Helping EFL Students to Overcome Grammar Difficulties: First-Year Students at Dr Moulay Taher Saida University as a Case Study.

Dissertation submitted as partial fulfilment for the requirements of the degree of Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 20/09/2021

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Dedication

 I dedicate this humble work to my lovely and respectable parents.

Special mention must be made here for my lovely mother and my best friend who supported my decision for higher education, to my brother and sister

To my close friends.

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My thank go to my supervisor Dr Gacem for her help in completing this research work

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Abstract

Grammar has an interesting role in the field of foreign language teaching, it helps students to improve language skills, and increases comprehension, but students always complain about its difficulties. Hurdles in grammar have enormously spread among University students. The reasons behind choosing this study, is our beliefs that our suggestions can be helpful for both teachers and learners therefore; this study aims at investigating the grammatical difficulties that EFL learners encounter, and to bring reliable strategies that can revamp hurdles in grammar. Data were collected through the use of questionnaire, test for students, and classroom observation. The researcher has opted for a mixed research that embraces both quantitative and qualitative approaches to analyse data. The sample consists of 50 students from the English department of Dr Moulay Taher Saida University. The finding indicates that using maps, feedback based technique, and a deductive approach help students to overcome grammar difficulties and understand lessons, at the same time enable them to apply grammatical rules appropriately. The study puts into evidence the necessity of adopting these strategies in teaching grammar, due to its relevant and practical role.

Key words: Deductive approach, feedback based technique, grammar difficulties, maps.

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List of Abbreviations.

EAP: English for Academic purposes.

EFL: English as a ForeignLanguage.

ESL: English as a Second Language.

OE: Oral Expression.

Qs: Questions.

WCE: Written Expression and Comprehension.

General Introduction

General introduction

The real meaning of learning a language is learning how to communicate, and express our thoughts and ideas with others. Furthermore, foreign language fluency has an essential role in human life, and learning how to use it has become a requirement for many societies. To learn a second or foreign language learners have to master the four language skills (listening, writing, speaking, and reading), however, language teaching as a process cannot be improved without understanding the main important language components such as vocabulary, spelling, pronunciation, and grammar structure. The last component is viewed as the most interesting one due to its necessity in both language teaching and learning.

Grammar affects learners' academic accomplishment since it helps them to acquire several skills, thus, students have to master or at least comprehend its main aspects. It is a linguistic tool which considered as the basic role of any language, but teaching grammar is still a worldwide issue in the field of learning foreign languages. Language teachers are daily facing challenges in teaching grammar in EFL classrooms and students always complain about its difficulty in both speaking and writing because they find it difficult to write and speak accurately without making grammatical mistakes.

Grammar has a big role in the field of teaching and learning process, thus doing an investigation concerning this issue should be done to foster and promote admirable learning and enhance language learners' level. As usual, it is a subject of a high educational system and it is characterized by its various syllabus and contents. Even though learners have studied grammar from middle school but they still complain about its difficulties and they encounter problems although they make effort to learn it. At the same time, teachers indicate that they explain grammar lessons very well but they notice that on the practical side their students did not achieve optimum results. It is clear that to learn a language the learner should at least knows grammar and distinguishes between its different rules.

Furthermore, as it was mentioned before grammar has a crucial role not only in writing and speaking but also in communication, and both learners and teachers encounter serious problems in learning and teaching grammar, as Palmor (1971) believed that grammar has been taught since ancient time and learners view grammar as a boring

subject. In many ways, the cause of learners' boredom is that teaching grammar is always related to teaching rules so that this research was developed to find successful avenues and solutions to facilitate grammar for learners to gain excellent results.

The present paper aims first, to investigate the difficulties that first- year license students encounter during grammar lessons. Secondly: this paper attempts to find appropriate and reliable strategies to overcome those difficulties. Then help both teachers and EFL learners to cope with this academic challenge.

To clarify what the researcher is seeking exactly the following research questions are addressed:

1. Why do EFL learners consider grammar as a difficult subject?

2. How can we revamp students' hurdles in grammar?

The following hypotheses are suggested to answer the above questions:

1. Learners may find difficulties in grammar because of their inability to apply the rules.

2. Grammar difficulties could be revamped by using maps, feedback_ based technique, and deductive strategy in the classroom.

In order to accomplish and reach the research objectives, some research tools were used to bring maximum data. Which are a questionnaire, test, and classroom observation. The research sample consisted of fifty first undergraduate students from the English department at Dr. Taher Moulay Saida University.

The current study is divided into three chapters; the first chapter tackles grammar's role in EFL instruction which is the literature review. It presents the theoretical part that contains definitions of grammar and some of its schools. Moreover, learners' perceptions towards grammar are taking a part in this chapter. Besides, the role of grammar in writing, speaking, and communication; the first chapter also clarifies some approaches and instructional techniques concerning teaching grammar. The second chapter centers around the practical side, It is about the methodological research procedures; it tackles first, the most difficulties that learners face during their academic journey, teachers beliefs about grammar than the use of some research tools to investigate the reasons behindthose difficulties, it includes a questionnaire, grammar test and classroom observations addressed

for EFL learners. The third chapter consists of the analysis, interpretations, and discussion of the results. The researcher provides some recommendations and pedagogical strategies for both EFL teachers and learners about how to teach and memorize grammar rules and some suggested strategies. In the end, a general conclusion in which the whole research work is summarized.

The necessity of this study is the clarification of some useful techniques that may be neglected during the learning process which helps learners to enhance and foster their academic achievement.

Chapter one: Review of Literature

1.1 **Introduction**

Grammar is one of the important elements of the language; it is a set of rules or correct forms of words at the level of the sentence. It has a significant role in teaching and learning process, this chapter is structured to discuss some interesting point concerning grammar, it is presented via several sections as follow: the first section is about defining grammar from different perspectives, the second one tackles grammar schools, learners perceptions towards grammar were presented in the third section, the fourth one deals with approaches in teaching grammar while the fifth section is about the need for grammar in learning the language than, the use of instructional techniques in teaching grammar, the last one is about learning strategies.

1.2 Definitions of Grammar

Ur (1980) states that grammar is "the way a language manipulates and combines words or bits of words to form longer units of meaning". It is the combination of sentences and the building of words to have meaningful units. Then, grammar as a concept has been defined by many language theorists and researchers, each meaning led us to discover its crucial role in the EFL context. The term grammar is "a description of the structure of a language and how linguistic units such as a word and phrases are combined to produce sentences in the language" (Richard, 2002), that is to say, that grammar describes how words and phrases are linked to form a sentence. Moreover, Andrew et al (2004) point out that the term grammar refers to the written semantic texts, written sentences, phrases, and even words, part of speech, they also stated that it is related to the issue of cohesion and coherence in sentences. On the other hand, Harmer states that grammar of a language can be defined as the description of rules by forming words, and after that their meaning can be changed. However, many writers such as EL Moutawa et al consider grammar as the study of morphology (forms, structures, morphemes), and syntax (combination of words to form phrases and sentences).

In the same way, Radford (2004) agrees that grammar is divided into two related areas: syntax and morphology.The traditional view towards grammar is the same; where grammar is regarded as a rule that must be controlled and ordered.

Furthrmore, Brown (2000) points out that "grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence;

technically it is referred to sentence-level rules only, and no rules governing the relationship among sentences, which we refer to as discourse rules". It is not related to the relation between sentences but it is related only to the rules of sentences.

Furthermore, Jack Richard defines grammar as a system used to build sentences that is associated with the knowledge of parts of speech (phrases, tenses, and clauses). Other scholars like Fromkin and Rodman (1993) agree that grammar is the rules that link words to build or form a sentence, and it is what people know.

Moreover, it is the ability to speak fluently, write correctly and express ideas easily, that means the speaker can understand, reads and response to the language clearly, grammar helps the language learner to express his thoughts, when he masters his rules he can speak freely at any situation and write critically any given topic. The British author Crystal (2006) states that the study of every difference in meaning that can be formed within sentences is grammar.

Additionally, the term grammar and its definitions were given in many ages, some definitions were taken from a theoretical or practical point of view, Barnard (1858) believes that the majority of writers define grammar as the art of speaking and writing correctly and others agree that grammar has a vital role as a guide to an appropriate understanding of language by its forms of speech and words.

 Further, Debata (2013) agrees that "grammar is the study of words and the ways words together, an invisible force that guides us as we put words together into sentences. Any person who communicates using a specific language consciously or unconsciously gives attention to the grammar of the language he uses.

1.3 Grammar Schools

It is a term mostly used in the United Kingdom and Australia, it is a secondary school where students learn traditional academic curriculum for preparing them for university. In the past, there was a strong emphasis on Latin and Greek subjects.

Moreover, Four special uses for the work can be noticed: the first two use refer to the ordinary (regular) schools that were established in the pre- compulsory education era while the others refer to selective schools when expressing the most famous grammar schools, it is the one in the Tripartite system which named the grammatical school system

as a colloquial term, it was found in England and Wales from the mid 40th and the end of 60th and still exists in Northern Ireland. Students are opposed at the age of 12 after taking an exam called Eleventh P. Grammar schools were established to provide academic education to people of high potential without taking their economic or social background. Most grammar schools were closed and replaced by comprehensive schools for all students. One of the results of this reform was a significant decrease in social mobility as it became rare for children to go from socially deprived backgrounds to the best universities. Many still believe that a good academic education is much better than a good professional education as a real problem, but the most important thing is that children receive an education that enables them to fulfill their potential.

1.3.1. Types of Schools

Many schools have appeared such as; Victorian Grammar schools, Grammar Schools in The Tripartite System, Contemporary Grammar schools, and each school is different from the other and has a variety of rules.

1.3.2 Victorian Grammar School

The emergence of the civil revolution in the late of 19TH century led to the creation of a new generation of grammar schools. The grammar schools act of 1840 led to the application of the income of grammatical schools for other purposes rather than teaching classical languages. But this change still needs the arrangement of the school employer. There was a great focus on the importance of self-improvement and parents' interest in getting their children a good education and they took initiative to organize the establishment of new schools, many took the title of grammar school due to historical reasons. Thus grammar schools become part of a much diversified education system in England, Wales, and North Ireland in 1944. Victorian grammar school has a lot of goals, one of them is: to emulating the great public schools, and transferring their aspiration and curricula, the idea of entrance examination and scholarships for the poorest students has been adopted by many schools so that they give to poor children an opportunity for a better education.

1.3.3. Grammar Schools in the Tripartite System

In 1944, Butler education Act creates the first system of secondary education in England and Wales. Two types of grammar schools exist under this system. There were

2000 schools funded by the state, they simulated the oldest grammar schools by seeking to replicate the ambiance and diligence found in such institutions.

Most of them were newly established since the Victorian era, these schools included very old schools and achieving optimum results of any state school. The famous example of direct school Grant grammar is Manchester Grammar School.

1.3.4 Contemporary Grammar School

At the beginning of the 21st century, about 164 were at the disposal of the state in England, few regions maintained an official grammar system different from the triple system. An exam known by Eleventh plus (11+) was used to determine a group of children, 25percent is suitable number to teach grammar, but when there are a large number of qualified people they use other criteria such as distance and faith to allocate places.

1.4 Learners Perceptions towards Grammar

Student perceptions and attitudes toward grammar differ according to many reasons; they may be due to the different education levels or ages of learners. Few learners find it easy and enjoyable others complain about its complex rules and terminologies, however, those attitudes have been rejected and ignored because educators believe that learners are not capable to know what exactly they need and what is wrong and what is correct (Zhou, 2009).

Additionally, Learners attitudes towards grammar play an interesting role on many issues for instance; class activities that the teacher provide to his students, decrease or increase motivation and anxiety, the use of different learning strategies (Brog,2003).

For some second language students, grammar means learning rules and having general knowledge about grammar; to be clear grammar is only a subject learners need to master to solve written activities.

A study done for 607 students from Colombia and 824 students from Florida were examined. Schulz (2001) finds that both students assert that studying formal grammar is important and has an effective role in their mastery of foreign language. A research conducted by Loewen et al (2009), as cited in Emel, (2015) "most participants mentioned

that grammar is a basis on which they can build up information they learn about language and it helps them to develop their writing, speaking, reading skills".

Zhou (2009) reveals that participants were highly motivated to develop their grammar and they need to learn grammar to avoid making mistakes in writing, in the same case, Incecay and Doller (2011) discover that grammar is considered as an important aspect of language learning by students, but they believe that grammar should be taught comunicatively. According to Morelli (2003), students after having experienced traditional grammar believe that they have a better attitude toward learning grammar rules in context with feeble performance, moreover, Elkilic and Akca (2008) reported that students studying English grammar at private primary EFL classroom have positive attitudes toward grammar, 50 % of them adore grammar, and 10% claimed about some difficulties in learning and remembering grammar rules.

People who learn the English language from childhood perceive grammar as a game or as a puzzle; they challenge themselves to solve it correctly.

On the other hand, people who learn English in middle school as the case of Algerian students who started learning this new language at the age of eleven, they find that grammar is a hard subject and it is difficult to approach. They believe that grammar is the most boring subject to be learned.

Loewen et al (2009) indicate that most of the participants agree that grammar helps them to develop their writing, reading, and speaking skills, they were very motivated to enhance their skills in grammar. They also mentioned that learners need to avoid doing mistakes while writing. According to teachers' experience, they believe that grammar has a big role in the EFL context, but what is more important for others is listening to natives and try to imitate them without knowing grammar rules learners can speak English easily through listening to natives only. For that, some language specialists agree that learning a language did not need to master skills especially in grammar, but interacting with native speakers is enough.

Furthermore, Stern (1992) states that teaching grammar has no effect on second language learners 'competencies, in that case, Krashen's comprehensible input hypothesis claim that as long as second language learners are provided with comprehensible input in the condition of how effective filter (Comprehensible inputs are things that you can hear

podcasts, radio, conversations, dialogues and things you can read like books, articles,…) learners can acquire language fluently without referring directly to grammar rules, others believe on the importance of grammar for learners. Azar (2007) says that "grammar helps learners to discover the nature of language; it consists of predictable patterns that make what we say, read, hear and write intangible".

Moreover, Peacock (1998) points out that there is a difference between teachers and learners 'beliefs on foreign language learning, which is also mentioned in Schulz's study, he discovered that learners tend to errors correction and grammar exercises, unlike teachers who prefer both pairs and group work more than learners.

Based on experts in the field of teaching grammar, most pupils especially the younger ones (between the age of ten and eleven) are highly motivated to study grammar only if it was presented as a form of short films full of colors, cartoons, and funny situation.

Additionally, a study investigated the students 'perceptions towards grammar in the English literature department at Musanus University in Indonesia for 75under graduated students studying the English, the result showed that the majority of those students strongly agree that grammar is important in studying English language, though it is difficult to approach, they viewed that grammar helps them to develop their listening, writing, speaking, and reading skills.

Another research done for Albanian EFL learners 'perceptions about the role of grammar knowledge in EFL learning, the findings revealed that the majority of learners believe that learning grammar and practicing rules is important to learn the English language, but it is somehow difficult.

A survey task was done for 142 senior high students to examine their perceptions towards English grammar learning in Liaocheng University in China in 2019, in which opened and closed questions are used, the first one mainly focuses on students suggestions for grammar learning and the second one includes attitudes towards grammar learning, style of grammar learning, favored grammar teaching methods, the research results puts into evidence that students have positive attitudes and specific aims towards English grammar where 95% think that grammar is very crucial for all types of examinations, they like to learn grammar but they mostly rely on teachers lecturing in class. According to

many language specialists; encouraging learners to develop and express their knowledge of grammar will enable them to express themselves more communicatively.

1.5 Grammatical Needs

Kohil (1999) states that grammar is an interesting aspect of teaching. It is the basis of the language and your ability to master this language is strongly related to having enough knowledge about grammar rules. It is very important for learners because it makes your language understandable and unique.

Addition to that, grammar leads to requiring an academic level, it helps you to express your ideas and communicate with others, and you will convey a meaningful message for both native and non_native speakers. Grammar boosts learners to gain optimum results because whenever you learn a new rule you will reach your vocabulary, speaking, writing, and even thinking level, it empowers, develops, build our language skills (reading, speaking, writing, listening). Learning and practicing a foreign language accurately is based on knowing grammar.

In addition, Finegan (1998) said that "all creatures had a language to communicate; some of these creatures make meaningful sounds to make links between sounds and meaning". As a human begins we spend our time in speaking, listening, reading and writing, but we need to make meaningful communication with others, this is grammar. It helps learners to arrange forms and structures that they have already learned.

Besides, learners will improve their written works and they will also understand how to link sentences. Grammar is the first thing we learn in the English language and it exists in the school curriculum from the early years of study till we graduate since it has an effective role in our learning, thus grammar builds our language.

1.5.1 Grammar and Writing

Thornbury asserts that "grammar is a description of the regularities in a language, and knowledge of these regularities provides the learners with the means to generate a potentially enormous number of original sentences…..Grammar is a kind of 'sentence making machine', it follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity". Grammar organizes language and enables

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learners to make a correct form of sentences so that, their linguistic competencies increase and it enhances their writing skills.

Leech et al (1982) say that the style of writing will be improved by knowing grammar, it helps learners also to criticize and discuss their writing, grammar provides academic and formal styles in writing, it allows learners to choose the appropriate words to build good sentences, they can play with words within a sentence, for instance, using active and passive voices to express and explain something. Student can write about any given topic in any given domain because, he/she understands and grasps all grammar rules so that, grammar has a significant role in written language.

1.5.2 Grammar and Speaking

Eyres (2000) states that grammar is something that the speaker needs to know, some speakers when they want to express their ideas they can not, Learners will express their thoughts and produce language freely; they can speak the English language fluently through understanding grammar and its rules.

According to some teachers experiences, grammar errors are the main cause of language anxiety and fear of evaluation; the learner always feels anxious in oral performance and presentations because he does not have enough grammar knowledge.

Eyres (2006) mentioned that there are two kinds of grammar knowledge:

1.5.2.1. Implicit Knowledge

It helps the speaker to arrange sentences grammatically and allows him to make a difference between grammatical sentences and non _ grammatical one.

1.5.2.2. Explicit Knowledge

It has a significant role in enhancing learners' progress since it enables speakers to describe and determine the errors.

1.5.3 Grammar and Communication

Communicative goals are associated with grammatical knowledge, and linguistic competence seems to be the main part of communicative capacity which includes rigorous

attention to how to use grammar and vocabulary of the language, i.e. successful communication can be done only through understanding grammar.

Woods (1995) indicates that "grammar teaches how to use words; it teaches us how to use these words correctly and appropriately". It enables people and learners to convey messages correctly to avoid misunderstanding between speakers, grammar teaches us how to use sentences appropriately in any given situation, for that lock (1996) says that "communicative competence is not just the ability to producing correct sentences, but to know when, where and with whom to use them. He confirms that grammar develops our communicative competencies. Effective communication is strongly related to mastering grammar rules. For that, grammar has a vital role not only in the learning and teaching process but also in our daily life; in business, education, work positions...

1.6 Approaches to Teaching Grammar in Classrooms

Teaching approaches are a set of strategies, methods, and principles that the teacher use for the sake of helping students to learn a particular subject.

Different approaches are suggested to teach grammar effectively, however, language specialists assert on the use of the two following approaches due to their usefulness in teaching grammar.

1.6.1. Deductive Approach

This is a method that relies on traditional teaching methods; in which the teacher explains the rules and their meaning to the students, provides specific examples, and then asks his students to practice the given rules. The main idea of the deductive method revolves around the teacher's role as the center of the teaching/learning context. He is not only responsible for presenting, but also for explaining the introduced structures.

 Learners use these structures by practicing the language in the context. In this method, "language teaching involves the transmission of grammatical rules from teacher to learner, and understanding a language will recognize the complexity of its grammatical system and recite the rules". (Purpura, 2004). In this way, the role of the teacher is to provide a meaningful background to encourage the affirmation of the rules, while the students participate in the rules from examples of their use and continuous practice (Rivers,

Temperley, 1978). This method is very useful for teaching grammar. It can help students to get in touch with language through grammar, and provide educators with opportunities to plan and anticipate the problems that learners may encounter.

One of the main advantages of the deductive method is that it provides a clear explanation to the learner. In comparison with the inductive approach. However, both methods allow more practice of the expected grammatical structure. But, the deductive method has some disadvantages. For example, for learners who have little to do with their language needs, the curriculum is sometimes overloaded (Thornbury, 1999), there may be discouraged learners' strength.

6.1.2 Inductive Approach

The inductive approach is an experimental method, it is known by (the role discovery path), and it is a method that includes some extent both the learner and teacher in the teaching / learning process. It is considered as a new way to learn the language of grammar, in which the new grammar rules in language context are introduced (Goner et al, 1995).

Further, The principles of this approach are that the learners are asked to generate rules from the sample of the language form, they are exposed to specific grammatical instructions and they are required to explain how grammar rule is used in this context so that Thornbury (1999) pointed out that "in an inductive approach,... without having to meet the rule, the learner studies examples and from these example drives an understanding of the rules. In this Way, the role of learners is to understand the use of the grammatical structure and then access the base of their own.

Accordingly, many language professionals believe that learners are strongly involved in the process of language discovery and they can enhance and develop their learning strategies because learning through experience is a natural way to learn language input or data (Thornbury; 1999, as cited in Nadjat).

Another vital role of this approach is that "students can focus on the use of the language without being restricted by grammatical terminology and rules can inhibit fluency" (Goner et al, 1995).

According to many language specialists, teachers must take into consideration that the overuse of deductive on inductive approach may lead to more disadvantages that's why teachers by understanding both sides of those approaches can easily change and organize English language lessons and keep them interesting and motivating for learners (Goner et al,1995).

1.7 The Use of Instructional Techniques in Teaching Grammar

Most language experts are looking for effective grammar teaching methods because they insist on the sufficiency of teaching grammar. Among them, we mention the following techniques: input-based technique, rule-based or form-based technique, practice delivery technique, and feedback-based technique (Norris, Ortego 2000, as cited in Purpura, 2004).

1.7.1 Input-Based Technique

Purpura (2004) points out how these techniques are useful in grammar processing input, and typographical input enhancement, comprehension input, and input flooding are considered as types of these techniques. In the first type, the input is through bold printing, capital letter writing, etc., in the second type, the combination of meaning and grammatical form is the practice of students in this technique, even though meaning-focused questions or pictures, and For input flooding, a large number of inputs are presented by learners, which presents the target characteristics.

1.7.2 Form-Based Technique

Experts in the field agree that the use of this technique requires teachers to "closely pay attention to the meaning of specific grammatical structures to gain learners' interest in the form, but he or she is not obliged to provide direct explanations for the expected form." In other cases, there is no need to use grammatical terms, and more importantly, the teacher needs to provide grammatical rules for his language learners.

Additionally, Purpura (2004) states that applying the form-based technique to the classroom environment may also involves awareness-raising activities, which can be introduced through induction or deduction, he believes that inductive awareness-raising activities to ask students to formulate clear rules from the target structure, he affirmed that these activities provide learners with second language data. However, deductive

awareness-raising activities provide them with grammatical rules, and learners should use the second language data. In addition, the teacher can use the "Dictogloss" technique, he carefully reads a given text or paragraph to his or her learners and asks them to listen while taking notes, and then they are grouped work and organize the text and compare it with the original one.

The two main types of this technique are explained in the following figure:
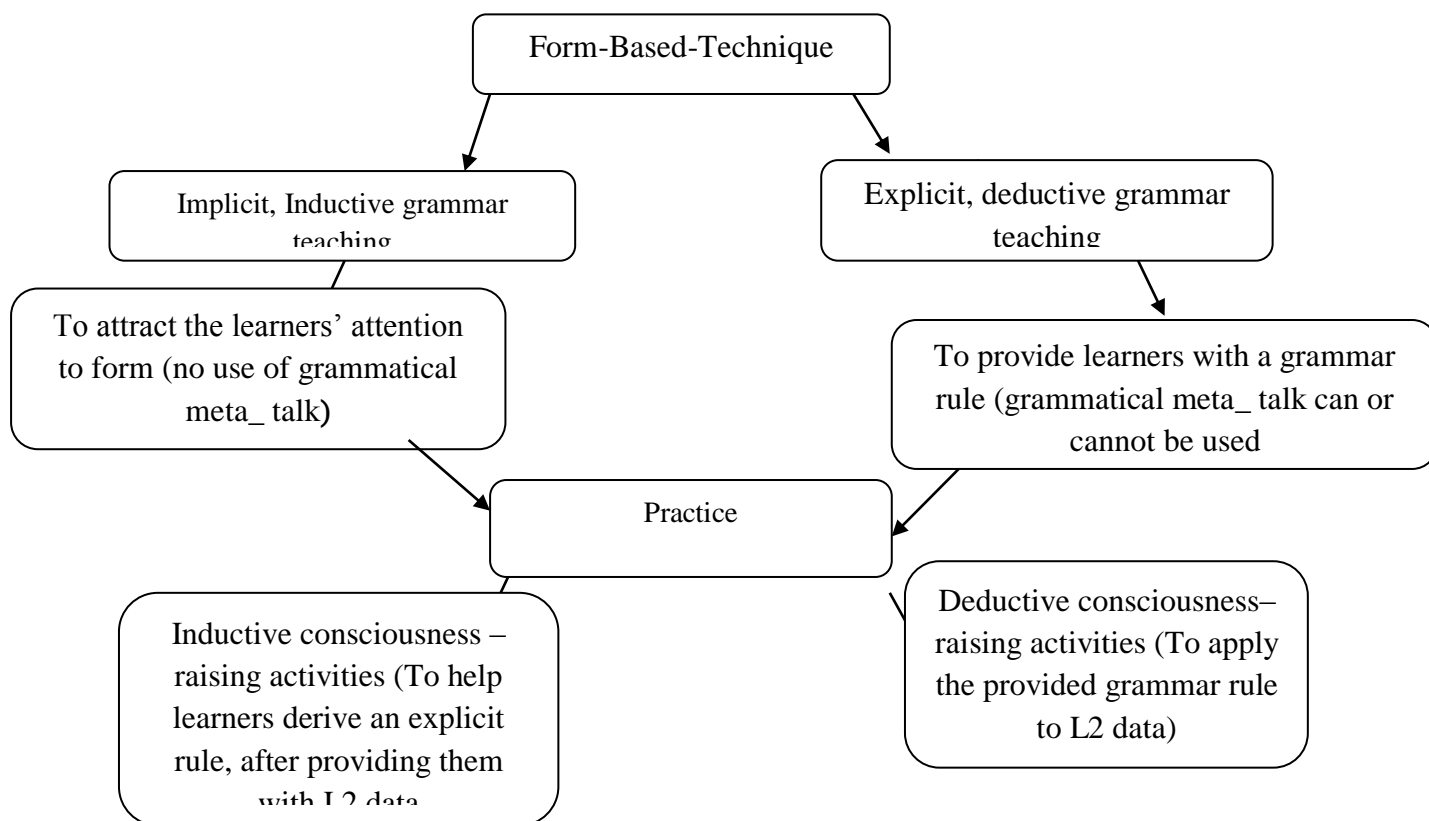
Figure1.1 Form based technique for teaching grammar (Nadjet, 2011)

1.7.3 Practice_Based Technique

This strategy includes "input_processing instructions and output practices" Lee, Vanpatten (2003), quoted from Purpura (2004) because they consider it to be an arrangement of unconscious language systems, involving a variety of interacting components (vocabulary, syntax) in language use. The following three elements are considered to be the acquisition process: Input Processing, system changes, and output processing. The former describes how learners understand the grammatical information they hear or see. This is where input is transformed into recognition through strategies that promote form-meaning associations in the process of comprehension. According to VanPatten (2003), this process is measured by grammatical comprehension tasks. The

second part describes how the new grammatical information is incorporated in the language development system, and how this new information reconstructs the implicit system of the language. The final process involves output processing. This explains how learners learn to use newly acquired grammar to spontaneously produce meaningful words.

1.7.4 Feedback-Based Technique

According to Cameron Using feedback is considered as "one of the most effective strategies to improve student performance, it is like a piece of information given to learners to bring a modification of actions and results". In addition, the feedback technique promotes deeper engagement with the content.

Moreover, this type of method reverses the negative affirmation of grammatical performance: "recasting" is seen as an example of this technique, where the wrong words are repeated without errors. The "garden path" is another technique through which this technique allows learners to clearly, show language rules and allows other examples to be generalized. The last example of the feedback-based method is called the"meta-language feedback technique". This involves the use of linguistic terms to promote "attention".

1.8 Learning Strategies

During time and especially with the emergence of new technologies, language learning became a requirement for not only learners in academic settings but also for ordinary people. The search for effective methods for teaching and mastering languages tend to be one of the most important basics in this field as the use of many strategies proved to be the most successful way to master languages.

1.8.1 Definition of Learning Strategies

Schumaker and Deshler (1992) identify learning strategies as the use and the organization of specific skills that vary from person to person, depending on the benefit of the learner in acquiring knowledge accurately or performing a given task, whether it is academic or non-academic aspect. Another definition proposed by Cohen (1998). He believes that learning strategies are conscious thoughts and behaviors used by learners, whose main goal is to improve their knowledge and understanding of the target language.

Further, researchers in this field assert the positive impact of learning strategies on student achievement, because "they help learners to master what they already know more

fluently, and may lead learners to obtain new information about knowledge goals what is appropriate or permitted in the language, as cited in Oxford (1990), also Learning strategies play a vital role in promoting foreign language acquisition, especially in learning grammar. Wenden and Rubin also define learning strategy (1987) as...any set of operations and steps used by learners to facilitate the acquisition, storage, and use of information

1.8.2 Grammar Learning Strategies

One of the main important tasks a teacher does for his learners is to help them master or acquire the basis of grammar to improvetheir progress. Cohen (1998) points out that the use of strategies leads to more accurate phonetics in terms of grammar. Although, the research for grammar learning strategies is limited, these areas are divided into four categories of strategies. They are:

1.8.2.1 Cognitive Strategies

According to O'Malley and Chamot (1990), one of the foundations of this strategy is to manipulate information to enhance and develop learning, in addition to, focusing straightly on the information. This strategy can be applied by the use of some interesting ways such as grouping, note taking, auditory representation ……

1. 8.2.2 Compensation Strategies

Oxford (1990) reported that compensation strategies help learners to use the language with knowledge gaps. It helps also to maintain track in grammar, especially vocabulary. The compensation strategy is divided into ten parts, which are divided into two groups: intelligent guessing in listening and reading, and overcoming limitations in speaking and writing.

1.8.2.3 Metacognitive Strategies

This is about students' awareness of which strategies they use. Wenden's research (1982), cited in Wenden and Rubin (1987), clarifies learners' understanding of different aspects of their language learning and how this affects their choice of strategy such as direct attention, self-management, self-evaluation ……

1.8.2.4 Social /Affective Strategies

According to Oxford (1990), language is a form of social behavior and communication. It occurs between people and between societies. Therefore, social strategies play an important role in the field of communication, which can be divided into three categories: ask questions, cooperate with others, understand them, and emotional strategies to help language learners master and control their language. Many language experts believe that emotional factors may have a positive or negative impact on language learning.

1.9 Conclusion

From the previous studies, we conclude that grammar as a subject is categorized by numerous approaches and strategies that can be used in the EFL context; it helps learners to promote deeper learning, acquire successful language skills and foster their academic achievement. Grammar has a vital rule not only in the EFL context but also in all educational levels and learners should pay more attention to its rules and features. But reaching that goal is going under the teacher supervision who plays different roles in building effective learning, especially the ones related to grammar.

ChapterTwo: Research Methodology and Design

2.1 Introduction

The present chapter deals with grammar difficulties and some problems that students face during their studies, the most grammar mistakes that all learners do and explore teachers' beliefs, to investigate these points, a mixed-methods approach is applied for the first-year students at Dr. Moulay Taher Saida University. The tools are a questionnaire for students; a test is used to discover their grammatical mistakes. Moreover, a classroom observation is conducted to notice the way the teacher presents his lesson and how the learners interact with him. The reason behind the use of such a method is mentioned in this chapter.

2.2. Grammar Difficulties encountered by Students during their Academic Journey

The term difficulty can be described as much effort that students should do to complete activities. Language learning is related to acquiring how to communicate and express feelings freely thus, most students encounter problems when learning the English language, and they need to master some skills to be able to use English correctly. Even though EFL students make efforts to learn grammar, some of them encounter a lot of difficulties such as; pronunciation, vocabulary, grammar...

Additionally, Wilkins (1980) points out that language aspects can cause errors, and this can happen because of the interface from the mother tongue that is why grammar as an aspect of language is interrelated to learning English. Grammar has a vital role in both spoken and written languages so that learning English is related mostly to understanding grammar. It is obvious that grammar is the structure of sentences, thus it will help learners to understand the sentence meaning.

Some students do not know the correct order of words in a sentence (Subject + verb+ object) especially if the language is unfamiliar for them for example; young people usually find it difficult to form correct sentences, in that case, Coric (2009) say that grammar remains a complex system, and there is no comprehensive method that can be adopted to explain one part of the other.

Patterson (2001) explains that weak understanding of grammar is the main cause of writings problems. If the learners do not have enough knowledge about grammar and its rules, they can not write essays and paragraphs or express their opinions freely.

Moreover, other common related things that EFL learners find it difficult are conjunctions, prepositions, passive and active voice, direct and indirect speech, conjugation of verbs in various tenses. However, many different factors are taken as a

cause of students 'difficulties in understanding grammar, some of them are: learners 'background, techniques of teaching, and learners 'environment (1996), as cited in European Commission (2006) learner's background are related to the learner himself and how much he or she practice the grammar rules. Whereas techniques of teaching can be considered as an educational factor that effects students learning accomplishment, for the last one, it can be related to how, where he or she grows, and how he perceives the English language.

Furthermore, some students may find it difficult to produce sentences and pronounce words in oral performance, they always feel anxious while expressing their ideas because they always get confused when arranging words to form correct sentences, even though they have enough knowledge about the given topic but, they can not use the appropriate words and put them in the appropriate place. In the same context, Swir (2005) maintains that grammar is the most difficult field in practicing English, and having an idea about the structure of grammar allows language learners to improve their communicative skills.

Some learners get easily affected by the teacher's feedback, i.e. when the teacher uses negative comments about the students' mistakes, so that, their progress in understanding grammar and even their efforts to gain better results decrease, the learner rarely engaged in solving his exercises, therefore students obstacles in learning rules are related to the teacher feedback and the way he interacts with learners, and giving lessons.

Further, Some EFL students usually face difficulties when writing paragraphs (related to tenses), they find ambiguity in choosing the suitable verbs so, using the wrong tenses makes sentences meaningless.

Previous studies indicate grammar difficulties in terms of students' correct use of grammatical features which seems to be more challenging to learn if a lot of students have difficulty in using them correctly. (William, Evans. 1998).

In addition, other EFL learners get confused in using third person (S) and plural form(S), it seems to be an ambiguity that students may encounter, they think that plural form is only about adding (s) but there are many cases we do not use (s) only, for instance, the word (information) is already in plural but most of the learners add the (s).

Another example, woman in plural form is women, not womans, also learners say mans instead of saying men which is the correct answer.

Additionally, learners find that definite articles, possessive(s), regular past tense(Ed), comparative, unreal conditionals, and models are considered as complex rule.

From another angle, some students did not understand rules correctly during their intermediate and secondary education so that in their early years at university they encounter difficulties in learning all features, other views confirm that grammar rules in middle schools are not difficult compared with the curriculum at university, however, the one who believes that teaching is the only source of information and they do not make efforts whenever they come across new terminologies or new rules in grammar they get blocked.

In most cases, the student can not distinguish between adjectives and adverbs because, they do not know that adjectives are used to describe nouns, while adverbs are used with verbs to say how things are done.

Further, some pupils focus on memorizing grammar rules which were presented in the classroom by heart thinking that it is the best way to remember them quickly but most of the time they can neither store rules nor apply them, another difficulty that all students complain about is the complex _compound sentences, most of the learners do not understand how to form this types of sentences or even what does it contain. To be specific, first- year students have no idea about how to express wishes, advice, comparison, cause, and consequence, how to use time markers, and how to ask questions (WH questions).

Fakhri Sadkhan points out that there are many problems that students face in learning grammar, but the most common ones are classified as follow:

1) Word order: some EFL learners produce sentences that seem to be strange if native People hear them because the order of words in a sentence is wrong therefore, any change that happens in sentence order can change the meaning, for instance; Dina will be home at 8. If the verb is written first in this sentence we will have a question; will John be home at 8?

2) Present tense: in English, there are many present tenses; simple, continuous, perfect, each one of them has a specific rule to follow; however, learners usually do not distinguish between them in a sentence.

3) Phrasal verbs: some actions in English expressed by using phrases consist of verb and preposition or adverb, it is clear that they do not have the same meaning

For example: 'get 'means to obtain, to acquire but 'get over' means 'to recover'.

4) Verb to do: we use verbs (do, do, did, done…) in different ways and different tenses, even though learners know those verbs but when it came to using them in a sentence they get confused.

5) Prepositions: there are different English prepositions thus, most learners do not know when and where they should put them to build a correct sentence.

6) Nouns: we have two types of nouns in the English language; countable and uncountable nouns. Usually, most learners found problems in providing a plural form for each type.

2.2.1. Most Ten Grammar Mistakes that Students Made

Those mistakes are made by advanced EFL learners also, they presented as follow:

1. Countable/uncountable nouns: uncountable nouns usually do not have a plural form, you can not use a singular article with them, and to form a correct sentence you should use quantifiers for example:

I have an apple

I have a piece of advice for you

So using the wrong word with an uncountable noun in an English sentence is a common mistake.

2. Irregular verbs: since there is no specific rule that students can adapt for them, thus learners always do mistakes in conjugating those verbs.

3. Subject-verb agreement: in an English sentence subject and verb go hand in hand, thus if you use a pronoun as a subject you should pay attention to the verb you put in a sentence, this mistake can be considered as a bad habit that learners do.

4. Auxiliary verbs (do, be, and have): most learners did not know where and in which tense they should use them.

5. Articles: even though there are simple rules to learn them but most of the time learners can not differentiate between definite and indefinite articles.

6. Prepositions: words like in, on, at, by ... help to give information about time, location, direction .they seem unclear for learners because they always put them in the wrong place.

7. Word order in question: usually, learners use the wrong word order when asking questions which makes the sentence incorrect. The correct order of question words is an auxiliary verb, subject, and main verb.

8. The present perfect tense: it is a common tense used in English grammar but, it is still a challenging one, and students get confused in the useof its structure.

9. The difference between past simple /past perfect: when students do not know how to use expressions related to time so that, they can not differentiate between the two.

10. Adjectives end with (Ed)/(ing): students always find difficulties with those types of adjectives since; they put them in the wrong place so that, using them incorrectly in a sentence completely changes the meaning.

2.3 Teachers Beliefs about Teaching Grammar

Beliefs affect humans' behaviors and attitudes, Williams and Burden (2002) state that there is strong evidence that teachers are highly influenced by their beliefs, which in turn are strongly related to their values. Moreover, beliefs are considered to be the most important concept in all disciplines which deal with human behavior and learning. Fisherbein and Ajzen (1975). For that, many researchers such as Andrews (2003), Berry (1997), Burgess and Etherington (2002), and Schulz (1996) investigate the beliefs of teachers about teaching grammar where they tested one hundred seventy secondary school teachers of English in Hong Kong and interviewed seventeen of them. The findings put into evidence that teachers who use an inductive approach to teach grammar have very high levels concerning explicit knowledge of grammar, however; teachers who have low levels were interested in teaching grammar through the use of the deductive approach.

On the other hand, the interview results indicated that thirteen teachers reported that their learners have no positive attitudes about grammar while Nine teachers said that they were not interested to teach grammar, and more than a quarter of the teachers do not believe in themselves in term of conveying the correct meaning and rules of grammar to their learners.

Another study conducted for 48 EAP teachers in British universities done by Burgess and Etherington (2002) which is a questionnaire, the findings indicate that most of the teachers agree that grammar has an important role in language learning, and they admire its worth for their students' progress.

Via the use of questions addressed to 176 English language teachers from 18 countries, Borg and Burns (2008) proved that teachers did not believe in the idea of

teaching grammar in isolation from another subject as they have strong support for the use of grammar in doing practices.

A study was done in California by Tran-Hoang-Thu on December 5th, 2009 for ESL teachers to investigate their perceptions toward teaching grammar, the results demonstrate that the participants strongly believe that the study of a foreign or second language is highly related to grammar in the classroom setting besides, they believe that their previous training greatly improved their skills in teaching grammar.

Fatih Yavuz (an assistant professor in the EFL department of Necatibey education faculty, Balikesir University in Turkey) in June 2015 tries to investigate the pre-service teachers' attitudes towards grammar teaching through the use of questionnaire; the findings show that those teachers have an affirmative attitude towards grammar teaching and they strongly believe that it is not obligatory to teach grammar directly.

The use of these tools enables the researcher to unfold the relevant solutions to revamp the situation in grammar:

2.4Research Design

For the aim of answering the research questions, it is necessary to use mixed methods. Besides, the collection of the results will enable the researcher to confirm or disconfirm the hypotheses stated in the general introduction.
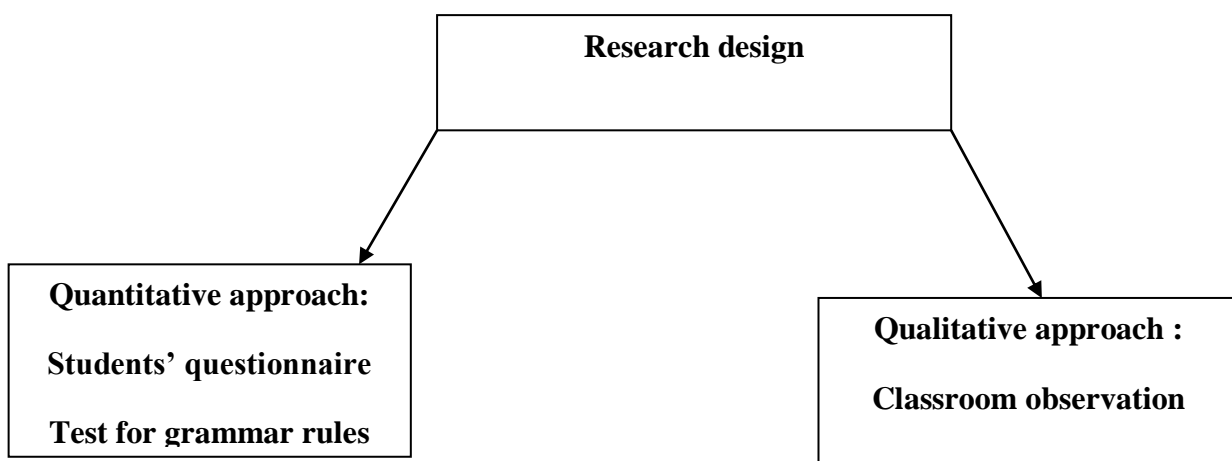
Figure 2.1
ResearchApproaches

2.4.1. Quantitative and Qualitative Research Approaches

2.4.1.1 Quantitative Research

In this category of educational research, the researcher determines what he or she should Tackles, collect quantifiable data, asks narrow or specific questions from a large number of participants, use statistics and analyze them through an unbiased objective manner. In the same respect, Bryman (2012) particularized quantitative research as "a research strategy that emphasizes quantification as the collection and analysis of data."This technique tries to find answers such as; how much, how many, to what extent (Rasinger, 2013). It seems to be very helpful for empowering academic research because it allows the researcher to conclude accurate results from a large sample of participants; it saves time because the researcher will select interesting information immediately.

Furthermore, the researcher will gather data more reliably since he can check his experiments and his results. In addition to the reliability and objectivity of this method, it simplifies complex issues into a limited number of variables (Ospina, 2004).

2.4.1.2 Qualitative Research

The qualitative approach denotes a descriptive research procedure, like observing the way people say words or write them, it can be used to notice their behaviors. This type of research method includes a variety of issues. Flick (2018) selects the most interesting one; the participants can decide what is appropriate for them freely. It has a significant role in the academic investigation because it enables the researcher to know his participants 'attitudes in the target group, it is a flexible way of investigation since it gives variable responses and improves them, it provides an easy way of analyzing data through words or pictures, and it makes students act comfortably during lecture.

2.4.1.3 Mixed Research Methods

It is a strategy in which the researcher is going to collect, analyze and mix both quantitative and qualitative research to apprehend the research problems. It can also facilitate different avenues of exploration that enrich the evidence. Hence, Borkan (2004) clarifies that "Mixed methods not only expand the toolbox, they also provide the opportunity for synthesis of research traditions and give the investigator additional perspectives and insights that are beyond the scope of any single technique". The combination of methods provides the researcher with new perspectives and broader research scope. It is very significant for the researcher due to its benefits as Creswell and

Tashakkori (2007) affirm that the answers to the research questions can be done only by combining qualitative and quantitative methods, it clarifies the issue and gives accurate interferences.

2.5. Sampling Decisions

In this exploration, the participants were fifty from three groups of first-year students of English at Dr.Moulay Taher Saida University. It consisted of females and males (see the total number in table 1.1). Ranging from the age of eighteen to twenty two years old. In addition, the researcher adopted convenience sampling due to its vital role in the research such as; fewer rules to follow, collect data quickly, low cost, inexpensive methodology, easy to do research.

The sampling	Female	Male	Total
Students	**40**	**10**	**50**

Table 2.1: the participants' Gender

The table above shows the number of males and females of the participants, the number of female students is 40, while the number of males is 10.

Age:

Age ranges	Number	%
18_19	39	78%
20	3	6%
More than 20	8	16%

Table 2.2: Students' Age

This table gives a clear explanation of students 'age, 39 students whose age ranges from 18 to 19 years (78%), only three students are 20 years old, while 16% of them are more than 20 years.

2.6. Tools for the Collecting Data

This study aims to help EFL students to overcome grammar difficulties. To achieve this goal, three data collection instruments are used that request useful in the research. A questionnaire, grammar test, and classroom observation are addressed for first-year students.

Methodological triangulation of the research is conducted for gathering data (figure2.2), Denzin (1970), as cited in Flick (2018)elucidates triangulation as "the combination of methodologies in the study of the same phenomena", and it manages the research in an appropriate, purposeful way (Bryman, 2012).

Figure 2.2 Triangulation in research

Results

Qualitative methods   Quantitative methods
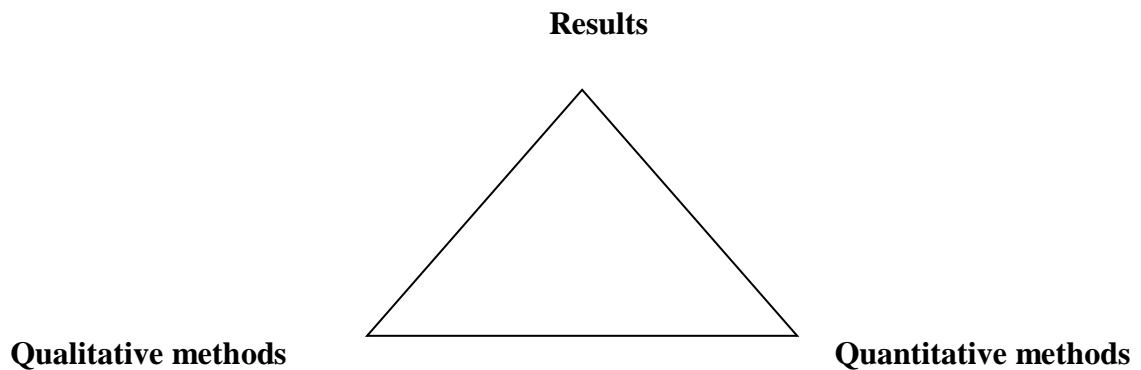
2.6.1. Questionnaire

Gillham (2000) points out that depending on the questionnaire as a tool for investigation is very significant, he affirms that "The main attraction of questionnaires is their unprecedented efficiency in terms of, researcher time, researcher efforts and financial resources.

By administering a questionnaire for a group of people, one can collect a huge amount in less than an hour, and the personal investment required will be a fraction of what would have been needed for interviewing several people" as cited in Dornyei (2007). It enables the researcher to obtain quick feedback from the respondents as well as handle a large group at the same time. The questionnaire gives complete freedom, in which participants are not obliged to mention their names, various questions are introduced in the questionnaire including:

Close-ended questions: where the researcher provides answers for the respondents to choose them, some of these questions are:

Likert scales: it contains choices from agreeing, strongly agree, disagree, and strongly disagree, it helps to take results from the participants.

Yes/ NO questions: only two possible answers are allowed, yes or no.

Multiple–choice questions (MCQ): it is about selecting one or more responses from a limited list of choices.

Open _ ended questions: when the respondent gives his point of view.

2.6.1.1 Students' Questionnaire

The questionnaire is divided into four sections, the first one is about learners' background information; age, gender. Gathing this type of question enables the researcher to know the participants' differences as well as evaluate their answers while he analyzes. The second one is about grammar as a subject which is composed of five questions; the third one contained five questions about ways to reduce grammar difficulties, followed by the last one which is about techniques to decrease grammar hindrances (see Appendix A). The first part focuses on some factors that increase grammar difficulties and how mistakes and errors are done by learners at the same time its effects on students writing competencies. Then, the second part combines the teacher and students' roles in reducing some grammar difficulties, at the end, some suggested techniques are provided for learners about these problems. For more clarification, table 2.3 summarizes the entire questionnaire in a particular way.

Part number	Title of each section	Question number	Type of question
1	Background information	2	2 DemographicQs
2	Grammar as a subject	5	3 Yes /No Qs 2 Open _ended Q 1 MCQ Qs
3	Ways to reduce grammar difficulties	5	2 MCQ Qs 1 YES/ NO Qs 2 Likret_scaleQs
4	Suggested techniques	3	2 YES/NO Qs 1 Likret_scaleQs

Table 2.3 Design of students' questionnaire

2.6.2 Test about Some Grammar Rules

To carry out the present study, the researcher tested three groups of first-year students; this test is conducted for the sake of examining learners' capacities in applying grammar rules such as passive active voice, prepositions, verb tenses, models …. (See Appendix B), it was about seventeen questions with some suggested answers. Learners were supposed to choose the correct answer.

2.6.3 Classroom Observation

A classroom observation is a research tool that helps the researcher to gather authentic data about what is happening in the teaching situation. This technique is not only for teachers but also for learners where the researcher focuses on certain points during his attendance of the lesson and analyzes them. Through classroom observation the investigator can attain information that may not be founded when using another data collection; it also supplies some direct notes about the destined topic (Dornyei, 2007).

The researcher chooses to attend both (OE) and (WCE) sessions to examine students' oral and written abilities, in the first session (OE) the lesson was about "Guessing

the speakers 'feeling", in which the learners listen carefully then take some notes and express their ideas and answer to the given questions, at the same time teacher needs to clarify the task for them (Appendix D) and for (WCE) the lecture was about 'how to write an essay'(Appendix E). The following points are observed by the investigator:

1. The way the teacher presents the lesson.
2. The way students interact with the teacher.
3. The time needed to complete the activity.
4. The language used by both learners and students.
5. How do learners write essays by their style
6. Lecture length.

2.7 Data Collection Procedures

The researcher uses triangulation of research tools which are; questionnaire, test, classroom observation. Mixed research methods are used in this study due to their interesting role in solving and answering the research questions.

Furthermore, fifty papers for the questionnaire were addressed to first- year students; they have been submitted to three groups and all of them give feedback to the researcher besides the experimental design of the study which was done through the use of grammar test, where also 50 papers are delivered to three groups, observation was done for two groups in which all the discussed points were suitable for the research. This study took four days and five hours each day to be completed due to the availability and attendance of the participants, the time embarrassment, and the use of statistics in the quantitative data.

2.8 Conclusion

The investigator uses appropriate tools that serve the study and enables him to answer the research questions and achieve the research objectives after presenting what problems students encounter in grammar during the academic journey. The presentation of these realities is necessary to undertake the study. The following chapter will analyze and interpret the gathered data.

ChapterThree: Data Analysis and Interpretations

3.1 Introduction

Due to the use of the mixed methods, the third chapter is devoted to the analysis of the qualitative and quantitative data, then the discussion of the results which is obtained from the research methods namely, students 'questionnaire, test, and the classroom observation.

3.2 Analysis of Students 'Questionnaire

The researcher analyzes each question by providing percentages for each obtained result as follow:

3.2.1 Questionnaire analysis

Part two: Grammar as a subject

Q1: Do you consider grammar as a difficult module?

Table 3.1Evaluation of students 'views about grammar

Options	Number	%
A) Yes	37	74%
B) No	13	26%
Total	50	100%

Figure 3.1 Evaluation of students' views about grammar
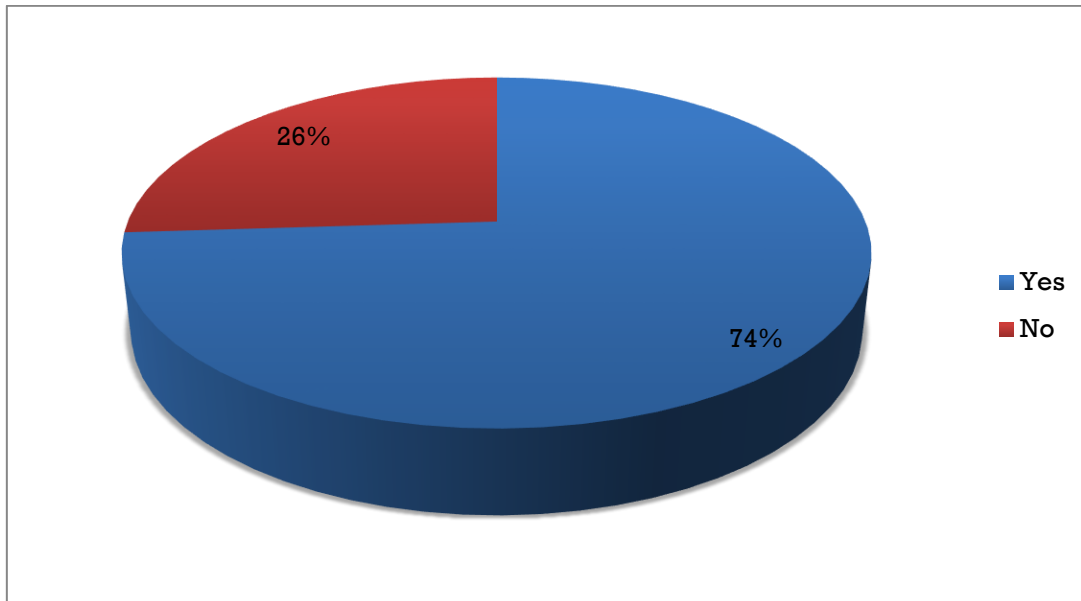
The table above shows that the majority of students consider grammar as a difficult module (74%), while a few of them (26%) believe that it is not.

Q2: What are the factors that contribute to grammar difficulties?

Table 3.2 The factors that lead to grammar difficulties.

Options	Number	%
A) The lack of relevant explanation	16	32%
B) The lack of full concentration during the lecture	12	24%
C) The grammar rules are very difficult to understand	22	44%
Total	50	100%

Figure 3.2 The factors that lead to grammar difficulties
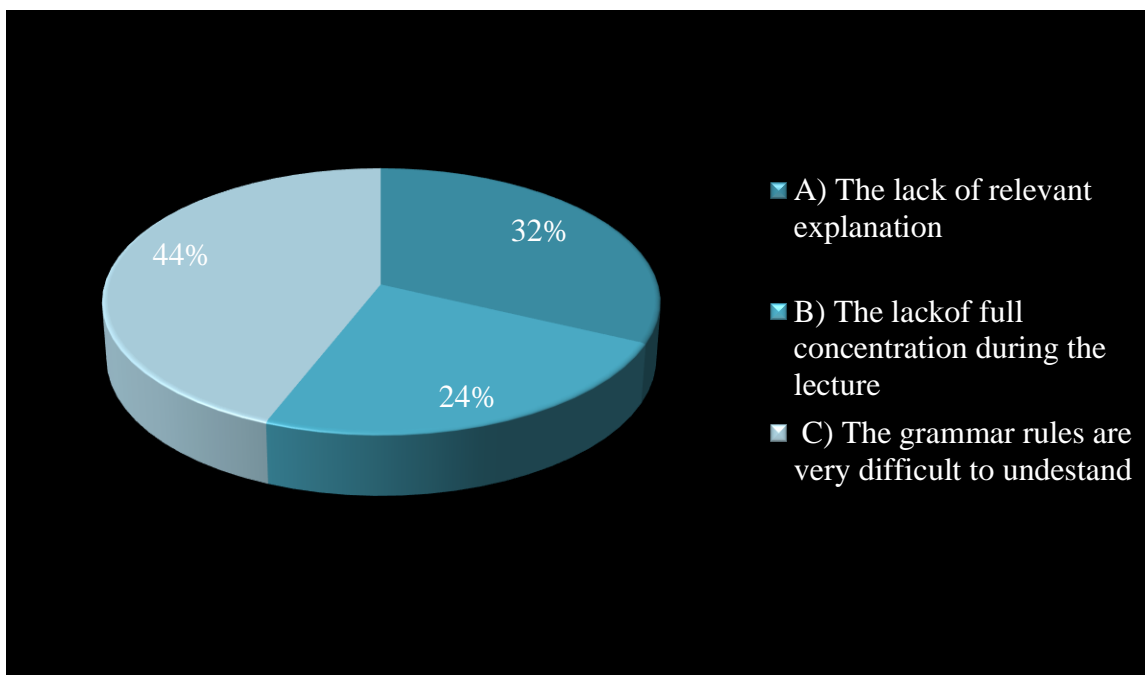
From the figure above, (44%) of the students indicate that grammar rules are very difficult to understand and (16%) think that the lack of relevant explanation causes grammatical obstacles, also learners who guess that the lack of full concentration is one of the factors are completely equal to (24%).

Q3: Do you think that grammar errors are the main cause of weaknesses in writing?

Table 3.3 Errors as the main cause of students 'weaknesses in writing

Options	Number	%
1) Yes	46	92%
2) No	4	8%
Total	50	100%

Figure 3.3 Errors as the main cause of students 'weaknesses in writing
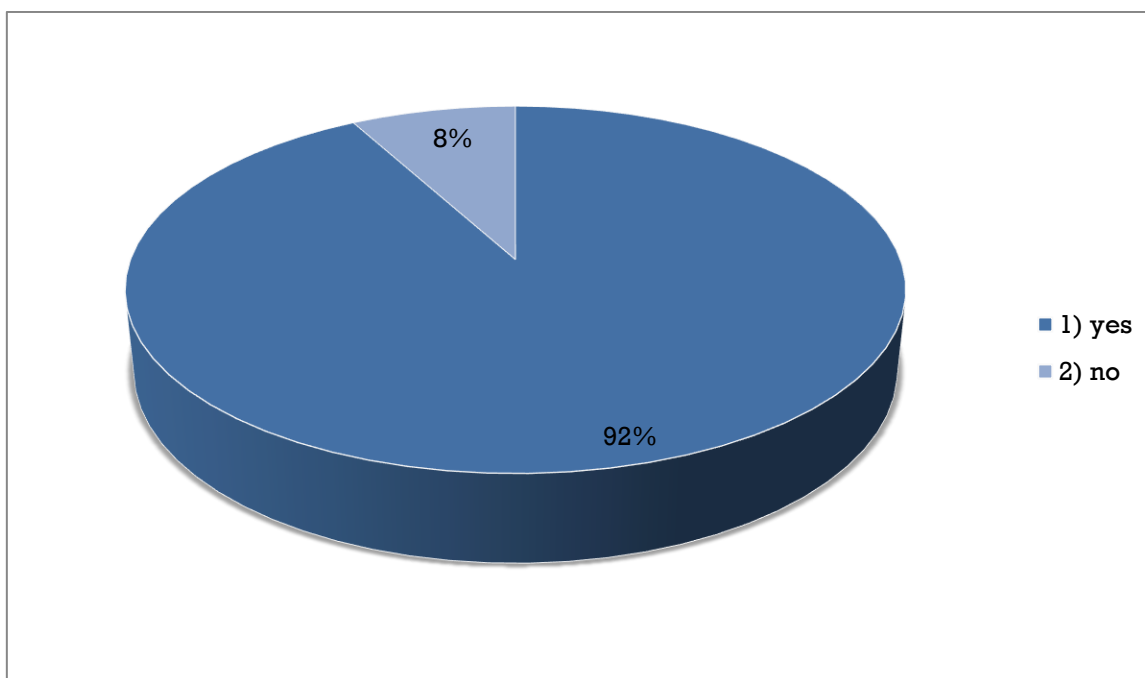
In the above figure, (92%) of Students attribute the errors as the main cause of their writing weaknesses. While (8%) are against the idea.

Q4: Are grammar mistakes done consciously or unconsciously by the Learner?

Table 3.4 Students' views about how grammar mistakes are done.

Options	Number	%
1)Consciously	30	60%
2) Unconsciously	12	24%
3) No answer	8	16%
Total	50	100%

Figure 3.4 Students' views about how grammar mistakes are done.
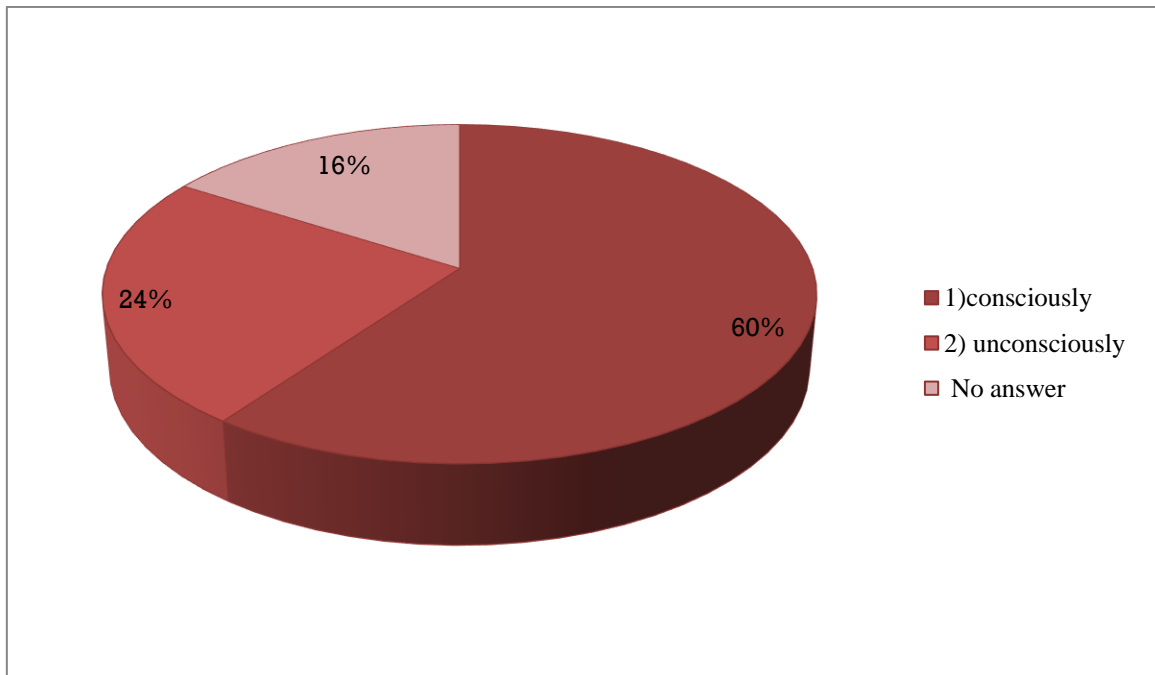
A quick look at figure 3.4 shows that the majority of participants say that grammar mistakes were done consciously (60%), only 24% of the students say that they were done them unconsciously and 8 participants did not provide an answer.

Q5: Do students know how to correct their mistakes?

Table 3.5 The extent to which students correct mistakes.

Options	Number	%
1) Yes	9	18%
2) No	31	62%
3) Sometimes	10	20%
Total	50	100%

Figure 3.5 The extent to which students correct mistakes.
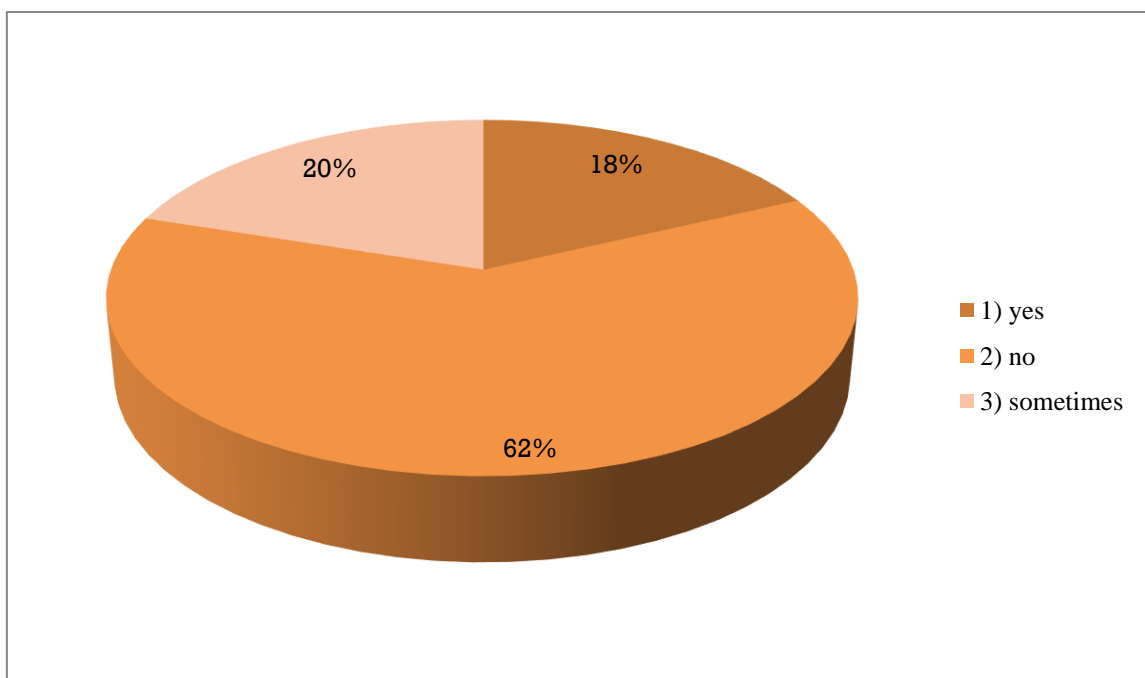
When asking students whether they know how to correct their mistakes or not, the majority of them reveal that they do not, whereas, (20%) of students answer with 'yes', they know how to correct their mistakes. And (18%) choose 'sometimes'.

Part three: Ways to reduce grammar difficulties.

Q6: What are the preventive ways to solve this problem?

Table 3.6 Preventive ways to solve grammatical problems.

Options	Number	%
A) Using an appropriate strategy to Study grammar rules	47	94%
B)Students practice a lot to understand grammar lessons	3	6%
Total	50	100%

Figure 3.6 Preventive ways to solve grammatical problems.
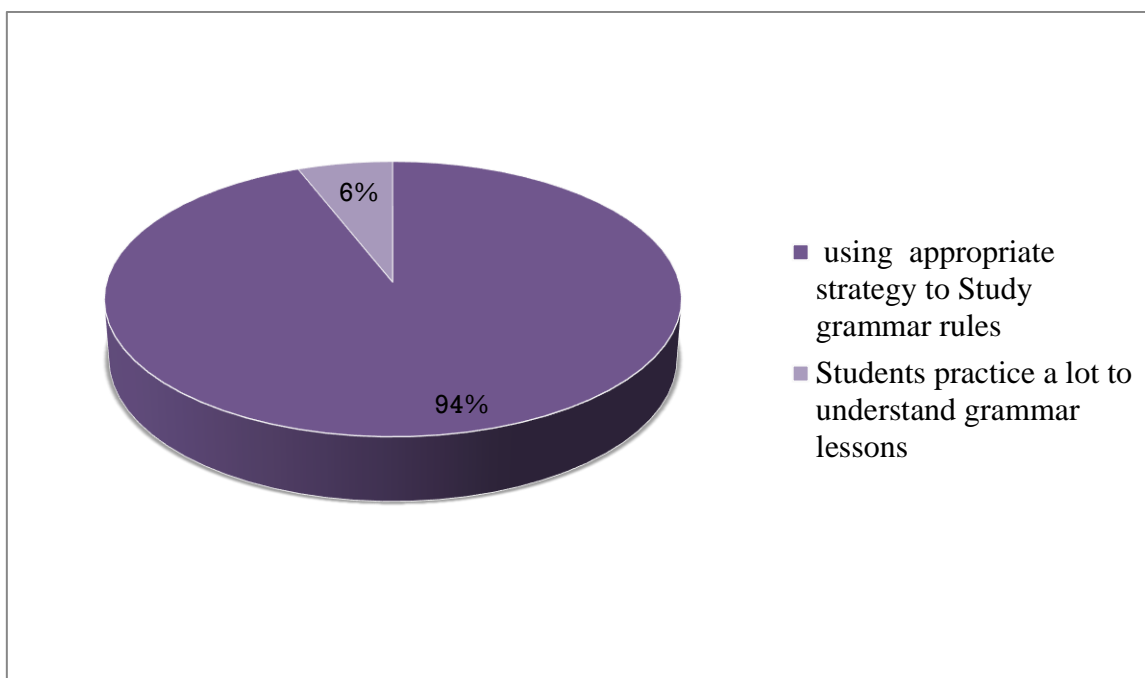
Table 3.6 reflects that (94%) of students chose to use an appropriate strategy to study grammar rules, and only (6%) select practicing a lot to understand grammar lessons.

Q7: How can teachers help their students to reduce grammar obstacles?

Table 3.7 Teachers' ways to help their students to reduce grammar obstacles.

Options	Number	%
Adopt classroom technique to explain grammar	30	60%
Provide more challenging tasks	20	40%
Total	50	100%

Figure 3.7 Teachers' ways to help their students to reduce grammar obstacles.
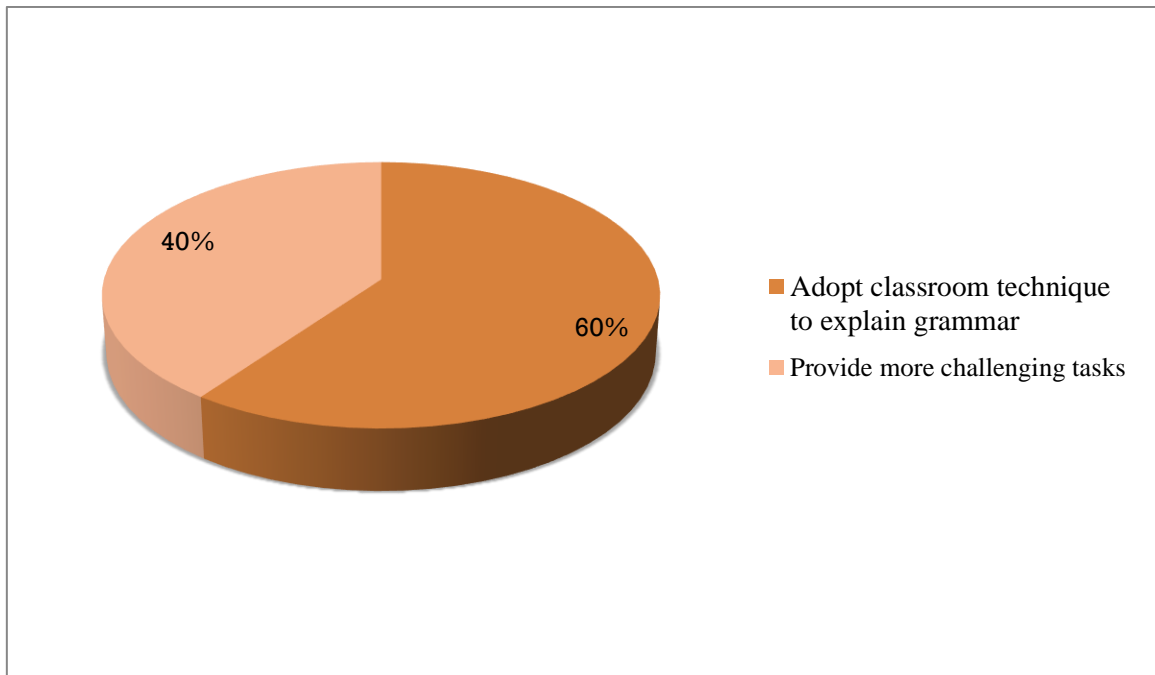
From the table above, 30 of the participants indicate that adopting classroom technique to explain grammar helps them, while 20 of them claim that teacher can provide more challenging tasks to help his/her students.

Q8: Do you find it helpful when the teacher presents grammar lessons randomly?

Table 3.8 The reaction of students when the teacher presents grammar lessons randomly.

Options	Number	%
A) Yes	8	16%
B) No	42	84%
Total	50	100%

Figure 3.8 The reaction of students when the teacher presents grammar lessons randomly
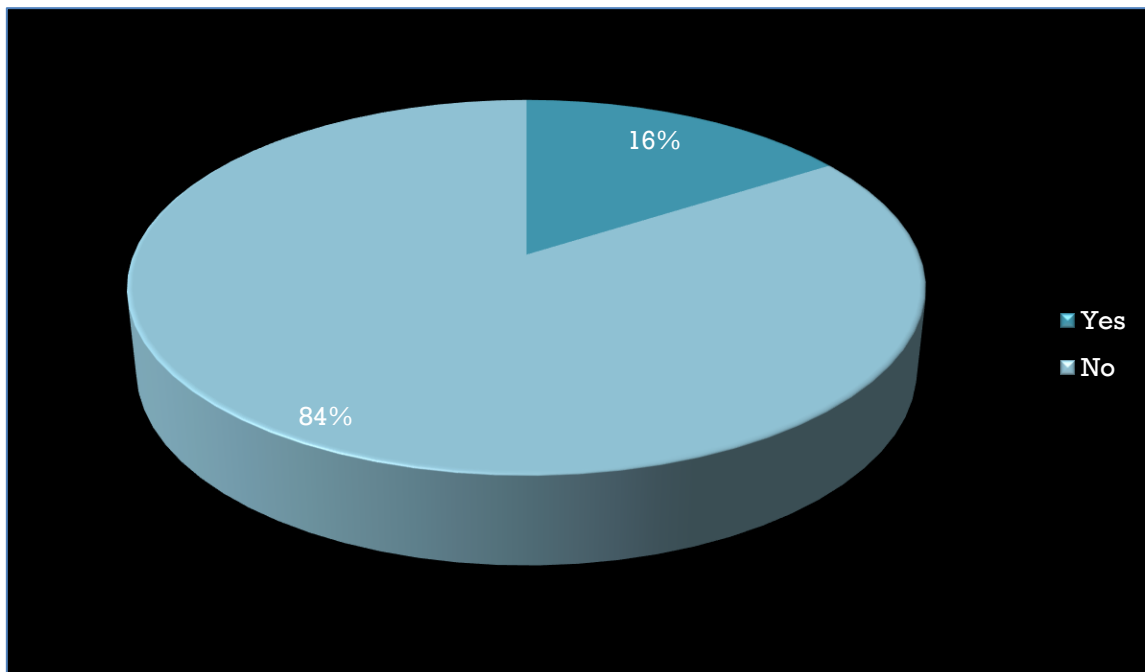
The results displayed on the table and figures 3.8 reveal that (84%) choose the answer 'no', that is to say, they do not prefer the random presentation, and (16%) say 'yes'.

Q9: Do you agree that a teacher can prevent his learners from making errors by providing a lot of works to them?

Table 3.9 Students 'perceptions toward providing home works.

Options	Number	%
Agree	6	12%
Disagree	21	42%
Strongly agree	0	0%
Strongly disagree	23	46%
Total	50	100%

Figure 3.9 Students 'perceptions toward providing home works.
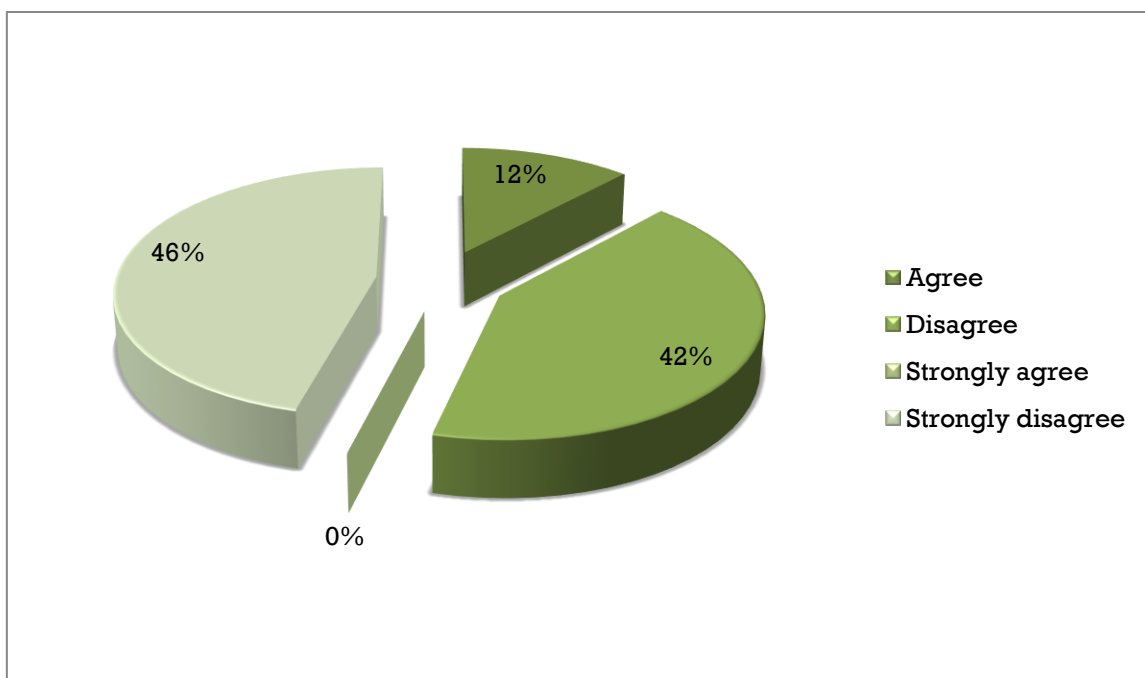
The previous table and figure illustrate that (46%) of the students strongly disagree that providing home works prevents them from making mistakes, about(42%) of participants disagree and just 6 students agree.

Q10: Are tables, maps, diagrams helpful to memorize grammar rules?

Table 3.10 Students 'view about the role of maps in memorizing grammar rules.

Options	Number	%
Yes	39	78%
No	11	22%
Total	50	%

Figure 3.10 Students 'view about the role of maps in memorizing grammar rules.
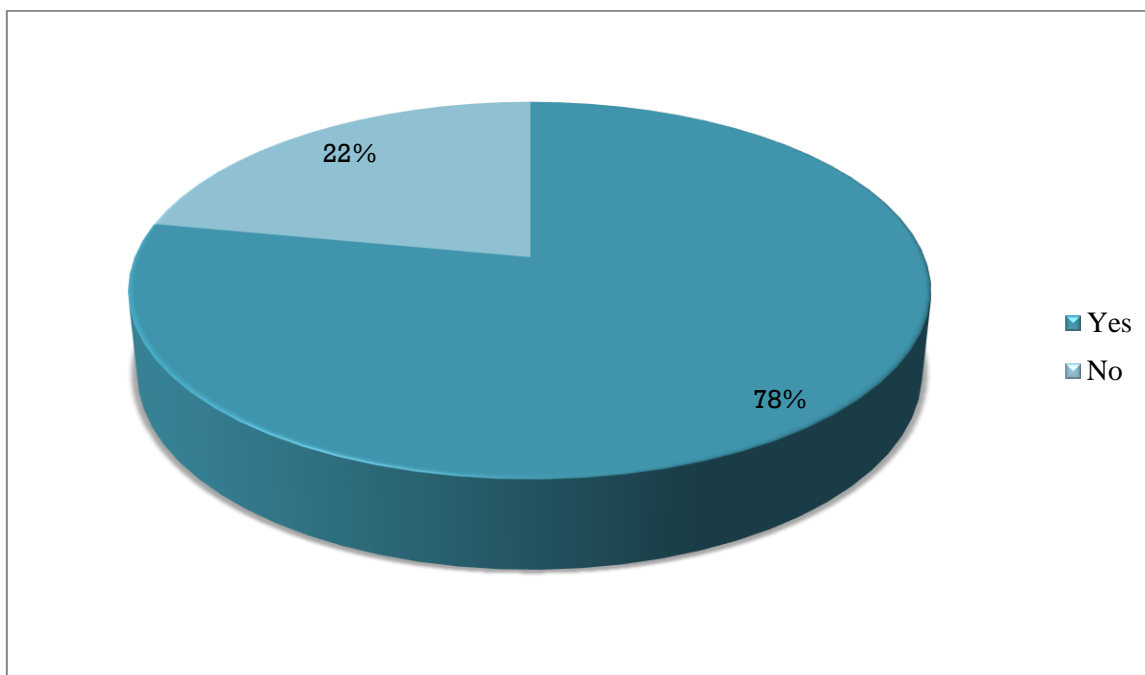
When asking participants whether maps, tables, and diagrams which were open-ended, so the researcher categorized the answers into two categories. The first category is the ones whose answers tend to take maps, tables, diagrams as a way of memorizing rules their percentage is (78%). The second category (22%) is those who decline.

Part Four: Suggested techniques

Q11: Do you believe that communicative activities promote deeper learning of grammar?

Table 3.11 Communicative activities promote deeper grammar learning.

Options	Number	%
1) Yes	17	40%
2) No	13	26%
3) Sometimes	20	34%
Total	50	100%

Figure 3.11 Communicative activities promote deeper grammar learning.
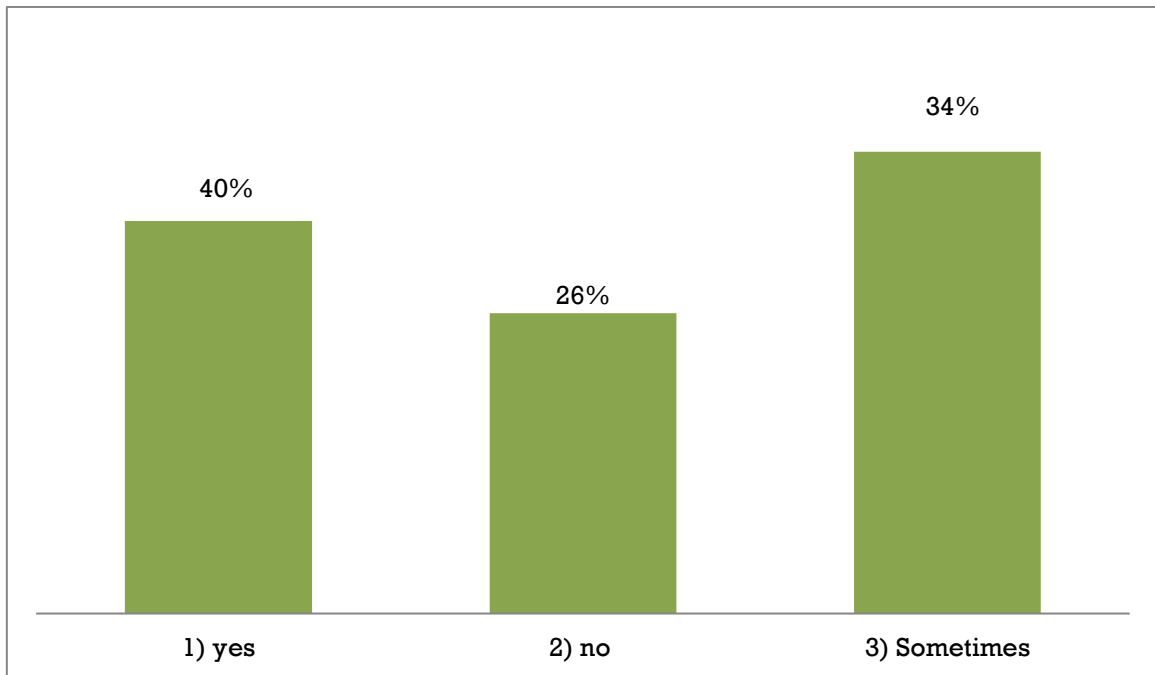
According to figure 3.11,(40%) selected "yes" as an answer to question number 11, and (34%) chose sometimes, while (26%) answer with no.

Q12: Do you find it appropriate when the teacher gives the rule than some examples about it and asks you to practice at the end?

Table 3.12 Students 'views about the teacher's way of presenting the lesson.

Options	Number	%
Yes	46	92%
No	4	8%
Total	50	100%

Figure 3.12 Students 'views about the teacher's way of presenting the lesson.
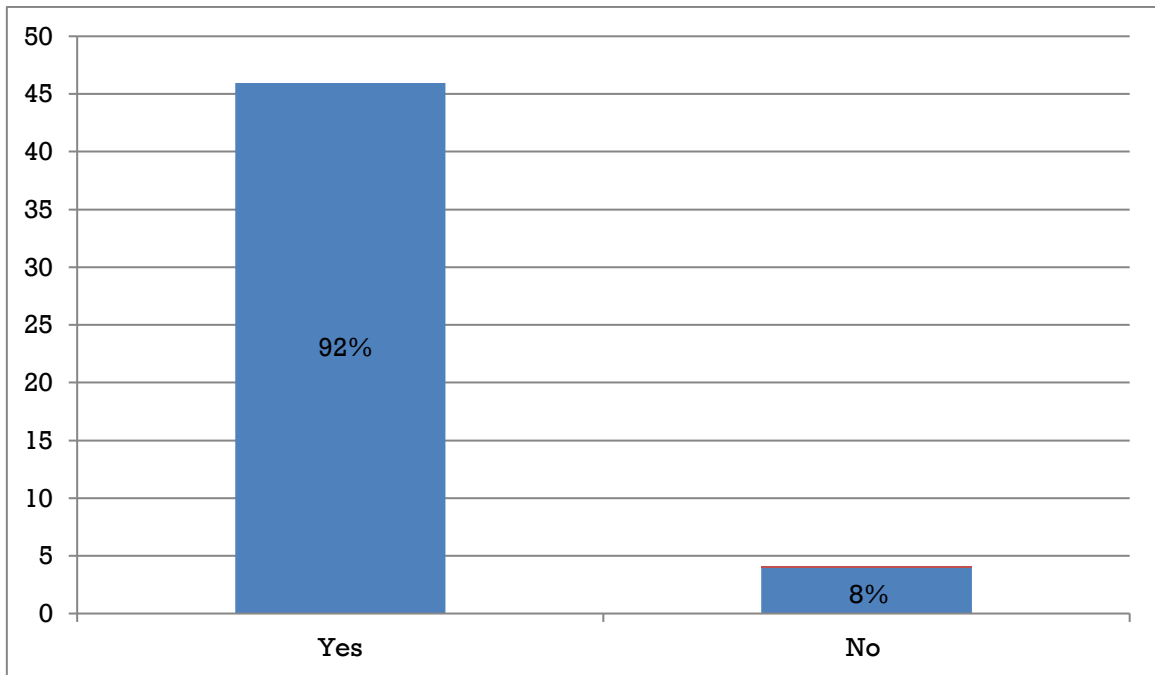
Table 3.12 Demonstrates that the majority of students (92%) said that giving the rule, after that, providing an example, then practice at the end is a useful technique that the teacher can do for his /her learners, while a small number of them approximated at (8%) answer with 'no'.

Q13: do you agree that feedback as a technique enables you to understand lessons?

Table 3.13 Students 'perspectives about the use of feedback technique.

Options	Number	%
Agree	14	28%
Disagree	9	18%
Strongly agree	27	54%
Strongly disagree	0	0%

Figure 3.13 Students 'perspectives about the use of feedback technique.
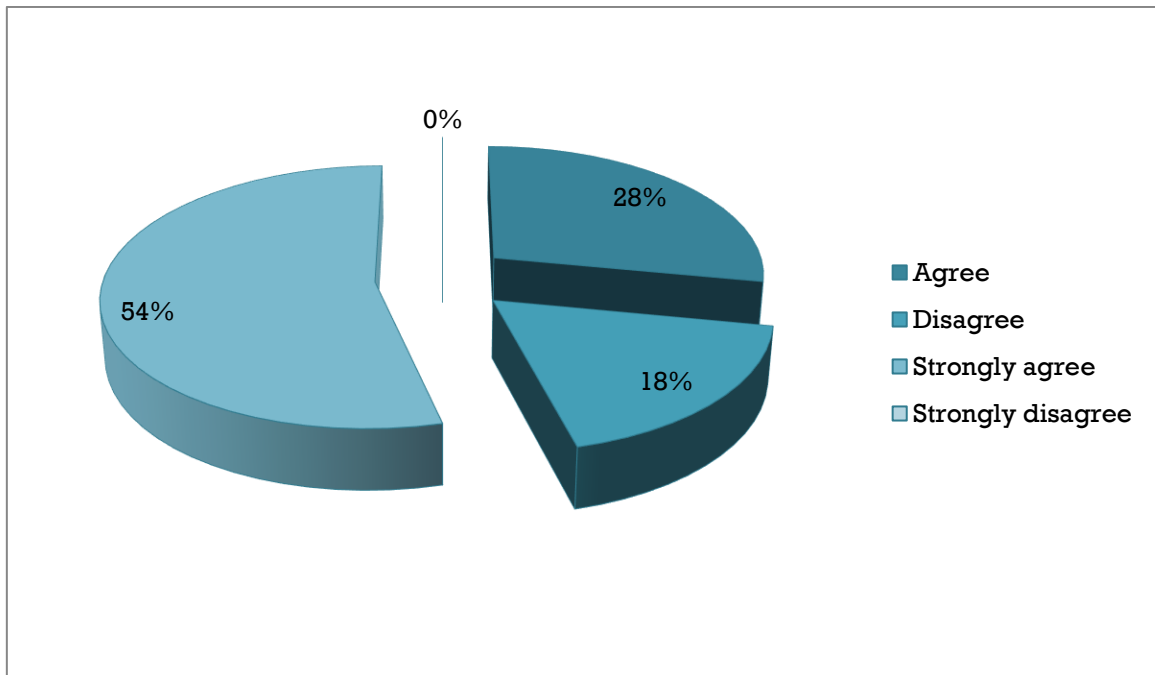
The table above shows that (54%) of participants asserted that they agree strongly with the idea that feedback technique is a good way to avoid repeating errors at the same time understand lessons, (28%)of the students chose to agree, and the rest responses were for disagreeing estimated at (18%).

3.2.2 Interpretation of Students 'Questionnaire

According to the data analyzed by the first-year students of the English department, it is found when inquiring about if the grammar is a difficult module or not, only (26%) answer with 'no' and (74%) believed that it is difficult,

The overwhelming majority of them (92%) associate their low competencies in writing with the grammatical errors which done. When learners encounter difficulties in writing more than half of them chose to guess the right words as a quick solution especially while writing assignments or essays during exams.

Most of the students with a high percentage resort to doing grammar mistakes consciously which refer to their ignorance and lack of understanding the rules and how to apply them in the first place, on the other hand, the rest of them make mistakes consciously which justify their extreme stress during speaking or writing tasks. For that reason the next question is to see how the teacher can help them to overcome this problem, more than half

of the participants (60%) state that adopting appropriate classroom technique is the most helpful way.

In addition to that, (84%) of them do not find that presenting grammar lecture randomly enables them to understand it, this is another raising problem about grammar.

The researcher sheds light on using maps and diagrams as a solution to memorize grammar rules and overcome some difficulties, the inquiry is about the extent of its importance in memorizing rules, it is found that(78%) of students answer which 'yes 'while (22%) chose 'no'.

Among the interesting findings (80%) of students acknowledge that when the teacher gives the rule and provide some examples then asking learners to practice at the end enable them to retrieve information while doing activities, despite the good and positive effect of this strategy, some factors contribute to having obstacles concerning this subject such as lack of relevant explanation (32%), lack of full concentration during the lecture (24%). But 44% of the respondents say that grammar rules are very difficult to understand which confirms finding more ways to help learners. However, other students assert that they don't give importance to grammar lessons when they were in middle and high school, and some of them state that teacher's way of explanation was not helpful.

The vast majority of participants (82%) believe that feedback technique is a very important way to learn effectively, learners are extremely engaged with the content. The last question includes the purpose of the study which is about finding preventive ways to overcome grammar difficulties where (94%) of respondents chose using an appropriate strategy to study grammar rules.

The significance behind their answer appears in the sub- ended question, students perceive it as the only solution to understand rules at the same time apply them correctly, some of them claim about the idea which is practice is the only way to overcome hurdles in grammar. See (Appendix H) you will find some answers.

3.3 Test Analysis and Interpretation

3.3.1 Test Analysis

As mentioned in the test description in the previous chapter, the researcher provides 17 questions with multiple answers. (Figure 3.14).

Table 3.14 List of correct answers for the test.

Questions	Correct Answer	Students' Anwsers
Q1	B	98%
Q2	A	48%
Q3	C	18%
Q4	C	44%
Q5	A	30%
Q6	A	72%
Q7	B	24%
Q8	A	22%
Q9	A	34%
Q10	A	28%
Q11	A	60%
Q12	B	10%
Q13	A	82%
Q14	C	6%
Q15	B	16%
Q16	A	6%
Q17	B	8%

Figure 3.14 Students' correct answers
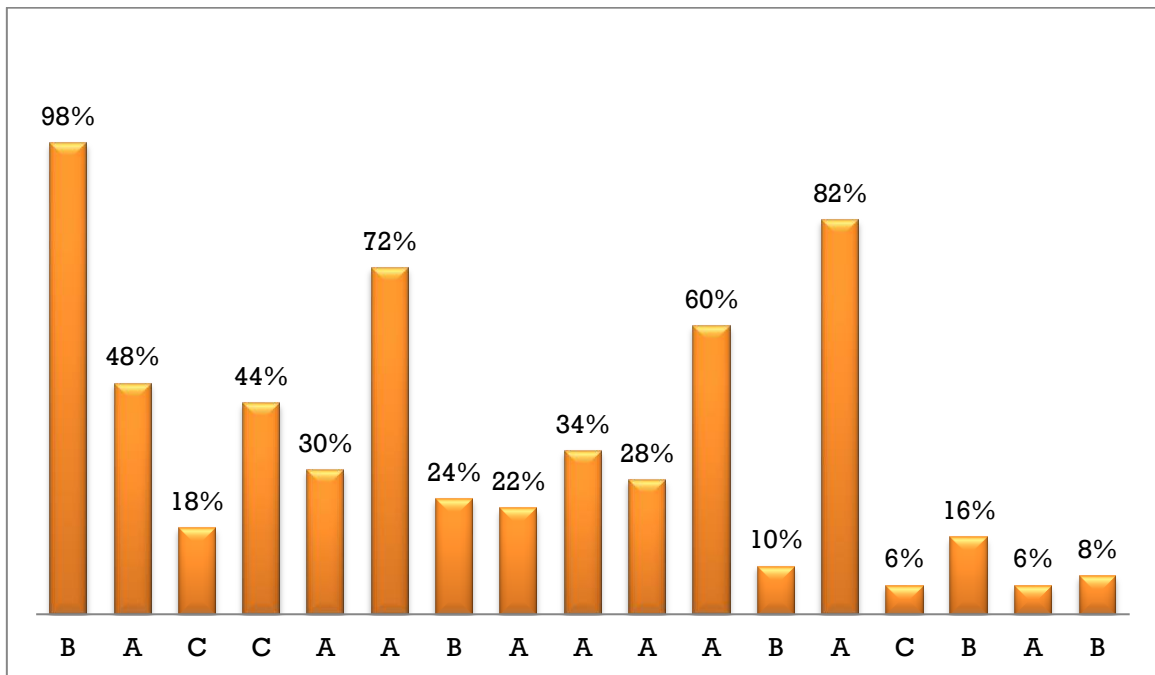
It can be seen from the table and figure above that the majority of students in the first question answer correctly (98%), the same thing for question 13 where (82%) of the students give the correct answer, but the other answers are different, for instance, the correct answer of question number 12 only a few students provide it (10%), the same for the question 15, only (16%) students reach the correct answer, besides to the question number 14 and 16, only (6%) answer correctly, also question 17 where (8%)respond rightly.

3.3.2 Test Interpretation

The following graph represents a comparison between students 'correct and incorrect answers

Figure 3.15 illustrates the clear difference between the students' answers (correct, incorrect)
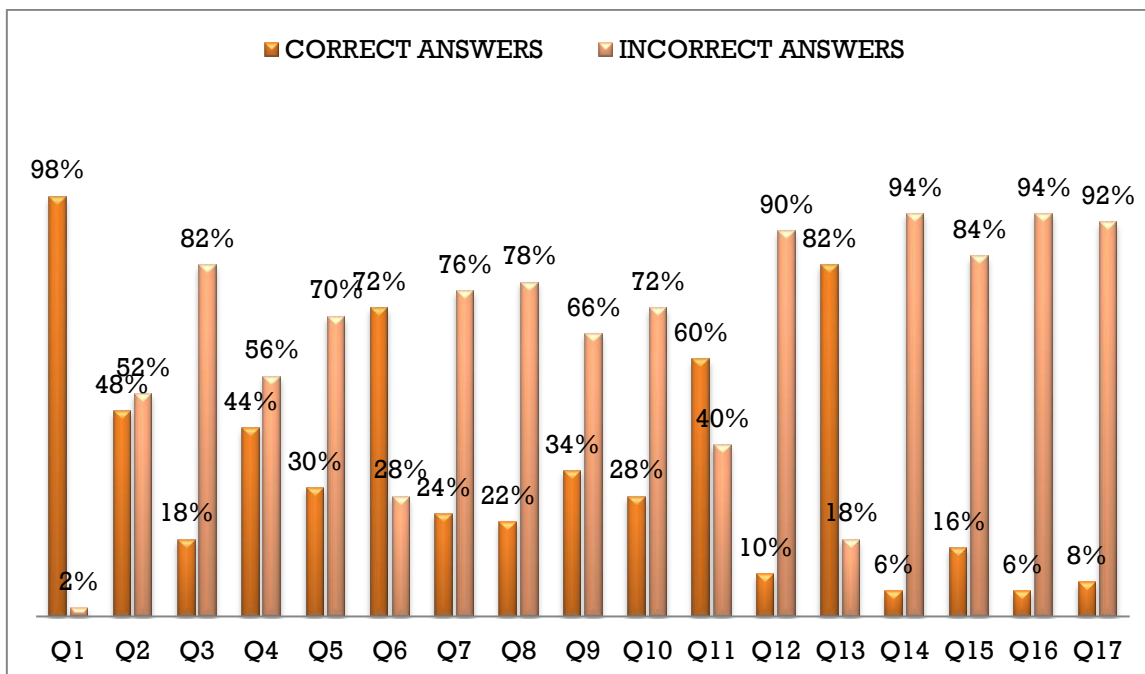
Most of them answer incorrectly their rates are under 40%.By contrast only few students achieve high rates of correct answers for the questions number 1,6,11,13, reaching (98%), (72%), (60%) ,(82%) . These disparities in answers indicate that they encounter difficulties in understanding some grammatical rules, even though they are university students but they have low competencies in grammar, also they may have different teachers in high school with different capacities. And the way teachers explain lessons vary from one teacher to another some of them may adopt teaching techniques but they were not helpful for students.

3.4 Observations

The following points refer to the results obtained from classroom observation that is for the first-year students in the oral expression class:

After listening to the record students provide only single words to express their ideas; they do not use full sentences.

-Students make mistakes in using verb tenses while speaking.

-Discussion with the teacher encourages learners to express more ideas.

-Learners have weak language style (they do not use academic words while speaking)

The most noticeable thing during the observation is that even though the teacher asks them to take some notes then answer they never use order sentences (subject +verb+ object), and they conjugate verbs in the correct tense rarely.

The following points refer to the results obtain from CO in the writing comprehension and expression:

The teacher explains the lesson in a good way; he gives some steps for writing an essay.

At the beginning of the lecture, learners are active but after half an hour, students get bored and anxious.

The teacher asks his students to write an essay about "the importance of technologies"

The teacher's explanation of the lesson was limited only to providing a summary of the most important steps of writing an essay.

The majority of students do not complete writing their essays.

The ignorance of grammar is one of the reasons that lead students to avoid completing the assignment.

The most interesting thing that the researcher notice when observing some learners' papers is that most of the papers are full of errors in terms of writing and the majority of mistakes are mistakes in applying grammatical rules.

3.5 Outcomes and Outlooks

The results obtained from the three research tools in this dissertation affirm that it is evident that grammar rules are difficult to approach since while putting this idea to the research sample (74%) ensure it by responding to the first question with 'yes', the answers collected from the questionnaire for students show that the difficulties of grammar decline students' writing abilities in which (92%) of students confirm this idea, this opinion go hand in hand with what is mentioned in the literature review where learners believe that

developing grammatical skills means enhancing writing capacities. Students' answers about the factors that create hurdles in grammar are varied, some of them indicate that grammar rules are difficult for them; others claim that the lack of relevant explanation for them is considered as one of the factors that make grammar difficult while the rest take the lack of full concentration during grammar lecture as another factor.

The first hypothesis says that difficulties in grammar might be related to students' ignorance of how to apply the rules, through classroom observation, it was found that grammatical difficulties affect negatively students 'speaking and writing capacities, and students somehow get bloked due to the way that teacher explain the lesson the significant role of grammar in developing both speaking and writing skills and its crucial role in fostering communicative abilities are all mentioned in the first chapter.

On the other hand, the test outcomes indicate that the majority of learners have a lot of difficulties in applying grammar rules while doing activities and tasks, most of them are about adjectives, adverbs, reported speech, expressing wishes, and comparison, passive and active voice. In addition, students justify that doing errors consciously is related to the fact that learners do not have any idea about how to apply grammar rules.

The second hypothesis which states that choosing appropriate techniques (maps,deductive approach, feedback-based method) may reduce hurdles in grammar , depending on the results obtained from students' questionnaire and CO (84˙%) of them claim that they can not understand anything presented   randomly in classroom , they say that the difficulties they encounter in grammar can be reduced when the teacher adopts reliable and useful classroom techniques, at the same time students encourage the use of maps and diagrams which help them a lot to memorize grammar rules (figure 3.10),this opinion parallels with the results of studies carries out by Boyle ,Weishaar ,David,and Dimmon who support the use of maps in teaching grammar , another study done in Gaza to improve the effectiveness of using maps on achieving English grammar puts into evidence that map strategy enables learners to play different roles as thinkers, problem solvers, researchers, these roles help them to acquire and employ English language in different situations more easily.

Additionally, the use of diagrams and tables simplifies complex things for learners as it is mentioned in the first chapter where students affirm that they can remember rules easily if the teacher draws maps and diagrams for them. When going back to the test

results some grammar rules like presenting wishes, reported speech and conjugation are difficult for most of them, thus these tools can be used to clarify some rules, and other students assert that adopting the deductive approach in the classroom increases their comprehension. According to students' views, feedback-based technique seems so effective in learning more grammatical rules (figure 3.13).

Data analysis provided excellent support for the study, as the ignorance of applying grammar rules besides to the lack of relevant explanation, and the importance of providing classroom techniques to overcome its hindrances, after analyzing all the data, it is demonstrated that using maps, deductive approach and feedback based technique are effective strategies to decrease hurdle in grammar and help learners in obtaining good performance in speaking and having good writing style. From the above findings, the research questions are answered, and the two mentioned hypotheses are assured.

3.6 Limitations

Even though the present study has been able to bring some new insights into grammar, but the researcher has got several limitations.

The researcher was unable to reach some answers, such as the reasons behind doing grammar mistakes unconsciously by the learner, also we did not access to the way that learners use to write their essays, this is due to the following factors:

Some Students did not accept to give us their papers for the writing assignment.

The time was limited as a result of dividing the study into groups at the university due to the pandemic of covid 19.

_The small sample size of the study, which leads the researcher to generalize the findings of the study in a large context

_The researcher did not obtain different information about the topic because only a few classes are available.

_The researchers find limited free sources (books, articles ….)

3.7 Suggestions and Recommendation

After researching, and analyzing the results derived from the approved research methods, the researcher brings some recommendations and suggestions for both teachers and students of the English language at the University of Saida.

3.7.1. For Students

The EFL learners have to be aware of the importance of grammatical skills in mastering the English language.

Students need not to be shy while committing mistakes in both speaking and writing, but they need to learn from their errors.

Students must be attentive and concentrate well during grammar sessions to understand better.

Students must engage effectively in learning because carelessness hinders their progress.

Students need to practice a lot inside and outside classrooms.

Students need to read a lot to enhance their level of writing and speaking.

3.7.2. For Teachers

Teachers need to support students to cope with their problems in grammar.

It is advisable for teachers to get their students' interest for better comprehension.

Teachers have to adopt appropriate classroom strategy that helps learners to comprehend grammar.

It is recommended from Teachers to use maps and diagrams during explaining grammar rules and encourage learners to do so.

Teachers have to use simple and accurate English while explaining the lesson.

Using feedback-based technique is a reliable way to learn effectively.

Teachers are required to build a friendly relationship with their learners.

Teacher need to provide interesting activities that help his learners to apply grammar rules.

It is advisable for teachers to intensify the explanations of all grammar rules and give more explanations to lessons concerning expressing wishes, how to use adverbs and adjectives, how to write complex and compound sentences, verb tenses, and reported speech lessons.

3.8 Some Strategies to Teach Grammar

3.8.1 Using Map

When the teacher uses maps to explain a particular rule will clarify and give a main idea about the whole lesson, at the same time learners will recognize what they are going to do next. They will easily refer back to the map on the board and apply the role correctly.

By using maps learner can draw a plan in his mind and he can remember rules immediately, and it simplifies complex rules for learners, and motivates them to promote deeper learning of grammar; find solutions for any given task (written, spoken).

Moreover, it helps the learners to remember the rules easily via using keywords, short phrases instead of long sentences. Researchers in the field demonstrate that mind maps improve memory and help students to learn through moving from grouping points to linking them by inserting parts of individual information then, clarifying their relationship, assess their meaning. By this method, students can memorize new information easily and stored them in memory for a long time.

When it came to practice grammar rules, the student can draw an immediate plan which helps him to solve any issue.

For example; when the teacher gives his students a task about present continuous, he can draw a small diagram to solve this activity.

3.8.2 Using Dictation

Dictation activities have an effective role in building and promoting conscious learning of structures, pupils are required to copy texts accurately; this work usually includes various types of correction activities that focus directly on the form.

Dictation raises teachers' awareness of students' comprehension, phonological, and grammatical, as well as spelling errors' (Alkire, 2002).

3.8.2.1Some Activities in Dictation

3.8.2.1.1. Dictogloss

Dictogloss is "a language technique that used to teach grammatical structure, in which students form small groups and summarize a text, it considered as a comprehensive technique for all language skills because learners practice not only writing and speaking but also use vocabulary and grammar to complete the task".(Manuel,n.d)

The Teacher can apply this technique in his classroom as follow:

He can use a topic as an example to discuss, it should be motivated and interesting for them, for example, "dreams", then, he explains the task, reads a text to the class but it should be a short one, and learners just listen.

The teacher reads the text again, learners take notes in groups, and the students rewrite the text.

3.8.2.1.2. Clicker Gap Passage

This procedure was suggested firstly by Davis and Rinvolucri (1988) named, whistle gaps,   Mark Robert mentioned that this method is based on an oral cloze, with selected words which are chosen from the dictated text and replaced by clap or tap on the desk (whistle), students must write the text as it is read to them and choose appropriate words to replace the blanks.

Both researchers notice that this task forces learners "to think hard about the meaning of what they hear", this procedure can be used to provide good practice to teach some grammatical categories, such as; pronouns, prepositions, articles..., in which the teacher intends to have spaces that should be replaced by pronouns or articles or prepositions so that students can learn them easily.

3.8.2.1.3. Split Dictation:

Robert indicated that this strategy provides practice in analyzing English clauses and sentence structure, he also proved that teacher can use this method appropriately by choosing a text, which contains different types of sentences (complex, compound, compound -complex), it may include relative clauses (restrictive and non-restrictive) ,(adverbial, noun) clauses, non -finite clauses (infinitival, participial), the teacher should

split a text into short dictation phrases, then he divides the class into two groups , he dictates those passages for each group and explains difficult vocabulary, then dictate it again but he dos not give too much information about sentence break, clause break, at the end learners should link the two passages to have a complete text. This task helps in combining sentences.He clarifies that newspapers, short stories, and items are suitable for doing split dictation.

3.8.2.1.4. Dicto _Comp

Wishon and Burks (1968) were the first researchers who suggest this technique, in which students are obliged to reproduce a passage on their own, after the dictation is complete, it can be used to provide practice in any type of structure from simple to complex. Firstly, the teacher selects a text containing various examples of structure to be practiced (passive voice, tenses, a combination of tenses, clauses,...), then, he is going to read the dicto_comp to learners three times briefly, and students just listen For the two times, they can ask about clarification if they came across difficult words. After the last reading Students are required to write this passage by using their style. This strategy, develops learners' writing skills as well as applies their grammatical knowledge and reaches their vocabulary, for instance, they can replace direct speech with indirect one or active voice or an indirect one.

3.8.3 Drawing Timelines

It is a useful technique for teaching grammar structures related to aspects of time; it is a visual way to clarify things described in sentence .for example;

Past   present   future

I was talking to Jhon   I am talking to Jhon   I will be talking to Jhon

Figure 3.16 Upper Elementary Snapshots

3.9 Conclusion

This chapter deals with the practical side of the research which consists of the analyses and discussion of the gathered data that is; students' test and questionnaire, classroom observation, findings reveal that learners agree that applying grammar rules is the main cause of its difficulties, and adopting appropriate classroom strategies enable them to understand as well as know how to utilize the rules, after the analyses and interpretation, the researcher provides some recommendations and suggest some strategies to teach grammar appropriately.

General Conclusion

General conclusion

Grammar explains how language should be structured, it is controversial issue in the field of foreign language learning for that, many studies have appeared over years to enhance students' grammatical skills and many techniques and approaches have been suggested to help teachers and learners. In this study, the investigator tries to unfold some of the grammatical obstacles and present reliable and useful learning strategies to solve this controversy. In the same context, the researcher desired to find answers about the achievability of some suggested teaching strategies in overcoming grammar difficulties.

In order to answer those research questions, the researcher pretended two hypotheses. First, grammar diificulties may refer to the ignorance of applying rules; second, using appropriate strategies (maps, feed_back technique, and deductive approach) can help learners to understand grammar rules and reduce its difficulties.

The results attained from the qualitative and quantitative research methods approved the hypotheses, indicating that choosing appropriate techniques, as a result, the use of diagrams and maps to memorize grammar rules, adopt feedback based technique in classrooms, and encourage the use of the deductive method can help to overcome the present problem through willingness and interest to acquire more knowledge. Learners benefit more from the use of those strategies; also they made excellent accomplishments in writing and speaking performance. Generally speaking, the employment of appropriate teaching strategies helps students to promote their academic accomplishment, but that goal can be achieved under teacher supervision who has an important role in making adequate learning in grammar. He can simplify grammar rules to his students by choosing useful techniques in the classroom, and presenting lessons in an organized way as well as motivating learners to study and practice. The present research will be able to open a small window onto the use of feedback based technique as a reliable strategy that the teacher can adopt in his classroom, it makes learners effectively understand and apprehend rules since they extremely engage with the content, additionally, the lecture information can be remembered and understood through the use of maps and diagrams, also deductive approach is considered as a helpful classroom strategy.

Maps and diagrams are useful learning strategies thus, learners have to be aware of its crucial role to apply it appropriately, it provides elaboration and organization of

different ideas, moreover, the deductive approach raises students' ability to grasp, focus on what they learn in class.

In terms of structure, the present study consists of three chapters. The first chapter tackles the review of literature about teaching grammar in EFL classrooms; the researcher gives some interesting points concerning the topic such as some definitions, approaches, instructional techniques. The second chapter deals with learners' difficulties in grammar at Saida University, then the researcher adopts mixed research methods to investigate those problems, a questionnaire and grammar test for learners besides to, the classroom observation is conducted for first_ year students at the department of English. The third chapter is about data analyses and interpretation in which the researcher analyzes and discusses the gathered data.

While doing the investigation, the researcher faces some limitations such as the lack of books and articles to some extent limit the research, what is more important, is the conditions that our country is live in. However, for future researches this study can be more valid if it is conducted for a large research sample, for instance, doing an investigation with various levels at the university, using different research tools.

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Appendices

Appendix A:

The students' Questionnaire

Dear first year students,

The following questionnaire tries to investigate about new strategies to help EFL (English language leaning) students to revamp grammar difficulties, we would really appreciate if you respond honestly to this questions, this questionnaire will take less than 15min to answer, we guarantee full of confidentiality of your answers.

Thank you very much

Personal information

1. Gender:

Male:

Female:

2. Age: …………………

Part one: Grammar as a subject

(Put a tick x near to your answer)

1. Do you consider grammar as a difficult module?

_Yes ☐

_No ☐

2. What are the factors that contribute to grammar difficulties?

_ Lack of excellent explanation ☐

_Lack of well concentration during lecture ☐

_Grammar rules are very difficult to understand ☐

 Do you suggest other factors?

………………………………………………………………………………………………………

……………………………………………………………….

3. Do you think that grammar errors are the main cause of weaknesses in writing?

_Yes ☐

_No ☐

4. Are grammar mistakes done consciously or unconsciously by the learner?

_ Consciously, why? ………………………………………………………………………

_ Unconsciously, why?

………………………………………………………………………

5. Do students know how to correct their mistakes?

_ Yes ☐

_ No ☐

6. What are the preventive ways to solve this problem?

_ Using appropriate strategy to study grammar rules ☐

_ Students practice a lot to understand grammar lessons ☐

7. How can teacher help his/her students to reduce grammar obstacles?

_ Adopt classroom technique to explain grammar ☐

_ provide more challenging tasks ☐

8. Do you find it helpful when the teacher presents grammar lessons randomly?

_ Yes ☐

_No ☐

9. Do you agree that teacher can prevent his learners from making errors by providing a lot of works to them?

_ Agree ☐

_ Disagree ☐

_ strongly agree ☐

_Strongly disagree ☐

10. Do tables, maps, and Diagrams help you to memorize grammar rules?

_Yes ☐

_No ☐

Justify?

………………………………………………………………………………………………

………………………………………………………………………………………

11. Do you believe that communicative activities promote deeper learning for grammar?

_Yes ☐

_No ☐

_ Sometimes ☐

12. Do you find it appropriate when the teacher give the rule than some examples about it and asks you to practice at the end?

_Yes ☐

_No ☐

13. Do you agree that feedback as a technique enables you to understand lessons?

_Agree ☐

_Disagree ☐

_Strongly agree ☐

_Strongly disagree ☐

Thank you for your collaboration

Grammar test

Dear first year students,

Read these sentences; please put an X next to the appropriate answer. It will take less than 15min.

1. I am going to   post office

A) A ☐

B) The ☐

C) An ☐

2. Where are the   photos?

A) Other ☐

B) Others ☐

3. The movie was   the book

A) As ☐

B) As good as ☐

C) Good as ☐

D) As good ☐

4. Jane   in the library this morning

A) Is study ☐

B) Studying ☐

C) Is studying ☐

D) Are studying ☐

5. Dina   the window please. It's too hot in here

A) Opens ☐

B) Open ☐

C) Opened ☐

D) Will open ☐

6. John cooked supper   I watched TV

A) As ☐

B) While ☐

7. He was   the market

A) At ☐

B) In ☐

C) On ☐

8. I visited my grandmother,

A) Last week ☐

B) Today ☐

C) Tomorrow ☐

9. You   drive without a license

A) Mustn't ☐

B) Don't have to ☐

10. She speaks English very well, if I want to ask question about English what I can say.

A) What does she speak? ☐

B) How does she speak? ☐

C) What she speaks? ☐

11. She delivered the letters ◄ the letters …………………………………………….

12. She said "I am living in Paris"   ………………………………………………

13. Could/ Can you open the door .Please?

14. I don't study hard last year so I failed my exam

Iwish……………………………………………………………………………………

15. Russia (large)…….. France

16. The final exam wasn't easy, it was quite.

A) Hard ☐

B) Hardly ☐

17) My mother ……… put a gift for me on my bag.

A) Secret ☐

B) Secretly ☐

Appendix C

Classroom Observation Form

Ministry of higher education:

Dr. Moulay Taher University _Saida

Faculty of Letter and Arts

Section of English Language

Academic Year 2020_2021

The observer: Teacher:

………………   …………

The observed points:

1.   The way teacher presents the lesson:

………………………………………………………………………………………………
………………..

2. The way students interact with the teacher:

………………………………………………………………………………………………
………………………………………………

3. The time needed to complete the activity:

………………………………………………………………………………………………
…………………………………………………………..

4. The language used by both learners and students:

……
……………………………………………………………………………

5. How do learners write essays by their own styles:

……
…………………………………………..

6. Lecture length:

……
………………………………………………………………………………

Timing: 1 hour

Students number: 50

Oral Expression Lesson

PRONUNCIATION FOCUS

Joined sounds

When talking in a relaxed way, speakers often do not say words the way they are spelled. They drop or change the beginning and ending sounds – the words then sound like they are joined together. For example, **What do you think? = whaddaya think?**

F. **Listen (Audio 37)** I think the penguins would be fun to look at. **What do you think?**

G. **Listening to the questions and write the missing words. (Audio 38)**

1. So.............going to get to the park
2. ....want to go next?
3. ....run away when the giraffe came out,
4. ....going to meet at the park.

INTEGRATION

H. **Listen to the dialogue and take notes on a separate piece of paper. Then write the answers. (Audio 39)**

1. What is the dialogue about?
   ....
2. How does the girl feel about mice?
   ....
3. How does the boy react to the girl's excitement for snakes?
   ....

I. **Write about wild animal that you like and another wild animal that you dislike.**

> I really like..
> They are ....
> I feel ....
> ....
> I don't like ....
> They are ....
> I feel ....

J. **Tell the class**

2

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Appendix E

Written Expression Lesson

Essay outline

1) The introduction:

.Creative opening to get audience's attention; you can use quotes or facts

.Background information

. Thesis statement to affirm the main idea of the topic

2) The body:

Paragraph1:

a) Topic sentence states the main idea of the paragraph

b) Supporting detail defined or strengthen the topic sentence, at list two supporting details such as: facts, examples, expert opinions

Paragraph 2

a) Topic sentence states the main idea of the paragraph

b) Supporting detail defined or strengthen the topic sentence

Paragraph 3

a) Topic sentence states the main idea of the paragraph

b) Supporting detail defined or strengthen the topic sentence

3) Conclusion

Restate thesis statement

Summarize main points

Tie or opening , you should relate your conclusion to the opening of the essay

Appendix F

Students' Essay Example

Technologies is help to everybody, it give everybody information for example to student are needs it to studies. it has an advantages and an disadvantages. There are state in this paragraph.

A technologies helpful to all people, students for study at exam at scholars, it were help to mother in home. For cook, like are use microwave like are use Internet on cook, it were help to communicate to speak towards persons.

Technologies in an disadvantages it not help to studies it not help to work it wasting time. it have causing autism to kid. Mother it burning meat at watch at internet.

Technologies it help and it danger it could using goodly to help in life.

You needs not using technologies is very bad to kid and. kid are life and are generation it ned tradition by rise kid to goes not meat to technologies.

Student' answer for the test

Grammar test

Dear first year students,

Read these sentences, please put an X next to the appropriate answer. It will take less than 15min.

1. I am going to   post office

A) A
B) The X
C) An

2. Where are the   photos?

A) Other

B) Others X

3. The movie was   the book

A) As

B) As good as

C) Good as

D) As good X

4. Jane   in the library this morning

A) Is study

B) Studying X

C) Is studying

D) Are studying

5. Dina   the window please. It's too hot in here

A) Opens

B) Open X

C) Opened

D) Will open

6. John cooked supper   I watched TV

A) As ✗

B) While

7. He was   the market

A) At

B) In ✗

C) On

8. I visited my grandmother,

A) Last week ✗

B) Today

C) Tomorrow

9. You   drive without a license

A) Mustn't ✗

B) Don't have to

10. She speaks English very well, if I want to ask question about English what I can say.

A) What does she speak?

B) How does she speak?

C) What she speaks? ✗

11. She delivered the letters ⟶ The letters *was taken by she*

12. "I am living in Paris" ⟶ *She /he said that I am living in paris*
she said

13. Could/ Can you open the door .Please?
✗

14. I don't study hard last year so I failed my exam ⟶
Iwish… *I don't study hard last year so I failed my exam .*

15. Russia (large)…….. France
large than

16. The final exam wasn't easy, it was quite.

A) Hard

B) Hardly ✗

Appendix H

Student answers for the questionnaire

The students' Questionnaire

Dear first year students,

The following questionnaire tries to investigate about new strategies to help EFL (English language leaning) students to revamp grammar difficulties, we would really appreciate if you respond honestly to this questions, this questionnaire will take less than 15min to answer, we guarantee full of confidentiality of your answers.

Thank you very much

Personal information

1.   Gender:

Male: ✓

Female:

2.   Age: ...... 20 ....

Part one: Grammar as a subject

(Put a tick x near to your answer)

1.   Do you consider grammar as a difficult module?

_Yes ✓

_No

2.   What are the factors that contribute to grammar difficulties?

_ Lack of excellent explanation X

_Lack of well concentration during lecture

_Grammar rules are very difficult to understand X

Do you suggest other factors?
.... sometimes Teacher did not present the ....
.... lesson ...... in good way

3.   Do you think that grammar errors are the main cause of weaknesses in writing?

_Yes ✓

_No

4.   Is grammar mistakes done consciously or unconsciously by the learner?

_ Consciously, why? ✓ because we didnot apply the rules in correct way

_ Unconsciously, why?

....

5.   Do students know how to correct their mistakes?

_ Yes

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_ No X

6.	What are the preventive ways to solve this problem?
_ Using appropriate strategy to study grammar rules ✓
_ Students practice a lot to understand grammar lessons
7.	How can teacher help his/her students to reduce grammar obstacles?
_ Adopt classroom technique to explain grammar ✓
_ provide more challenging tasks
8.	Do you find it helpful when the teacher presents grammar lessons randomly?
_ Yes
_No	X
9.	Do you agree that teacher can prevent his learners from making errors by providing a lot of works to them?
_ Agree
_ Disagree X
_ strongly agree
_Strongly disagree
10.	Do tables, maps, and Diagrams help you to memorize grammar rules?
_Yes ✓
_No
Justify?
.... because it organize our frosy and we can ....
.... learn rules quickly. ....
11.	DO you believe that communicative activities promote deeper learning for grammar?
_Yes
_No
_ Sometimes X
12.	: Do you find it appropriate when the teacher give the rule than some examples about it and asks you to practice at the end?
_Yes ✓
_No
13.	Do you agree that feedback as a technique enables you to understand lessons?
_Agree
_Disagree
_Strongly agree X
_Strongly disagree
Thank you for your collaboration ✓