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**Enhancing EFL Learners' Grammar Competence
through the Use of Authentic Materials: The Case of
Second Year Students at the Department of English**
M'sila University

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for the Degree of Master*

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Dedication

To my parents

Ammar Ladjel and Hada Nanou

To My brother and sisters

Khaled, Mariem, and Karima

To my beloved friends

I dedicate this work

Khawla Ladjel

Dedication

To my parents

Aissa Aouina and Nadja Khaled

To My brothers

Abdallah, Abderrahim, Abderraouf, Abdessalam

To my beloved friends

I dedicate this work

Abir Aouina

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Abstract

Grammar competence is considered as one of the major language skills which both second and foreign language students need to master in order to communicate. The development of this competence depends on the analysis of the contexts where the different grammatical structures and rules are produced. In other words, students do not need only to acquire the necessary knowledge about grammar, but they need also to better understand the ways the grammar rules are used by native speakers according to each contextual setting. As a result of this view, the present investigation tends to explore the different problems which prohibit students from using their grammar competence appropriately. It also tries to investigate whether authentic materials can help students use their grammar rules appropriately according to different contexts. This study is carried out with second year students at the department of English; M'sila university. Three research instruments are used including a classroom observation, a questionnaire, and an interview. The results collected reveal that the integration of authentic materials when teaching grammar helps students focus on the analysis of the context before deducing the general use of the grammar rule. The data indicate that these materials assist students to better understand the different ways a particular grammar rule is used differently by native speakers in the target community. Therefore, it is recommended that both teachers and students need to incorporate the content available in authentic materials when developing grammar competence.

List of Abbreviations

%: Percentage

N: Number of Students

GC: Grammar Competence

CLTA: Communicative Language Teaching Approach

CP: Communicative Competence

EFL: English as a Foreign Language

ESL: English as a Second Language

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GENERAL INTRODUCTION

Humans have been integrating their grammar knowledge in different situations in order to communicate, and nowadays it is more important than ever. Since more communication takes place in different contexts which require different structures of grammatical forms, it is not risky to consider grammar competence as the most important language skill that language users need to develop. English students at university are usually exposed to different communication situations which require them to hold either spoken or written conversations with native and non-native speakers. In other words, they find themselves obliged to carry out conversations at a café, book shop, university, or even at airport with people who have the same or different cultural backgrounds. The primary type of knowledge they start exploring in order to hold such types of conversations is their grammar competence. This basic fact indicates the extent to which grammar competence integration is important to reach the different purposes students need in their real life situations. Therefore, all students at university need to enhance their grammar competence in a way that avoids any misunderstandings. They do not just need to be aware of the different grammatical structures which are available in the English language; they need also to learn the way these grammatical structures are used appropriately. By applying the grammatical structures appropriately, students of English will be able to interpret the hidden meaning of any utterance they receive by native speakers. In addition, they become able to produce sentences in order to reach certain social and daily purposes without failing or making misunderstandings. Hence, it is very important for students who study English as either a second or a foreign language to master their grammar competence in relation to the social context where the language is used. This means that the main focus is to develop the language or the grammar competence which is used in real life situations. This does not necessarily mean that the academic language is not crucial, but students need to work on their grammar competence without ignoring the social context where it is used.

1. Statement of the problem

Despite the special attention given to grammar competence, students at university still encounter some difficulties in producing and understanding grammatical structures appropriately. Sometimes they are unable to make correct grammatical structures and sometimes they find themselves aware of the grammatical rule, but they fail to put it into practice in an appropriate way. Hence, their conversations with native speakers fail to be held. This problem is attributed to either their lack of knowledge regarding the grammatical structure itself or the way this structure is used in different contexts. That is to say, being aware of grammar knowledge is not fairly enough. Students need to learn the way this type of knowledge is applied according to each special contextual setting. That is why students are frequently advised while developing their grammar competence to take into consideration the contextual setting where a particular type of conversation is held. Authentic materials can be suggested as teaching materials which both teachers and students can integrate when developing grammar in order to provide them with a huge number of contextual settings. The latter would help students better understand the way a one grammatical structure can be used differently in various contexts.

2. Research questions

This investigation has two main research questions which seeks to answer:

1. Does the problem of poor achievement in grammar competence occur because students are not exposed to different authentic materials?
2. Would the integration of authentic materials when teaching make students reach an appropriate use of grammatical structures?

3. Research Hypotheses

Two main research hypotheses are put forward as following

1. The problem of poor achievement in grammar competence is basically attributed to lack of exposure to different authentic materials either inside or outside the classroom.

2. If students at university are effectively instructed to the use of grammar competence through authentic materials, they will appropriately perform their grammatical structures in different contextual settings.

4. Aim of the study

The present study deals with the learner's poor achievement in grammar competence, and our aim is to investigate the role of integrating authentic materials as a way to overcome such a problem, and ultimately develop the student's grammar competence. In addition to that, it aims to make students aware of the importance of authentic materials as the most effective means of enhancing and holding conversations with both native and non-native speakers.

5. Significance of the study

We believe that grammar competence is one of the most important skills in any foreign or second language, especially in an academic setting. This current study deals with enhancing student's grammar skill through the appropriate use of authentic materials. Since authentic materials are used incredibly at university, this investigation tries also to show students how they can exploit this phenomenon in order to undertake and maintain a conversation in different contextual settings without any misunderstandings or conversational failures.

6. Research Methodology

To carry out this exploratory research, the researchers rely on a certain research methodology which illustrates the participants, the tools used to collect data, and the type of the data analysis.

6.1. Participants

In this study, the sample includes second year students of M'sila University. The reason from choosing this exact sample is simply because second year students are expected to have the basics of grammar knowledge in their first academic year. This automatically means that at this level (i.e., second year level), students are not required to discover new rules but rather asked to master the way the same rules -which they studied in their first year - are appropriately used in order to

avoid any conversational failure. Teachers at the English department; M'sila University are also considered as participants in this study.

6.2. Research Instruments

Three research instruments are used to guarantee the hypotheses in this investigation. Firstly, we rely on the teachers' interview as an appropriate way to know their attitudes toward the use of the authentic materials in developing students' grammar competence. This interview provides also us with some reasons of the learners' poor achievement in grammar. The interview is undertaken with a random sample of English teachers. Then, students also receive a questionnaire to be answered in order to know whether authentic materials may really help them develop their use of grammar knowledge. The third research instrument incorporates a classroom observation. Students are observed during their learning sessions to check the effectiveness of authentic materials on the progress of their grammar competence.

6.3. Data analysis

After undertaking a classroom observation and answering the questionnaire and the interview, the results are analyzed by using a descriptive analysis. The data are presented in tables to explain to what extent does the integration of authentic materials help students hold and maintain conversations using their grammar competence appropriately?

7. Structure of the dissertation

This dissertation consists of three main chapters. Each chapter has its own sections and sub-sections. The first two chapters are purely theoretical. However, the third chapter is practical. The first chapter is related to the variable "grammar competence". It tends to define and explain all theoretical concepts and ideas about this term. Like the first chapter, the second one focuses on explaining the correlation between the two variables grammar competence and authentic materials. Hence, it begins by defining the term "authentic material" with the explanation of its types and the way it is used. Then, it illustrates the way these types of materials can affect on grammar

competence. The third chapter is devoted to the analysis, interpretation, and discussion of the results collected from the three research instruments used in this investigation.

CHAPTER ONE: GRAMMAR COMPETENCE

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 - a. Phonology
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5. Grammar Teaching Approaches: Communicative Language Teaching approach
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 - a. Deductive Method Vs Inductive Method
7. **Conclusion**

1. Introduction

This chapter provides some theoretical knowledge about the main concept grammar competence. It first tends to differentiate between the two terms “grammar competence” and “linguistic competence”. Second, it defines the term “grammar competence” in relation to communicative competence. Then, the chapter explains the most important components of grammar competence such as phonology, morphology, semantics, and syntax. By the end of this chapter, the researchers illustrate the reason behind using the communicative language teaching approach when teaching grammar competence. They also indicate the way grammar rules are provided in two different methods; inductively and deductively.

2. Definition of Grammar competence

The term grammar competence is generally used to refer to knowledge related to grammar rules of any language. In fact, this term was firstly used by the American Linguist Noam Chomsky in 1960s in order to indicate that the mastery of grammar is very important for any language user. In reaction to Noam Chomsky’s (1965) notion of “linguistic competence”, Dell Hymes (1966) coined the term "Communicative competence". In this respect (Yule, 2010: 194) defines communicative competence as "the general ability to use language accurately, appropriately, and flexibly.

The first component is grammatical competence which involves the accurate use of words and structures". In other words, Hymes views that the language used should not be based on linguistic competence only, but it should be also based on communicative competence. This approach does not underestimate the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence which are proposed by Canale and Swains in 1983. These components include grammatical, sociolinguistic, discourse, and strategic competence.

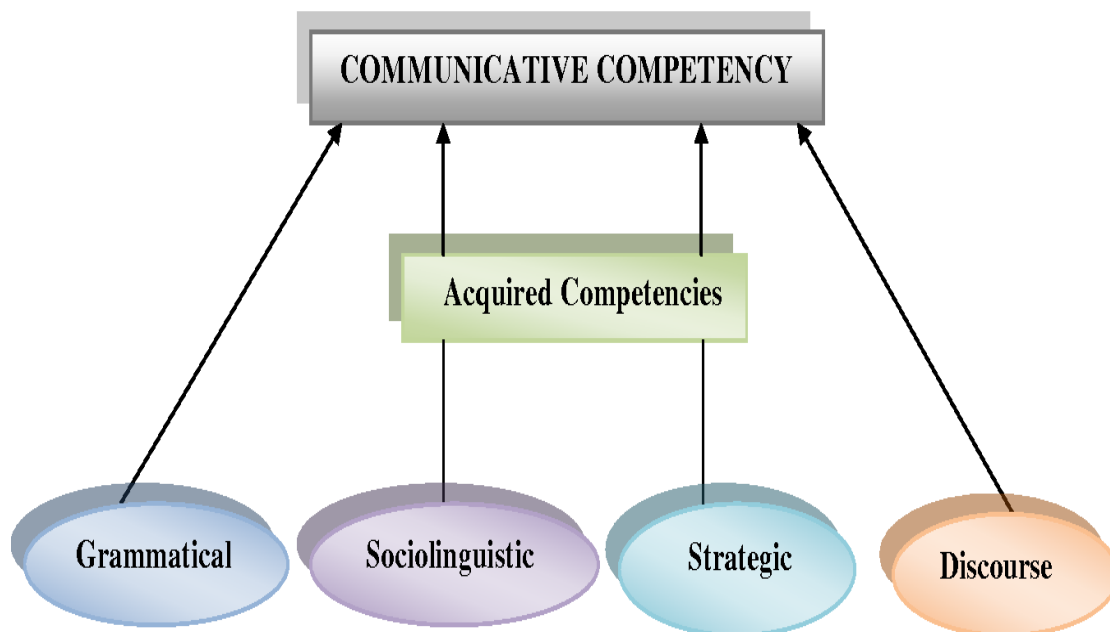


Figure 1.1: Figure 1.4: Canale and Swain (1980) and Canale's model of communicative competence (Safont, 2005: 51)

According to Verhoeven and others (2002: 4) explain that grammar competence refers to the language user's mastery of rules and items related to phonology, morphology, lexis, and syntax. In other words, grammar competence has four main types of knowledge which language users need to master in order to produce accurate utterances.

Fasold and Connor-Linton (2015:01) define grammar competence also in a way which indicates its importance to help speakers use a language. They state that grammar competence refers to

The part of the system that allows speakers to produce and interpret grammatical sentences is called grammatical competence. It includes the knowledge of which speech sounds are part of a given language and how they may and may not strung together. Grammatical competence also includes knowing the meanings signified by different sound sequences in a language

and how to combine those units of meaning into words, phrases
and sentences

According to this definition, it is viewed that knowledge related to grammar competence is not only important for speakers (producers) to use a language, but it is also important for language listeners (receivers) to better understand what is being said. In other words, both speakers and listeners need to master their grammar competence in order to carry their conversation using one particular language.

3. Linguistic Competence Vs Grammar Competence

The two terms linguistic competence and grammar competence are used interchangeably by either English teachers, students, or scholars. Therefore, it is very important to have a general agreement of the main concepts before conducting this investigation. In fact, linguistic competence and grammar competence refer to the same component in communicative competence simply because "linguistic competence refers (also) to the speaker's knowledge of grammar"(Garnica, 1979:38). According to Soler and Jordà (2008: 42), the term grammatical competence was first used to refer to knowledge related to sound system, lexicon, and grammar. Later, it was re-called as "linguistic competence". In this respect, Lambert (1989:05) explains that these two terms are used interchangeably.

Both terms grammatical competence and linguistic competence are considered to refer to the same set of knowledge related to a particular criterion in a language. This is agreed by Munby, (2004: 18) that grammar competence reflects the linguistic competence in a restricted sense of terms. In other words, both these two concepts indicate the ability to use and manipulate the lexical, morphological, syntactic, and phonological features of a language to form words and sentences. Therefore, these two terms are used in this research to refer to the same component of communicative competence. They are used to refer to the ability to use knowledge related to phonology, morphology, semantics, and syntax to understand and produce utterances.

4. Levels of Grammar Competence

Since the term “grammar competence” is used to refer to linguistic competence, it is consequently concluded that the explanation of the levels of this competence includes the ability to use knowledge related to four major sub-components which are morphology, phonology, semantics, and syntax. In other words, grammar includes the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of e.g. inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics).

4.1.Morphology

Morphology is considered as one of the most important components incorporated in grammar competence. This level is not related only to linguistic fields; it can be found in other fields of studies. In this respect, George Yule (2006: 62-63) defines morphology as,

This term, which literally means ‘the study of forms’, was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe the type of investigation that analyzes all those basic ‘elements’ used in a language. What we have been describing as ‘elements’ in the form of a linguistic message are technically known as ‘morphemes’

According to this definition, morphology refers to the analysis of the forms of a particular item. The latter may be incorporated in a biological body, physical material, or a linguistic structure. In other words, morphology is undertaken in order to figure out the different components and sub-components of any item. It is about breaking down items into their constituent parts and sub-parts. This study is made as an attempt to facilitate and better understand things and items related to

different fields of studies such as physics, biology, and linguistics (Aronoff and Fudeman, 2011: 1-2).

In the field of linguistics, Aronoff and Fudeman (2011: 2) explain that “In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed”. This sub-component found in grammar competence allows students to break down words into their main parts. Identifying the different parts which constitute a word helps students to better understand the meaning of this word; it helps them recognize also whether this word functions as a noun, verb, adjective, or an adverb. This depends on the identification of the morphemes found in a particular word. According to Aronoff and Fudeman (2010:01), a morpheme is "often defined as the smallest linguistic pieces with a grammatical function." A morpheme refers to the smallest parts which are combined in order to make a whole word. Each morpheme found in a word can indicate a grammatical function.

4.2. Phonology

The second level of grammar competence incorporates phonology. This level has a significant importance like the other grammar competence levels. This field of study has been defined by different linguists and researchers. A very general and well-known definition includes the one proposed by Yule (2006: 43-44). He views that

Phonology is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds.

In this definition, it is viewed that phonology represents and studies the system which governs speech sounds and pronunciations. It indicates the way words and morphemes are articulated. Language users need automatically this sort of knowledge related to phonology in order to pronounce words correctly. If words are not pronounced in a correct way, listeners may misunderstand words and utterances.

This grammar competence component has been studied deeply by identifying its main levels. According to Odden (2005: 2), phonology has three main levels which include the sounds of a language, rules for combining sounds, and variations in pronunciation. The first level is related to the abstract knowledge of sounds found in a particular language. In other words, it shows the way vowels and consonants are articulated. The second level refers to the study of rules which governs the system of combining vowels and consonants. This study is held in all languages. In other words, it does not concern only the combination of sounds in one single language. The last level refers to the variations in pronunciation. This means that the third level indicates how vowels, consonants, or combinations of letters can have different possible pronunciations. Phonology is a very important field of study since it shows the way words and utterances are correctly pronounced.

4.3. Semantics

The third level in grammar competence refers to semantics. This level concerns the study of word meanings. Yule (2006: 100) explains that linguistic semantics tends to figure out the conventional meaning of words, expressions, and sentences. That is, it does not present the meaning of words when they are used within sentences or by the speaker. Semantics finds out the general meaning of words as they are and not the meaning that the language speaker wants to convey. It is related to the objective meaning of words and not the subjective one.

Within the field of semantics, Yule (2006: 104-107) states that there are three main components which specialists in semantics need to consider. These components include synonymy, antonymy, homophones and homonyms. The first one is concerned with the identification of words which are similar or have the same meaning. These words are defined in order to be used interchangeably and avoid repetition. Some other words seem to be synonyms but cannot be used in the same situation. For example, the two words “*answer*” and “*reply*” are synonyms, but cannot be used in all situations. One can say “*what is your answer to this question*”, but we cannot say what is your reply to this question. Therefore, the study of synonyms is very important to find words which can / or cannot be used interchangeably.

Antonymy is another element included in semantics; it focuses on identifying the words which are opposite to each other. This study of autonomy helps language users to better understand the word meanings. The last one refers to homophones and homonyms. The first occurs when two words have the same pronunciation, but they are different in the written form. Example of homophones is “*meat and meet*”. These two words are pronounced in the same way, but they have different meanings. The latter is homonyms and refer to words which have the same written and spoken forms but have different meanings in different situations. An example of homonyms includes the word “*Bill*” which can mean the amount of money paid after having dinner at a restaurant. It also means the draft of a law in the field of politics. This field is very important for students to be aware of the different meanings of words used in different contexts.

4.4. Syntax

The fourth component in grammar competence refers to syntax. This field of study has the same importance as the other components have. It is defined by many researchers and linguists. According to Harnish (1997:12), syntax is the study of "how words fit into the overall structure of

sentences in which it can be used". This definition indicates that syntax is related to the way words are put together to combine correct grammatical structures and utterances.

Another definition is given by Harmer (2001:13) in which he defines syntax as "how words are organized and combined together in order to make sentences". That is to say, it focuses on identifying the different rules which help the language user build correct sentences with meaningful messages. This field of study proves the fact that words in any language are not arbitrarily structured. Language users need to follow certain rules when trying to use words together in order to make utterances.

Within syntax, there are specific rules that govern the relation and organization of words to have a larger number of sentences and utterances using an infinite set of words since it would be impossible to memorize all sentences and utterances of a language. These rules then are the main concern of syntax. Language users cannot hold meaningful conversations if they do not have a certain level of knowledge related to syntax.

According to Yule (2006: 74-75), syntax attempts to identify the different functions of words within sentences. Words can act as nouns, articles, adjectives, verbs, adverbs, prepositions, pronouns, or conjunctions. This indicates that language users can use words with different functions in one single sentence. These words should have a certain order in a sentence in order to become meaningful.

Grammar competence has four main levels which include morphology, phonology, semantics, and syntax. Each level is concerned with the study of one criterion in languages. This means that all these four levels have the same importance. Therefore, it is very necessary for language users to have some sort of knowledge related to each of these levels. In other words, since grammar competence is considered as one of the components in communicative competence theory, it is noticed that language speakers are required to master their grammar competence in order to be communicatively competent.

5. Grammar Teaching Approaches: Communicative Language Teaching Approach

According to Richards and Rodgers (2014: 84), there are different language teaching approaches which can be used to teach grammar. The first language teaching approach which was used to teach grammar was based on the structural theory which was suggested by the American linguist Noam Chomsky. This linguistic theory was explained in his book of *Syntactic Structures* (1957). In this theory, Chomsky emphasized that the mastery of grammar helps language users communicate and express their thoughts through constructing grammatical structures. Later, British applied linguists criticized this perspective and added another fundamental dimension of a language which was inadequately incorporated in the language teaching approaches at the first time when a language started to be taught. This fundamental dimension refers to the communicative potential of a language.

The British linguists saw in this new approach “the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the work of British functional linguists (e.g., John Firth, M. A. K. Halliday), American work in sociolinguistics (e.g., by Dell Hymes, John Gumperz), as well as work in philosophy (e.g., by John Austin and John Searle)” (Richards & Rodgers, 2014: 84). This means that the grammar competence is not neglected but rather needs to be addressed from a communicative view. In other words, grammar needs to be taught in relation to the communicative situations found in the target community.

In the communicative language teaching view, language researchers emphasize on the integration of grammar knowledge to be applied and used for different communicative purposes. Littlewood (1981: X) explains this view by stating the following,

A Communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in

terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people *do* with these forms when they want to communicate with each other. For example, (...) the form “Why don’t you close the door?” might be used for a number of communicative purposes, such as asking a question, making a suggestion or issuing an order. We can therefore combine the newer functional view of language with the traditional structural view, in order to achieve a more complete communicative perspective.

In this approach, it is noticed that teaching grammar competence to language users is not neglected. However, it is emphasized that teachers when introducing grammar knowledge to students need to link this sort of knowledge to the communicative situations and for communicative purposes. In other words, a one single grammatical structure can be used to hold different communicative objectives. Like in the example given by Littlewood (1981: X), “Why don’t you close the door?”, the speaker can use this grammatical sentence which is put in the interrogative form not only for the purpose of asking a question. It can be used also to make a request or a suggestion. Therefore, it is very important to link both grammar knowledge and the communicative setting together when developing students’ grammar competence.

In the learning process when using the Communicative language teaching approach, Savignon (2002: 173) explains that the activities used to teach grammar for example should integrate real communication and meaningful tasks. In other words, the emphasis here is on the real use of a language found in communication setting within the target community. Savignon (2002: 173) specifies also the role of both teachers and students in this type of teaching approach by saying that “the teacher is the facilitator of the communication process, participants’ tasks, and

texts. The teacher is the process manager, whereas the learner is a negotiator, an interactor who both gives and receives". This means that learners when learning the grammar rules are supposed to be the main actors of the learning process; they are the ones who ask questions, answer questions, explain things, and conclude things. This approach is a learner-centered approach.

Nunan (1998, qtd in Cowan, 2007: 34) explains also that in the communicative language teaching approach, grammar is taught with the consideration of the context when the grammatical structures are used. Different principles are highlighted when teaching grammar in relation to the context. First, students will be exposed to different situations which reflect the various uses of grammar rules in authentic language. Second, they will have different opportunities to produce structures in different contexts as they find them in the target community (i.e., as they are used by native speakers). Third, teaching grammar in context helps students compare their perceptions and understandings of the grammatical rules to the situations found in real life situations. This comparison allows them understand whether the grammar rule is understood and used correctly or not.

It is therefore concluded that the use of communicative language teaching approach when teaching grammar supports the integration of authentic language situations. In other words, it is important to relate grammar structures to conversations and written productions in which they occur in through the use of authentic situations taken from the real life cases of native speakers. This helps learners become more aware of the multiple meanings or uses of one single grammar rule found in different real life situations. Thus, grammar cannot be taught in isolation without taking into consideration the contextual setting. This view is highlighted since the main objective of this teaching approach is to communicate effectively in different situations.

6. Methods of Teaching Grammar Competence

Researchers and scholars have always been undertaking researches and investigations in order to facilitate the second or foreign language learning process. When teaching grammar to

either second or foreign language learners, researchers have identified two main teaching methods which can be used to illustrate the different grammatical rules. Each teaching method has its own objectives and circumstances to be implemented. These two teaching methods refer to deductive and inductive ways.

6.1.Deductive Vs Inductive Method

The first type of teaching method is defined by Decoo (1996: 96) as a “process that goes from the general to the specific, from consciously formulated rules to the application in language use” (qtd in Glaser, 2014: 59). According to this definition, it is noticed that the deductive method when teaching grammar focuses on providing the general rule or use of the rule than moving to specific examples and illustrations about the same general rule. In other words, it requires teachers to move from something wide to something precise.

Hall (2011: 71) states also that “In deductive approaches to learning, learners are first provided with the rules or generalizations about language, which are explained and demonstrated before being practiced”. This means that students in the deductive method are expected to understand the general rule before exploring the examples and practices. Harmer (2007, qtd in Hall, 2011: 71) assumes that deductive learning in grammar follows a “straight arrow”. In other words, this type of learning method goes straight ahead moving from general to specific.

The second type of method when teaching grammar includes inductive method. According to Glaser (2014: 59), inductive method “is characterized as the process that goes from the particular to general, i.e., from language examples to patterns, rules and generalizations. In other words, here the learners encounter the concrete language material first and deal with any sort of abstraction later”. This definition shows that inductive method follows an opposite way to deductive method.

Hall (2011: 71) states also that “Inductive approaches characterize ‘discover’ activities such as reading examples of contrasting grammar items, working out the difference in meaning and hence the rule”. In this type of teaching method, students are exposed to different activities,

practices, examples, and situations and are asked to deduce or find out the rule. Hall (2011: 71) provides an example about the way a task is carried out using an inductive method. The following picture shows Hall's example.

Box 4.1 An inductive learning task

Look at the following pairs of sentences. What language form is used in each sentence and why? How do the simple and continuous aspects of the verb differ in meaning?

- He's broken his leg.
- I've been studying all day.
- The match has finished.
- She's been waiting here for half an hour.

Figure 1.2: An example of a task used with an inductive method

The learning task provided above shows that in inductive teaching students are provided with examples, instructions, and questions which raise their critical thinking and understanding about the way to deduce the general rule. The questions which students are supposed to answer highlight the keywords or act as a guide to help learners find out the form and use of the grammar rule in general.

When comparing the two teaching methods together, it is concluded that the deductive method occurs when the rules are presented and the language is produced based on those rules. However, the inductive method is when the rules are discovered through given examples. It is clear that the former is more teacher centered (i.e., the teacher gives the rule) and the latter is more learner centered (i.e., the teacher gives the students a means to discover the rule by themselves). This means that the two methods have opposite directions

The two methods have their advantages and disadvantages. Widodo (2006:122-141) suggests five advantages for each method. First, the deductive method is undoubtedly time saving since it points in a direct way to the rule and allows more time for practicing the language items thus making it an effective method with lower level students; on the other hand, inductive method trains learners to work things out for themselves based on their existing knowledge. Second, the deductive method helps the development of the cognitive ability of adults, while the inductive approach helps in the acknowledgement of their cognitive process and its role to use metalanguage. Third, when teaching deductively, the teacher immediately gives a number of applications and practices, whereas, teaching inductively activate the learners to be involved in the learning process. Fourth, the deductive method fits learners with analytical style, while the inductive way of teaching fits learners who are interested in the challenge presented in problem-solving ability found in this method. Fifth, there are some simple rules or aspects of rules which can be clearly presented deductively not to confuse the learners; learners will have more opportunities to use the language if they collaborate in problem solving.

7. Conclusion

Since this chapter is concerned with the introduction and explanation of the main theoretical terms such as grammar competence and communicative language teaching approach, different concluding ideas can be shared to have a general agreement on certain thoughts. First, it is concluded that both terms grammar competence and linguistic competence are used interchangeably to refer to the same item which is knowledge used to govern the language system. Second, the communicative language teaching approach was introduced in order to highlight the importance of being able not only to know knowledge related to a particular language, but also to be able to use this knowledge appropriately in the target community. Both teaching method, inductive and deductive ways have different directions when teaching grammar.

CHAPTER TWO: THE EFFECT OF AUTHENTIC MATERIALS ON GRAMMAR COMPETENCE

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1. Introduction

In this chapter, the researcher provides some theoretical background about the main concepts included in this investigation. Like chapter one which is devoted to the explanation of the main variable « grammar competence », the current one addresses the second variable « authenticity ». Hence, it begins with the definition of the term authenticity and the way it was firstly integrated in the context of teaching English as a Foreign language. Then, this chapter provides an overview about what is an authentic material and its different types which are used specifically when teaching English. It also provides the different sources from which authentic materials can be derived and the criteria which teachers follow in order to select the appropriate authentic materials. In addition, this chapter illustrates the advantages of using authentic materials and the role of the teacher in EFL classes. The last part from in this chapter explains the relationship between the two variables grammar competence and authentic materials. In other words, it shows the way different authentic materials are applied in order to teach the English grammatical knowledge and skills.

2. Authenticity

The term authenticity is not necessarily linked only to the context of teaching English as a Foreign language. This concept can be found in history, literature, and even philosophy. Hence, numerous researchers and scholars have defined this term according to different perspectives.

2.1. Definition of Authenticity

A very simple definition to authenticity includes the one provided by Harter (2002, qtd in Christopher, 2020: 158) in which he states that authenticity happens when “one acts in accord with the true self, expressing one-self in ways that are consistent with inner thoughts and feelings”. That is, he views that authenticity refers to a situation where a human being can act in a way which

represents his own self without any artificiality. It occurs when a person expresses his own self in a way which is relevant and correspondent to his inner feelings and thoughts.

Authenticity can be viewed also as the ability to understand one self without any contradiction to the personal beliefs. In this respect, Turner explains (1976, qtd in Stets & Serpe, 2019: 125)

The more commonly conceptualized global level of authenticity refers to an overall sense of being true to oneself or being true to one's perception of who one really is at one's core. At this global level, individuals assess whether the person they are matches their "real" self across identities.

According to the definition mentioned above, it can be viewed that a person who tries to be authentic is the one who has an intention to make his observable behaviors and expressions relevant to his inner thoughts and beliefs which are available in a particular community. This term does not have a relation only the relevance of a person's behaviors and inner thoughts, but also to the socio-cultural backgrounds of the community a person belongs to. In this respect, Gilmore (2007 qtd in Nawrot-Lis, 2019: 48) defines authenticity in relation to culture and society. He views that authenticity is "the ability to behave or think like a target language group in order to be recognized and validated by them". This automatically means that authenticity includes behaviors and expressions which are relevant to a one self's inner beliefs and to the community culture as well. Since this term seeks to reach relevance to a particular target community, in the context of teaching and learning foreign languages, many teachers and researchers have tried to integrate the term authenticity in the teaching process in order to make a student relevant to the language he tries to learn. This can be understood more through undertaking a historical overview about the

way authenticity was integrated in the teaching-learning process of either foreign or second language.

3. Authenticity in Language Learning: Historical Overview

The integration of the term authenticity within the context of learning a particular language has been the main concern of both students and teachers. Since this term refers to the relevance between behaviors and inner thoughts provided in one particular community, both teachers and students when teaching or/ and learning a foreign or a second language attempt to be relevant to the authentic expressions, behaviors, and thoughts presented in the target community. In this respect, Mishan mentions (2005: 1)

the terms ‘authentic’ and ‘authenticity’ and their application to language learning have been the subject of great controversy over the past three decades. The stimulus for this can be dated back to the inception of Communicative Language Teaching (CLT) in the 1970s. Giving precedence to communication over form, CLT rejected previous, strictly structural approaches to language learning and opened the way for the use of authentic texts, texts which had been created for a genuine communicative purpose. This prompted the so called ‘authenticity debate’ in which the nature of authenticity has been applied to everything from the original appearance of a text to perception and validation by the text user, and which has been further complicated by the advent of texts and interactions occurring on information and communications technologies (ICT).

With this in mind, the idea of integrating authenticity in language learning and teaching comes as a result of the appearance of the communicative language teaching approach. This

teaching approach focuses on how a student becomes able to reach certain communication purposes rather than on the ability to master an amount of some linguistic rules. The fact of giving priority and more attention to communication purposes rather than language forms has a reason. Mishan (2005: 2) explains that this language teaching approach was firstly applied as a result of certain colonial reasons. It was used in the earliest colonial situations. During the time when early civilizations were looking for and conquering new lands and entities, both colonizers and colonized people found themselves obliged to communicate with speakers of different languages. When linking the CLT approach to authenticity during the time of colonialization, it is important to mention what Titone (1968 qtd in Mishan, 2005: 2) explains. He views that

Much of this early language learning and teaching in colonial contexts then and later (for example, in the Egyptian and Roman Empires) may be said to have been authentic in spirit, in that the language was usually acquired in non-classroom situations and without specially prepared language materials. It was usually done via direct contact with native speakers, either through sojourns in foreign parts or, as was common among the Romans, through the employment of a Greek-speaking tutor or slave

This automatically means that authenticity during colonialization was truly applied through the direct contact with native speakers of the target language. Hence, the main focus of integrating authenticity in language learning and teaching is to implement different ways to make a student communicatively competent.

When talking about the way students become communicatively competent, it is important to highlight the communicative philosophy that arose during the last three decades of the 20th century. This philosophy witnessed a shift in understanding the state of being communicatively competent. Chomsky viewed at first that a students need to master knowledge related grammar

rules in order to be communicatively competent. In other words, he gives much more importance to the linguistic features of the target language (Mishan, 2005: 3). Later, different opponents have come against this belief. One of the well-known opponents was Del Hymes in which he says that ‘There are rules of use without which the rules of grammar would be useless’ (Hymes 1971; 1979: 15). In other words, even if students master the rules of grammar of a particular target language, there is a possibility of failing to apply these rules into real life communication purposes.

Allwright (1979 qtd in Mishan, 2005: 3) concludes that “The Communicative philosophy meant a reorientation of former teaching priorities; the teaching of communication via language, not the teaching of language via communication”. In other words, the primary objective of this philosophy is to switch to teaching students the way the communicate and accomplish certain communication purposes rather than knowing some knowledge about the grammatical rules of the target language. Therefore, authenticity in language teaching and learning is considered as a primary element which provides both teachers and students with the use of the target language in communication contexts.

4. Language Teaching Materials

In all contexts of teaching a language as either first, second, or a foreign one, teachers tend to integrate materials in order to reach the main objectives of a particular lesson. According to Tomlinson (1998: 2), most people when talking about the term language teaching material, they automatically think about the textbook. This thought is based on the fact that most experiences of both teachers and students are completely related to textbooks rather than any other materials. However, a language teaching material can refer to anything which can be used by both teachers and students in order to facilitate the teaching-learning process. Tomlinson (1998: 2) views that a language teaching material can include

cassettes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could be newspapers, food packages, photographs, live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners. In other words, they can be anything which is deliberately used to increase the learners' knowledge and / or experience of the language.

That is, language teaching materials can be either written or oral as they can be visual or non-visual. The main objective of this materials is to help both teachers and students reach the objectives of a particular lesson. These materials can be produced by either native or non-native speakers. Hence, it is very important to define the term authentic materials in the context of teaching English as a second or a foreign language.

4.1.Authentic Materials

The term authentic material is widely used in the contexts of teaching a particular language as a second or foreign one. Authentic materials are considered as teaching language materials used to facilitate the teaching-learning process. According to Ellis and Johnson (1994: 157), an authentic material refers to any material which is derived from the target community or the real world of the language being taught. That is, it can be texts, videos, records, live speech, pictures, or even songs of native speakers. Merrill and others (2020: 261) emphasize that authentic materials are generally designed by native speakers. These materials are designed to communicate with native speakers. Hence, they mainly provide a story, a text, a speech, or a picture which contain real-life examples about the way a particular language is used in a particular native community.

Generally speaking, authentic materials contain that input of a language which is found in the real community. That is, this type of input is needed for students who tend to acquire a

particular language. It provides students with different cases and examples about the way pronunciation, grammar, vocabulary, social and cultural rules are used and presented by native speakers in the target community. In addition to this, Morrow in his definition of authentic materials shows also another goal from designing this particular material. He views that an authentic material is “a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Morrow qtd in Peñamaría & Martínez, 2008: 57). Morrow adds also that authentic materials are created in order to reach certain communicative messages to native speakers. In other words, these materials seem to be made for communication purposes rather than for teaching and learning purposes.

4.2.Authentic Material vs. Non- Authentic Material

All types of teaching materials contain a particular type of language use including different types of pronunciations, grammar uses, word meanings, and social cultural rules. The type of the language presented in the teaching materials differs from one material to another. Hence, it is very important to distinguish between the language used in both authentic materials and non-authentic materials.

When Zyzik and Polio talk about the type of the language used in authentic materials, they ensure that “the language found in such materials is not modified for second language (L2) learners and has the primary intent of communicating information” (2017: 1). That is, since authentic materials are designed by native speakers of a particular language, the designers tend to use the real language which is available in the real community; they do not take into consideration the difficulty that non-native speakers may face when trying to understand this type of language presented in the authentic materials. This is attributed to the fact that authentic materials are designed by native speakers and directed to native speakers as well. Hence, these materials may

incorporate a type of a language which is not found in materials directed to second or foreign language students.

Regarding the non-authentic materials, Flowerdew and Peacock (2005: 182) explain that this type of materials does not represent the real word language use. That is, these materials can be created by professionals and designers who are not native speakers. They are designed in order to be used for teaching-learning purposes. Therefore, the language used in these materials can be very simple and academic. Foreign or second language teachers who design non-authentic materials focus on demonstrating pronunciation situations, vocabulary meanings, and grammatical rules of the target language in order to facilitate the second or foreign language acquisition.

5. Categories of Authentic Materials

With the shift of teaching English to non-native students in order to be communicatively competent in the target community, teachers have started focusing on the integration of authentic materials. This is based on the fact that the content of authentic materials helps students to acquire not only the grammatical knowledge related to the target language but the real use of this knowledge and the cultural background of the target community. In fact, there are different types of authentic materials which can be used in the process of learning a particular language. According to Zyzik and Polio (2017: 2), authentic materials:

comprise both spoken and written language samples. For example, newspaper articles, short stories, advice columns, magazine ads, and graphic novels are commonly used authentic written texts. Spoken texts include, but are not limited to, television commercials, movies, radio broadcasts, lectures, songs, podcasts, and conversations or service encounters among native speakers.

In other words, authentic materials fall into two types; spoken and written materials. Since these types of authentic materials are widely used in teaching English as a second or a foreign language, it is very important to understand the spoken and written materials in details in order to better understand the advantages of integrating them into the context of teaching a language.

5.1. Written Authentic Materials

This type of materials includes novels, stories, newspaper articles, and advertisements. Every document which has a written form and contains the real language used by native speakers of the target community. Each of these items will be discussed in order to show the way it can provide students and teachers with the cultural knowledge of the target community to be integrated when teaching and learning a second or a foreign language.

5.1.1. Novels and Stories

Novels and stories are considered as literary works which contain morals and hidden messages to readers. Novels and stories usually narrate either true or imaginary a series of actions which happened with people. These two literary written works share some elements such as characters, settings, plots, conflicts, and themes. This type of teaching material can be used in the environment of teaching English as a second or a foreign language.

In the context of language learning development, novels and stories are represented in language classrooms simply because ELT learners are familiar with and enjoy reading different types of novels and stories. Since this type of authentic material incorporates different places in its scenes such as hotels, restaurants, cinemas, and shops, the language used in novels and stories represents the linguistic, social, and cultural features of the target community.

5.1.2. Newspaper Articles

This type of authentic material includes all documents which contain news in different fields such as commerce, health, technology, and politics and about the target community in

specific or the whole world in general. According to Zyzik and Polio (2017: 154), people all around the world can get access easily to newspapers. Foreign language newspapers are now available internationally in order to help readers from different communities obtain the latest news about different countries. Newspaper articles can be available in printed copies or on the internet. Regarding the amount of cultural information represented in this type of authentic materials, Zyzik and Polio (2017: 154), state that

The informative value of the newspaper, in terms of the quantities of topical and cultural information provided in a single issue, is unparalleled by any other medium. [...]; a single newspaper can offer, on the one hand, a ‘panoramic view’ of the culture, and on the other, it can be used in ‘close-up’ (e.g. for language study). Such advantages have long been recognised by language teachers for whom newspapers have

This means that teachers when teaching a second or a foreign language depend also on the integration of newspapers due to the amount of cultural information found in. This type of authentic material is considered as a source showing the way the target language is used in the real community. The use of newspapers in the teaching-learning context provides both teachers and students with endless amounts of pictures, texts, headlines, and clippings which cover different topics including personal problems, political issues, technological inventions, and commercial statistics (Zyzik & Polio, 2017: 154).

5.1.3. Advertisements

This type of written authentic materials includes advertisements. Cook in 1992 defines an advertisement as “a prominent discourse type in virtually all contemporary societies” (qtd in Zyzik & Polio, 2017: 182). Advertisements are available in most places simply because they are used to attract people’s attention to a particular product to try, an event to attend, or an action to do. In the

context of teaching and learning, advertisements are highly used in classrooms simply because they contain an authentic representation to language and culture. In this respect, Zyzik and Polio (2017: 182) explain that advertisements as authentic materials are “Designed specifically to appeal, the linguistic density and multi-sensory impact of [...] advertisements, and the fact that they succinctly embody and demonstrate cultural values and behaviours make them ideal, ready-made teaching units”.

Advertisements can be considered as the best examples of authentic materials used to indicate the exact way a language is used in the target community. The most important feature which advertisements have to achieve is the way to send messages to people in a very rapid and short way without the use of so many sentences (i.e., linguistic structures). That is, this type of authentic material requires the use of some linguistic and cultural features to code messages and then people from the target community or all around the world are required to decode that messages in an appropriate way (Zyzik and Polio, 2017: 182). Hence, it seems very practical to teachers to use this type of messages which contain certain linguistic and cultural features to be analyzed by second or foreign language students.

5.2.Spoken Authentic Materials

Spoken authentic materials include those materials which are designed and produced in an oral form. Examples of spoken materials incorporate broadcast media, songs, and movies. Each one of these examples will be discussed in order to show its relationship to the context of teaching and learning.

5.2.1. Broadcast Media

Broadcast media are widely used by all people and in all places around the world. Zyzik and Polio (2017: 132) comment that “The broadcast media - radio and television - have many genres in common; news, current affairs, arts reviews and entertainment programs such as quiz

shows, soaps and plays”. This fact shows that the activities which broadcast media provide people with are varied. Hence, they can incorporate different linguistic structures and cultural features which represent the real way a target language is used. That is, the more broadcast media activities are varied, the more linguistic and cultural features students will be exposed to. This can help them count the multiple use of the linguistic and cultural features embedded in the target language.

According to Kelly-Holmes (2001: 64), the input imbedded in broadcast media describes the real use of the language found in the target community. Therefore, this type of authentic material is usually integrated in both language teaching and language learning policy. The integration of broadcast media in language learning policy shows to what extent the content of this authentic material helps in designing what linguistic and socio-cultural input students are supposed to master in order to develop their target language.

5.2.2. Song and Music

Song and music are typically part of humans’ life. All people around the world tend to listen to song and music as an entertaining tool. Zyzik and Polio (2017: 196) state that

Song and music are truly universal - they cross cultures and even species - not only birds, but whales and apes all produce a kind of music. Music is an essential part of the human experience. It is part of the most important public events in life - weddings, funerals, religious services, and the most intimate ones - the bedtime lullaby sung to a baby, singing in the bath or shower, and it follows us through the routines of our daily lives - in the lift, in the supermarket, in the restaurant

As it is mentioned, song and music are available in different daily life activities and places. They are used for different purposes as well. Humans can listen to music or song to enjoy their time,

celebrate certain events, and support their feelings and emotions. Thus, song and music are part of the human's culture, history, and life.

In the context of language learning development, music and song are represented in language classrooms simply because ELT learners are familiar with and enjoy listening to different types of song and music. Since this type of authentic material is used by humans in different places such as hotels, restaurants, cinemas, and shops, the language used in song and music represents the linguistic, social, and cultural features of the target community (Zyzik & Polio, 2017: 196). According to Simpson and Redmond (qtd in Ebong, 2004: 79) music and song “connect students to the world beyond the classroom, serving as a cultural enrichment while providing opportunities for comparison and contrast”. This means that they can help learners compare their linguistic and cultural features to the ones found in the target language.

5.2.3. Movies

Movies refer to all types of visual communication productions which use moving pictures followed by sounds in order to tell a story or an event. This type of authentic material is widely used in ELT classrooms. Most notably, movies are considered as effective teaching materials since they are the “most clearly entrenched in learners’ minds as a medium of entertainment” Zyzik and Polio (2017: 216). They are used in English language teaching classrooms as a source of knowledge related to both linguistic and cultural aspects. In other words, within the scenes of movies, different linguistic and cultural features are embedded.

According to Javier (2011: 71) movies “are regarded as fruitful material that shows a huge variety of contextualized communicative situations in the target language (TL) in which learners have access to participants’ features, setting as well as paralinguistic information”. They provide both teachers and students with different cases and pictures which reflect the real use of the target language in the target community. This helps students discover the different linguistic structures and cultural rules native speakers use in their daily life situations.

6. Advantages of Using Authentic Materials

Authentic materials are widely used in Foreign language classrooms in order to facilitate the learning process. Teachers tend to make students exposed to different types of knowledge related to the target language through the integration of authentic materials. In this respect, Rivers (2002: 44) states that “As language teachers, we have all used some authentic materials (poems, advertisements, menus, or songs) that bring students into contact with language as it is used in the culture to meet actual communication needs”. The use of authentic materials in EFL classrooms has different advantages which are discussed as following:

- a. Using different authentic materials provides learners with a direct access to the culture of the target language. This sort of information embedded in such teaching materials allows students use the target language authentically and in different daily life situations. It helps them also convey messages appropriately rather than they focus demonstrating knowledge of grammar as it is found in rules only (Rivers, 2002: 44).
- b. Integrating authentic materials in EFL classrooms encourages students to work on processing the any English input provided in different types of authentic materials. In other words, students become more autonomous to make decisions about the type of information which they need to process in order to be communicatively competent (Hyland,2019: 107).
- c. Being exposed to authentic materials requires students to use different strategies and techniques in order to analyze the language input embedded. Examples of strategies include contextualizing, guessing, and self-questioning. This means that one of the main advantages from integrating authentic materials is that it helps and motivates students explore different language learning strategies and techniques (Hyland, 2019: 107).
- d. Since authentic materials are based on the language input used by native speakers and in the target community, the activities and topics being discussed in these materials vary and can incorporate different daily life aspects such as economics, education, science, and

entertainment. The variety in these topics and activities offers learners insights into different aspects (Haase & Orlova, 2011: 125).

- e. Bovtenko and others state that “Among the main advantages of integration of authentic materials into foreign language learning syllabus, the researches distinguish the diversity of topics, which could have serve as an essential motivating factor for different groups of learners, real life language and situations, access to different types of materials – text, audio, visual, and multimodal, which can be used for development of perceptive and productive foreign language skills, communicative, linguistic, pragma linguistic, discourse (...) competences” (qtd in Anikina, 2020: 440).

7. Applying Authentic Materials when Teaching Grammar Competence

New language teaching approaches have been appeared as a results of criticism to previous approaches. As a result of this criticism, new materials are also created according to the new teaching approaches. The term authenticity has been appeared as a result to the communicative language teaching approach. In this respect, Freda Mishan states (2005: 1),

The elusive definitions of the terms ‘authentic’ and ‘authenticity’ and their application to language learning have been the subject of great controversy over the past three decades. The stimulus for this can be dated back to the inception of Communicative Language Teaching (CLT) in the 1970s. Giving precedence to communication over form, CLT rejected previous, strictly structural approaches to language learning and opened the way for the use of authentic texts, texts which had been created for a genuine communicative purpose.

The term authenticity has been given a great importance in teaching both second and foreign language process. The CLT approach focuses on developing the students' communicative competence. By developing the communicative competence, students become able to reach to any real life situation which has a relation with either linguistic or socio-cultural knowledge.

According to the CLT approach, grammar which is considered as a basic language skill is taught in relation to the socio-cultural context. That is, Blake and others (2020: 45) explain that the use of authentic materials to teach grammar helps teachers to integrate the context of real life situations. This leads students to be exposed to texts, videos, and conversations of native speakers which in turn help them develop their understanding of the second and / or foreign language content. According to Nunan (1989) authentic materials are defined as texts and conversations of native speakers which have been specifically produced in order to reach social purposes rather than language teaching ones (qtd in Azarnoosh et.al, 2016: 148).

8. Conclusion

Like chapter one, chapter two aims at providing some theoretical background and the main terms undertaken in this research; it shows also the theoretical relation between the two variables grammar competence and authentic materials. According to what has been introduced in this chapter, different ideas can be concluded. First, authentic materials refer to anything either written or spoken by native speakers of the target community. These materials can be used in language teaching environments simply because they show the way the target language is used appropriately by native speakers. Therefore, many teachers and scholars consider authentic materials as helping teaching material which can be integrated to develop second or foreign language students' grammar competence. These materials may help students understand how language structures are constructed and what they mean according to each context.

CHAPTER THREE : THE FIELD WORK

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GENERAL CONCLUSION

1. Introduction

Chapter three is devoted to the analysis of the data collected from this research. Hence, it is mainly concerned with the practical field of the word. It contains two main sections. The first one focuses on the explanation of the research methodology, research instruments, and the way the data are analyzed. The researchers in this section indicate also the objectives of the research instruments and the way they were undertaken. The second section in this chapter is concerned with the data analysis of the results collected from the three research instruments including students' questionnaire, teachers' interview, and classroom observation. The findings are discussed in this section in order to indicate the effect of the two research variables. In other words, they show the way the integration of authentic materials affects students' grammar competence.

2. Research Methodology

Since the aim of this investigation is to explore the effect of integrating authentic materials on the development of students' grammar competence, this research uses a descriptive method. By adopting this type of research method, the researchers try to obtain a clear understanding to the way authentic materials can either help or hinder students' the ability of using grammar knowledge appropriately in every situational context. In addition, the reason behind using the descriptive method in this research is that it can provide the researchers with a comprehensive and illustrative results about the way grammar competence can be affected by the use of authentic materials.

3. The research Design

The main objective of this research is to explain the correlational relationship between the two variables grammar competence and authentic materials. In other words, this investigation describes the way the use of different types of authentic materials –either written or spoken materials- help in developing students' use of grammatical rules appropriately in different spoken of written contexts. As a result of this objective, the researchers depend on the use of a particular research design which specifies the sample population used to undertake this study, the different

research instruments used to collect the necessary data, and the way the data are analysed in order to indicate the main findings.

3.1.The Sample Population

In this study, the sample includes 31 second year students of M'sila University. The whole population of second year students incorporate 197 students at the English department divided into six main groups. 31 students ($N = 31$) are selected randomly in order to be investigated in this research. When selecting a sample randomly, Cohen and others explain (2007: 110-111),

In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample.

The reason from choosing this exact sample is simply because second year students are expected to have the basics of grammar knowledge in their first academic year. This automatically means that at this level (i.e., second year level), students are not required to discover new rules but rather asked to master the way the same rules -which they studied in their first year - are appropriately used in order to avoid any conversational failure. Regarding the teachers included in this investigation, the researchers have chosen five teachers ($N = 5$) who teach English at M'sila university.

3.2.Research Instruments

To carry out this experimental research, three research instruments are used to guarantee the hypotheses. The researchers tend to use three research instruments for collecting data in order to cross-check the data gathered, i.e., using a triangulation method. In this respect, Cohen and Manion (1996) emphasize that novice researchers need to avoid the use of one single research instrument when collecting data. In other words, they view that using different research tools (a triangulation

method) can help researchers collect, analyze, and interpret data from different angles which allows them to approximate the truth (qtd in Eduardo, 2016: 137).

Firstly, the investigation relies on the teachers' interview as an appropriate way to know their attitudes toward the use of the authentic materials in developing students' grammar competence. This interview provides also the researchers with some reasons of the learners' poor achievement in grammar. The interview is undertaken with a random sample of English teachers. On other hand, students are also expected to receive a questionnaire to be answered in order to know whether authentic materials may really help them develop their use of grammar knowledge. This second research instrument is used with second year students who study at the English department; M'sila University. The third research instrument incorporates a classroom observation. The students are observed during their learning sessions to check the effectiveness of authentic materials on the progress of their grammar competence. In other words, the researchers have attended six sessions with two main groups of second year students taught by their English grammar teacher. The observation is intended to help the researchers find out the effect of integrating authentic materials when teaching the English grammatical rules.

4. Data analysis

After answering the questionnaire and interview, they are analyzed by using a descriptive analysis, and the results are presented in tables and bar charts to explain to what extent the integration of authentic materials helps students hold and maintain conversations using their grammar competence appropriately. The results collected from the classroom observation will also be analyzed using a descriptive analysis also following a checklist which was designed by the researchers.

4.1. Description and Procedure of the Research Instruments

Each research instrument used in this study has certain elements, objectives, and procedures. Hence, this section is concerned mainly with the description of the three research instruments including students' questionnaire, teachers' interview, and the classroom observation.

4.1.1. Students' Questionnaire

In order to integrate questionnaires within a particular study, Dornyei (2003: 16-17) summarizes the steps a researcher needs to go through. First, he needs to identify the main objectives and the format elements (layout, color, and length) of the questionnaires. The research is supposed to decide what types of questions are included such as closed-ended or open-ended questions. He needs also to make decisions about the order of the questions and the sections of the questionnaire. In other words, the researcher needs to know which questions or sections are supposed to come at first and which ones come at the end of the questionnaire. The last step requires the researcher to pilot the questionnaire to a number of students in order to see whether the questions are clear or not. In case some questions are not clear enough, the researcher is supposed to edit or reformulate them.

4.1.1.1. Description and Objectives of the Students' Questionnaire

The student's questionnaire is purposely undertaken in order to check students' level regarding their grammar competence. It also tends to answer questions related to the problems students face when using their grammar competence. The question tries also to understand the effect of integrating authentic materials when developing their grammar competence. Hence, this research instrument is consisted of 15 main questions divided into three main sections.

The first section includes the students' profile. That is, three main questions are asked in this section and they are related to the student's gender, the years spent in studying English, and their love to the English language. The first questions help the researchers draw an overview about the students' basic information and preferences.

The second section is related to grammar competence and contains six main questions. These questions aim at checking whether students know what is meant by grammar competence, understanding their level of using the grammatical rules, and exploring their problems behind using this linguistic competence.

The third section incorporates other six questions which are related to the effect of using of authentic materials when teaching grammar competence. The first questions in this section aim at checking students' understanding of the term "authentic materials". The last questions seek to explore students' perceptions towards the use of authentic materials when developing their grammar competence.

4.1.1.2. Piloting and Administrating the Students' Questionnaire

After finishing the design of the questionnaire content, the researchers piloted the questionnaire to 10 students from the English department. These 10 students are not included in the sample used in this research in order to avoid collecting invalid data. The results collected from this pilot study helped the researchers to reflect on the questions and reformulate a few closed and open ended questions. After that, the questionnaire was administrated to the sample population during their face-to-face learning sessions of the second semester.

4.1.1.3. Data Analysis of the Students' Questionnaire

This section provides the analysis of the data collected from the students' questionnaire.

Section One: Students' Profile

According to the results gathered in the first section which is related to the students' profile, it is found that 19 students are female and 12 students are male. The majority of the students (27 students) have been studying English for right years. In other words, they spent four years at middle school and three years at high school and one more year at university. The rest of the students (4 students) have been studying English for more than eight years. This may indicate that they either repeated a year or have a classical system of study. Regarding their choice of

studying English at university, most students (24) state that they have chosen English because they love it and master it. The rest of the students (7 students) mention other reasons behind choosing English such as the parents' choice and work requirements.

Section Two : Grammar Competence

1. Grammar Competence refers to:

- a. Amount of different grammatical rules/ knowledge about the English language
- b. The ability to use grammatical rules appropriately in different contexts

Options	Number of students (N)	Percentage of students (%)
A	8	25.81 %
B	23	74.19%
Total	31	100 %

Table 01: Students' awareness of the term grammar competence

Regarding the first question which concerns the definition of the term grammar competence, the majority of the students (74.19%) view that grammar competence does not refer only to the knowledge about the grammar rules but also the ability or the way these rules are used appropriately. This means that most of the students are aware of this term. On the other hand, a few students (25.81%) state that grammar competence refers to the knowledge about the rules. This may indicate that they are not aware of the real meaning of grammar competence.

2. How do you evaluate your grammar competence?

Options	Number of students (N)	Percentage of students (%)
Good	12	38.71 %
Average	14	45.16%
Weak	5	16.13 %
Total	31	100%

Table 02: Students' level of grammar competence

According to the results presented in the table above, it seems that majority (45.16%) of the students' level in grammar competence is average. Some students (38.71%) claim that their level

of grammar competence is average. A few students (16.13%) state that their level of grammar is weak. This diversity in results shows that students have different levels of grammar competence.

3. Do you understand the grammatical rules when your teacher explains them in the classroom?

Options	Number of students (N)	Percentage of students (%)
Yes	21	67.74 %
No	10	32.26%
Total	31	100 %

Table 03: Students' ability to understand grammar rules

For the third question of the second section, 67.74% of the students state that they understand the grammatical rules when they are explained by the teacher in the classroom. This means that they do not face problems with the understanding of the rules when they are explained. On the other hand, only 32.26% of the students declare that they do not understand the grammatical rules when they are explained by the teacher. This may indicate that this category of students faces some problems in understanding the different grammatical rules.

4. Do you succeed in practicing your grammatical rules in different contexts with native speakers?

Options	Number of students (N)	Percentage of students (%)
Yes	18	58.06 %
No	13	41.94%
Total	31	100 %

Table 04: Students' ability to practice grammar with native speakers

The students' answers in this question show that the majority of them (58.06%) succeed in practicing their grammatical rules with native speakers. This may indicate their ability of using the grammar rules appropriately with native speakers. Some students (41.94%) on the other hand state that they fail in practicing their grammar rules when talking to native speakers. According to their

justifications, they do not know how to use these rules correctly and appropriately. In addition, they view that they know the rule but when it comes to practice they do not apply it appropriately.

5. What is / are the problem (s) behind your low level of grammar competence?

- a. Lack of English grammatical knowledge
- b. Lack of practice in different contexts
- c. Lack of knowledge and practice

Options	Number of students (N)	Percentage of students (%)
A	11	35.48 %
B	15	48.39%
C	5	16.13 %
Total	31	100%

Table 05: Problems behind students’ low level of grammar

The data collected from question five show that students’ low level in grammar competence is attributed to three main reasons. The majority of students (48.39%) state that their low level in grammar is due to lack of practice in different contexts. Some students (35.48%) view that the main reason refers to lack of knowledge regarding grammatical rules. A few students (16.13%) agree that both lack of knowledge and practice is the main reason behind their low level in grammar competence.

6. Do you take the situational context into consideration when applying the grammatical rules?

Options	Number of students (N)	Percentage of students (%)
Always	16	51.61 %
Often	12	38.71%
Rarely	3	9.68 %
Never	00	00%
Total	31	100%

Table 06: Students’ integration of context when using grammar

When students were asked whether they take the context into consideration when applying the grammatical rules, different responses were collected. First, 51.61% of the students tend always to integrate the context when using the grammatical rules. 38.71% of the students state that they often do so. On the other hand, a few students (9.68%) declare that they do not analyze the context when applying the grammatical rules. These results indicate that most of the students are aware of the fact that the analysis of the situational context helps in applying the grammatical rules appropriately.

Section Three: The Integration of authentic materials to develop Grammar Competence

1. Authentic materials refer to :

- a. Materials designed by native speakers for native speakers
- b. Materials designed by native speakers for teaching purposes
- c. Materials designed by native speakers for non-native speakers used to teach English

Options	Number of students (N)	Percentage of students (%)
A	17	54.84 %
B	9	29.03%
C	5	16.13 %
Total	31	100%

Table 07: Students' awareness of the term authentic materials

This table shows the results related to students' awareness regarding authentic materials. As it is showed, the majority of the students (54.84%) are aware that authentic materials are designed by native speakers and directed to native speakers. Some students (29.03%) view that authentic materials are designed by native speakers but used particularly for teaching purposes. The rest of the students (16.13%) understand that this type of materials is created by native speakers for non-native speakers to help them teach and learn English.

2. Do you usually reflect on the grammatical rules used by native speakers when watching / reading / or listening to authentic materials?

Options	Number of students (N)	Percentage of students (%)
Yes	22	70.97 %
No	9	29.03%
Total	31	100 %

Table 08: Students' reflection on grammar rules used in authentic materials

The results presented in the table above indicate that majority of the students (70.97%) tend to analyze the use of grammatical rules applied by native speakers in the different types of authentic materials. This means that they try to find justifications or explanations towards the use of the different grammatical rules in different contexts. On the other hand, a few students (29.03%) state that they do not reflect on the grammatical rules provided in these authentic materials. According to their justifications, they cannot focus on both the content of the authentic material and the integration of grammar rules analysis at the same time. Another student justifies his response by saying that he/she does not know how to link the grammar rules to the situations given in the authentic materials.

3. How often does your teacher use authentic materials to explain the English grammatical rules in the classroom?

Options	Number of students (N)	Percentage of students (%)
Always	13	41.94 %
Often	11	35.48%
Rarely	5	16.13 %
Never	2	6.45%
Total	31	100%

Table 09: Teachers' use of authentic materials in grammar lectures

When students were asked whether their teacher uses authentic materials when explaining the English grammatical rules, different answers were collected. The majority of the students (41.94%) state that the teacher always integrates these materials when teaching the different

grammar rules. 35.48% of the students declare that the teacher often gives examples of grammatical rules within the contexts given by authentic materials. A few students (22%) answer this question by saying that their teacher rarely or never exploits these materials when teaching the different grammatical structures.

4. The integration of authentic materials when practicing your grammatical rules:

- a. Helps you acquire more knowledge about the grammatical rules
- b. Helps you better understand the way these rules are applied in different contexts
- c. Helps you avoid conversational failures with native speakers
- d. Does not affect on your grammatical rules
- e. Does not affect on your ability of using grammatical rules

Options	Number of students (N)	Percentage of students (%)
A	7	22.58 %
B	15	48.39%
C	6	19.35 %
D	2	6.45%
E	1	3.26%
Total	31	100%

Table 10: The effect of integrating authentic materials when using grammar

The main objective of this question is to check students' perceptions towards the integration of authentic materials when using the grammatical rules. The results gathered from this question indicate that the majority of the students (48.39%) emphasizes that the use of authentic materials helps them develop the ability of applying the grammatical rules appropriately. 22.58% of the students view that this integration allows them develop their knowledge about grammar. 19.35% of the participants think that the more authentic materials they analyze; the more conversational failures they avoid when talking to native speakers. A few students (6.45%) claim that the use of authentic materials does not have any effect of their understanding of the different grammatical

rules. One student declares also that the content of the grammar rules embedded in authentic materials does not affect the ability of using grammar rules.

4.1.2. Teacher's Interview

Like the students' questionnaire, the researchers followed the same steps which they used when designing the questionnaire. In other words, they made decisions about the main objectives of the teachers' interview, the format of the interview, and the types of the questions incorporated. The researchers have also made some decisions about the order of the questions which are directed to teachers. After making decisions about these previous elements, it comes the step of piloting the interview to three main teachers in order to check whether the questions being asked are clear or not.

4.1.2.1. Description and Objectives of the Teachers' Interview

The teachers' interview used in this investigation is a structured one. In other words, this type of interview requires the researchers to design all the questions in advance before making the interview with the teachers. The structured interview helps the researchers to follow the structure of the questions which are prepared in advance without losing or forgetting any point or remark. The main objective of the teachers' interview is to cross-check the data gathered from the students' questionnaire regarding the level and problems of the students' grammar competence. It also aims at exploring the teachers' perceptions towards the integration of the different types of authentic materials when teaching grammar competence.

Like the students' questionnaire, the teachers' interview is divided into three main sections. The first section is related to the teachers' profile. That is, the first questions from the interview aim at identifying the gender, the degree, and the period of time when teaching English. The second section includes questions related to grammar competence. In other words, these questions tend to seek some information about the problems students face when using their grammatical knowledge, the teaching approach and materials used when teaching grammar, and the fact of teaching

grammar competence in relation to the context. The third section has some questions which are related mainly to authentic materials and grammar competence. It starts by checking the teachers' awareness of using the different types of authentic materials. Then, it provides some questions about the way authentic materials are integrated in order to teach grammar competence. After that, it tries to understand the teachers' perceptions towards the effect of using these types of authentic materials on students' grammar competence.

4.1.2.2. Piloting and Administrating the Teachers' Interview

The interview was piloted to three main teachers at the English department of M'sila university. The reason behind this pilot study is to see whether the questions being used are clear enough or not. It also aims at discovering whether the interview needs some other questions to be designed and structured. After reformulating the interview depending on the feedback collected from the pilot study, the researchers administrated the interview to five main teachers.

4.1.2.3. Data Analysis of the Teachers' Interview

After undertaking an interview with the teachers, the results were collected and presented in tables. The analysis of the teachers' responses includes three main sections; teachers' profile, teaching grammar competence, and integrating authentic materials when teaching grammar competence.

Section One: Teachers' Profile

The present investigation is undertaken with five teachers. four of them are females and the other one is a male. One of them hold a Ph. degree and the others hold a magister degree. All teachers state that they have been teaching English for more than seven years. They also declare that they have already been exposed to teaching grammar in during their teaching career.

Section Two: Teaching Grammar Competence

1. The definition of the term grammar competence

According to the data collected in this questions, all teachers when they were asked to defined what is meant by grammar competence, they state that this term refers to both the knowledge and the ability to use the grammar rules in appropriately and in different contexts.

2. The importance of grammar competence when learning English

Options	Number of students (N)	Percentage of students (%)
Yes	5	100 %
No	00	00%
Total	5	100 %

Table 11: The importance of grammar competence when learning English

The data presented in the table above confirms that all teachers agree on the fact that the mastery of grammar competence is very important to students in order to learn the English language. When teachers were asked to justify their answers, most of them state that without the ability of constructing appropriate sentences, students cannot hold a meaningful conversation using the English language particularly with native speakers.

3. The use of communicative language teaching approach to teach Grammar

Options	Number of students (N)	Percentage of students (%)
Yes	5	100 %
No	00	00%
Total	5	100 %

Table 12: The use of Communicative language teaching approach when teaching grammar

Regarding the question which is related to the approach used to teach grammar competence, all teachers (100 %) emphasize that the communicative language teaching approach is the only approach used to help students understand and acquire the different grammatical rules and structures. Teachers justified their answers by stating that this approach helps students acquire the knowledge of grammar in a way which helps them better understand the way this knowledge

can be applied appropriately in different situations. That is, they view that this approach focuses on mastering the competence rather than the knowledge only.

4. Teaching Grammar inductively or deductively

Options	Number of students (N)	Percentage of students (%)
Inductive	4	80 %
Deductive	1	20%
Total	5	100 %

Table 13: The method of teaching grammar

The table above indicates that most teachers (80%) teach grammar competence inductively. In other words, they tend to provide students with multiple examples about a particular grammar rule, then they ask them to analyze the difference between the examples and deduce the use of the rule. This helps them better understand the reason behind using each grammar rule in various contexts. Only one teacher who says that he/she teaches grammar deductively. This teacher focuses on giving the general rule directly and ask students to analyze and provide examples.

5. Students' level of grammar competence

Options	Number of students (N)	Percentage of students (%)
Good	1	20 %
Average	3	60%
Weak	1	20 %
Total	5	100%

Table 14: Students' level of grammar competence

When teachers were asked to evaluate their students' level of grammar competence, most of them (60%) declare that students' level of grammar competence is average. One teacher states that their level of grammar competence is good. Another teacher says that students' grammar competence is weak. The diversity in answer shows that students may have different levels of grammar competence.

6. Students' facing problems when learning grammar competence

Options	Number of students (N)	Percentage of students (%)
Yes	3	60%
No	2	40%
Total	5	100 %

Table 15: Students' facing problems when learning grammar

Question number six aims at asking teachers whether students experience difficulties when learning grammar competence. The data show that most teachers (60%) confirm that students face problems when trying to learn and apply the grammatical rules. When teachers were asked to justify their answers, they all agree that students understand the rule but they fail in applying the rule in real life situations (i.e., in different contexts particularly with native speakers). On the other hand, 40% of the teachers say "no". In other words, students do not have problems when they learn grammar competence.

7. Students' integration of analyzing the context when applying the grammatical rules

Options	Number of students (N)	Percentage of students (%)
Always	2	40 %
Often	4	80%
Rarely	1	20 %
Never	00	00%
Total	31	100%

Table 16: students' analysis of the context when applying grammar

According to the majority of teachers (80%), students often tend to analyze the contextual setting before they use or reflect on the grammatical rules. In other words, students try to understand where and how the spoken or written structures are used before they find out the general grammar rule. Two teachers (40%) state that students always rely on analyzing the context before using their grammatical rules. Only one teacher (20%) who says that students rarely integrate the contextual analysis in order to better understand the grammar rules.

Section Three: The effect of authentic materials on students' grammar competence

1. Teachers' awareness of authentic materials

The aim of this question is to check whether teachers are aware of what is meant by authentic materials. All teachers (100%) explain that authentic materials are designed by native speakers and for native speakers as well. They are not designed for teaching purposes, but teachers nowadays are switching to the integration of such materials in order to help students become communicatively competent.

2. Teachers' use of authentic materials when teaching grammar competence

Options	Number of students (N)	Percentage of students (%)
Yes	5	100%
No	00	00%
Total	5	100 %

Table 17: Teachers' use of authentic materials when teaching grammar

The results showed in the table above indicate that most teachers tend to integrate different authentic materials when explaining the grammatical rules to students. These materials are provided as examples to better illustrate the use of grammar rules in different contexts.

3. Types of authentic materials used to teach grammar competence

Options	Number of students (N)	Percentage of students (%)
Spoken	1	20 %
Written	00	00%
Both	4	80%
Total	5	100%

Table 18: Types of authentic materials used to teach grammar

When teachers were asked about the type of authentic materials used when teaching grammar competence to students, most of them (80%) say that both spoken and written materials are used. When the researchers asked for examples, teachers state that they integrate some

materials like newspapers, novels, letters, movies, and speeches, and songs. On other hand, one teacher says that he/she relies on spoken materials only.

4. The effect of analyzing the context of the content embedded in authentic materials on students' grammar competence

Options	Number of students (N)	Percentage of students (%)
Yes	5	100 %
No	00	00%
Total	5	100%

Table 19: The effect of authentic materials on students' grammar competence

The aim of this question is to explore the teachers' perceptions towards the use of authentic materials when teaching grammar competence. The data collected reveal that all teachers agree on the point that analyzing the grammatical rules embedded in the different spoken and written authentic materials helps students master the ability of applying these rules appropriately. This answer was justified by saying that authentic materials which are designed by native speakers help students better understand the way these grammatical rules are used in real life situations according to the target community.

4.1.3. Classroom Observation

This refers to the third research instrument used in this investigation. According to Cohen and others "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations" (2007: 396). The results which students and teachers provide in their questionnaire and interview need to be cross-checked simply because what the participants say may differ from what they do. Therefore, the use of the classroom observation aims at collect live data from a natural setting. In this research, a structured observation is used where the researchers designed a checklist to be followed.

4.1.3.1. Description and Objectives of the Classroom Observation

The checklist of the observation designed contains 09 statements related to both teacher's and student's behaviours. The statements focus on checking the correlational effect of the two variables authentic materials and grammar competence. They provide us with data about the way students react towards the use of authentic materials when studying the grammatical rules in different situational contexts. The data gathered also show the way the teaching approach is used to integrate the different types of authentic materials when teaching grammar rules. The statements used in the checklist indicate the frequency of the behaviours undertaken by both the teacher and the students.

4.1.3.2. Piloting the Classroom Observation Checklist

After the design of the checklist statements, the researchers provided the checklist to an English teacher to reflect on the statements if they include all the criteria being investigated or not. Regarding the clarity of the statements, the researchers themselves understand the content and objectives of each statement. Therefore, they do not need feedback about the form and words used to express the different points available in the checklist.

4.1.3.3. Data Analysis of the Classroom Observation

The researchers attended grammar sessions with the English grammar teacher at the department of M'sila university. They relied on a checklist which guided them to observe both the teacher's and students' behaviours during the process of teaching-learning grammar competence. The statements of the checklist are discussed in a form of paragraphs as following:

During the teaching sessions of grammar, the teacher tends always to write down different examples of one grammatical rule used in different contexts. These examples are borrowed from authentic materials. In other words, she provides students with structures embedded in spoken and written authentic materials in order to be analyzed by students. This means that the teacher does not give the explanation of the grammar rule directly. So, she teaches grammar inductively.

After providing the examples from different authentic materials, the teacher asks students to analyze each grammatical structure within its own context in order to deduce and better understand the general use of a particular grammar structure or rule. Hence, the students rely on taking notes and underline some keywords found in these examples. The teacher directs students to the analysis of the structures in relation to the context rather than reflecting on the examples without taking the contexts into consideration.

When students finish analyzing all the grammatical examples and structures, the teacher turns to make a group discussion with all students in order to check their answers, justifications, and understandings of these structures. During this discussion, some students' answers are eliminated in order to help students arrive at the final and exact answer or use of the grammar rule. Other answers are rewarded in order to facilitate the process of analyzing and deducing the way a grammar rule is used by native speakers within the target community.

During the discussion which is made in order to draw the general uses of a particular grammar rule, the teacher tends always to act as a facilitator rather than a knowledge provider. In other words, she does not give students with the full information they need to understand the grammar rules provided in these authentic materials, but she rather guides them by indicating whether the answers students provide are correct or not. This is simply attributed to the fact that the teacher wants to make students discover the rules by themselves and acquire some strategic and analytical skills.

In addition to this, students tend always to highlight all features, hints, and keywords used in these grammatical rules of the authentic materials. In case students find difficulties, the students seek to ask themselves and the teacher some questions in order to make things clear. By asking students questions, the teacher tries to pay students' attention to certain elements which they might miss when analyzing the grammatical structures in different contexts found in these authentic materials.

It was noticed also that after analyzing these different grammatical structures used in different contexts, the students automatically start using their prior knowledge about other authentic materials they have been exposed to. That is, students after understanding the use of grammar rules, they tend to confirm their conclusions based on other grammar structures they have seen in movies, newspapers, and novels.

When students finish deducing the uses of the grammatical rules used by native speakers in different contexts, they often make a synthesis to summarize the way a particular grammar rule is used differently in real-life situations. This synthesis helps them reflect on other rules embedded in authentic materials.

5. Discussion of The Results

This section is devoted to the discussion of the results collected from the three main research instruments used to collect data in this investigation. The results gathered have certain shared findings. For the term grammar competence, the majority of students and all teachers seem to be aware that grammar competence does not refer only to the amount of knowledge about the grammatical rules, but it refers also to the ability of applying these rules appropriately in real-life situations.

Regarding the students' level of grammar competence, both teachers and students agree on the fact that students experience some problems when it comes to applying the grammatical rules in real life situations with native speakers. This finding is attributed to the point that students do not usually integrate the analysis of the context where a particular grammar rule is uttered. That is, they need to know that a grammar rule can be used differently according to each contextual setting. This finding proves the first hypothesis in this research which views that most problems of students' low grammar competence are attributed to the inability to use grammar rules appropriately in the target community.

For the teaching approach used to teach grammar, it is concluded from the teacher's interview and the classroom observation that the use of communicative language teaching approach is suitable to teaching grammar competence. This finding indicates that the use of CLT approach helps both teachers and students focus on the mastery of the communicative competence. In other words, teachers by using this approach tends to make students aware of the fact that being communicatively competent requires them to take into consideration not only the grammatical knowledge but also the context where this knowledge is used.

The data gathered from the teachers' interview and the classroom observation provided the researchers with some findings about the way grammar rules are taught. The results indicate that most teachers tend to teach grammar inductively rather than deductively. In other words, they try to provide students with examples about a particular grammar rule used in different situations and ask them to deduce the general rule. Teachers do not give students the uses of the grammar rule directly without making them analyze the situations.

Regarding the term authentic materials, most teachers and students are aware that authentic materials include movies, songs, novels, short stories, newspapers, and magazines designed by native speakers and for native speakers. It is also noticed that most teachers depend on the use of these types of materials when teaching grammar in order to help students become communicatively competent.

For the effect of integrating authentic materials when developing grammar competence, the results collected from students' questionnaire, teachers' interview, and classroom observation confirm that the problems which students experience when trying to apply their grammar rules in real-life situations can be hindered. In addition, since these types of materials are designed by native speakers and show the way the grammar rules are used in the target community, students can then master not only the knowledge about the grammar rules, but they can also become aware of the way these rules are used differently in various contextual situations. This finding confirms

the second hypothesis which states that the integration of authentic materials helps students develop their grammar competence.

6. Conclusion

Chapter three is directed to the analysis of the data collected from the different research instruments used in this investigation. The analysis reveals findings which are related to the two main variables grammar competence and authentic materials. It shows that the integration of authentic materials when developing grammar competence assists students to direct their focus to the analysis of the context where the grammar rules are used. That is, it helps them analyze all hints and features provided in a particular context before deducing the general use of the grammar rule.

7. Recommendations

According to the findings which this investigation has reached, it is recommended that both teachers and students need to take into consideration that the development of grammar competence is more important than the development of the knowledge about grammar only. In addition, they should integrate the different authentic materials when developing grammar simply because the English language embedded in these materials indicates the way the grammar rules are used by native speakers in real-life situations. Students need also to take into consideration the analysis of the contextual setting before applying their grammar competence.

8. Limitations of the Study

This investigation was carried out under certain conditions and circumstances. Therefore, it has two main limitations which are as following:

- Due to the Corona Virus pandemic, time of this research might be one of the limitations of this study.
- The researchers were intending to undertake an experimental investigation but due to the Corona Virus circumstances, the time allocated to teaching second year students

was not practically and methodologically enough to hold an experiment study. In other words, making an experiment study with students in three successive weeks would affect the results or provide any intervening variables.

- The results of this study are not expected to be generalized in all universities

GENERAL CONCLUSION

The aim of this research was to investigate the effect of integrating authentic materials when developing students' grammar competence. Different research objectives were put backward in order to achieve. First, the researchers tried to find out the reason behind the different problems which students experience when developing their grammar competence. They also tried to find solution to these problems. Three main research instruments were used including students' questionnaire, teachers' interview, and a classroom observation. Each research instrument was undertaken for particular objectives. For example, both questionnaire and interview were used to check students' and teachers' perceptions towards the use of authentic materials when developing grammar. They were also used to explore the different problems which students encounter. The classroom observation was carried out in order to observe whether the grammar teacher integrates authentic materials and check the effect of integrating authentic materials on students' grammar competence.

As a result of using three main research instruments, two main findings were collected after the discussion. First, the results indicate that the reason behind students' problems when using their grammar competence refers to their inability to put into practice the grammar knowledge in real-life situations. In other words, students have the grammar knowledge but when it comes to applying this knowledge in real-life situations, they fail to do so. This is attributed to the lack of the competence (i.e., the ability to use knowledge). This finding confirms the first hypothesis from this study.

Second, the results collected from the classroom observation, students' questionnaire, and teachers' interview show also that the integration of authentic materials when developing grammar competence helps both teachers and students to focus on analyzing the contextual setting before applying and understanding the grammar rule. In other words, it is concluded that the context where the grammatical structures are produced cannot be ignored when trying to develop the

grammar competence. This finding proves the second research hypothesis. The latter states that the integration of authentic materials helps students develop the ability of applying grammar knowledge appropriately in real-life situations with native speakers.

Summing up, since the two research hypotheses have been proved, one can conclude that the integration of authentic materials has a positive effect on the development of grammar competence. That is, it helps students take into consideration the context of the grammar rules and become communicatively competent.

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Appendices

Appendix A: Students' Questionnaire

As an attempt to undertake a research about the effect of integrating authentic materials on development of students' grammar competence, a group of questions are designed in order to be answered. Students are kindly asked to answer this questionnaire in order to collect the necessary data. Students have the options to tick, justify, and provide comments.

Section One: Student's Profile

1. Gender:

Male Female

2. How long have you been studying English?

.....

3. Why did you choose English to study at University?

- a. Because I love it
- b. Due to parents' choice
- c. Due to work requirements
- d. Others

Section Two: Grammar Competence

1. Grammar competence refers to:

- a. Amount of different grammatical rules/ knowledge about the English language
- b. The ability to use grammatical rules appropriately in different contexts

2. How do you evaluate your grammar competence?

Good Average Weak

3. Do you understand the grammatical rules when your teacher explains them in the classroom?

Yes No

4. Do you succeed in practicing your grammatical rules in different contexts with native speakers?

Yes No

If no, justify you answer:

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

5. What is / are the problem (s) behind your low level of grammar competence?

- a. Lack of English grammatical knowledge
- b. Lack of practice in different contexts
- c. Lack of knowledge and practice

6. Do you take the situational context into consideration when applying the grammatical rules?

Always Often Rarely Never

Section Three: The Integration of authentic materials to develop Grammar Competence

1. Authentic materials refer to :

- a. Materials designed by native speakers for native speakers
- b. Materials designed by native speakers for teaching purposes
- c. Materials designed by native speakers for non-native speakers used to teach English

2. Do you usually reflect on the grammatical rules used by native speakers when watching / reading / or listening to authentic materials?

Yes No

If no, please justify your answer:

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

3. How often does your teacher use authentic materials to explain the English grammatical rules in the classroom?

Always Often Rarely Never

4. The integration of authentic materials when practicing your grammatical rules:

- a. Helps you acquire more knowledge about the grammatical rules
- b. Helps you better understand the way these rules are applied in different contexts
- c. Helps you avoid conversational failures with native speakers
- d. Does not affect on your grammatical rules
- e. Does not affect on your ability of using grammatical rules

5. If you have any suggestions or comments, you can provide them in this section

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

Thank you

Appendix B: Teachers' Interview

As an attempt to undertake a research about the effect of integrating authentic materials on development of students' grammar competence, a group of questions are structured in order to be answered by teachers during their interview.

Section One: Teacher's Profile

1. Gender:

Male Female

2. Degree of your study

Master Magister PhD

3. How Long have you been teaching English?

.....

4. Have you taught grammar before?

Yes No

Section Two: Teaching Grammar Competence

1. According to you, what is meant by grammar competence?

2. Do you think that grammar competence is a very important element which students need to develop when learning English? Justify your answer.

3. Do you use the communicative language teaching approach to teach Grammar?

Yes No

If yes, please justify your answer

4. How do you teach grammar in your classroom?

a. Inductively b. deductively

5. How do you evaluate your students' level of grammar competence?

Good Average Weak

6. According to your experience, do your students face problems when learning grammar competence?

Yes No

If yes, please explain.

7. Students' integration of analyzing the context when applying the grammatical rules

Always Often Rarely Never

Section Three: The Effect of Authentic Materials on Students' Grammar Competence

1. According to your knowledge, how do you define authentic materials?

2. Do you use authentic materials when teaching grammar competence?

Yes No

3. What types of authentic materials do you usually use when teaching grammar competence?

Spoken written both

Would you please provide examples about these materials?

4. According to your experience, does the analyzing of the context of the content embedded in authentic materials on have an effect on students' grammar competence?

Yes No

If yes, please explain.

Thank you

Appendix C: Classroom Observation Checklist

Statement	Yes	No
1. The teacher provides the structures embedded in spoken and written authentic materials		
2. The teacher provides the grammatical rules then ask students to analyze in order to deduce the general use of the rule being taught		
3. The teacher asks the students to compare structures and grammar rules found in different contexts of authentic materials		
4. The teacher discusses students' different answers and justifications about the grammatical examples in order to conclude the general grammatical rules being taught		
5. The teacher acts as a knowledge provide when teaching the grammatical structures		
6. Students tend to analyze all features and hints provided in authentic materials in order to deduce the grammar rule		
7. Students seek to question themselves and the teacher some questions in order to better analyze the contents in which the grammatical rule is used differently		
8. The students tend to relate the answers which they find to other examples found in authentic materials (movies, songs, newspapers, novels) which they have been exposed to.		
9. The students tend to synthesize the ways a particular grammar rule is used differently by native speakers in different real-life situations.		

Résumé :

La compétence en grammaire est considérée comme l'une des principales compétences linguistiques que les étudiants en langues secondes et étrangères doivent maîtriser pour communiquer. Le développement de cette compétence dépend de l'analyse des contextes où les différentes structures et règles grammaticales sont produites. En d'autres termes, les étudiants n'ont pas seulement besoin d'acquérir les connaissances nécessaires sur la grammaire, mais ils doivent également mieux comprendre la manière dont les règles de grammaire sont utilisées par les locuteurs natifs en fonction de chaque contexte contextuel. Du fait de ce point de vue, la présente enquête tend à explorer les différents problèmes qui empêchent les étudiants d'utiliser correctement leurs compétences en grammaire. Il tente également de déterminer si des matériaux authentiques peuvent aider les élèves à utiliser leurs règles de grammaire de manière appropriée selon différents contextes. Cette étude est réalisée avec des étudiants de deuxième année du département d'anglais ; Université de M'sila. Trois instruments de recherche sont utilisés, dont une observation en classe, un questionnaire et une entrevue. Les résultats recueillis révèlent que l'intégration de matériaux authentiques lors de l'enseignement de la grammaire aide les étudiants à se concentrer sur l'analyse du contexte avant de déduire l'utilisation générale de la règle de grammaire. Les données indiquent que ces matériels aident les élèves à mieux comprendre les différentes façons dont une règle de grammaire particulière est utilisée différemment par les locuteurs natifs de la communauté cible. Par conséquent, il est recommandé que les enseignants et les étudiants doivent incorporer le contenu disponible dans des matériaux authentiques lors du développement des compétences grammaticales.

ملخص:

تعتبر الكفاءة النحوية إحدى المهارات اللغوية الرئيسية التي يحتاج كل من الطلاب الذين يدرسون اللغة سواء كانت اجنبية او لغة ثانية الى إتقانها من أجل التواصل اذ يعتمد تطوير هذه الكفاءة على تحليل السياقات والجمل التي يتم تركيبها باستعمال قواعد نحوية مختلفة اذ لا يحتاج الطلاب فقط إلى اكتساب المعرفة الضرورية حول القواعد، ولكنهم بحاجة أيضاً إلى فهم أفضل الى الطرق التي يستخدم بها المتحدثون الأصليون القواعد النحوية وفقاً لكل موضع سياقي. نتيجة لهذا الرأي، يهدف البحث الذي هو بينا ايدينا إلى اكتشاف المشاكل المختلفة التي تمنع الطلاب من استخدام كفاءتهم النحوية بشكل مناسب. كما يحاول أيضاً التحقق مما إذا كانت الوسائل التعليمية الأصلية تساعد الطلاب على استخدام القواعد الخاصة بهم بشكل مناسب وفقاً لسياقات مختلفة. أجريت هذه الدراسة مع طلاب السنة الثانية بقسم اللغة الإنجليزية بجامعة المسيلة حيث تم استخدام ثلاث وسائل بحثية بما في ذلك الملاحظة الصفية والاستبيان والمقابلة. النتائج التي تم تجميعها وتحليلها بينت أن استخدام الوسائل التعليمية الأصلية عند تدريس القواعد تساعد الطلاب على التركيز وتحليل السياق قبل استنتاج كيفية استخدام القاعدة اللغوية بشكل عام وخاص اذ تشير البيانات أيضاً إلى أن هذه الوسائل التعليمية الاصلية تساعد الطلاب على الفهم الأفضل للطرق المختلفة التي يتم بها استخدام قاعدة نحوية معينة بشكل مختلف من قبل المتحدثين الأصليين في المجتمع المستهدف لذلك يوصى بكل من المعلمين والطلاب إلى دمج المحتوى المتاح في هذه الوسائل التعليمية الاصلية عند تطوير الكفاءة النحوية.