PEOPLE's DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED BOUDIAF UNIVERSITY OF MSILA

Domain: Foreign languages

Stream: English language

Option: Linguistics

Title:

Investigating 5th Year EFL Pupils' Understanding of Communicative Grammar Instruction: A Case Study of Primary Schools in Msila

Dissertation submitted to the department of English Language and Literature in partial fulfilment of the Requirements for the Degree of Master in Linguistics in Applied Linguistics

Presented by
Mrs Menzer Kenza
Mrs Derardja Adila

Supervised by
Prof. Bouazid Tayeb

Board of Examiners:

Dr Refice Noureddine	**University of M'sila**	**Chairperson**
Pr.Tayeb Bouazid	**University of M'sila**	**Supervisor**
Dr Benadel Islam	**University of M'sila**	**Examiner**

2026

Dedications

I would like to dedicate this thesis

- To my family for their endless support throughout my graduate University journey,
- To my beloved husband who has always encouraged me and helped me to keep working,
- To the professor who helped shape this thesis research and bring it to life Pr. Tayeb, Bouazid who provided me with direction and inspiration throughout this process. Great thanks for his devotion and invaluable support.

Mrs Adila

Dedications

This work is dedicated to

First, and foremost, to Almighty Allah for providing me with blessings and patience to finish this work.

To my lovely parents

To my lovely sisters

To our lovely brothers

To my lovely friends that I will never forget. Those who sincerely supported me with their prayer, kindness, and effort.

To all of you, I gladly dedicate this work and these words

Thank You

kenza

Acknowledgements

In the Name of Allah, the Compassionate, the Merciful

We would like to express our gratitude to all the people who helped us throughout our work on this thesis.

First of all, we would like to thank God the Almighty, for everything He has done for us, so that we could finish this work.

We are extremely indebted to our kind and knowledgeable supervisor, Prof. Tayeb Bouazid for his guidance, patience, and precious advice. Without whom, this dissertation would not have been completed.

A very special gratitude goes to the board of examiners who have accepted to devote time and effort to read and evaluate this work.

We also would like to express a special thanks to all the teachers and staff of both primary schools and to the participants of the study, fifth year in particular, who contributed with their time and energy and shared their experience and thinking.

Adila kenza

Abstract

The use of communicative approaches in teaching English as a Foreign Language (EFL) has led to a greater focus on teaching grammar through meaningful use instead of isolated rule instruction, especially in primary education. This study looks into how fifth-year EFL students understand communicative grammar instruction in selected primary schools in Msila. A mixed-methods descriptive case study was used to examine both students' perceptions and their actual grammar performance. Data were gathered using a child-friendly questionnaire, a teacher's interview , and classroom observation checklists. Quantitative data were analyzed with descriptive statistics, and qualitative data from classroom observations were examined thematically. The findings show that students generally have positive attitudes toward communicative grammar activities and demonstrate a satisfactory understanding of grammatical structures when instruction is set in context and supported by visual and interactive techniques. However, some students struggle with tasks that require spontaneous oral production, indicating a need for more support. The study highlights the teaching value of communicative grammar instruction for young learners and emphasizes the importance of adjusting teaching practices to match students' cognitive and language development in Algerian primary schools.

Keywords: communicative grammar instruction, young EFL learners, grammar understanding, primary education, classroom observation

List of Abbreviations

EFL English as a Foreign Language

SLA Second Language Acquisition

CLT Communicative Language Teaching

MNE Ministry of National Education

CBA competency-based Approach

List of Tables

Table (1) on understanding grammar better with pictures.....32

Table (2) on understanding grammar better with examples.....32.

Table (3) on using grammar while speaking.....32

Table (4) grammar lessons are easy to understand.....32

Table (5) Doing collaborative grammar activities bring enjoyment..... 33

Table (6Understanding grammar through stories.....33

Table (7) Challenges with English grammar.....33

Table (8) Enjoying learning grammar.....33.

Table (9) Learning English Grammar through games.....34

Table (10) learning grammar through songs and chants.....34

Table (11) Understanding grammar better when we acting or role-playing.....34

Table (12) understanding grammar through actions.....34

Table (13) Understanding grammar through teacher's writing on the board.....35

Table (14) Using grammar through speaking in class.....35

Table (15) Enjoying working grammar activities in peers.....35

Table (16) Enjoying grammar activities when working in groups.....35

Table (17) Speaking English without fear.....36

Table (18) easiness in understanding grammar lessons.....36.

Table (19) Feeling happiness during grammar activities.....36

Table (20) on enjoying learning English grammar 36

Table (21) Perceptions on English grammar.....37

Table (22) on the presence of the teacher as a grammar support.....37

Table (23) On teacher's scaffolding in grammar 37

Table (24) On Teachers' Teaching experience..... 38

Table (25) On Teachers' Training.....38

Table (26) On interpreting the 5th EFL curriculum when teaching grammar.....38

Table (27) On Teacher's focal grammar points.....39

Table (28) the choice of activities when teaching grammar.....40

Table (29) on describing a typical communicative grammar lesson teaching.....40

Table (30) on the most used strategies/ activities 40

Table (31) on encouraging pupils' participation in grammar lessons..... ..41

Table (32) on knowing whether pupils have understood grammar points or not.....41

Table (33) Challenges pupils face when learning grammar communicatively and how teachers help.....42.

Table (34) On assessing pupils' grammar learning.....42

Table (35) what works well in teaching grammar communicatively and what could be improved.....43

Table (36) Assessing through observation criteria.....44.

Table (37) on interaction types-teacher-learner/learner-teacher/learner-learner.....47.

Table (38) Assessing Through observation Criteria.....51

Table (39) On interaction Types.....53

Table (40) Calculation of scores.....55

List of Figures

Figure 1:. Games and Fun Activities.....31

List of Appendices

Appendix A Pupils questionnaire

Appendix B Teachers interview

Appendix C Observation Checklists-Lesson Plan1

Appendix D Lesson Plan 2

Appendix E Abstract in Arabic

Contents

Dedications I
Dedications II
Acknowledgements III
Abstract IV
List of Abbreviations V
List of Tables VI
List of Figures VIII
List of Appendices IX
General Introduction 1
Background of the Study 1
2. Statement of the Problem 1
3.Research Questions 2
4. Objectives of the Study 2
5.Significance of the Study 3
6.Preliminary Literature review 3
7. Research Methods and Design : 4
1.Participants : 4
2.Data Collection Tools: 4
1.Pupils' Questionnaire : 4
2.Teachers' Interview: 5
3.Classroom Observation Checklists : 5
3.Data Analysis : 5
8. Research Hypotheses 5
9. Structure of the Study 6
10.Scope and Limitations 6
11. Definition of Key Terms 6
Chapter One: Literature Review 7
Overview 7
Section One: Grammar Instruction in EFL Contexts 7
1.The Role of Grammar in Language Learning 7
2.Traditional Grammar Teaching 9

3.Communicative Grammar Instruction 10
4. Concept of Communicative Grammar 11
5.Principles of Communicative Grammar Instruction 12
6.Benefits and Challenges of communicative grammar 13
Section 2 : Young Learners and Grammar Understanding 15
1.Understanding Grammar Instruction 15
2.Characteristics of Young EFL Learners 16
3.Understanding Grammar at the Primary Level 18
4. Students' views and understanding in EFL classrooms in Algeria 21
5. Empirical Studies on Communicative Grammar Instruction 23
6. Research Gap 24
Conclusion 24
Chapter Two: Research Methodology and Discussion of the Findings 25
Overview 25
Section 1: Research Methodology and Design 25
1.Research Design: Mixed-Methods Descriptive Case Study Design 25
2. Case Study Design: 26
3.Research Tools: 26
1.The population and study sample 26
2.Data collection Tools 27
1.Pupils' Questionnaire: 27
4. Classroom Observation 27
5.Teachers' Interview (semi-structured) to explore challenges, strategies and beliefs. 27
4.Research Procedures: 28
4.Ethical Consideration 28
5.Validity and Reliability Procedures in Children's Research 29
1. Validity 29
2.Reliability 30
3.Ethical Considerations 30
Section 2:Data Analysis and Interpretation of the Results 31
Overview 31
1.Data Analysis: 31

2.Analysis of Pupils' Questionnaire..... 31

Comment: Gentle correction and teacher support significantly enhance understanding and learner confidence..... 37

Analysis of Teachers' Interview 38

Section 1: Background Information..... 38

Section 2: Curriculum Implementation..... 38

Section 3: Instructional Practices..... 40

Section 4: Pupil Engagement and Understanding..... 41

Section 5: Assessment and Reflection..... 42

Analysis of Classroom Observation Checklists 44

Analysis of the Observation Checklist One 48

Analysis of Classroom Observation Checklist 1 48

Communicative & Implicit Grammar Teaching 48

Part One: Quantitative Analysis..... 48

Part Two: Predicted Qualitative Analysis..... 49

Analysis of Classroom Observation Checklist: Communicative Grammar Lesson 2 51

Implicit Grammar Teaching..... 51

Analysis of the Observation Checklist two..... 55

Implicit Grammar Teaching – Lesson Two: "Holidays and Travelling"..... 55

2.Discussion of the Analyses..... 59

1. Discussion of the pupils' questionnaire: 59

1. Positive Attitudes Toward Communicative and Interactive Grammar..... 59

2. The Importance of Visual and Contextual Support..... 59

3. The Gap Between Understanding and Production..... 60

5. Persistent Perception of Difficulty: 60

5. The Role of Teacher Support and Feedback 61

6. Interaction, Collaboration, and Motivation..... 61

7. Moderate but Not Universal Enjoyment..... 61

Overall Synthesis:..... 62

Pedagogical Implications 62

Discussion of the Teachers' Interview..... 63

Discussion of the lessons presented and observed..... 64

Lesson Observation One..... 64

General Predicted Discussion of Findings: 64
Lesson Observation Two: 64
Overall Interpretation : 64
3.Limitations of the Study 65
General Conclusion 66
References 69
Appendices 73
Abstract in Arabic 82

General Introduction

Background of the Study

In recent decades, English language teaching has moved away from traditional, form-focused methods and stepped toward communicative and learner-centered approaches. This change highlights the need to teach grammar not as a list of separate rules but as a valuable tool for communication. Communicative Grammar Instruction (CGI) combines grammatical forms with communicative functions. This helps learners see how language structures are used in real situations.

In primary education, teaching grammar is essential for shaping learners' language skills. Fifth-year EFL students, in particular, are at a key point where they start to solidify their basic grammar knowledge while developing their communication skills. At this level, students' grasp of grammar is shaped not just by how they are taught but also by their cognitive growth, learning environment, and classroom practices.

In Algerian primary schools, including those in the Msila region, English has recently been introduced at earlier educational levels. This change means teachers must use effective and age-appropriate methods for teaching grammar. Communicative grammar instruction has been suggested to boost students' engagement and understanding. However, little is known about how young EFL students actually comprehend and interpret this kind of instruction.

2. Statement of the Problem

Despite the growing focus on communication in English teaching, many primary classrooms still rely heavily on traditional explanations and mechanical practice for grammar instruction. As

a result, students might memorize grammatical rules without fully grasping how to use them in communication. This raises concerns about whether communicative grammar teaching is working well and, more importantly, whether fifth-year EFL students really understand grammar when taught this way. In primary schools in Msila, there is little research on how students understand communicative grammar instruction. This study addresses the lack of clear evidence about how fifth-year EFL students perceive, understand, and react to communicative grammar teaching practices.

3.Research Questions

This study seeks to answer the following questions:

1. How is communicative grammar instruction implemented in fifth-year EFL classrooms in primary schools in Msila?

2. To what extent do fifth-year EFL pupils understand grammar when it is taught through communicative activities?

3. What difficulties do pupils face in understanding communicative grammar instruction?

4. How do pupils perceive communicative grammar activities in their English classes?

4. Objectives of the Study

The main aim of this study is to investigate fifth-year EFL pupils' understanding of communicative grammar instruction in primary schools in Msila.

The specific objectives are to:

1. Examine how communicative grammar instruction is applied in primary EFL classrooms.

2. Assess pupils' level of understanding of grammatical structures taught communicatively.

3. Identify challenges faced by pupils in comprehending communicative grammar lessons.

4. Provide pedagogical recommendations for improving grammar instruction at the primary level.

5.Significance of the Study

This study is significant for primary school EFL teachers, curriculum designers, and educational policymakers. It may provide insights into the effectiveness of communicative grammar instruction for young learners and highlight pupils' perspectives, which are often overlooked in grammar research. The findings may contribute to improving grammar teaching practices in Algerian primary schools, particularly in Msila.

6.Preliminary Literature review

The literature review of this study would probably begin by discussing the evolution of grammar teaching methods, moving from traditional rule-based approaches such as the Grammar Translation Method toward communicative and learner-centered approaches.

A major section would likely explain the concept of communicative grammar instruction, emphasizing that grammar should be taught through meaningful communication and contextualized language use rather than memorization of isolated rules. The review may discuss principles of CLT proposed by scholars such as Dell Hymes, Michael Halliday, Stephen Krashen, and Jeremy Harmer. It may also address the notion of communicative competence and the relationship between fluency and accuracy.

Another section would probably review literature on young learners and grammar acquisition, focusing on cognitive development, attention span, interaction, visual learning, and scaffolding in primary classrooms. The study may draw on socio-constructivist ideas from Lev Vygotsky and scaffolding principles from Jerome Bruner to explain how children learn grammar more effectively through interaction and guided communication.

The review would also likely discuss the following points: contextualized grammar teaching, interactive classroom activities (role-play, pair work, games, visuals), learners' attitudes and motivation ,the difficulties pupils face in communicative tasks, especially oral production and what previous studies on communicative grammar teaching in EFL contexts, particularly in Algeria or similar educational environments revealed.

Finally, the literature review would probably identify a gap in research concerning primary school pupils' understanding of communicative grammar instruction in the Algerian context, especially among 5th-year learners in Msila.

7. Research Methods and Design：

The research likely combines: Quantitative methods to measure pupils' perceptions and grammar understanding and Qualitative methods to explore classroom practices and learner behavior in depth. The case study approach focuses on selected primary schools in Msila.

1.Participants :

The participants probably include: 5th-year EFL pupils from selected primary schools and EFL teachers teaching those classes

2.Data Collection Tools:

The study seems to rely on three main instruments:

1.Pupils' Questionnaire：

A Child-friendly and simplified questionnaire designed to explore pupils' attitudes, understanding, preferences, and difficulties regarding communicative grammar activities

2.Teachers' Interview:

These are used to gather teachers' views about communicative grammar instruction, classroom challenges, and teaching strategies

3.Classroom Observation Checklists :

These are used to observe actual classroom implementation : They focused on interaction, use of communicative tasks, visual aids, participation, and pupils' responses

3.Data Analysis :

- **Quantitative data** from questionnaires were probably analyzed using descriptive statistics such as percentages, frequencies, and charts.
- **Qualitative data** from the interview and classroom observations were likely analyzed thematically to identify recurring patterns and classroom practices.

The methodology probably emphasizes: Natural classroom settings ,real-life teaching practices, triangulation of data through multiple tools and ethical considerations for working with children (consent, anonymity, simple language).Overall, the study appears to investigate both the effectiveness and the practical classroom implementation of communicative grammar instruction among young Algerian EFL learners.

8. Research Hypotheses

H1: Pupils show better understanding of grammar when it is presented in meaningful contexts rather than through rule explanation alone.

H2: Communicative grammar activities increase pupils' engagement but may present comprehension challenges for some learners.

9. Structure of the Study

This study is organized into two chapters preceded by a general introduction. Chapter One introduces the literature review and the theoretical part. Chapter Two outlines the research design and methodology, the analysis of the data collection tools followed by the discussion of findings and ends with the recommendations and final conclusion.

10.Scope and Limitations

The study is limited to fifth-year EFL pupils in selected primary schools in Msila during the academic year (2025-2026). It focuses exclusively on pupils' understanding of communicative grammar instruction and does not examine other language skills such as reading or writing in depth.

11. Definition of Key Terms

1. **Communicative Grammar Instruction:** Teaching grammar through meaningful communication and contextualized use.
2. **Understanding:** Pupils' ability to comprehend and use grammatical forms appropriately.
3. **EFL Pupils:** Learners studying English as a foreign language in a formal school context.

Chapter One: Literature Review

Overview

Historically, grammar instruction in EFL has oscillated between explicit rule-based teaching and more communicative, meaning-focused approaches. While traditional methods emphasized mastery of grammatical forms as an end in itself, contemporary perspectives increasingly view grammar as a resource for making meaning in context (Borg, 2011; Ellis, 2002). This shift reflects broader developments in second language acquisition (SLA) theory, which recognizes the complementary roles of explicit knowledge, implicit learning, and meaningful interaction in language development.

Nevertheless, grammar remains a contested area in EFL pedagogy, particularly regarding *how*, *when*, and *to what extent* it should be taught. Understanding the role of grammar and the pedagogical traditions that have shaped its instruction is therefore essential for designing effective EFL curricula and classroom practices.

Section One: Grammar Instruction in EFL Contexts

1.The Role of Grammar in Language Learning

Grammar has long been considered a core component of language competence. It provides learners with the structural framework needed to construct meaningful utterances. In EFL contexts, grammar instruction has traditionally focused on accuracy and rule mastery, often through explicit explanation and written exercises. Still, such approaches have been criticized for neglecting meaningful language use and communication.

For young learners, grammar shouldn't be treated as an abstract system of rules but as a functional tool that helps them express meaning. Effective grammar instruction enables learners to notice patterns in language and apply them in communicative situations.

Grammar plays a crucial role in language learning by providing learners with a systematic understanding of how linguistic forms combine to express meaning. From a structural perspective, grammar enables learners to construct grammatically accurate sentences, thereby enhancing intelligibility and precision in both spoken and written communication (Ur, 2012). Without grammatical competence, learners may struggle to move beyond formulaic expressions or may produce language that is difficult to interpret.

From a communicative standpoint, grammar is not simply a set of rules but a dynamic system that interacts with vocabulary, discourse, and pragmatics. Larsen-Freeman (2003) conceptualizes grammar as a three-dimensional construct involving **form, meaning, and use**, arguing that effective grammar instruction must address all three dimensions simultaneously. This view aligns with communicative language teaching (CLT), which positions grammar as a means to support meaningful interaction rather than as an isolated learning objective.

Research in SLA further suggests that grammar instruction can facilitate language development when it draws learners' attention to linguistic forms within meaningful contexts. Schmidt's (1990) ***Noticing Hypothesis*** posits that conscious awareness of grammatical features is a necessary condition for acquisition. Similarly, Ellis (2006) argues that form-focused instruction helps learners notice gaps between their interlanguage and the target language, thereby promoting restructuring of linguistic knowledge.

In EFL contexts, where input is often limited and non-authentic, grammar instruction becomes particularly important. It compensates for the lack of natural exposure and supports learners in

developing both accuracy and fluency over time (Light brown & Spada, 2013). Thus, grammar serves not only as a cognitive tool for language analysis but also as a pedagogical bridge between form and communication.

2.Traditional Grammar Teaching

Traditional grammar instruction, often associated with the grammar-translation method or structural approaches, emphasizes *explicit rule explanation, memorization, and mechanical practice* such as gap-filling and sentence transformation. While this approach may help learners recognize grammatical forms, it often fails to promote understanding of how grammar functions in real communication.

In primary classrooms, traditional grammar teaching may place excessive cognitive demands on pupils, leading to boredom, confusion, or rote learning without meaningful comprehension.

Traditional grammar teaching refers to instructional approaches *that prioritize the explicit teaching of grammatical rules*, often through deductive explanation, memorization, and controlled practice. The most prominent example is the **Grammar-Translation Method (GTM)**, which dominated foreign language instruction for centuries. In this approach, grammar is presented as a body of prescriptive rules, and learning is assessed through written exercises, translation tasks, and error correction (Richards & Rodgers, 2014).

In traditional classrooms, the teacher assumes the role of an authority figure who transmits grammatical knowledge, while learners are expected to internalize rules and apply them accurately. Instruction typically follows a *presentation-practice-production (PPP)* sequence, where rules are explained first, followed by mechanical drills and sentence-level exercises (Ur,

2012). Although this approach can lead to high levels of metalinguistic knowledge, it often neglects communicative competence and spontaneous language use.

Critics of traditional grammar teaching argue that it encourages passive learning and fails to promote meaningful interaction or communicative fluency (Krashen, 1982). Krashen's *Input Hypothesis* proclaims that explicit grammar instruction has limited impact on acquisition, which primarily results from exposure to comprehensible input. From this perspective, traditional methods may produce learners who know about the language but can't use it effectively in real-life communication.

But, traditional grammar instruction has also been defended, particularly in EFL contexts and examination-oriented educational systems. Ellis (2002) and Borg (2011) note that explicit grammar teaching can be beneficial for adult learners, especially when combined with opportunities for communicative practice ,and in contexts where accuracy is highly valued, such as academic writing or standardized testing, traditional approaches may offer learners a sense of structure and security.

So, while traditional grammar teaching has significant limitations, it has contributed to shaping contemporary pedagogical debates and continues to influence classroom practices in many EFL settings. Rather than being entirely rejected, its principles are increasingly re-examined and adapted within more integrative and communicative frameworks, that persist even today.

3.Communicative Grammar Instruction

Communicative Grammar Instruction (CGI) emerged as a response to form-focused and rule-based approaches to grammar teaching that prioritized accuracy at the expense of meaningful language use. Rooted in the principles of Communicative Language Teaching, CGI conceptualizes

grammar not as an isolated system of rules but as a functional resource that enables learners to express meaning appropriately in different communicative contexts (Larsen-Freeman, 2003; Richards & Rodgers, 2014). This approach reflects a broader shift in language pedagogy toward integrating form, meaning, and use within authentic communicative activities.

In EFL contexts, communicative grammar instruction seeks to balance grammatical accuracy with fluency by embedding grammar learning within purposeful interaction. Rather than teaching grammar for its own sake, CGI emphasizes learners' ability to use grammatical structures effectively to negotiate meaning, perform speech acts, and participate in real-life communication (Ellis, 2006).

4. Concept of Communicative Grammar

What's interesting is the concept of communicative grammar which is inherently meaning-oriented and context-dependent. According to Larsen-Freeman (2003), grammar consists of three interrelated dimensions: **form**, **meaning**, and **use**, all of which must be addressed for successful language learning. Communicative grammar, therefore, goes beyond syntactic accuracy to include pragmatic appropriateness and discourse-level considerations.

From this perspective, learning grammar involves understanding not only how structures are formed, but also why and when they are used in specific communicative situations. For example, tense selection is linked to speaker intention, temporal reference, and discourse organization rather than merely to formal rules (Celce-Murcia & Larsen-Freeman, 1999). Grammar is thus viewed as a dynamic system that evolves through use and interaction.

Communicative grammar also draws on cognitive and interactionist theories of SLA, particularly the idea that learners acquire grammatical structures more effectively when they are exposed to meaningful input and are required to produce output in communicative contexts (Swain, 1995; Long, 1996). Grammar learning is facilitated when learners notice linguistic forms while engaged in tasks that require genuine communication.

Communicative Grammar Instruction (CGI) refers to teaching grammar through meaningful contexts and communicative activities. Rather than isolating grammar rules, CGI integrates form, meaning, and use. Learners are encouraged to discover grammatical patterns through interaction, problem-solving, and authentic language use.

5.Principles of Communicative Grammar Instruction

Communicative Grammar Instruction is guided by a number of pedagogical principles that distinguish it from traditional rule-based teaching.

First, grammar instruction should be **contextualized** within meaningful discourse rather than presented through isolated sentences. Authentic texts, dialogues, and tasks provide learners with opportunities to observe how grammatical forms function in real communication (Batstone, 1994; Ur, 2012).

Second, CGI emphasizes a **focus on form** , where learners' attention is briefly and explicitly drawn to grammatical features as they arise naturally during communicative activities (long, 1991). This approach differs from both purely implicit instruction and traditional focus-on-forms teaching, as it integrates grammatical awareness into meaning-focused interaction.

Third, learner **engagement and interaction** are central principles. Communicative grammar activities typically involve pair work, group discussions, role-plays, problem-solving tasks, and information-gap activities that require learners to use grammatical structures purposefully (Richards, 2006). Through interaction, learners test hypotheses about language and receive feedback that supports interlanguage development.

Finally, CGI recognizes the value of **guided discovery** and **inductive learning**, where learners infer grammatical rules from examples rather than receiving direct explanations. This principle encourages deeper cognitive processing and learner autonomy, particularly among adult EFL learners (Ellis, 2002).

Key principles of communicative grammar instruction include:

- Teaching grammar in context
- Focusing on meaning before form
- Encouraging interaction and collaboration
- Allowing learners to use language creatively
- Providing implicit or guided explicit feedback

For young learners, communicative grammar instruction often involves games, stories, songs, role-plays, and visuals that make grammatical input comprehensible and engaging.

6.Benefits and Challenges of communicative grammar

Research suggests that communicative grammar instruction increases learners' motivation and engagement. However, challenges may arise when pupils lack sufficient language input or when teachers are insufficiently trained in communicative techniques. In primary contexts, pupils'

limited cognitive maturity may also affect their ability to infer grammatical rules independently, making careful scaffolding essential.

One of the major benefits of communicative grammar instruction is its ability to promote both **grammatical accuracy and communicative fluency**. Research suggests that learners who engage in communicative grammar tasks develop a more flexible and functional command of grammatical structures, enabling them to use language more effectively in real-life contexts (Ellis, 2006; Lightbown & Spada, 2013).

Another advantage is increased **learner motivation and engagement**. When grammar is taught through meaningful communication rather than mechanical drills, learners are more likely to perceive grammar as relevant and useful, which positively affects their attitudes toward language learning (Borg, 2011). CGI also supports the development of pragmatic competence, as learners become aware of how grammatical choices vary according to social and communicative contexts.

Despite these advantages, communicative grammar instruction presents several challenges, particularly in EFL contexts. One major concern is the potential **loss of accuracy**, as an exclusive focus on communication may lead learners to prioritize fluency over correct form (Swan, 2005). Without careful pedagogical design, learners may fossilize errors or fail to internalize complex grammatical structures.

Furthermore, CGI places high **demands on teachers**, who must possess strong pedagogical content knowledge and the ability to manage interactive classrooms effectively. Teachers in exam-oriented or large-class contexts may find it difficult to implement communicative grammar

activities due to time constraints, curriculum requirements, and assessment pressures (Richards, 2006).

Finally, learners accustomed to traditional grammar instruction may initially resist communicative approaches, perceiving them as lacking structure or explicit guidance. This challenge highlights the importance of adopting a **balanced approach** that integrates communicative practice with explicit explanation and feedback when necessary (Ellis, 2002; Ur, 2012).

Section 2 : Young Learners and Grammar Understanding

1.Understanding Grammar Instruction

Understanding grammar instruction for young learners requires careful consideration of children's cognitive, linguistic, and socio-emotional development. Unlike adult EFL learners, young learners acquire language primarily through **implicit learning mechanisms**, relying on exposure, interaction, and meaningful use rather than conscious rule learning (Cameron, 2001; Pinter, 2017). As a result, grammar understanding in young EFL learners is often gradual and experiential, emerging from repeated engagement with language in context.

Research in child second language acquisition indicates that children are generally more sensitive to patterns and regularities in input than to abstract grammatical explanations (Lightbown & Spada, 2013). They tend to develop grammatical competence through listening, imitation, and participation in communicative activities such as games, songs, stories, and classroom routines. therefore, grammar instruction for young learners should prioritize **meaningful exposure** and **use-based learning** rather than explicit rule instruction.

In EFL contexts, where classroom input may constitute the primary source of language exposure, the role of the teacher becomes particularly significant. Teachers are expected to scaffold learners' grammatical development through carefully designed activities that integrate grammar into vocabulary learning, storytelling, and interaction (Cameron, 2001). This approach aligns with socio-cultural perspectives on learning, which emphasize the importance of guided participation and scaffolding in children's cognitive and linguistic growth (Vygotsky, 1978).

Finally, learners accustomed to traditional grammar instruction may initially resist communicative approaches, perceiving them as lacking structure or explicit guidance. This challenge highlights the importance of adopting a **balanced approach** that integrates communicative practice with explicit explanation and feedback when necessary (Ellis, 2002; Ur, 2012).

2.Characteristics of Young EFL Learners

Young learners, including fifth-year primary pupils, differ significantly from adult learners. They have shorter attention spans, rely heavily on concrete examples, and learn best through activities that involve movement, visuals, and interaction. Their understanding of grammar is often implicit rather than analytical.

Because young learners are still developing cognitively, abstract grammatical terminology may hinder rather than help understanding. Honestly, this means, grammar instruction should emphasize use and meaning rather than metalanguage.

Young EFL learners display a set of distinctive characteristics that strongly influence how they understand and acquire grammatical structures.

Cognitively, young learners are still developing abstract thinking skills. According to Piaget (1972), children in the pre-operational and early concrete operational stages think largely in concrete terms and may struggle with metalinguistic explanations. As a result, they benefit more from implicit grammar exposure and learning by doing than from explicit grammar rules and terminology.

Linguistically, young learners have very little knowledge of their first language literacy and metalinguistics, especially in the initial stages of primary education. While young children are able to apply grammatical structures appropriately in known situations, they rarely have the capacity to explain how and why the forms are applied (Pinter, 2017). This implies that knowledge of grammar in young learners is mainly procedural rather than declarative (Ellis, 2006).

Affectively, the following attributes describe young learners better: enthusiasm, curiosity, and motivation by play. However, learners at this age tend to be anxious and susceptible to negative feedback (Krashen, 1982). Excessive correction of grammar mistakes and emphasis on rules tends to decrease learners' willingness to communicate and their self-confidence.

Socially, young children benefit greatly from interactions with teachers and other learners. Group tasks, pair work, and learner-teacher interactions provide an environment that fosters language use and negotiation, which contributes to grammatical knowledge acquisition (Long, 1996). Classroom discourse, routine, and teacher's modeling can be considered important sources of input grammatical information.

Fourthly, children are prone to having shorter attention spans, which necessitate variety in teaching. Learning grammar should be incorporated with singing, chanting, storytelling, role play, and visuals since this would help learners master grammatical structures effortlessly (Cameron, 2001; Harmer, 2007).

3.Understanding Grammar at the Primary Level

Young learners achieve grammar understanding by learning to identify language patterns and apply grammatical rules in specific situations. The process requires learners to demonstrate their knowledge through practical language use rather than needing them to present precise linguistic regulations. Students show their knowledge of grammar when they use the correct grammatical structures for communication tasks even though they cannot describe the rules to others.

The primary level of education shows that students at this stage acquire grammar knowledge through actual language use without needing explicit instruction. Children learn grammatical patterns through their continuous exposure to real language situations and their active involvement in social communication, which leads them to develop their understanding of grammar as a system of abstract rules (Cameron, 2001; Pinter, 2017). The present stage of grammar development connects with three aspects: vocabulary growth and listening skills together with classroom communication abilities.

Research shows that primary school students acquire grammar skills through their observation of language patterns instead of receiving direct instruction about grammar rules (Ellis, 2006).Students can use plural forms and verb tenses and word order correctly in situations they know even though they do not understand the rules that govern these language features. Lightbown

and Spada 2013 explain that people acquire procedural knowledge before they learn to declare their grammatical knowledge as their first language ability.

Children in primary school learn to understand grammar through their practical experiences because they do not know that grammar exists as a collection of established rules. The learners achieve their grammatical development through constant language exposure which enables them to take part in different communication activities (Cameron, 2001; Pinter, 2017).

Children at this age develop their grammar skills through vocabulary learning and their ability to understand spoken content. The literature suggests that children gradually build up their grammatical competence through noticing the patterns rather than through direct teaching (Ellis, 2006). Students can use plural forms and verb tenses and proper word order in their speech without understanding the grammar rules that govern those areas. People who possess this type of knowledge can handle tasks without knowing the specific rules that govern their work. People who have procedural knowledge about a topic need to develop their understanding of declarative grammatical knowledge according to Light Brown and Spada.

The effective teaching of grammar to young children during their early education needs teaching methods which include real-life examples and progressive learning support. The teachers at Harmer (2007) use narratives and songs and dialogues and various classroom activities to present grammatical items to students who learn how different language forms establish meaning and function in communication. The Vygotskian perspective shows that children learn grammatical structures through adult guidance during their development. The process of young learners in higher primary education can be improved through the reduction of direct instruction on language structure.

The learners need short and clear explanations which include visual aids and practical examples to master grammatical rules without exceeding their cognitive limits according to Ellis 2002 and Cameron 2001. The Algerian educational system teaches English as a foreign language to middle school students while primary schools focus on teaching basic English communication skills to young learners. The acquisition of grammatical concepts takes place primarily during classroom learning. The process of learning grammar depends on the teaching methods used by educators and their roles as classroom instructors (Benrabah 2007 Bouhadiba 2020).

EFL classrooms in Algeria operate with limited teaching hours because their classrooms contain too many students and their educational system requires students to pass exams. The existing circumstances lead teachers to use traditional grammar teaching methods which focus on explaining rules and students memorizing materials through practice exercises (Benkhraibech, 2019).

The current curriculum reforms support a competency-based approach which enables students to develop their language skills through interactive learning methods (Ministry of National Education [MNE], 2016). The current educational system undergoes changes which implement a competence-based approach (CBA) that supports teaching methods which focus on communication and student-centered learning methods (Ministry of National Education [MNE], 2016).

People need to understand grammar as a tool for communication because it functions as a basic requirement for effective communication. Algerian EFL students now demonstrate their grammar understanding through practice instead of their theoretical knowledge. Students succeed at developing fixed expressions and basic sentence structures in their known classroom space but

they encounter grammatical difficulties when they attempt to speak or write without preparation (Boudiaf, 2018)

Most classrooms in Algeria that provide grammar instruction generally do so through explicit and deductive means of teaching. While making use of these methods may lead to success in preparing students to pass assessments, their ability to use what they learn about grammar in order to be able to communicate is limited. Research conducted on Algerian middle school students indicates that many students remember rules without having them under control (Bouhadiba, 2020). When teachers use other methods such as communicative grammar instruction, they usually employ the use of dialogues, role-play, and textbook-exercises designed according to the national curriculum.

However, due to the size of many classrooms and the wide variance found between the students, teachers often face difficulties trying to incorporate communicative activities within these settings (Kherroubi & Sellami, 2021). In relation to this, many students have unequal levels of understanding of grammatical forms; many teachers and students indicating that students who have higher levels of exposure to communicative practice understand grammatical forms at a higher rate than those who have less exposure.

4. Students' views and understanding in EFL classrooms in Algeria

The perceptions of Algerian learners regarding instruction in grammar at primary are shaped by the means by which they are assessed, how teachers deliver instruction, and societal views of educational success. Research suggests that many students in Algeria identify grammar as being the most challenging aspect of the process of acquiring the English language, and see it as

something related to correction and assessment, rather than something that contributes to the act of communication (Boudiaf, 2018).

Research has indicated that, when communicative grammar activities are introduced into a language classroom context, learners typically react favourably, as they are more motivated to participate in communicative grammar (Kherroubi & Sellami, 2021). For example, learners appear to prefer tasks that offer them opportunities to use grammar in a contextually meaningful way (e.g., through pair work, information-gap activities, or guided role-play), as these types of tasks help reduce anxiety associated with using grammar and enhance confidence when using grammar.

According to research conducted on Algerian primary and middle school students' views towards the teaching of English grammar; various factors such as methods of assessment, methods of teacher delivery, and social expectations related to achievement influence their beliefs on how well they understand English grammar. There is a large amount of research suggesting that for many Algerians who learn English; they view English grammar to be very difficult to learn because of their associations with grammatical errors, examination, and ideologies associated with assessing success in education (Boudiaf, 2018).

However, there is evidence to suggest that introducing grammar instruction through communicative types of activities *will elicit a positive reaction from learners* and increase motivation and participation (Kherroubi & Sellami, 2021). Examples of communicative grammar activities that learners tend to enjoy include using grammar as part of tasks that can be completed with a partner (i.e., pair-work); using tasks that require learners to search for the answer to questions (i.e., information gaps); and through guided role-plays. These tasks also help to alleviate

anxiety and increase the learners' confidence in using grammar to communicate with other language users.

5. Empirical Studies on Communicative Grammar Instruction

Although research indicates that communicative grammar instruction is effective in helping learners improve both their grammatical accuracy and their ability to communicate, the vast majority of empirical studies focus on secondary and adult learners. As a result, very little research has been conducted that would demonstrate how primary school pupils have been able to understand the benefits of communicative grammar as an effective way of learning grammar.

In Algeria, there is no research into communicative grammar instruction at the primary level. Few studies have looked at pupil's understanding, relying instead on the teacher's practice. Much of the empirical research done to date on Algerian EFL contexts has shown that communicative grammar instruction is effective, especially when adapted to fit local conditions. Studies completed with middle school students indicate that integrating grammar into communicative activities will improve engagement and provide long-term accuracy in students' language use (Bouhadiba, 2020; Kherroubi & Sellami, 2021).

Moreover, much classroom-based research conducted within Algeria's classrooms has provided proof that focus-on-form techniques (i.e., clarification requests, and short rule explanations during communication) have been effective in helping students gain grammatical knowledge without disturbing communication flow (Boudiaf, 2018). These results are consistent with international second language acquisition (SLA) research but highlight that the teaching approach needs to be adapted to the individual, social and educational context.

Nevertheless, Algerian studies consistently report challenges related to teacher training, limited resources, and large class sizes. Many teachers express uncertainty about how to implement communicative grammar instruction while covering the prescribed syllabus (Benkhraibech, 2019).

6. Research Gap

Although communicative grammar instruction is widely advocated in EFL pedagogy, there is a lack of empirical research investigating how fifth-year primary pupils understand grammar taught communicatively. Few studies have explored this issue in Algerian primary schools, especially in Msila. The present study seeks to fill this gap by focusing on pupils' understanding, perceptions, and classroom experiences.

Conclusion

This chapter has reviewed the theoretical foundations of grammar instruction, communicative grammar teaching, and young learners' language development. It has highlighted the importance of investigating pupils' understanding of communicative grammar instruction and justified the focus of the present study.

Chapter Two: Research Methodology and Discussion of the Findings

Overview

This chapter covers the methodological elements of the study's fieldwork and is divided into three parts. The first part provides on overview of the research design, sampling techniques, and setting, along with details about the primary data collection tools used. The second part focuses on the analysis, interpretation and discussion of the collected data. Finally, the third part presents the overall conclusion from the study and suggests recommendations for future research. This chapter aims to collect data to address the main research questions. It provides a clear framework on how the research was conducted to ensure validity, reliability, and replicability.

Section 1: Research Methodology and Design

This study adopts a mixed-methods descriptive case study design to investigate 5th-year EFL pupils' understanding of communicative grammar instruction in selected primary schools in Msila. The study combines quantitative and qualitative data collection tools, including questionnaires, interviews, and classroom observations, to provide a comprehensive understanding of the phenomenon under investigation.

1.Research Design: Mixed-Methods Descriptive Case Study Design

This design fits the study because it:

- Investigates a real educational situation in depth , it combines quantitative and qualitative data ,examines both pupils' understanding and classroom practices and focuses on a specific context (primary schools in Msila)

In the abstract the researchers have already indicated that Quantitative tools applies questionnaire/statistics whereas Qualitative tools focusses on observation and interviews Thus, the study clearly follows a mixed-methods approach. We could thus label it as convergent Parallel Mixed-Methods Design because quantitative and qualitative data are collected during the same phase where both types of data are analyzed separately and finally, findings are later combined for interpretation

2. Case Study Design:

The study focuses on two primary schools only and on a specific educational level (5th-year pupils) bearing a particular context (Algerian primary schools).This makes it a case study, since the research explores a phenomenon within its natural setting. This may describe it as "A descriptive case study investigating communicative grammar instruction among 5th-year EFL pupils in selected primary schools."

3.Research Tools:

1.The population and study sample

The population of the study which consists of **fifth-year EFL pupils has a total of 80 pupils** enrolled in two selected primary schools **in Msila** during the academic year [2025-2026). These pupils are typically aged between 10 and 11 years and are at an early stage of English language learning. A sample of approximately 40 **pupils** from the whole population was selected using random **sampling**. All participating pupils follow the same English curriculum and receive regular instructions.

2.Data collection Tools

-Many data collection tools were used in this research.

1.Pupils' Questionnaire:

This consists of Two sections-Section 1.contains nine yes, True, Sometimes options . Section 2 is divided into

A-Grammar Through Activities-it consists of 4 yes, true, and sometimes alternatives-

B-Visual Story-based learning and consists of 4 alternative options,

C.-is related to Speaking and Interaction and consists of 4 alternative options

D. is related to Feelings and emotions and consists of 3 options.

E. which relates to Difficulty and support consists of 3 alternative options. ,B,C,D,E sub-divisions-

4. Classroom Observation

Two observation sessions to pupils and teachers were organized through two different primary schools in Msila..The aim behind is to observe pupils in classroom interaction and in doing activities, to observe pupils' engagement and participation, to observe teachers' teaching grammar implicitly and communicatively.

5.Teachers' Interview (semi-structured) to explore challenges, strategies and beliefs.

The data collection for this study was conducted over the course of several weeks, following a sequential and structured approach designed to ensure coherence, triangulation, and data richness.

4.Research Procedures:

The procedure comprises three main phases:

Phase One: Distribution and Collection of Questionnaires: The first step involved the design, piloting, and administration of a structured questionnaire to primary school pupils . The pupils' questionnaire was distributed to two schools with a population of 8**0** pupils and a sample of **35** pupils making a rate of 50% in Benaissa Mouloud and Chabira ben Chabira primary schools ,Msila.

Phase Two: Conducting a Semi-Structured Interview: Following the analysis of questionnaire's responses, the second phase consisted of conducting a semi-structured interview with a subsample of 10 EFL instructors. The interview questions were carefully crafted based on the findings and gaps identified..

Phase Three: Classroom Observation Checklist: The final phase of data collection involved direct classroom observations, conducted during two sessions with fifth-year primary pupils. This phase was crucial for providing first-hand evidence communicative grammar was actually implemented in real classroom settings.

4.Ethical Consideration

Ethical considerations were carefully observed throughout the study, given the involvement of young pupils. Informed consent was obtained from teachers through detailed information sheets and signed consent forms. Approval from the school administration was also granted for the observation sessions. To ensure anonymity and confidentiality, all participants were

identified using pseudonyms or codes, and all data were securely stored with no personal identifiers appearing in any reports.

Participation was entirely voluntary, and it was made clear that individuals could withdraw at any stage without any negative consequences. All research activities, including questionnaires, observations, and the interview, were designed to be age-appropriate and respectful of the school environment. The collected data were used solely for academic purposes, and findings were reported anonymously to safeguard participants' privacy and dignity.

5.Validity and Reliability Procedures in Children's Research

1. Validity

a) Content Validity:

To ensure content validity, all instruments are reviewed by experienced primary EFL teachers and university supervisors. The items and tasks are aligned with the fifth-year English curriculum and communicative grammar principles.

b) Face Validity :

Face validity is ensured by simplifying language, using visuals and smiley scales, and conducting a **pilot study** with a small group of pupils to confirm clarity and comprehension.

c) Ecological Validity :

Data are collected in natural classroom settings during regular lessons, which increases the authenticity of pupils' responses and behaviors.

2.Reliability

1.Questionnaire Reliability:

Reliability of the pupils' questionnaire is assessed using **internal consistency measures** adapted to children's scales. Items are short, consistent, and limited in number to reduce fatigue(a version in Arabic was also used to help explain to pupils faced difficulties)

2.Observation Reliability :

Observation reliability is ensured through:

- Use of a structured checklist
- Repeated observations
- Peer or supervisor review of observation notes

3.Ethical Considerations

Ethical principles are strictly observed. Participation is voluntary, and pupils' identities are protected through coding. Parental consent is obtained, and pupils are assured that the activities are not tests and will not affect their grades.Ethical Data collection follows these steps:

1. Obtaining official permission from school administration and teachers for visits
2. Administering the pupils' questionnaire in a familiar classroom setting.
3. Conducting communicative grammar tasks individually or in pairs.
4. Observing grammar lessons using the observation checklist.

All procedures are conducted in a supportive and non-threatening environment.

Section 2:Data Analysis and Interpretation of the Results

Overview

This chapter is devoted to the practical side of the study which is the analysis and interpretation of the questionnaires of the 5th year primary school, and the teachers' interview.. The objective is to provide answers for the already raised questions while undertaking the task of presenting the findings, results, and analysis and interpretations of the obtained data .

1.Data Analysis:

2.Analysis of Pupils' Questionnaire

The questionnaire is designed to explore pupils' understanding and perceptions of communicative grammar instruction. It consists of 24 **short statements** presented using a **three-point smiley-face Likert scale** (Yes / Sometimes / No). The language of the items is simple and concrete, and instructions are read aloud to ensure comprehension.

Section One: How do you feel?

Q1. I like learning English grammar with games and fun activities

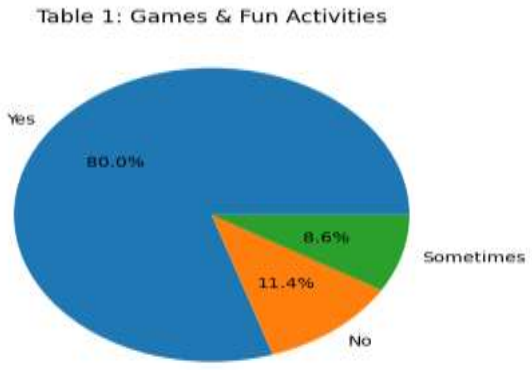

Fig 1: Games and Fun Activities

Comment: A very large majority of pupils enjoy learning grammar through games and fun activities, showing strong support for communicative and interactive approaches.

Table 1: on understanding grammar better with pictures

Q2. I understand grammar better when the teacher uses pictures.	number	Rate
1. yes	23	65.71 %
2. No	07	20 %
3.sometimes	05	14.29 %
	Total	**35**

Comment: Most pupils benefit from visual aids such as pictures, confirming the importance of visual support in grammar instruction

Table 2-on understanding grammar better with examples

Q3. I understand grammar better when the teacher gives examples	number	Rate
1. yes	26	74.29%
2. No	03	8.57%
3.sometimes	06	17.14 /%
	Total	**35**

Comment: Examples play a crucial role in understanding grammar, as reflected by the high percentage of positive responses.

Table 3 -on using grammar while speaking

Q4.I can use English grammar when I speak in class.	**number**	**Rate**
1. yes	17	**48.57%**
2. No	10	28.57%
3.sometimes	08	22.86 %

Comment: Less than half of the pupils feel able to use grammar in speaking, indicating a gap between understanding and actual use

Table 4- grammar lessons are easy to understand

Q.5 English grammar lessons are easy to understand	**number**	**Rate**
1. yes	22	**62.86%**

2. No	07	20 %
3.sometimes	06	17.14 %

Comment: While most pupils find grammar understandable, a noticeable minority still experience difficulties

Table 5 -Doing collaborative grammar activities bring enjoyment

Q.6 I feel happy when we do grammar activities together	**number**	**Rate**
1. yes	27	**77.14%**
2. No	02	**5.71%**
3.sometimes	06	17.14 %

Comment: Pupils show very positive emotions toward collaborative grammar activities, highlighting the motivational role of group work.

Table 6 Understanding grammar through stories

Q.7 I understand grammar better when the teacher uses stories.	**number**	**Rate**
1. yes	28	80 %
2. No	06	17.4 %
3.sometimes	01	2.86 %

Comment: Story-based teaching is highly effective, as most pupils report better understanding through stories.

Table 7: Challenges with English grammar

Q.8 . English grammar is difficult for me.	**number**	**Rate**
1. yes	18	**51.43%**
2. No	10	28.57 %
3.sometimes	07	20 %

Comment: Over half of the pupils perceive grammar as difficult, suggesting the need for more supportive and engaging teaching strategies.

Table 8: Enjoying learning grammar

Q.9. I enjoy learning English grammar.	**number**	**Rate**
1. yes	23	65.71 %
2. No	08	22.86 %

3.sometimes	04	11.43 %

Comment: A majority enjoy learning grammar, though some learners remain less motivated.

Section Two: A. Grammar Through Activities

Table 9: Learning English Grammar through games

Q.1 I like learning English grammar with games.	**number**	**Rate**
1. yes	25	71.43 %
2. No	06	17.4 %
3.sometimes	04	11.43 %

Comment: Games are clearly effective in making grammar learning enjoyable and engaging.

Table 10: learning grammar through songs and chants

Q.2. I like learning grammar through songs and chants.	**number**	**Rate**
1. yes	18	51.43 %
2. No	09	25.71 %
3.sometimes	08	22.86 %

Comment: Songs and chants are moderately effective, but not as universally appreciated as games.

Table11: Understanding grammar better when we acting or role-playing.

Q.3 I understand grammar better when we act or role-play.	**number**	**Rate**
1. yes	24	**68.57%**
2. No	08	22.86 %
3.sometimes	03	8.57 %

Comment: Role-play enhances understanding, supporting communicative language teaching practices.

Table 12-understanding grammar through actions

Q.4. I understand grammar better when we move and do actions.	**number**	**Rate**
1. yes	26	74.29 %
2. No	08	22.86 %

3.sometimes	01	2.86 %

Comment: Movement and physical activities strongly support grammar comprehension.

B. Visual and Story-Based Learning

Table:13 Understanding grammar through teacher's writing on the board

Q.1. I understand grammar better when the teacher writes simple sentences on the board.	**number**	**Rate**
1. yes	23	65.71 %
2. No	02	5.71 %
3.sometimes	10	**28.57%**

Comment: Writing simple sentences on the board helps most learners, though some still require additional support.

C. Speaking and Interaction

Table: 14-Using grammar through speaking in class

Q.1. I can use grammar when I speak English in class.	**number**	**Rate**
1. yes	15	42.86 %
2. No	09	25.71 %
3.sometimes	11	**31.43%**

Comment: Many pupils are not fully confident using grammar in speaking, indicating a need for more oral practice.

Table 15 -Enjoying working grammar activities in peers

Q.2. I like grammar activities when I work in pairs.	**number**	**Rate**
1. yes	24	68.57 %
2. No	06	17.4 %
3.sometimes	05	14.29 %

Comment: Pair work is positively perceived and supports engagement in grammar learning

Table 16-Enjoying grammar activities when working in groups

Q.3. I like grammar activities when I work in groups.	**number**	**Rate**

1. yes	21	60 %
2. No	07	20 %
3.sometimes	07	20 %

Comment: Group work is beneficial for most pupils, though some may feel less comfortable in larger groups.

Table 17: Speaking English without fear

Q.4. I am not afraid to speak English during grammar lessons.	**number**	**Rate**
1. yes	14	40 %
2. No	13	37.14 %
3.sometimes	09	25.71 %

Comment: Speaking anxiety is still an issue, with many pupils lacking confidence during grammar lessons.

D. Feelings and Motivation

Table 18: easiness in understanding grammar lessons

Q.1. Grammar lessons are easy to understand.	**number**	**Rate**
1. yes	21	**60 %**
2. No	11	**31.43%**
3.sometimes	03	**8.57 %**

Comment: Although many pupils find grammar easy, a significant proportion still struggle

Table 19: Feeling happiness during grammar activities

Q.2. I feel happy during grammar activities.	**number**	**Rate**
1. yes	21	60 %
2. No	09	25.71 %
3.sometimes	05	14.29 %

Comment: Grammar activities generally create positive feelings, supporting motivation.

Table 20: on enjoying learning English grammar

Q.3. I enjoy learning English grammar.	**number**	**Rate**
1. yes	20	57.14 %

2. No	08	22.86 %
3.sometimes	07	20 %

Comment: Enjoyment levels are relatively high, but not universal among pupils

E. Difficulty and Support

Table 21: Perceptions on English grammar

Q.1.English grammar is difficult for me.	**number**	**Rate**
1. yes	21	60 %
2. No	10	28.57 %
3.sometimes	04	11.43 %

Comment: A majority still perceive grammar as difficult, reinforcing earlier findings.

Table 22: on the presence of the teacher as a grammar support

Q.2. I need the teacher to repeat and explain many times.	**number**	**Rate**
1. yes	25	71.43 %
2. No	08	22.86 %
3.sometimes	02	5.71 %

Comment: Most pupils need repetition and explanation, highlighting the importance of teacher support.

Table 23: On teacher's scaffolding in grammar

Q.3. I understand grammar better when the teacher helps me and corrects me gently.	**number**	**Rate**
1. yes	27	77.14 %
2. No	03	8.57 %
3.sometimes	05	14.29 %

Comment: Gentle correction and teacher support significantly enhance understanding and learner confidence.

Analysis of Teachers' Interview

Section 1: Background Information

Table 24: On Teachers' Teaching experience

Q.1. 1. How long have you been teaching English in primary schools, specifically 5th-year pupils?	**number**	**Rate**
-1 to 2 years of experience	02	20%
-3 years specifically teaching 5th-year pupils,	05	50%
-4 years of experience.	03	30%

Comment: The majority of teachers (50%) have **moderate experience (3 years)** teaching 5th-year pupils, while 30% have slightly more experience and 20% are relatively new. This suggests that most participants possess **adequate classroom exposure**, making their responses reliable, though not deeply expert.

Table 25: On Teachers' Training

Q.2.Have you received any training in communicative language teaching (CLT) or teaching grammar communicatively? If yes, please describe.	**number**	**Rate %**
1. limited or partial training in communicative language teaching.	04	40%
2. In-service training sessions or pedagogical days	06	60%

Comment: Although 60% attended in-service training, a significant 40% reported **limited CLT preparation**, indicating that teachers may not be fully equipped to implement communicative grammar teaching effectively.

Section 2: Curriculum Implementation

Table 26: On interpreting the 5th EFL curriculum when teaching grammar

Q.3. How do you interpret and apply the 5th-year EFL curriculum when teaching grammar?	**number**	**Rate**
1.We follow the **official curriculum and textbook guidelines**, interpreting grammar as a tool for communication rather than isolated rules.	04	40%
2. We still adopt a **mixed approach (traditional + communicative)**.	06	60%

Comment: Most teachers (60%) adopt a **mixed approach**, combining traditional and communicative methods. This reflects a **partial shift toward CLT**, rather than full implementation.

Table 27: On Teacher's focal grammar points

Q.4. Which grammar points do you usually focus on and why?	**number**	**Rate**
• Present simple tense (daily routines) • Subject pronouns and possessive adjectives • Prepositions of place • There is / There are • Basic question forms (Wh- questions) **Justifications** • Frequent in daily communication • Aligned with textbook units • Easier for young learners to grasp and practice orally	10	100%
	10	

Comment:

Teachers consistently focus on **basic, functional grammar structures** aligned with communication and textbook content, indicating **curriculum consistency and appropriateness for young learners**.

Table 28: the choice of activities when teaching grammar

Q.5. How do you decide which activities to use when teaching grammar communicatively?	**number**	**Rate**
1. Teachers emphasizing their choice on interactive and meaningful tasks that allow pupils to use language in context.	04	40%
2. Teachers report selecting activities based on Lesson objectives and Pupils' level and abilities	02	20%
3. depending on class size and time availability	03	30%
4. Depending on availability of materials (visual aids, textbook)	01	10%

Comment : While 40% prioritize communicative tasks, practical constraints such as **time (30%) and resources (10%)** significantly influence teachers' decisions, limiting full CLT application.

Section 3: Instructional Practices

Table 29:on describing a typical communicative grammar lesson teaching

Q.6. Can you describe a typical lesson where you teach grammar in a communicative way?	**number**	**Rate**
• **Warm-up:** Review through questions or pictures • **Presentation:** Introduction of grammar in context (dialogue, short text, or picture) • **Practice:** Guided activities (matching, gap-fill, repetition) • **Production:** Communicative tasks (pair work, role-play, asking/answering questions)	10	100%

Comment:

All teachers reported following a **structured communicative lesson model**, indicating strong awareness of CLT methodology, even if not always fully implemented.

Table 30:on the most used strategies/ activities

Q.7. Which strategies or classroom activities do you use most (e.g., pair work, role-play, picture-based tasks, games)? Why?	**Why?**	**number**	**Rate**

1. Pair work and group work	to increase interaction	04	40 %
2. Role-play	to simulate real life communication	02	20 %
3 Picture-based tasks	to support understanding	03	30 %
4. Games	to motivate pupils	01	10 %

Comment:

Interactive strategies such as **pair work (40%) and visual tasks (30%)** dominate, showing a clear tendency toward **learner-centered teaching**.

Table 31:on encouraging pupils' participation in grammar lessons

Q.8. How do you encourage pupils' participation during grammar lessons?	**number**	**Rate**
• By asking simple and guided questions	03	30%
• By using praise and positive reinforcement(stickers, marks, verbal encouragement)	01	10%
• By Creating a safe classroom atmosphere	02	20%
• By Using visuals and real-life examples	03	30%
• Giving all pupils opportunities to speak	01	10%

Comment:
Teachers mainly rely on **questioning and visuals (60%)**, highlighting the importance of **scaffolding and contextualization** in encouraging participation.

Section 4: Pupil Engagement and Understanding

Table 32: on knowing whether pupils have understood grammar points or not

Q.9. How do you know if your pupils understand the grammar points during the lesson?	**number**	**Rate**
• Oral responses and classroom interaction	03	30%
• Short exercises (oral or written)	02	20%
• Observation of participation in activities	03	30%
• Pair/group task performance	02	20%

Comment:

Assessment is largely **informal and continuous**, with emphasis on observation and interaction (60%), aligning with communicative teaching principles.

Table 33: Challenges pupils face when learning grammar communicatively and how teachers help.

Q.10. What challenges do pupils usually face when learning grammar communicatively? How do you help them overcome these challenges?	**number**	**Rate %**
-Limited vocabulary	**04**	**40%**
-Lack of exposure to English outside the classroom	**03**	**30%**
Shyness or fear of making mistakes	**03**	**30%**
Addressing the challenges		
• **Simplify explanations**	**03**	**30%**
• **Use visual aids and repetition**	**02**	**20%**
• **Provide examples in context**	**03**	**3%**
• **Encourage practice through interactive activities**	**02**	**20%**

Comment:
The main difficulty is **linguistic limitation (vocabulary 40%)**, while teachers address it through **simplification and contextualization**, reinforcing CLT principles.

Section 5: Assessment and Reflection

Table 34: On assessing pupils' grammar learning

Q.11. How do you assess pupils' grammar learning when teaching communicatively?	**number**	**Rate**
1 **Written exercises (gap-fill, sentence formation)**	02	20 %
2. **Oral activities (questions/answers)**	02	20 %
3. **Continuous assessment (participation, homework)**	02	20 %
4.A combination of all these	04	40 %

Comment:

Most teachers (40%) use a **mixed assessment approach**, suggesting an attempt to balance **form-focused and communicative evaluation**.

Table 35:what works well in teaching grammar communicatively and what could be improved

Q.12. In your opinion, what works well in teaching grammar communicatively, and what could be improved in future lessons?		
What works well	number	rate
1.Communicative activities increase motivation and engagement	04	40%
2.Pupils become more active and confident	03	30%
3.Grammar is better understood when taught in context	03	30%
What needs improvement:	**number**	**rate**
• Need for more training in CLT	04	40%
• Lack of time to implement full communicative lessons	02	20%
• Large class sizes limiting interaction	01	10%
• Need for more teaching resources and materials	02	20%
• Assessment methods should better reflect communicative competence	01	10%

Comment:
While communicative teaching improves **motivation and understanding**, major barriers include **insufficient training (40%) and structural constraints (time/resources)**.

Analysis of Classroom Observation Checklists

Implicit Grammar Teaching Based on Lesson One: "Holidays and Travelling"

Teacher's Name: Mezrag
School: Sehili Dilmi
Observers : Mrs Derardja Adila and Menzer Kenza
Date: Monday April 20th

Class: 05 Primary School
Lesson Focus: Implicit Teaching of Grammar through Reading Comprehension

Part One: Quantitative Observation Checklist Rating Scale

Table 36: Assessing through observation criteria

Scale	Description
4	Excellent
3	Good
2	Fair
1	Needs Improvement
0	Not Observed

N°	Observation Criteria	0	1	2	3	4	Comments
1	Teacher introduces grammar through context rather than rules					**x**	
2	Lesson begins with meaningful warm-up activities					**x**	
3	Learners are exposed to target structures naturally in the text .				**x**		
4	Teacher encourages learners to discover grammar patterns independently	**x**					
5	WH-questions are used communicatively..		**x**				
6	Yes/No questions are practiced implicitly			**x**			
7	Subject–verb agreement is presented in context			**x**			
8	Teacher avoids lengthy explicit grammar explanations				**x**		
9	Learners participate actively during questioning		x				
10	Reading activities support grammar noticing			x			
11	Teacher uses correction techniques appropriately .				**x**		
12	Immediate correction helps learners notice correct forms					**x**	
13	Teacher promotes interaction (Teacher–Learner / Learner–Teacher) .					**x**	
14	Vocabulary supports comprehension of target structures				**x**		
15	Learners understand general and specific information from the text			**x**			
16	Teacher maintains learner engagement throughout the lesson				**x**		

N°	Observation Criteria	0	1	2	3	4	Comments
17	Activities are adapted to mixed-ability learners			x			
18	Grammar learning occurs naturally during communication			x			
19	Learners respond using complete sentences			x			
20	Lesson objectives related to implicit grammar are achieved				x		

Part Two: Predicted Qualitative Analysis

A. Teacher's Implicit Grammar Strategies

• How did the teacher guide learners to discover grammar implicitly?

The teacher guided learners through contextualized reading activities instead of directly presenting grammatical rules. Learners were exposed to grammatical structures naturally within the reading text about holidays and travelling. The teacher used guided questioning and examples from the text to help learners notice language patterns independently.

• What techniques were used to focus learners' attention on target structures?

Several techniques were observed:

- Contextualized reading passages
- WH-questions and Yes/No questions
- Immediate corrective feedback
- Vocabulary pre-teaching
- Repetition of target forms during interaction
- Highlighting grammatical forms indirectly through comprehension tasks

How did the teacher integrate grammar into reading activities?

Grammar was integrated through: Reading comprehension questions ,extraction of examples from the text ,Oral interaction related to the text ,asking learners to answer using contextualized sentences and encouraging learners to identify language patterns while discussing the reading passage. The grammar focus appeared naturally during communication rather than through isolated rule explanation.

B. Learners' Responses

• Were learners able to notice grammar patterns independently?

Learners showed partial ability to notice grammatical structures independently. Some learners successfully identified patterns through contextual clues, while others still depended on teacher guidance and correction.

• How did learners react to questioning and correction?

Learners generally responded positively to teacher questioning and corrective feedback. Immediate correction appeared helpful in drawing attention to correct forms; however, learner participation was sometimes limited, especially among weaker learners.

• Did learners use complete and meaningful sentences?

Learners occasionally produced complete and meaningful sentences, but many responses remained short or incomplete. This suggests that learners are still developing communicative confidence and grammatical accuracy simultaneously.

C. Classroom Interaction Analysis

Table 37: on interaction types-teacher-learner/learner-teacher/ learner-learner

Interaction Type	Observed	Notes
Teacher → Learners	Yes	*The teacher frequently guided learners through questioning, explanation, and feedback.*
Learners → Teacher	Yes	*Learners answered comprehension and grammar-related questions with moderate participation.*
Learners → Learners	Partially	*Limited peer interaction was observed; most interaction remained teacher-centered.*

Final Remarks the lesson is considered effective

✓ Grammar is learned through communication and context.

✓ Learners discover rules instead of memorizing them directly.

✓ Reading comprehension supports grammatical awareness.

✓ Learners use structures meaningfully in answers.

✓ Teacher minimizes direct rule explanation.

✓ Classroom interaction remains active and communicative.

Analysis of the Observation Checklist One

Analysis of Classroom Observation Checklist 1

Communicative & Implicit Grammar Teaching

Based on Lesson One: ***"Holidays and Travelling"***

Part One: Quantitative Analysis

1. Total Score Calculation

The checklist contains **20 criteria**, each rated out of **4**.

From the checklist, the ratings appear as follows:

Rating	Number of Items	Score
4 (Excellent)	5 items	20
3 (Good)	8 items	24
2 (Fair)	5 items	10
1 (Needs Improvement)	2 items	2
0 (Not Observed)	0 items	0

Total Obtained Score =56

Maximum Score =80

Percentage =70%

Interpretation of Results

Percentage Range	Interpretation
85–100%	Highly Effective Implicit Grammar Teaching
70–84%	Effective with Minor Improvements Needed
50–69%	Moderately Effective
Below 50%	Needs Significant Improvement

Overall Interpretation

The teacher achieved **70%**, which indicates that the lesson was **effective in implementing implicit grammar teaching**, though some aspects require improvement, particularly learner autonomy, communicative questioning, and learner production of complete sentences.

Part Two: Predicted Qualitative Analysis

A. Teacher's Implicit Grammar Strategies

• How did the teacher guide learners to discover grammar implicitly?

The teacher guided learners through contextualized reading activities instead of directly presenting grammatical rules. Learners were exposed to grammatical structures naturally within the reading text about holidays and travelling. The teacher used guided questioning and examples from the text to help learners notice language patterns independently.

• What techniques were used to focus learners' attention on target structures?

Several techniques were observed:

Contextualized reading passages ,WH-questions and Yes/No questions, immediate corrective feedback, vocabulary pre-teaching, repetition of target forms during interaction and highlighting grammatical forms indirectly through comprehension tasks

• How did the teacher integrate grammar into reading activities?

Grammar was integrated through:

Grammar was integrated through: Reading comprehension questions ,extraction of examples from the text ,Oral interaction related to the text ,asking learners to answer using contextualized sentences and encouraging learners to identify language patterns while discussing the reading

passage. The grammar focus appeared naturally during communication rather than through isolated rule explanation.

B. Learners' Responses

Were learners able to notice grammar patterns independently?

Learners showed partial ability to notice grammatical structures independently. Some learners successfully identified patterns through contextual clues, while others still depended on teacher guidance and correction.

How did learners react to questioning and correction?

Learners generally responded positively to teacher questioning and corrective feedback. Immediate correction appeared helpful in drawing attention to correct forms; however, learner participation was sometimes limited, especially among weaker learners.

Did learners use complete and meaningful sentences?

Learners occasionally produced complete and meaningful sentences, but many responses remained short or incomplete. This suggests that learners are still developing communicative confidence and grammatical accuracy simultaneously.

C. Classroom Interaction Analysis

Interaction Type	Observed	Notes
Teacher → Learners	Yes	The teacher frequently guided learners through questioning, explanation, and feedback.
Learners → Teacher	Yes	Learners answered comprehension and grammar-related questions with moderate participation.
Learners → Learners	Partially	Limited peer interaction was observed; most interaction remained teacher-centered.

Analysis of Classroom Observation Checklist: Communicative Grammar Lesson 2

Implicit Grammar Teaching

Based on Lesson two: "Holidays and Travelling"

Teacher's Name: Mezrag
School: Sehili Dilmi
Observers : Mrs Derardja Adila and Menzer Kenza
Date: 29nd April

Class: 05 PS
Lesson Focus: Implicit Teaching of Grammar through Reading Comprehension

Part One: Quantitative Observation Checklist

Rating Scale

Table 38: Assessing Through observation Criteria

Scale	Description
4	Excellent
3	Good
2	Fair
1	Needs Improvement
0	Not Observed

N°	Observation Criteria	0	1	2	3	4	Comments
1	**Teacher introduces grammar through context rather than rules**					x	
2	**Lesson begins with meaningful warm-up activities**				x		
3	**Learners are exposed to target structures naturally in the text .**				x		
4	**Teacher encourages learners to discover grammar patterns independently**	x					
5	**WH-questions are used communicatively..**				x		
6	**Yes/No questions are practiced implicitly**				x		
7	**Subject–verb agreement is presented in context**				x		
8	**Teacher avoids lengthy explicit grammar explanations**				x		
9	**Learners participate actively during questioning**				x		
10	**Reading activities support grammar noticing**			x			
11	**Teacher uses correction techniques appropriately .**				x		

N°	Observation Criteria	0	1	2	3	4	Comments
12	Immediate correction helps learners notice correct forms				x		
13	Teacher promotes interaction (Teacher–Learner / Learner–Teacher) .					x	
14	Vocabulary supports comprehension of target structures				x		
15	Learners understand general and specific information from the text				x		
16	Teacher maintains learner engagement throughout the lesson				x		
17	Activities are adapted to mixed-ability learners				x		
18	Grammar learning occurs naturally during communication			x			
19	Learners respond using complete sentences			x			
20	Lesson objectives related to implicit grammar are achieved				x		

Part Two: Qualitative Observation Notes

A. Teacher's Implicit Grammar Strategies

• How did the teacher guide learners to discover grammar implicitly?

Through modelling and repetition, the teacher emphasized the rules implicitly and made pupils repeat and interact in order to discover the structures naturally through context.

• What techniques were used to focus learners' attention on target structures?

The teacher repeatedly emphasized the target structures and used colours/underlining to highlight important grammatical forms and sentence patterns.

• How did the teacher integrate grammar into reading activities?

The teacher integrated grammar through a contextualized reading paragraph about holidays and travelling. Learners identified structures such as WH-questions, subject–verb agreement, and sentence order while reading and answering comprehension questions rather than studying isolated grammar rules.

B. Learners' Responses

• Were learners able to notice grammar patterns independently?

Most learners were able to notice grammar patterns with teacher guidance. They gradually recognized sentence structures and correct word order through repeated exposure, questioning, and interaction with the reading text.

• How did learners react to questioning and correction?

Learners reacted positively to questioning and immediate correction. They participated actively, attempted to answer orally, and corrected their responses after teacher feedback and modelling.

• Did learners use complete and meaningful sentences?

Most learners produced short but meaningful sentences related to the context of holidays and travelling. Some learners required teacher support to provide grammatically complete answers

C. Classroom Interaction

Table 39: On interaction Types

Interaction Type	Observed Notes
Teacher → Learners	*The teacher guided the lesson through questioning, modelling, repetition, reading aloud, and immediate corrective feedback. Instructions were clear and interaction was continuous throughout the lesson*.
Learners → Teacher	*Learners answered comprehension and WH-questions orally, responded to teacher prompts, and attempted to use the target structures in context. Some learners asked for clarification when needed.*
Learners → Learners	*Learners interacted during repetition and classroom participation activities. They listened to peers' answers, repeated correct forms together, and shared responses during oral practice.*

Final Remarks the lesson is considered effective

✓ Grammar is learned through communication and context.

✓ Learners discover rules instead of memorizing them directly.

✓ Reading comprehension supports grammatical awareness.

✓ Learners use structures meaningfully in answers.

✓ Teacher minimizes direct rule explanation.

✓ Classroom interaction remains active and communicative.

Analysis of the Observation Checklist two

Implicit Grammar Teaching – Lesson Two: "Holidays and Travelling"

1. Quantitative Analysis

Step 1: Calculation of Scores

Table 40: Calculation of scores

Item	Score
1	4
2	3
3	3
4	4
5	3
6	3
7	3
8	3
9	3
10	2
11	3
12	3
13	4
14	3
15	3
16	3
17	3
18	2
19	2
20	3

Total Score =60

Maximum possible score = 80

Percentage Calculation=75%

Interpretation : The teacher obtained **75%**, which falls within the range of **60%–79%**. This indicates that the lesson demonstrated a **moderately effective implementation of implicit grammar teaching**.

The results reveal that the teacher successfully integrated grammar into contextualized reading activities and promoted learner interaction and discovery learning. However, some aspects such as independent grammar noticing and learners' production of complete sentences still require further reinforcement.

2. Qualitative Analysis

The qualitative analysis was conducted through thematic interpretation of the observation notes and classroom interaction patterns.

Theme 1: Grammar Discovery :

The lesson reflected strong use of implicit grammar teaching strategies. Instead of presenting grammar rules directly, the teacher guided learners to discover grammatical structures through contextualized reading and questioning techniques. Modelling, repetition, and colour highlighting helped pupils notice structures such as WH-questions and subject–verb agreement naturally.

The teacher relied on inductive teaching where learners inferred grammatical forms from examples in the text rather than through explicit explanation. This approach encouraged cognitive engagement and promoted grammar noticing in meaningful situations.

Theme 2: Learner Engagement :

Learners appeared actively involved throughout the lesson. During questioning activities, pupils responded orally, repeated structures, and interacted with the teacher continuously. The warm-up stage activated prior knowledge and prepared learners to participate in the reading task.

Although most learners engaged positively, some still needed teacher support to formulate complete grammatical sentences. This suggests that learner participation was effective, yet language production skills are still developing.

Theme 3: Contextualized Learning :

Grammar instruction was successfully embedded within the reading comprehension activity. The teacher used a short paragraph about holidays and travelling to expose learners to authentic language structures in context. Learners practiced grammar through comprehension questions rather than isolated drills.

This contextualized approach enhanced learners' understanding of meaning while simultaneously developing grammatical awareness. Vocabulary related to travelling and holidays also supported comprehension of the target structures.

Theme 4: Interaction Quality:

Classroom interaction was one of the strongest aspects of the lesson. The teacher maintained constant communication through questioning, modelling, and corrective feedback. Teacher–Learner interaction was highly visible, while Learner–Learner interaction occurred mainly during repetition and oral participation activities. The interaction patterns promoted communicative use of language and helped learners practice structures meaningfully. The classroom atmosphere appeared supportive and participatory.

Theme 5: Corrective Feedback:

Immediate correction was frequently used to help learners notice correct grammatical forms. The teacher reformulated incorrect answers and encouraged learners to repeat the accurate structures. This feedback strategy supported implicit grammar learning without interrupting communication excessively.

However, correction remained largely teacher-centered. More peer-correction or self-correction opportunities could further strengthen learner autonomy and grammatical awareness.

2.Discussion of the Analyses

1. Discussion of the pupils' questionnaire:

A careful reading of the pupils' questionnaire reveals a generally positive attitude toward communicative grammar instruction, but also exposes important pedagogical gaps between understanding, engagement, and actual language use. The discussion below synthesizes the main trends emerging from the different sections.

1. Positive Attitudes Toward Communicative and Interactive Grammar

The findings clearly indicate that pupils are highly receptive to communicative grammar teaching. A large majority report enjoying grammar when it is presented through games and fun activities, stories and examples and movement, role-play, and group interaction

These responses suggest that learners do not reject grammar itself, but rather respond positively when it is contextualized, meaningful, and interactive. Activities such as storytelling (80%), games (over 70%), and physical movement (74.29%) appear to make grammar more accessible and enjoyable. This aligns with the principles of communicative language teaching, where grammar is learned implicitly through use rather than memorization. Pupils' emotional responses (e.g., happiness during group activities at 77.14%) further confirm that affective factors strongly support learning.

2. The Importance of Visual and Contextual Support

Another strong trend is the role of visual and contextual scaffolding in grammar comprehension. Pupils report better understanding when teachers use pictures

(65.71%),examples(74.29%) ,simple sentences on the board (65.71%) and sories (80%) . These findings show that pupils rely heavily on concrete input and contextual clues to grasp abstract grammatical structures. This suggests that grammar teaching should move away from isolated rule explanation toward context-rich input, where meaning precedes form.

3. The Gap Between Understanding and Production

Despite the generally positive perceptions, a significant issue emerges: understanding grammar does not automatically lead to the ability to use it. Only 48.57% (Table 4) and 42.86% (Table 15) feel able to use grammar when speaking and a considerable number report "sometimes" or "no," indicating hesitation and inconsistency. This highlights a performance gap between receptive knowledge (understanding) and productive competence (speaking). In other words, pupils may recognize grammatical forms but struggle to activate them in real communication. This gap suggests the need for more guided speaking practice, structured communicative tasks with opportunities for repeated language use in meaningful contexts

5. Persistent Perception of Difficulty:

Another striking finding is that a **majority of pupils still perceive grammar as difficult**: 51.43% (Table 8) and 60% (Table 22) agree that grammar is difficult. This may seem contradictory given their positive attitudes. However, it reflects an important nuance: Pupils enjoy *how* grammar is taught, but still struggle with *what* is being learned. This difficulty likely stems from various factors: cognitive load (abstract rules), limited exposure and practice and insufficient scaffolding for weaker learners

5. The Role of Teacher Support and Feedback

Teacher intervention emerges as a critical factor in pupils' learning:71.43% need repeated explanation and 77.14% understand better with sound correction .This indicates that pupils depend heavily on repetition and clarification, supportive feedback and low-anxiety correction strategies.

Importantly, the preference for *gentle correction* suggests that pupils are sensitive to error treatment. Harsh correction may increase anxiety and reduce participation, while supportive feedback fosters confidence.

6. Interaction, Collaboration, and Motivation

Pair and group work are generally well received: Pair work: 68.57% positive and Group work: 60% positive .However, speaking anxiety remains a concern: Only 40% report not being afraid to speak while a large proportion still feel anxious or hesitant .This indicates that while collaborative environments are beneficial, they do not automatically eliminate fear of speaking.

Consequently, one can say that Pupils need safe, supportive classroom environments, gradual progression from controlled to free speaking and encouragement to take risks without fear of error

7. Moderate but Not Universal Enjoyment

Although more than half of pupils enjoy grammar (around 57–65%), this is not universal. A notable minority remains unmotivated, uncertain or disengaged. This suggests that communicative methods are effective, but not equally for all learners. Differentiation and varied instructional strategies are still necessary.

Overall Synthesis:

The questionnaire results point to a clear conclusion: Communicative grammar instruction is effective in increasing motivation, engagement, and understanding. However, it does not fully ensure confidence, mastery, or active use of grammar in speaking.

Pedagogical Implications

Based on these findings, several implications can be drawn: Grammar teaching should remain interactive, contextualized, and learner-centered ,a greater emphasis is needed on bridging the gap between understanding and speaking .Hence, teachers should provide more oral practice opportunities ,scaffolded speaking tasks ,repetition and recycling of structures, and a supportive environment with sound correction is essential

Conclusion

In sum, the pupils' responses reflect a classroom environment that is moving in the right direction pedagogically, but still requires refinement. The challenge is no longer making grammar *interesting*, but making it usable, accessible, and less intimidating for all learners

Discussion of the Teachers' Interview

The analysis of teachers' interviews reveals a partial but not complete implementation of Communicative Language Teaching (CLT) in teaching grammar to 5th-year pupils.

On the one hand, teachers demonstrate strong awareness of communicative principles, as shown by: The use of interactive strategies (pair work, visuals, role-play),the adoption of structured communicative lesson stages and finally, the emphasis on contextualized grammar teaching.

On the other hand, actual classroom practice remains hybrid, combining traditional and communicative approaches. This is mainly due to: insufficient professional training in CLT ,time limitations and large class sizes, limited teaching resources and Learners' linguistic constraints (e.g., vocabulary gaps)

Moreover, assessment practices indicate a transition phase, where teachers attempt to integrate communicative evaluation but still rely partly on traditional written exercises. Overall, the findings suggest that while CLT is positively perceived and partially applied, its full implementation requires: more targeted teacher training and improved teaching conditions

Discussion of the lessons presented and observed

Lesson Observation One

General Predicted Discussion of Findings:

The observation demonstrates that the teacher adopted a communicative and implicit approach to grammar instruction. Grammar was introduced meaningfully through reading comprehension rather than through direct rule explanation, which aligns with communicative language teaching principles.

The lesson successfully maintained learner engagement, encouraged contextualized grammar learning ,integrated grammar with reading comprehension and Promoted interaction and immediate feedback .However, several limitations were observed : Learners showed limited independence in discovering grammar rules, peer interaction remained insufficient, some learners struggled to produce complete sentences and mixed-ability adaptation could be further improved

Overall, the lesson reflects a positive implementation of implicit grammar teaching, with evidence that communicative reading activities can support grammatical awareness and learner engagement in EFL classrooms.

Lesson Observation Two:

Overall Interpretation :

The observation findings demonstrate that the lesson effectively applied the principles of implicit grammar teaching through contextualized reading, learner interaction, and guided discovery. The

teacher successfully avoided excessive rule explanation and instead emphasized communication and grammar noticing. Nevertheless, the analysis also indicates certain limitations: some learners depended heavily on teacher guidance, learner–learner interaction remained limited, and production of complete sentences was not always fully achieved. Overall, the lesson can be considered a successful example of moderately effective implicit grammar instruction at the primary school level.

3.Limitations of the Study

The current study suffers from several drawbacks. First of all, it is worth mentioning that the current research was conducted among certain primary schools in Msila only, which makes it impossible to generalize results obtained for a wider context. Moreover, due to the relatively small sample size, the research period cannot fully embrace long-term effects resulting from the use of communicative grammar instructions. What is more, since the study is conducted among young people, some children may find it challenging to provide an appropriate answer to questions included in the survey. Moreover, it can happen that classroom observation will be somewhat affected by the researcher’s presence.

General Conclusion

This study investigated the implementation and effectiveness of communicative and implicit grammar instruction in teaching English grammar to 5th-year pupils through the analysis of pupils' questionnaires, teachers' interviews, and classroom observations. The overall findings reveal that communicative grammar teaching represents a positive and promising pedagogical direction, particularly in enhancing learner motivation, engagement, and classroom participation. However, the results also demonstrate that important challenges continue to limit the full development of communicative competence and grammatical accuracy among learners.

The pupils' questionnaire showed that learners generally enjoy grammar when it is taught through meaningful, interactive, and contextualized activities such as games, stories, role-play, visuals, and collaborative tasks. These approaches appear to reduce boredom and increase learners' emotional involvement in the lesson. Pupils also expressed appreciation for supportive teacher feedback and contextual explanations, confirming that grammar learning becomes more accessible when it is linked to communication rather than isolated rule memorization.

Despite this positive attitude, the findings revealed a noticeable gap between understanding grammar and being able to use it confidently in spoken communication. Many pupils still experience hesitation, anxiety, and difficulty producing correct sentences during interaction. This indicates that communicative exposure alone is not always sufficient to ensure automatic language production. Learners require more structured oral practice, repetition, scaffolding, and opportunities to recycle grammatical structures in meaningful situations.

The teachers' interviews further confirmed that communicative language teaching principles are increasingly recognized and valued in the classroom. Teachers demonstrated awareness of learner-centered practices and attempted to integrate interaction, contextualization, and communicative activities into grammar lessons. Nevertheless, classroom implementation remains only partial. Teachers continue to combine traditional and communicative approaches because of several constraints, including limited professional training, overcrowded classrooms, insufficient teaching materials, time pressure, and learners' varying language abilities.

Similarly, the classroom observations demonstrated that implicit grammar teaching can successfully promote learner engagement and contextualized learning. The observed lessons showed positive integration between grammar and reading comprehension activities, as well as efforts to encourage interaction and guided discovery. However, the observations also revealed that many learners still depend heavily on teacher guidance, while peer interaction and independent language production remain relatively limited. This suggests that communicative grammar instruction is progressing, but has not yet reached a fully autonomous and learner-driven stage.

Taken together, the findings indicate that communicative and implicit grammar instruction can create a more motivating, meaningful, and less intimidating learning environment for young EFL learners. Yet, the success of this approach depends greatly on the quality of teacher support, classroom conditions, learner readiness, and the availability of appropriate pedagogical resources.

Therefore, the study concludes that grammar teaching should continue moving toward a communicative, contextualized, and learner-centered model, while simultaneously reinforcing learners' productive skills through guided speaking practice, gradual scaffolding, supportive correction techniques, and differentiated instruction. In addition, teachers require further

professional development and assessment tools that are better aligned with communicative competence rather than purely mechanical accuracy.

Ultimately, the challenge in contemporary grammar teaching is no longer simply helping learners understand grammatical rules, but enabling them to use grammar confidently, meaningfully, and spontaneously in real communication.

References

Batstone, R. (1994). *Grammar*. Oxford University Press.

Benkhraibech, F. (2019). Teachers' beliefs and practices of grammar instruction in Algerian middle schools. *Algerian Journal of Applied Linguistics, 2*(1), 45–61.

Benrabah, M. (2007). Language-in-education planning in Algeria: Historical development and current issues. *Language Policy, 6*(2), 225–252.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability, 21*(1), 5–31.

Borg, S. (2006). *Teacher cognition and language education*. Continuum.

Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System, 39*(3), 370–380.

Boudiaf, S. (2018). Focus on form in Algerian EFL classrooms: Teachers' practices and learners' responses. *Journal of Language Teaching and Research, 9*(4), 742–750.

Bouhadiba, F. (2020). The implementation of communicative language teaching in Algerian EFL classrooms: Challenges and prospects. *Revue des Sciences Humaines, 31*(2), 89–104.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1–47.

Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly, 25*(3), 459–480.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Heinle.

Dörnyei, Z. (2005). *The psychology of the language learner*. Lawrence Erlbaum.

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge University Press.

Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge? *Studies in Second Language Acquisition, 24*(2), 223–236.

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly, 40*(1), 83–107.

Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Education.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly, 20*(3), 559–562.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.

Kherroubi, M., & Sellami, A. (2021). Communicative grammar instruction and learner engagement in Algerian middle schools. *International Journal of Instruction, 14*(3), 233–248.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Heinle & Heinle.

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching, 48*(2), 263–280.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot et al. (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39–52). John Benjamins.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.

Ministry of National Education. (2016). *English language curriculum for middle school*. MNE.

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms*. Routledge.

Piaget, J. (1972). *The psychology of the child*. Basic Books.

Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.

Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129–158.

Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. Longman.

Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125–144). Oxford University Press.

Swan, M. (2005). *Grammar*. Oxford University Press.

Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Appendices

Appendix A : Child-Friendly Pupils' Questionnaire

The questionnaire is designed to explore pupils' understanding and perceptions of communicative grammar instruction. It consists of **8 short statements** presented using a **three-point smiley-face Likert scale** (Yes / Sometimes / No). The language of the items is simple and concrete, and instructions are read aloud to ensure comprehension.

This instrument provides quantitative data on pupils' attitudes and self-reported understanding.

Section One: How do you feel?

1. I like learning English grammar with games and fun activities.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I understand grammar better when the teacher uses pictures.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I understand grammar better when the teacher gives examples.

Yes ☐ **Sometimes** ☐ **No** ☐

4. I can use English grammar when I speak in class.

Yes ☐ **Sometimes** ☐ **No** ☐

5. English grammar lessons are easy to understand.

Yes ☐ **Sometimes** ☐ **No** ☐

6. I feel happy when we do grammar activities together.

Yes ☐ **Sometimes** ☐ **No** ☐

7. I understand grammar better when the teacher uses stories.

Yes ☐ **Sometimes** ☐ **No** ☐

8. English grammar is difficult for me. ***(reverse question)***

Yes ☐ **Sometimes** ☐ **No** ☐

9. I enjoy learning English grammar.

Yes ☐ **Sometimes** ☐ **No** ☐

Section Two: A. Grammar Through Activities

1. I like learning English grammar with games.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I like learning grammar through songs and chants.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I understand grammar better when we act or role-play.

Yes ☐ **Sometimes** ☐ **No** ☐

4. I understand grammar better when we move and do actions.

Yes ☐ **Sometimes** ☐ **No** ☐

B. Visual and Story-Based Learning

1. I understand grammar better when the teacher uses pictures.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I understand grammar better when the teacher gives examples.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I understand grammar better when the teacher uses stories.

Yes ☐ **Sometimes** ☐ **No** ☐

4. I understand grammar better when the teacher writes simple sentences on the board.

Yes ☐ **Sometimes** ☐ **No** ☐

C. Speaking and Interaction

1. I can use grammar when I speak English in class.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I like grammar activities when I work in pairs.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I like grammar activities when I work in groups.

Yes ☐ **Sometimes** ☐ **No** ☐

4. I am not afraid to speak English during grammar lessons.

Yes ☐ **Sometimes** ☐ **No** ☐

D. Feelings and Motivation

1. Grammar lessons are easy to understand.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I feel happy during grammar activities.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I enjoy learning English grammar.

Yes ☐ **Sometimes** ☐ **No** ☐

E. Difficulty and Support

1.English grammar is difficult for me.

Yes ☐ **Sometimes** ☐ **No** ☐

2. I need the teacher to repeat and explain many times.

Yes ☐ **Sometimes** ☐ **No** ☐

3. I understand grammar better when the teacher helps me and corrects me gently.

Yes ☐ **Sometimes** ☐ **No** ☐

Thank you for your answers!

Appendix B : Teachers' Interview

Dear Colleagues,

This interview is entitled *Investigating 5th Year EFL Pupils' Understanding of Communicative Grammar Instruction: A Case Study of Primary Schools in Msila.* Its purpose is to explore teachers' experiences, strategies, and perceptions of teaching grammar communicatively to 5th-year primary EFL pupils. The answers will be totally confidential and used only to improve the research validity.

Section 1: Background Information

1.How long have you been teaching English in primary schools, specifically 5th-year pupils?

2.Have you received any training in communicative language teaching (CLT) or teaching grammar communicatively? If yes, please describe.

Section 2: Curriculum Implementation

3.How do you interpret and apply the 5th-year EFL curriculum when teaching grammar?

4.Which grammar points do you usually focus on, and why?

5.How do you decide which activities to use when teaching grammar communicatively?

Section 3: Instructional Practices

6.Can you describe a typical lesson where you teach grammar in a communicative way?

7.Which strategies or classroom activities do you use most (e.g., pair work, role-play, picture-based tasks, games)? Why?

8.How do you encourage pupil participation during grammar lessons?

Section 4: Pupil Engagement and Understanding

9.How do you know if your pupils understand the grammar points during the lesson?

10.What challenges do pupils usually face when learning grammar communicatively? How do you help them overcome these challenges?

Section 5: Assessment and Reflection

11.How do you assess pupils' grammar learning when teaching communicatively?

12In your opinion, what works well in teaching grammar communicatively, and what could be improved in future lessons?

Appendix C and D : Lesson 1: Communicative Grammar Teaching Lesson Plan

CLASS PROFILE • ***Level : 05 PS*** • ***Number of learners :***	• ***Teacher : Mezrag*** • ***School (s) :***
SEQUENCE 03	**Holidays and travelling**
SECTION 01	**Travelling**
SESSION 04	I read and discover
DOMAIN	Written comprehension
TARGET Competence	To **decode** a short simple message of about 40 words and understand its meaning using reading skills and grammar implicite.
MAIN OBJECTIVE	-To deal with grammar implicitly in context (discover the structures) -To recognize word order structure /subject verb agreement implicitly
SUBSIDIARY OBJECTIVES	Word order: Wh & yes/no questions -simple sentences structures
CROSS CURRICULAR COMPETENCES	**1-Intellectual**:demonstrate understanding of the general idea and specific information in context. **2-Methodological**: employ the general idea and specific information in context to understand a very short simple written message. **3-Communicative**: communicate the general idea and specific information to peers. **4-Personal and Social**:Share understanding with others.
CORE VALUES	To exchange and communicate with friends from English-speaking countries.
TEACHING MATERIALS	Appreciate reading .
ANTICIPATED PROBLEMS	-mixed ability class(pronunciation) **PlanB**:– graded tasks/ drills

Stage (s)	***Subsidiary objectives***	***Procedure/tasks***	***Interaction***	***Time***
Warmer	**-To engage learners.**	**T triggers Pps prior knowledge about:** -Nouns of means of transportation: car, plane, bike, boat, train, metro, etc. -Weather :snowy, widy, hot, cold..etc. Using a spelling game.	**TL LT**	**5mn**
Install resources		**T** writes the a paragraph on the board then reads it and invites **Pps** to read it chorally. ***It is spring. We are on holidays. The weather is fine. A travel agency organizes a trip to Ghardaia. We are travelling by bus. We want to visit the traditional market of Ghardaia and buy souvenirs .*** **T** asks questions in order to **direct** the **Pps** attention to the ***target structures*** and let them notice and ***discover*** it.(Immediate corrections) **Teacher : how do we like travelling ?** **Pps** : by bus ✗ **Teacher**: we are travelling by bus. ✓ **Teacher : Do we like travelling by car?** **Pps** :No / No, we are not. ✗	**TL** **TL** **LT** **TL**	**10mn**

	To recognize word order structures	Teacher :No, she doesn't .She enjoys taking pictures and shopping. ☑ *Controlled practice: **Drilling (ORALLY)** **T** reinforces his **Pps** raising awareness in descovering word order by adding examples: **E.g.: -I love watching TV at night.** **-I prefer riding my bike on Saturday.** **-Do you like playing video games?** **-Yes,I do.** **-Does she love painting?** **-No,she doesn't.She prefers swimming** **-What's your favourite hobby?** **-My favourite hobby is swimming.** **-I like playing basketball.** **(Pps interaction with T and peers is a must to discover different word order structures.)** *Guided practice:**Substitution (using slates)** **T** provides **Pps** examples with the **target structure** using ***flashcards*** **Ishak likes fishing ➡ He likes fishing.** **My mother prefers shopping ➡ She prefers shopping .** **T** asks his **Pps** to read them many times to reinforce word order and pronunciation. **T** replaces key vocabularies and asks **Pps** to make necessary changes. *Task: **follow the examples and do the same:*** **-Does Ahmed likes playing football?** **-Yes,he does. /-No,he doesn't.He prefers playing video games.** **-Do you love reading books?** **-Yes,I do. /-No,I don't.I prefer swimming.** **-Ahmed and Haroun like playing football.** **-They like playing football.**	**LT** **TL** **LT** **TL** **LT** **LL/LT**	10min 15min
Assessment	**To check their improvement**	***T** asks **Pps** to rearrange scrambled words into correct and meaningful sentence:* ***Fishing /. / Uncle / my / likes / Salah*** ***My uncle Salah likes fishing.***	**LL**	05min

Self-reflection		
What worked	***What worked***	***What worked***

Appendix D: Lesson 2- sequence 3 session 5 Hollidays and Travelling Level: 5Ps

CLASS PROFILE • **Level : 05 PS** • **Number of learners :**	• **Teacher : Mezrag** • **School (s) :**
SEQUENCE 03	**Holidays and travelling**
SECTION 01	**Holidays**
SESSION 05	I read and discover
DOMAIN	Written comprehension
TARGET Competence	To **decode** a short simple message of about 40 words and understand its meaning using reading skills and grammar implicite.
MAIN OBJECTIVE	-To deal with grammar implicitly in context (discover the structures) -To recognize word order structure /subject verb agreement implicitly
SUBSIDIARY OBJECTIVES	Word order: Wh & yes/no questions -simple sentences structures
CROSS CURRICULAR COMPETENCES	**1-Intellectual**:demonstrate understanding of the general idea and specific information in context. **2-Methodological**: employ the general idea and specific information in context to understand a very short simple written message. **3-Communicative**: communicate the general idea and specific information to peers. **4-Personal and Social**:Share understanding with others.
CORE VALUES	To exchange and communicate with friends from English-speaking countries.
TEACHING MATERIALS	Appreciate reading .
ANTICIPATED PROBLEMS	-mixed ability class(pronunciation) **PlanB**:– graded tasks/ drills

Stage (s)	**Subsidiary objectives**	**Procedure/tasks**	**Interaction**	**Time**
Warmer	**-To engage learners.**	**T triggers Pps prior knowledge about:** -Nouns of places: beach, mountain, seaside, camping, hotel, etc. -Nouns of seasons: winter, spring, summer, autumn. Using a spelling game.	**TL LT**	**5mn**
Install resources		**T** writes the a paragraph on the board then reads it and invites **Pps** to read it chorally. ***My country, Algeria, is beautiful. I am going to El Kala for holidays. It is in the east of the country.There are nice places to visit: beaches, mountains, forests and parks.We are staying in a nice hotel near the beach.*** **T** asks questions in order to **direct** the **Pps** attention to the ***target structures*** and let them notice and ***discover*** it.(Immediate corrections) **Teacher : Where is he going for holidays?** **Pps : El Kala ✗** **Teacher: He is going to El Kala. ☑** **Teacher : Where are they staying ?**	**TL** **TL** **LT** **TL**	**10mn**

	To recognize word order structures	Pps :in a hotel/ in a nice hotel / near the beach. ❌ Teacher: They are staying in a nice hotel near the beach ☑ *Controlled practice: **Drilling** **T** reinforces his **Pps** raising awareness in descovering word order by adding examples: **E.g.: -Are we going for holidays?** **-Yes, we are. / No , we aren't** **-Where are we going for holidays?** **-We are going camping in the forest.** **-Where is she going for holidays?** **-She is going to the zoo for holidays.** **-Where are you going for spring holidays ?** **-I am going to the mountains.** **(Pps interaction with T and peers is a must to discover different word order structures.)** Guided practice:**Substitution (using slates)** **T** provides **Pps** examples with the **target structures** using ***flashcards*** to reinforce *word order and pronunciation.* *Task:* **T** asks his **Pps** to answer the following questions (using slates) T: 1-**Where are we going for holidays?** P: ➡ We are going to the beach. T:2-**Where are you spending your holidays?** P: ➡ I am spending my holidays in the forest.	LT TL LT4 TL LL/LT	10min 15min
Assessment	**To check their improvement**	*Task: T asks Pps play roles (pair work)* *Imad: Where are you going for winter holidays ?* *Khalil: I am going to Tikajda mountains.* *Imad: Great ! enjoy your holidays!*	LL	05min

Self-reflection		
What worked	***What worked***	***What worked***

Appendix E :

Abstract in Arabic

تشهد طرق تدريس اللغة الإنجليزية كلغة أجنبية تطورًا ملحوظًا نحو اعتماد المقاربات التواصلية التي تركز على استعمال القواعد اللغوية في مواقف ذات معنى، بدل الاكتفاء بحفظ القواعد بشكل معزول، خاصة في مرحلة التعليم الابتدائي. تهدف هذه الدراسة إلى استكشاف مدى فهم تلاميذ السنة الخامسة ابتدائي لتعليم القواعد وفق المقاربة التواصلية في بعض المدارس الابتدائية بولاية المسيلة.اعتمدت الدراسة على منهج وصفي ذي طابع دراسة حالة باستخدام المقاربة المختلطة، وذلك من أجل التعرف على تصورات التلاميذ حول تعليم القواعد، إضافة إلى تقييم أدائهم الفعلي في استعمالها. وتم جمع البيانات من خلال استبيان مبسط ومناسب للأطفال، ومقابلة مع الأستاذة، إلى جانب بطاقات ملاحظة صفية لمتابعة سير الدروس داخل القسم. كما تم تحليل البيانات الكمية باستخدام الإحصاء الوصفي، في حين خضعت المعطيات النوعية الناتجة عن الملاحظات الصفية للتحليل الموضوعاتي.أظهرت نتائج الدراسة أن أغلبية التلاميذ يحملون اتجاهات إيجابية نحو الأنشطة التواصلية الخاصة بالقواعد، كما أبانوا عن مستوى مقبول من فهم التراكيب اللغوية عندما تُقدَّم القواعد في سياقات واضحة ومدعومة بوسائل بصرية وأنشطة تفاعلية. ومع ذلك، واجه بعض التلاميذ صعوبات في المهام التي تتطلب إنتاجًا شفهيًا تلقائيًا، مما يدل على حاجتهم إلى مزيد من التوجيه والدعم أثناء الممارسة اللغوية.وتؤكد الدراسة على الأهمية التربوية لتعليم القواعد وفق المقاربة التواصلية بالنسبة لصغار متعلمي اللغة الإنجليزية، كما تشدد على ضرورة تكييف الممارسات التعليمية بما يتناسب مع النمو اللغوي والمعرفي للتلاميذ في المدرسة الابتدائية الجزائرية.

الكلمات المفتاحية- تعليم القواعد التواصلية، متعلمو الإنجليزية الصغار، فهم القواعد، التعليم الابتدائي، الملاحظة الصفية.