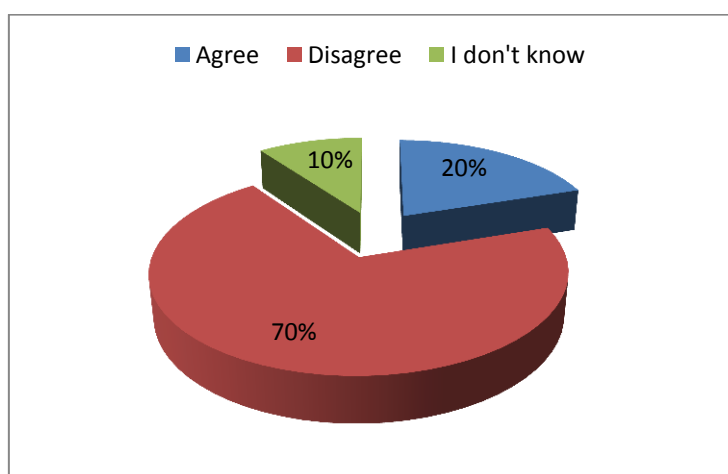


Figure3. 21: Learners' affective state vis-à-vis implicit learning

When asked whether not talking about the rules annoys them, 20% of the respondents agree since they prefer to be taught grammar explicitly so as to have a good command of a language. Seventy percent appreciate to learn implicitly indicates that they focus more on communication and meaning negotiation to make sense of the target language. The rest represents only 10% who do not think about how well they learn, mixing thus a characteristic of the good language learner.

Q6: I prefer to learn a language more explicitly or more implicitly.

Options	Number	Percentage
More explicitly	20	50%
More implicitly	20	50%
Total	40	100%

Table3.23: Explicit vs. implicit learning preference

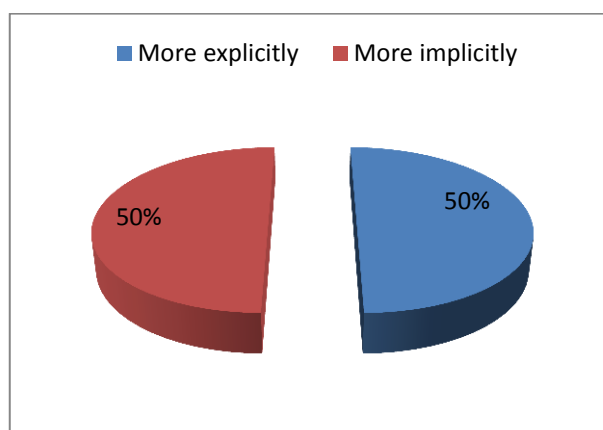


Figure3.22: Explicit vs. implicit learning preference

Clearly, half the sample subjects (50%) prefer to learn grammar explicitly by studying the rules followed by examples or discovering the rules from the given examples. However, the other half (50%) prefer to learn implicitly by focusing on communication of ideas.

3.1.2. 4. Differentiation and Corrective Feedback

Q1: When the teacher varies his/ her way of teaching, I tend to learn grammar better.

Options	Number	Percentage
Agree	33	82.5%
Disagree	7	17.5%
I don't know	00	00%
Total	40	100%

Table3.24: Learning grammar better by variation

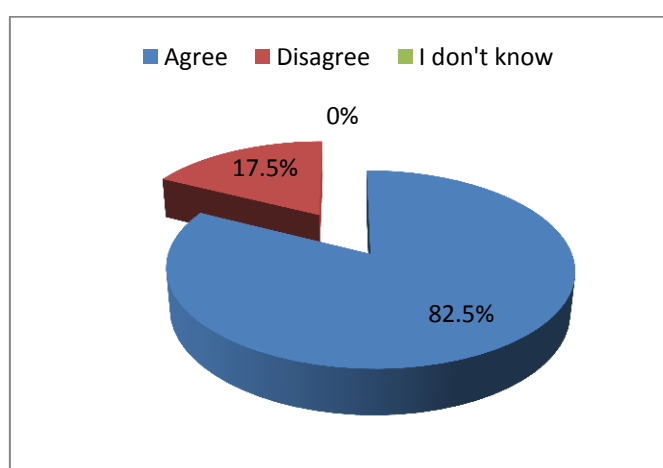


Figure3. 23: Learning grammar better by variation

Regarding whether learning grammar is better through variation, most of the learners (82.5%) indicate that they tend to learn grammar better when the teacher varies his/her way of teaching since they are different in terms of motivation and interest, learning styles and needs; it means that teachers should differentiate their way of teaching by alternating between implicit and explicit instruction in order to engage all students in the learning process, to

enhance their understanding, and to suit their way of learning. Only 17.5% are against variation maybe because they have a particular way of learning which they need the teacher to satisfy even at the cost of their mates or they just do not understand the aim of the question.

Q2: How do you prefer your teacher to give you his/ her feedback: explicitly or implicitly?

Options	Number	Percentage
Explicitly	18	45%
Implicitly	22	55%
Total	40	100%

Table3. 25: Explicit vs. implicit feedback preference

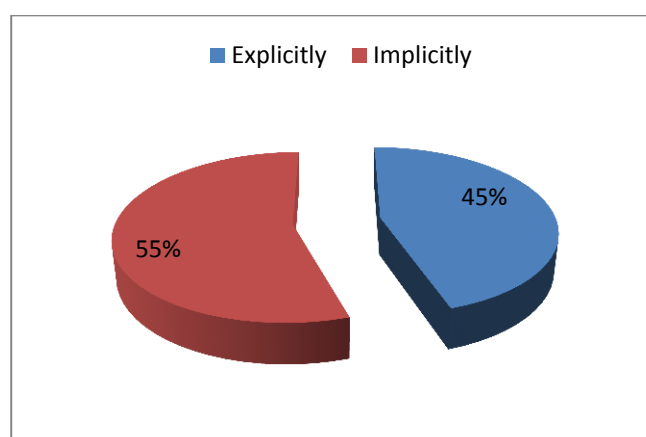


Figure3.24: Explicit vs. implicit feedback preference

The question investigates whether respondents prefer to be corrected explicitly by being told directly about the mistakes or implicitly by using recasts, for example. Whereas 45% prefer to receive explicit feedback which makes them aware of their mistakes, 55%

prefer implicit feedback. Shy students are sensitive to direct correction, so it seems wise to seek implicit feedback which is more appropriate. Besides, it is wiser for the teacher, given the data above, to alternate between the two approaches to make learning/ teaching most optimal.

Q3: When the teacher corrects my mistakes explicitly, I stop making them.

Options	Number	Percentage
Agree	30	75%
Disagree	10	25%
I don't know	00	00%
Total	40	100%

Table3. 26: The benefit of explicit feedback on the making of mistakes

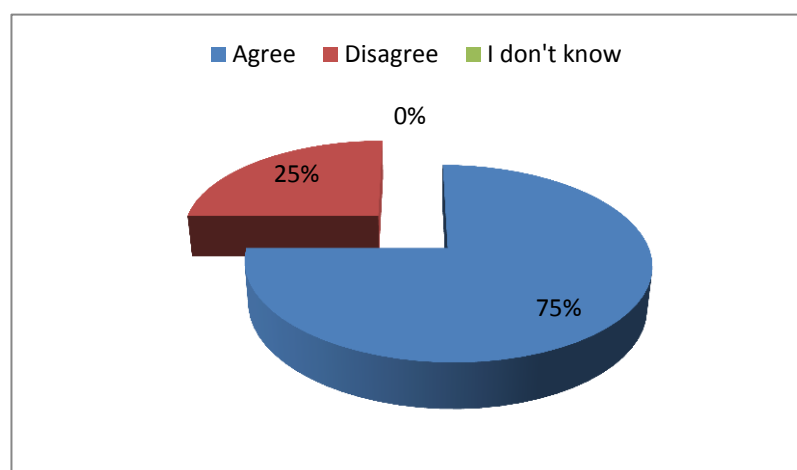


Figure3. 25: The benefit of explicit feedback on the making of mistakes

The majority of the participants (75%) hold that the effect of explicit feedback on stopping making mistakes is positive. However, 25% think otherwise.

Q4: When the teacher corrects my mistakes explicitly, it annoys me.

Options	Number	Percentage
Agree	11	27.5%
Disagree	29	72.5
I don't know	00	00
Total	40	100%

Table3.27: Learners' affective state vis-à-vis explicit feedback

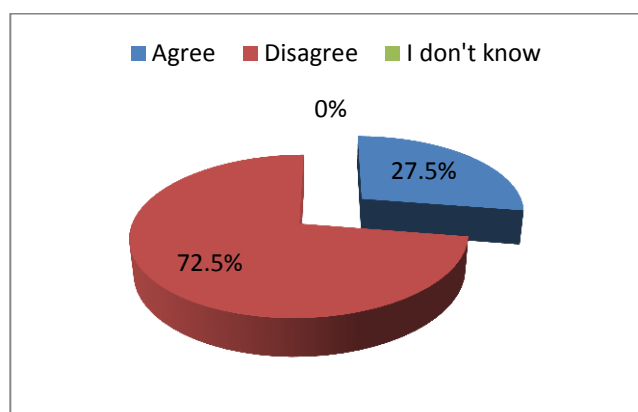


Figure3.26: Learners' affective state vis-à-vis explicit feedback.

The results obtained from the participants demonstrate that 27.5% do not like the explicit way of corrective feedback maybe because they prefer to be corrected implicitly due to their personality type or learning style. On the other hand, 72.5% do not feel inhibited when corrected openly maybe because they think that explicit feedback is more appropriate, or maybe because they have an extroverted personality.

3.2. The Teacher's Interview

The term interview can be defined as a dialogue between two or more people for the purpose of obtaining data. According to Moser and Kalton (1971), an interview is “a conversation between interviewer and respondents with the purpose of eliciting certain information from the respondent” (p.271).

3.2.1. Description of the Teachers' Interview

This interview is conducted with six (6) language instructors who are teaching at Abdellhafid Bousouf University Centre of Mila and who have experienced the teaching of language modules for a long period of time. It contains fourteen (14) questions that aim at investigating their grammar teaching practices, whether explicitly or implicitly. In the first and second questions, teachers are asked to indicate their English teaching experience and the language modules that they have taught so far. They are also asked to indicate their position with regard to the importance of teaching grammar and to justify it. Then, the interview takes a step further drawing on their actual teaching practices i.e. explicitly or implicitly, for which they are required to provide justifications. Items (5-7) investigate the learners' degree of achievement on the basis of the respective practices, whether they benefit at all and how this is explained. In order to check whether the learners' preferences are taken into consideration, the respondents are requested to explain their grammar practices with their students' preferences and if they vary their way of teaching and why. Furthermore, teachers are requested to tell whether they provide their students with feedback or not and to indicate the type of the feedback provided. The next item explores their focus i.e. if they focus more on developing accuracy or fluency. Finally, teachers are asked about the factors that influence grammar teaching and learning.

3.2.2. Analysis of the Teachers' Interview

After we have finished the description of the teachers' interview, it's time now to analyze the data gathered.

Q1: How many years have you been teaching English?

Q2: What language modules have you taught so far?

What is noticeable in the interview is that teachers have different years of teaching experience. Teaching experience runs from 4 years to 24 years. The majority of teachers taught the same language modules, for instance Grammar, Written Expression, Oral Expression, and Listening which may help to gather information about different aspects of grammar teaching.

Q3: Do you think that it is important to teach grammar? Why? Why not?

Options	Number	Percentage
Yes	6	100%
No	0	0%
Total	6	100%

Table3.28: The Importance of grammar teaching

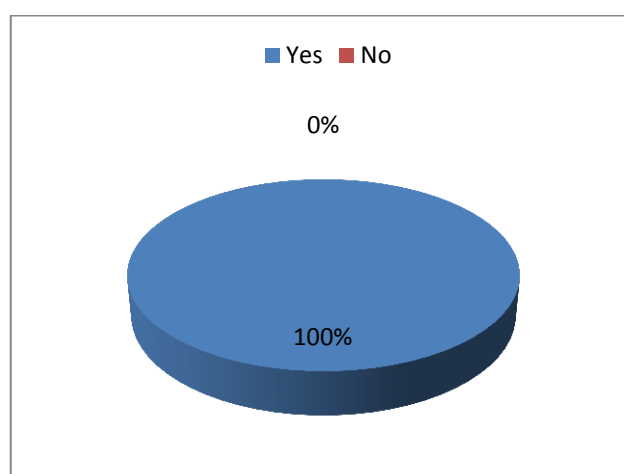


Figure3.27: The Importance of grammar teaching

All the teachers (100%) agree on the importance of grammar teaching since they consider it as the basis of any language. In justification, they say that grammar helps students to identify different structures and rules which in turn lead them to develop their abilities in both writing and speaking skills. They also mention that without knowing the rules, learners may make a lot of mistakes and they cannot master the language as well. Therefore, according to them, grammar should be taught.

Q4: Do you teach grammar explicitly or implicitly? Would please justify your answer?

Options	Number	Percentage
Explicitly	1	17%
Implicitly	0	0%
Both of them	5	83%
Total	6	100%

Table3.29: Explicit vs. implicit grammar teaching.

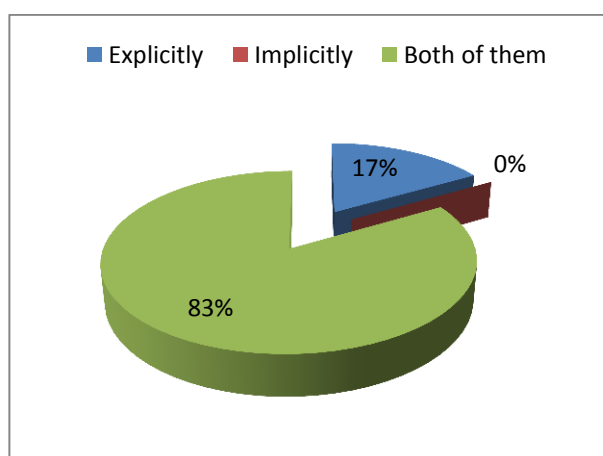


Figure3.28: Explicit vs. implicit grammar teaching

Five out of six teachers (83%) use both explicit and implicit ways during the teaching of grammar because they assume that explicit instruction is more effective and useful with beginning levels because it helps to build some awareness and knowledge of the language. Furthermore, they say that when it comes to practice, grammar is dealt with implicitly in order to open the door for communication. Just one teacher (17%) uses only the explicit way by presenting the rules first followed by examples.

Q5: Have you noticed any achievement on the part of learners?

Q6: Do they all benefit from such a teaching of grammar?

Q7: If yes, how would you explain it? If no, how would you explain it?

Concerning the learners' achievement and the benefit they obtain from the type of grammar teaching used, most of the teachers assert that learners can perform well but with varying degrees while still making mistakes. They justify their answers by stating that achievement might be related to some factors such as motivation, interest, the teaching/learning style, etc.

Q8: How do you match your grammar teaching practices with the students' learning preferences?

Matching the teachers' practices with the learners' preferences about grammar is an important issue which can be done through various ways. Five teachers explain that meeting the preferences of students with their grammar practices depends on varying between explicit and implicit instruction in order to raise their awareness and enable them to communicate. They underscore the necessity of motivating learners, approaching them through communication in order to discover what they prefer to learn and providing them with a variety of activities according to their levels. In this sense, the relationship between teachers'

practices and learners' preferences in the process of grammar teaching can be established. Unfortunately, only one teacher never attempts to match his/her way of teaching grammar with the way that students prefer to learn.

Q9: Do you vary your way of teaching? Why?

Options	Number	Percentage
Yes	5	83%
No	1	17%
Total	6	100%

Table3.30: Teaching grammar by variation

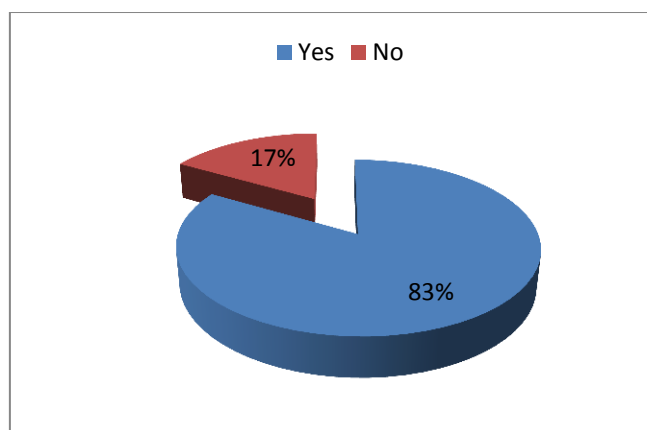


Figure3.29: Teaching grammar by variation

Most of the interviewees (83%) point out that they vary their way of teaching and this is for many reasons. For them, variation is a useful way of teaching that allows them to deal with learners of different individual differences. It also helps to avoid boredom that results from following the same method. However, one single teacher (17%) is against variation

believing that learners cannot learn implicitly and explicitly at a time. In fact, the idea of varying at the same time is not in any way implied behind the question.

Q10: Do you provide your students with feedback after they produce in the language?

Q11. Usually, do you give them explicit or implicit feedback?

Options	Number	Percentage
Explicit feedback	3	50%
Implicit feedback	1	17%
Both of them	2	33%
Total	6	100%

Table3.31: The Choice of giving feedback

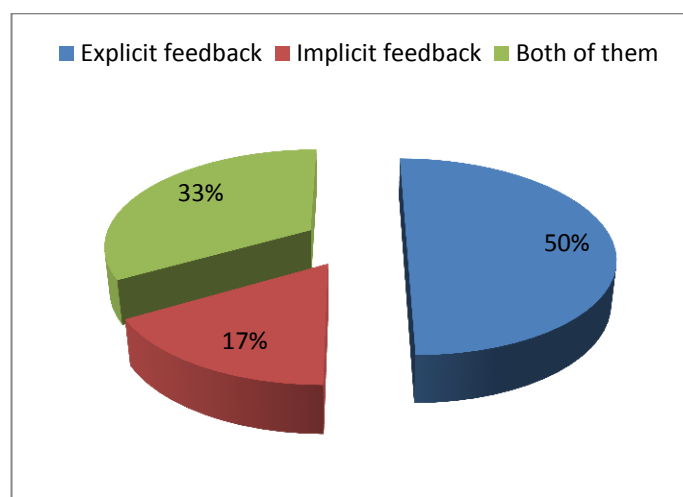


Figure3.30: The Choice of giving feedback

Since the teachers' feedback is very important and helpful, all the teachers state that they usually give feedback to their students. Three teachers (50%) happen to provide learners with explicit feedback, while there is only one teacher (17%) who gives implicit feedback.

The rest (33%) supply their students with both explicit and implicit feedback, so as to be as fair as possible with most students.

Q12: According to you, which one is the most appropriate? Why so?

Options	Number	Percentage
Explicit feedback	3	50%
Implicit feedback	1	17%
Both of them	2	33%
Total	6	100%

Table3.32: The Appropriateness of giving feedback

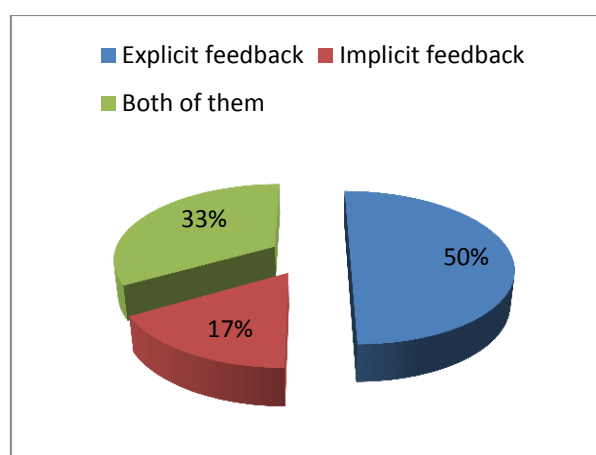


Figure3.31: The Appropriateness of giving feedback

Coming to the question which type of feedback is most appropriate, three teachers (50%) see that explicit feedback is the most appropriate. This indicates that learners may have a problem with identifying and correcting their mistakes implicitly. However, one teacher (17%) views that implicit feedback works better than the explicit one because learners are sensitive to being corrected directly. The other teachers (33%) believe that both explicit and

implicit types of feedback are appropriate for learners. The reason behind choosing both types of feedback is that explicit feedback works better with beginning levels and the implicit one works better with advanced levels.

Q13: In your teaching do you focus more on achieving accuracy/ fluency.

Options	Number	Percentage
Accuracy	4	66%
Fluency	1	17%
Both of them	1	17%
Total	6	100%

Table3.33: Accuracy vs. fluency focus.

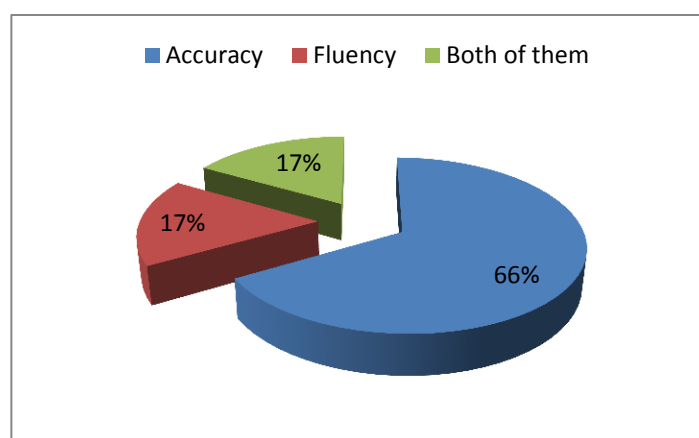


Figure3.32: Accuracy vs. fluency focus

As regard the next item of information, our interviewees focus on different aspects of the target language in their teaching (accuracy, fluency). For instance, four teachers out of 6 (66%) focus on achieving accuracy since it aids learners to avoid making mistakes and to

construct well-formed sentences. One teacher (17%) emphasizes fluency to enable learners to deliver their message successfully. Another teacher (17%) relies on achieving both of them because they are important components of language securing form and meaning. Important to note is the fact that their focus on the one or the other depends largely on the language module they teach i.e. those teaching grammar tend to focus on accuracy, whereas those teaching speaking and listening have a tendency to emphasize fluency.

Q14: To conclude, what factors are related to grammar teaching and learning?

Moving to the last question, teachers state that there are several factors that affect the teaching and learning of grammar. The majority of them agree on the most common ones which are: the teaching/learning styles, motivation, learners' needs, the complexity of rules and structures, and the environment.

3.3. Discussion of the Results

The students' questionnaire and the teachers' interview give us an opportunity to see if there is any relationship between teachers' practices and learners' preferences of teaching/learning grammar explicitly or implicitly. This way, some answer to the research questions may be obtained to inform and confirm or disconfirm the research hypotheses.

Question one: What are the classroom practices that teachers use in grammar teaching?

From the analysis of the teachers' interview, it is clearly observed that teachers focus on their teaching of grammar on the use of explicit instruction, implicit instruction, or both of them which means that they are different in their grammar teaching practices.

Question two: What is the relative importance of explicit and implicit grammar teaching / learning? Which way do students prefer?

The analysis of the students' questionnaire helps a lot to identify the relative importance of explicit and implicit grammar teaching/learning: (70%) of learners indicate that explicit rule-based instruction is optimal for them (see table 3.18). As for, the learners' preferences regarding grammar learning, (50%) prefer to learn grammar in an explicit way (see table 3.23). This means a preference to focus more on rules. However, the other (50%) prefer the implicit way which indicates that they rely on meaning and communication in their learning of grammar. Thus, it is clearly observed that learners are different in terms of their preferences.

Hypothesis 1: If students learn grammar through explicit rule-based instruction, they would develop better their English accuracy.

According to the analysis of the students' questionnaire, (75%) agree that explicit rule-based instruction helps them to improve their accuracy since it gives them a variety of rules (see table 3.9). This is to indicate that explicitness is relatively more optimal.

Hypothesis 2: If students' errors are corrected explicitly, they would stop making them

The majority of the respondents (75%) state that explicit feedback helps them to be aware and to stop making mistakes (see table 3.26). It means that when the teacher indicates the errors and corrects them, this will help students not repeat them in the future and be more accurate. This does not mean, however, that the (75%) prefer all explicit feedback (see table 3.25).

Question Three: Do teachers alternate or vary their way of grammar teaching?

According to the analysis of the teachers' interview, we find that most teachers teach grammar through both explicit and implicit instruction which means that they do vary their way of teaching. The purpose behind this differentiation is to meet students' needs, preferences and styles in order to enhance their learning.

Hypothesis 3: If teachers differentiate their way of teaching grammar, this would appeal to learners and promote optimal results.

From the analysis of the students' questionnaire especially the data in table (3.24), 82.5% of the respondents state that differentiation assists them to understand, to foster learning and make it appealing. Thus, variation is optimal and leads to good results.

Question four: To what extent do teachers' practices match with the learners' preferences?

The majority of teachers believe that matching their grammar teaching practices with their students' learning preferences is considered to be one of the most crucial aspects for learning to take place. In this case, they try to achieve this objective by mixing between explicit and implicit instruction in order not to favour some students at the expense of others. This means they sometimes focus on giving rules and sometimes focus on establishing communication, so that they can match the preferences of learners.

Hypothesis 4: If there is a relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching/learning, learners would achieve better.

From the discussion of the fourth research question, we find, in the analysis of the teachers' interview, that there is a relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching and learning, the thing that makes learners tend to achieve better. This achievement can be explained in terms of an attempt at developing both accuracy and fluency.

Question five: What are the factors that relate to grammar teaching and learning?

Teachers' answers concerning the factors that influence grammar teaching and learning are all about learner motivation, learner grammar practice, learner needs, learning styles, and the learning environment.

Suggestions and Recommendations

The results of the present study indicate that there is a relationship between what teachers practise and what learners prefer to learn in terms of explicit and implicit grammar teaching/learning. Based on the current findings of the research, there are some suggestions that aim to make both teachers and learners familiar with explicit and implicit ways of grammar teaching on the one hand and benefit from them on the other. Some suggestion is also directed for research purposes.

For Teachers

- Teachers need to play different roles in the classroom in order to deal with all students, especially those who have difficulties in learning grammar.
- Teachers need to take into consideration the learners' preferences while teaching grammar.

- Teachers need to differentiate their way of teaching so as to be fair with all learners, make them understand better the grammatical forms and structures, and use these for the purpose of communication.
- Teachers need to provide their students with different types of feedback for the purpose of raising their level of consciousness, and helping them situate their learning vis-à-vis the provided teaching.

For Students

- Students should be aware of the importance of learning grammar.
- Students should practise the grammatical rules in order to be more accurate in their production.
- Students should use a variety of strategies that help them to learn the grammatical rules.
- Students should know that success of explicit or implicit instruction is subject mostly to whether it is suitable for their learning style.

For Researchers

Finally, researchers in this topic need to utilize more tools of data collection and maximize the sample of students as well as of teachers in order to investigate it more deeply.

Limitations of the Study

As with any research, this study has some limitations. The first limitation is concerned with the answers to the questionnaire since learners give confusing answers maybe because of the technicality of the subject, or because of time constraints which did not allow us to make a pilot study in order to test the questions. Additionally, the findings of this study cannot be generalized to other levels since the sample is only limited to second year students

and ideally the study should have been done with students at different levels. Another limitation maybe the small sample of language teachers, but this goes beyond our capacity because we believe we dealt with almost all teachers who experienced the teaching of language modules.

Conclusion:

This chapter is concerned with describing, analyzing, and discussing the data gathered from the two tools of the research, namely the students' questionnaire and the teachers' interview for the purpose of checking whether the practices of teachers meet the preferences of learners in terms of explicit and implicit grammar teaching/learning. Indeed, the results show that both students and teachers have a positive attitude toward teaching and learning grammar explicitly and implicitly.

General Conclusion

The present work consists of two main parts. The first part is concerned with providing a theoretical framework which illustrates the literature review of the research. The second part describes the tools of the research and the study participants in addition to the analysis and discussion of the data gathered.

This research aims to investigate the relationship between teachers' practices and learners' preferences of explicit and implicit grammar teaching/learning i.e. the extent to which practices and preferences meet regarding explicitness and implicitness. According to the results obtained from the students' questionnaire and the teachers' interview, it is suggested that there is a relationship between what teachers actually practise and what learners prefer. In order to establish this relationship, teachers differentiate their way of

teaching grammar which in turn helps learners to gain good results. The findings also point clearly that explicit rule-based instruction is effective for learners to develop their English accuracy since it provides them with rules. Moreover, it asserts that explicit feedback assists learners to stop making mistakes. In fact, learners become aware of their mistakes and avoid repeating and making them in the future.

As a final point, the present dissertation gives us an opportunity to know the match between teachers' practices and learners' preferences of explicit and implicit grammar teaching/ learning since it sheds light on the significance of differentiated instruction.

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Appendices

Students' Questionnaire

Teachers' Interview

Teachers' Answers

Appendix N°01: Students' Questionnaire

Students' Questionnaire

Dear students,

We would be grateful if you could answer the present questionnaire which is designed for research purposes, and which is entitled: « *Teachers' Practices and Learners Preferences of Explicit and Implicit Grammar Teaching: Do they Match or Mismatch?* ». We sincerely thank you in advance. Rest assured that it remains anonymous.

Please, tick (✓) where appropriate and make full statements where necessary.

Section One : Background Information

1. Age :

2. How many years have you been studying English?

.....

3. Do you like English ?

Yes ☐

No ☐

Section Two : Explicit Grammar Learning and Teaching

It deals with learning the grammatical structures through rules. Those rules can be learned deductively (to start with rules) or inductively (to end-up with rules).

a. **Deductive Learning and Teaching :**

1. Grammar teaching is essential for language learning.

Agree ☐ Disagree ☐ I don't know ☐

2. I like to learn the grammatical forms through rules before moving to examples.

Agree ☐ Disagree ☐ I don't know ☐

3. The learning of rules makes me achieve better.

Agree ☐ Disagree ☐ I don't know ☐

4. When I engage in tasks dealing with grammar rules, I tend to develop better my English accuracy.

Agree ☐ Disagree ☐ I don't know ☐

5. Does your language teacher talk about grammar rules?

Yes ☐ No ☐ Sometimes ☐

6. Does the teacher's way of teaching grammar suit your preference in learning?

Yes ☐ No ☐ Sometimes ☐

7. Talking about grammar rules annoys me.

Agree ☐ Disagree ☐ I don't know ☐

b. Inductive Learning and Teaching:

1. I like to learn the grammatical forms through examples before moving to rules.

Agree ☐ Disagree ☐ I don't know ☐

2. Examples help me to induce the rules by myself.

Agree ☐ Disagree ☐ I don't know ☐

3. When I extract the rules by myself, I understand better.

Agree ☐ Disagree ☐ I don't know ☐

4. I prefer learning grammar more through:

Rules ☐ Examples ☐

5. Does the teacher use:

More deductive teaching? ☐ More inductive teaching? ☐

Section Three: Implicit Grammar Learning and Teaching

It relies on learning the grammatical forms not by rules but through communication and focusing on meaning.

1. I like to learn a language without learning grammatical rules.

Agree ☐ Disagree ☐ I don't know ☐

2. I learn better the grammatical forms when my attention is drawn to the message that I want to convey.

Agree ☐ Disagree ☐ I don't know ☐

3. Communication helps me to infer some structures of grammar without them being taught.

Agree ☐ Disagree ☐ I don't know ☐

4. When I engage in communicative activities, I tend to be accurate.

Agree ☐ Disagree ☐ I don't know ☐

5. Not talking about grammar rules annoying me.

Agree ☐ Disagree ☐ I don't know ☐

6. I prefer to learn a language more:

Explicitly (dealing with rules either deductively or inductively) ☐

Implicitly (focusing on meaning and communication of ideas) ☐

Section Four: Differentiation and Corrective Feedback

1. When the teacher varies his/her way of teaching, I tend to learn grammar better.

Agree ☐ Disagree ☐ I don't know ☐

2. How do you prefer your teacher to give you his/her feedback?

a. Explicitly (the teacher tells you directly about the mistakes that you made) ☐

b. Implicitly (the teacher reformulates your mistakes in the correct way) ☐

3. When the teacher corrects my mistakes explicitly, I stop making them.

Agree ☐ Disagree ☐ I don't know ☐

4. When the teacher corrects my mistakes explicitly, it annoys me.

Agree ☐ Disagree ☐ I don't know ☐

Thank you for your help ☺

AppendixN°2: Teachers' Interview

Teachers' Interview Questions

- 1) How many years have you been teaching English?
- 2) What language modules have you taught so far?
- 3) Do you think that it is important to teach grammar? Why? Why not?
- 4) Do you teach grammar explicitly or implicitly? Would you please justify your answer?
- 5) Have you noticed any achievement on the part of learners?
- 6) Do they all benefit from such a teaching of grammar?
- 7) If yes, how would you explain it? If no, why do you think so?
- 8) How do you match your grammar teaching practices with the students' learning preferences?
- 9) Do you vary your way of teaching? Why?
- 10) Do you provide your students with feedback after they produce in the language?
- 11) Usually, do you give them explicit or implicit feedback?
- 12) According to you, which one is the most appropriate? Why so?
- 13) In your teaching, do you focus more on:
 - Achieving accuracy
 - Achieving fluency
 - Would you please justify your answer?
- 14) To conclude, what factors affect grammar teaching and learning?

AppendixN°3: Teachers' Answers

Teachers' Questions	T1	T2	T3	T4	T5	T6
1.How many years have You been teaching English?	4 years	13 years	10 years	10 years	24 years	12 years
2.What language modules have you taught so far?	Written expression Oral expression	Grammar Written expression	Written expression Oral expression	Written expression Grammar	Written expression Oral expression and Grammar	Written expression Grammar
3.Do you think that it is important to teach grammar? Why? Why not?	Yes, it is. Because grammar is the basis of the English language. It helps students identify the structures and it enriches their writing styles.	Yes, it is. Because students need to know the rules of the language. If they do not know the rules, they will make a lot of mistakes in writing or speaking. It is also important for their understanding of the structure of the sentence.	Yes, it is. Because grammar is everywhere. As a teacher of oral expression with a long experience, I have to teach grammar from time to time since knowing the rules is important to speak successfully.	Yes, it is. Because without mastering grammar rules, learners cannot master the language itself.	Absolutely, grammar is the back bone of language and language teaching. The question is about how to teach it, so grammar is important to be taught.	Teaching grammar is important especially at university because learners come with a good command of language which helps them to self-express, so they express themselves without problem. The problem is when they make mistakes (accuracy) sometime

						s the meaning is lost because they are not accurate, and to solve this problem you have to teach grammar
4.Do you teach grammar explicitly or implicitly? Would you please justify your answer?	Explicitly. By giving the rules first, and then I justify it with an example. After wards, I ask them to give me their own example.	Both of them. At the beginning of each lesson, I teach them explicitly, but during practice I focus on implicit use of the rules. I start by exercises that focus on explicit use and I move to exercises that are applied implicitly without their conscious ness.	It depends, sometimes explicitly and sometimes implicitly. In order to test their background knowledge about English and other times to help them open their mind about other aspect of grammar.	I use both of them because I give them a warm-up to introduce the topic and later I let them to discuss.	Both explicitly and implicitly. When I explore my way of teaching, I find that I am teaching more explicitly than implicitly because learners at beginning levels are not aware of the structures and the forms of the language, so I feel like compel to use some explicit ways of teaching in order to build some awareness.	Both of them because explicit grammar teaching relies on teaching grammar forms out of their contexts, so we have to teach grammar implicitly

					and knowledge of the language that I am teaching.	
5. Have you noticed any achievement on the part of the learners?	Yes	Yes to a large extent.	They are still making mistakes even if I give them feedback	Yes	Certainly, but with varying degrees. Achievement is there but it is not only related to the way of teaching grammar. It might be related to other important aspects like motivating those learners and whether or not to teach in this or that way when you make them interested in yourself and what you are teaching.	Unfortunately no I don't know why? In the practice they seem accurate, but when they come to spontaneous speech they make mistakes.

6.Do they all benefit from such a teaching of grammar?	Of course yes	90% yes	Yes	Yes	May be not because to say that all benefit is to make them in a laboratory setting, but most of them do.	It is not easy to measure the improvement, of course it is beneficial , but I didn't see any improvement. I think that the improvement come but with time
7.If yes, how would you explain it? If no, how would you explain it?	Yes, it is beneficial and learners get an extra benefit because of the presentation of rules.	The majority they can grasp the rules, and they can do well during grammar exercises whether they use it in speaking or in writing. Those who do not succeed may be because they have other plans or they make a lot of absences.	Sometimes when I asked them about previous session, I found the answer and sometimes they give me an explanation about something about grammar. As a teacher of oral expression, I read the answers on the	Because at the very beginning they learn explicitly and now a days there is a lot of focus on communication but they do not practice speaking in authentic situations.	I may explain it first because of the variety of the teaching of grammar I bring to the class, so I vary between explicit and implicit ways of teaching the thing that enables different learning styles to meet my style of teaching, but this cannot be explained only in the	I try to raise their awareness, so they notice when they speak they notice that they make mistakes and because they try to build their system of the language

			papers, so I noticed that They are really learning from what I am giving them.		way, I am teaching but other variables and factors.	
8. How do you match your grammar teaching practices with the students' learning preferences?	It depends on their level.	I ask them what they want. I communicate with them. I ask them what they prefer to learn. I ask them to vote, so according to the majority I do what they like.	I never do that.	It depends because learners are different in styles, so I give them a variety of activities according to their level as well as I give them the opportunity to speak.	By varying at times I teach by focusing on the explicit way, and at times on the implicit way, at times depending on the nature of the task, I forgot about grammar at all and I focus on communication. In beginning stages, I started with developing some awareness of grammar, in later stages I use that grammar in order to communicate. So, may	By motivating students.

					be variety is a key factor.	
9.Do you vary your way of teaching? Why?	No, learners cannot learn implicitly and explicitly at the same time.	Yes, teaching grammar implicitly doesn't work with our students may be because of the educational system, and students rely on the teacher as a source of knowledge.	Yes, it depends on the situation	Yes sometimes I give them exercises and the other times I dictate and I use videos to teach grammar.	Yes Because learners have different personalities, different make ups, and different preferences . So, I need to vary my way of teaching in order to not benefit some at the cost of others.	Certainly yes because if you keep teaching in the same, it will be boring.
10.Do you provide your students with feedback after they produce in the language	Yes	Yes	Yes	Yes all the time	Most of the time if not always. Always in beginning stages, later I reduce my way of providing feedback in order to focus more on their ideas and to give them freedom to express themselves . So feedback	Certainly, I do

					most of the times I do provide it	
11. Usually, do you give them explicit or implicit feedback?	Explicit feedback.	It depends on the situation.	Both of them.	Explicit feedback.	Explicit feedback.	Implicitly by recasts
12. According to you which one is the most appropriate? Why so	Both of them are good because explicit feedback works better with beginning levels and implicit feedback works better with advanced levels.	Both of them. Implicit feedback works better with advanced learners and explicit feedback works better with beginners	Explicit feedback because not all learners can learn from implicit feedback.	Explicit feedback is more appropriate because learners cannot learn from implicit feedback.	Explicit feedback	Implicit feedback (recast) because learners are sensitive to be corrected explicitly especially adults.
13. In your teaching do you focus more on achieving accuracy or on achieving fluency? Would you please justify your answer?	Accuracy because I want to meet students who produce a well-structured sentences.	Accuracy because if they are not accurate from the very beginning, they would keep making mistakes.	As a teacher of speaking and listening, I focus more on Fluency in order to help my students to develop their speaking skills.	Accuracy	Both of them because language is a whole of fluency and accuracy.	Accuracy. As a teacher of grammar I focus more on achieving accuracy.

14.To conclude, what factors relate to grammar teaching and learning?	Motivation	Motivation, learning styles, the students' needs and practice.	Practice by listening to native speakers which in turn help them to learn a lot about grammar in addition to motivation and learning styles.	Creating a healthy atmosphere, motivating students and encouraging them to read.	The learning / teaching style of the student and the teacher, and the complexity of the structures of the grammar rules.	I think that students need two things, they need to read and they need a teacher who tells them that they have to be aware of their mistakes.
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