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**Teachers and Learners Attitude towards the Use of
Homework in Improving English as foreign
Language Learners' Grammatical Competence
Case of Study: Second year pupils at Mohamed Ben Nacer
Secondary School, Biskra**

Dissertation Submitted in Partial Fulfilment of the Requirements for Master's

Degree in Science of Language

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Declaration

I, Alia Hana do hereby declare that the submitted work is my one work and has not been administrated before to any institution or university. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

In the name of Allah, the Most Merciful, the Most Compassionate, Prayers and

Peace be upon our Prophet Mohamed His servant and messenger

I would like to dedicate this work to

Lovely, and gorgeous **mother** in the world who gave me the energy to achieve this

Work and never give up

My beloved **father** the source of encouragement and inspiration throughout my life

My beloved **sister Radya** and my **Brothers** for their support

Special thanks to all my **close friends**

Abstract

For successful language acquisition, mastering grammatical knowledge is deemed essential. Thus, it has been noticed that grammar is considered a complex issue by the majority of EFL students in the Algerian secondary schools due to some challenges they face when producing the target language namely the lack of practice and the lack of motivation to learn grammar. Accordingly, the current study aims to spotlight the effect of homework as an additional practice that allows learners to improve their grammatical competence. Besides, to investigate the attitudes of EFL teachers and students toward the use of this technique to develop learner grammatical competence. We opted for the qualitative research approach. In addition, two data collection methods were used to gather answers to the research questions and reach the aims of our research; a questionnaire and an interview. Then, the sample of this study was 20 EFL students and 05 teachers of English at Mohamed Ben Nacer secondary school. Hence, after the analysis and interpretation of data, the findings showed that both EFL teachers and students have positive attitudes towards the use of homework to improve students' grammatical abilities. In short, we can say that the data obtained answered the research questions and achieved the research aims.

Keywords: Grammar, homework, EFL, attitude, lack of practice

List of Abbreviations

EFL: English as foreign language

L1: First language

&: and

Q: question

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General Introduction

General Introduction

Teaching English as a foreign language relies on getting students to be able to use the language effectively, this means using the specific rules in appropriate cases. Thus, grammar should be studied comprehensively to form a comprehensive and valid language. According to Al-Moutawa and Kailani (1989, p.69), stated that grammar is "the internal organization of language". This means that grammar is a set of rules that shows how language is spoken correctly. However, English as a foreign language (EFL) students are likely to find it difficult and boring to acquire due to the lack of practice and ineffectiveness of the techniques used by teachers in presenting their grammar lessons (Gouaich, 2019).

In short, some researchers suggest different techniques to teach grammar creatively through dictionaries, games, and textbooks; therefore, in the current research, we propose using homework as a way to increase motivation to the learner of grammar and to identify the student problems they can prepare remedial work and find out beneficial solutions. This was highly requested by Cooper (1989) who stated that the main purpose of homework is to provide the learner with accurate knowledge, develop their academic skill and raise their positive views toward homework.

1. Statement of the Problem

In the context of EFL learners, grammar is a fundamental part of teaching and learning English. It covers the basic aspects of language (listening, reading, speaking, and writing). Grammar helps the students know how language is built. Thus, they can read, write, speak and listen. Additionally, a language without grammar would be unclear and cause misunderstanding to the learner; it has been noticed that the majority of students of English; particularly, secondary school students still struggle and face problems in using the language skills; communication skills used to deliver ideas with clarity and precision. The main cause for this problem is the lack of practice outside and inside the classroom.

Also, the methods and strategies used by teachers in the teaching of grammar. As a result, teachers should apply a variety of teaching strategies to help the students improve their grammatical skills.

To meet the needs of learners teachers assume to use homework as a formative assessment to enhance the student's grammatical competence. Therefore, homework plays a vital role in improving learner achievement. Which consider to be a useful technique to master grammar knowledge and compare any aspects of language to produce the utterances fluently.

2. Research Questions

This research seeks to answer the following research questions:

Q 1: What difficulties do EFL students face in grammar?

Q3: To what extent does homework help the students improve their grammar?

Q4: What are the attitudes of EFL teachers and students towards the use of homework?

3. Aims of the Study

- **General aim**

This study aims at:

- Identifying the student's difficulties in grammar
- Investigating teacher's attitude at Mohamed Ben Nacer Secondary school toward the use of homework
- Investigating learner's attitudes toward homework in learning grammar

- **Specific aims**

- To spotlight the problems that students face with homework
- To identify to which extent does homework affect grammar
- To explore what kind of exercises that could help students with grammar

4. Research Methodology

- **Research Approach**

As previously stated, this research aims to determine the attitudes of English foreign language (EFL) teachers and learners toward the use of homework in improving the student's grammatical ability. This study is descriptive it requires the qualitative approach to describe and analyze data at Mohamed Ben Nacer secondary school, Biskra.

- **Data collection tools/methods**

To validate the current conducted research aims, two data collection methods would be used. First, a questionnaire should be made for EFL students at secondary school. Second, an interview for grammar teachers to generate their thoughts and views on the implementation of homework as a tool to improve the student learn grammar.

- **Data analysis and procedures**

This qualitative study gathers data from EFL learners. However, the questionnaire will be conducted to demonstrate the impact of homework on the learner's achievement. Adding to that, we will take an interview with grammar teachers to examine their views while using the homework. Also, we will opt for using the interpretive approach to analyze and describe our data. The result of the analysis will be included in the thesis.

- **Population and sample**

The population of this study will be English as foreign language (EFL) students as well as EFL grammar teachers at Bachir Ben Nacer secondary school. Hence, a random sample is selected, and consisting of 20 EFL students, and five 05 teachers of English were used to perform this study. The reason behind this decision is that secondary school students are beginners. Thus, they must learn the basics of language particularly in the area of grammar to avoid future challenges in their advanced English studies and ensure their language growth because it is regarded as a critical component in the target language.

5. Significance of the Study

This present research shed the light on the importance of homework for EFL learners and how it can affect their achievement in grammar. Therefore, the purpose of this research is to gain a clear understanding of the usefulness of homework in the classroom as well as, it can assist the teachers to enhance their teaching instruction behind the use of homework to help the students learn grammar correctly

6. A Provisional Structure of the Dissertation

This study consists of three main parts; the first two chapters are devoted to the literature review of the study whereas the third chapter is concerned with the practical part of the research

- **Chapter one**

This chapter will represent a theoretical overview of grammar; its definitions, its types and its position in foreign language teaching. The current chapter will present the major known approaches of teaching grammar. Additionally, this chapter shed the light on the difficulties that students face in grammar

- **Chapter two**

This chapter deals with the historical background of the homework; give its definition, and its types. In addition, it spotlights the effects of homework on the students' academic achievement.

- **Chapter three**

This chapter is about the fieldwork .particularly, the analysis of the students' questionnaires and teacher's interviews.

General Overview on Grammar

Chapter one: General Overview of Grammar

1.1. Introduction

1.2. Definition of Grammar

1.3. Types of Grammar

1.3.1. Perspective grammar

1.3.2. Descriptive grammar

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1.8. Conclusion

Introduction

. The present chapter briefly will present an overview of grammar, its definition, and its role in foreign language teaching, theoretically it will discuss the major known approaches that would be used in teaching grammar. In addition, it focuses on the difficulties that face the learner of grammar. Accordingly, it emphasizes using homework as a type of formative assessment to enhance the student's grammatical abilities.

1.1. Definition of Grammar

The term 'grammar' is considered by theorists and Linguistics as a central component in teaching and learning a language. According to Ur (1988, p.4), "grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p.4). Similarly, Williams (2005, p.2) argues that grammar is "the formal study of the structure of a language and describes how words fit together in a meaningful construction". That is, grammar is a system of rules that helps to create meaningful sentences.

Moreover, Woods (1995) highlights that grammar is a branch of linguistics concerned with the rules of spoken and written discourse in a given language. At the same time, Thornbury (1999, p.1) defines grammar as "the description of rules that govern how language's sentences are formed". He further illustrates that grammar is the study of how words are chained together in a specific order and what forms of words can fit into each link.

Another definition is provided by different scholars, grammar is the syntactical and the morphological study of the sentence in a language; syntax focus on the order of words in a sentence, whereas morphology is concerned with the relationship between the word and the meaning; it means how words are constructed and formed in language. (Crystal, 1995; Bastatone, 1994; Thornbury, 1999).

In short, grammar is regarded as the base of learning a foreign language. It is a system

of rules that help learners produce well-formed and meaningful utterances.

1.2. Types of Grammar

In the process of teaching and learning, students can learn grammar rules either consciously or unconsciously. Hewing (2005) states that grammatical descriptions are divided into three main types produced by different theories of language (as cited in Williamson, 2014). The following are the most important types of grammar.

1.2.1. Descriptive Grammar

This type of grammar is mainly concerned with the description of language as it is used by people. Collin and Hollo (2000) say that descriptive grammar “its concern is with describing how language is used rather than prescribing how it should be used” (p.16). That is, descriptive grammar describes how language works and what people do with language.

1.2.2. Perspective Grammar

This type is also called traditional, formal, and theoretical. It mainly focuses on the correct use of language; the rules and forms rather than the function of those rules. Nunan (2015) states that perspective grammar is concerned with what is correct and what is not correct in language.

1.2.3. Pedagogical Grammar

Pedagogical grammar refers to “the grammatical content taught to a student learning a language other than his or her first language or the methods used in teaching that content” (Daw, 2022, para.1). It means that the purpose of pedagogical grammar is to learn and communicate in the target situation, it is a combination of descriptive and perspective grammar; the descriptive grammar is to describe how native speakers use language it does not judge what is correct and what is not correct while perspective grammar is how language should be used, it focuses on the perfect use of language.

1.3. The Position of Grammar in Foreign Language Teaching

Grammar is regarded as an inseparable part of teaching and achieving language proficiency. According Lin (2008, p.3) illustrates that “effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence”. That is, the correct use of grammar allows learners to develop their productive and receptive skills, it helps them to write and communicate with meaningful utterances.

Further, Azar (2007) asserts that the purpose of grammatical instruction is to assist the learners in identifying the basis of language. He also adds that in the absence of grammar people would only communicate with speech sounds and visuals. Tobbert (1984) claims that “It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar”(p.39). In this concern, grammar is undoubtedly necessary for teaching and learning a foreign language; if learners know how to construct the structure of the sentence properly their usage of the language will be developed. To sum up, grammar is an essential part of linguistic studies, it develops the student’s language proficiency and helps them to enhance their target language effectively. Also, it plays a significant role in a variety of instructional methods and approaches.

1.4. Approaches to Teach Grammar

Due to the complexity and the difficulty of grammar, several studies suggest whether to teach grammar inductively or deductively.

1.4.1 The deductive approach

It is known as the top-down approach, it is based on introducing the rules first to the

learners and then giving them a set of examples to practice these rules. According to Thornbury (1999), a deductive is regarded as “rule-driven learning; the grammar rule is presented and the learner engages with it through the study and manipulation of examples” (p.49). In this concern, using this approach means moving from general to specific; after the students grasp the rules the teacher asks them to apply these rules in different examples.

Moreover, Nunan (2015) further illustrates that “in a deductive instructional sequence, the teacher provides a grammatical explanation or articulates a rule and then gives students a set of exercises that are intended to help the learner master the point. The principle comes first and the examples follow” (p.127). Hence, students rely on, extract and elicit information in the education process from the professor, as it is considered the only source or rich source of information that may students seek to learn; it is the teacher-centered environment and the learner is active rather than passive.

1.4.2. The inductive approach

It is also called the bottom-up approach. Thornbury (1999, p.29) states that “an inductive approach starts with some examples from which a rule is inferred”, he also adds that the inductive approach is a rule discovery learning. In other words, induction in teaching and learning is a process of moving from specific to general. The teacher starts the lesson by providing students with examples, then they attempt to discover the rules on their own. Additionally, Nunan (2015) points out that:

Inductive learning is a more ‘natural’ approach to learning. As we grow up, most of the learning we do outside the classroom involves induction. As children, we observe parents and others who are more skilled than we are, draw conclusions and derive principles based on what we see, and then try them out for ourselves. (p.126)

Therefore, this approach is learner-centered, it is based on the contribution of the learner which the learner is active and involved in the lecture. It is recognized by different linguistics as an effective way to improve the student's abilities in grammar. Hence, it can raise the students' awareness of independent learning. The following figure demonstrates the functions of the inductive and deductive approach:

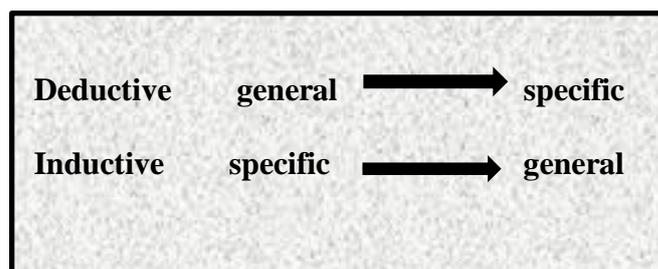


Figure1.1: The Function of Deductive and Inductive Charef (2019, p.10)

1.5. Grammar in relation to Language Skills

In the process of teaching and learning a foreign language, grammar is considered an important element in the mastery of language skills (reading, writing, speaking, and listening). In speaking and writing, Sun (2017) highlights that the receiver can comprehend what the speaker is trying to say if they have correct grammatical knowledge i.e. mastering grammar helps learners to communicate and speak fluently in the target language. In writing, grammar instruction enables learners to write a clear passage; if students know how to construct and produce sentences grammatically correct, this allows them to put their ideas successfully. In the case of listening and reading, grammar enables students to comprehend and grasp the meaning of sentences in a passage.

Sun (2017, p.2) states that “Grammar knowledge is the basis of comprehending language, it is an indispensable element in improving listening skills”. He adds that “in the process of reading, students are able to infer and guess the meaning of the passage by using grammatical knowledge, which will in turn cultivate students' reading ability”(p.3). Additionally, Ur (1988) suggests that in teaching grammar, teachers should consider how to

teach students how to produce meaningful sentences in both spoken and written form and understand their meaning in contexts. Grammar knowledge plays an essential role in the development of language skills; it allows learners to develop their writing and spoken discourse abilities. The following figure illustrates the aspect of teaching and learning grammatical structures in relation to the four skills.

Skills	Form	Meaning
Listening	Perception and recognition Of the spoken of the structure	Comprehension of what The spoken structure means in the context
Speaking	Production of well-formed example in speech	Use structure to convey meaning in the speech
Reading	Perception and recognition of written form	Comprehension of what the written structures mean in context
Writing	Production of well-formed examples in writing	Examples in writing. use structure to convey meaning in writing

**Table 1.1. Aspects of Teaching / Learning Grammatical Structure Concerning
Language Skills Ur (1988, p. 3)**

1.6. Difficulties Encountered by Learners of Grammar

In the context of the EFL classroom, grammar becomes a major problem that faces students when learning English due to several factors. The influence of L1 or the mother tongue is one of the main factors that cause the students difficulty in grammar. Aitken (1992) illustrates this idea by saying:

Some errors are caused by 'mother tongue interference'; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents. This is notably more common in tenses where there is some overlap meaning or where the form suggests equivalence, especially the present perfect. (p.9)

Therefore, the negative transfer of the mother tongue is the source of the student errors, students may translate words and sentences from their mother tongue to English to express their ideas and thoughts. Sabbah (2015, p.276) gives the example of the English and Arab word order and adjectives, she states that “adjectives in the English language preceded by a noun meanwhile Arabic they follow nouns. Moreover, grammatical rules are another issue that encounter students in learning grammar. Sumalinongo (2018) claims that “Most of the errors constrained the learners were their inability to apply the rules in the vast aspects of grammar” (p.70). That is, EFL learners struggle with the correct use of tenses, the order of words, the use of modal verbs, etc. They consider the grammar rules as the most complicated ones.

Furthermore, the use of terminology is another grammar problem that confuses the learners. Richards (1981, p. 398) demonstrates that the term tense in some grammar books covers all types of English tenses and aspects, such as the progressive. He further explains that progressive is a grammatical form that shows time whereas an aspect describes how an event involves. For example, the present simple is a tense and the present continuous is an aspect of the present tense, this distinction between the two terms creates confusion for students. Hence, using simple grammatical terminology help learners understand and grasp the meaning of the grammatical aspects.

1.7. Assessing Grammar

Grammar assessment is concerned with the evaluation of how students use the language correctly. Therefore, this part mainly discusses what grammatical ability is, the types of grammatical ability, and the definition of formative assessment. Additionally, it focuses on the use of homework as a type of formative assessment.

1.7.1 Definition of Grammatical ability

Grammatical ability is defined by Purpura (2004) as “The learner’s capacity to realize

grammatical knowledge in an accurate and meaningful way to convey different language uses” (p.89). It refers to when learners or interlocutors use the elements and the rules of the language correctly, accurately, and fluently to express and produce utterances and communicate amongst the members of the community.

1.7.2. Types of Grammatical Ability

In the learning process, assessment is divided into a variety of types; formative assessment is one of the major types that help learners to understand the instruction.

1.7.2.1. Formative Assessment

Formative assessment is a process of assessment for learning, it is used to evaluate the student’s understanding and identify their needs. According Heritage (2007b, p.6) says that “the process involves obtaining evidence about student learning, providing feedback to students, and closing the gap between the learner’s current and desired state”(as cited in Tuttle, 2013). Accordingly, formative assessment is an interactive process aimed to develop the student’s learning goals. Tuttle (2009, p.03) highlights that “in the formative assessment students do not receive a grade, but they do receive feedback that helps them to improve. You do formative assessments as part of the regular classroom learning; you embed formative assessment into classroom learning”. According to this definition, in the formative assessment process students receive feedback from the teacher and do not be graded unlike the summative assessment students are graded. The following figure explains the process of formative assessment.

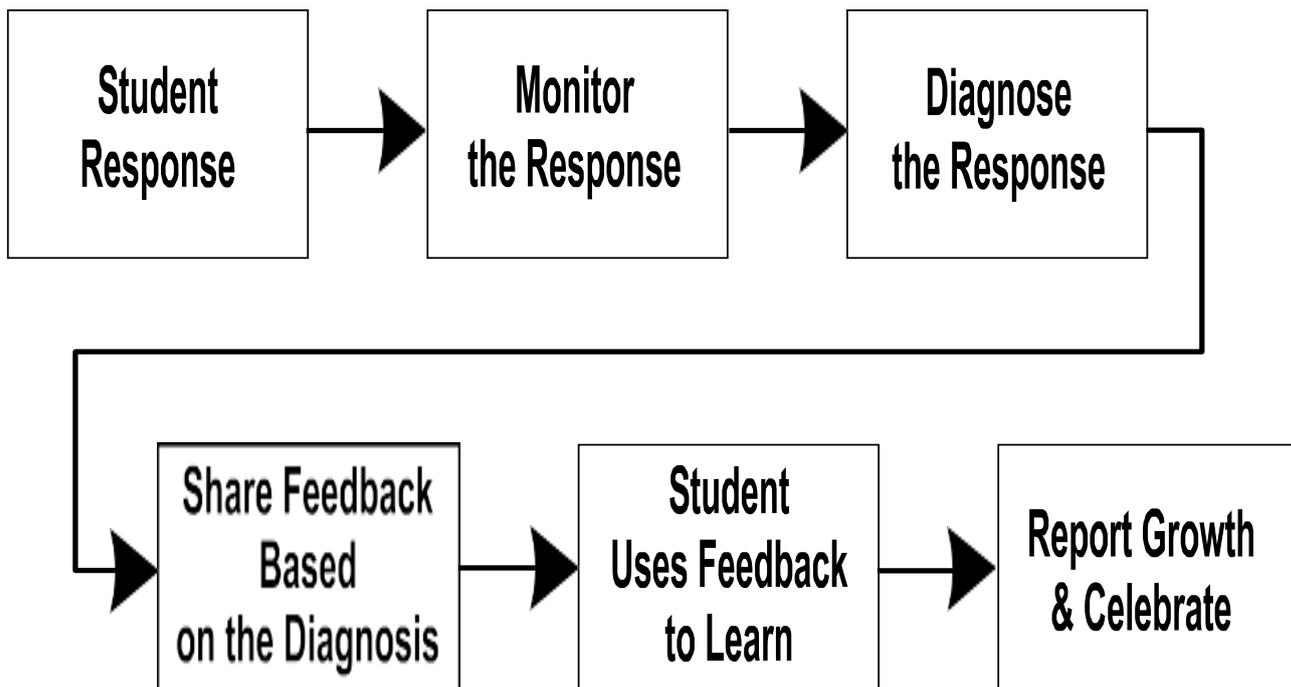


Figure 1.2. The Process of Formative Assessment Tuttle (2013, p.4)

1.7.3.1. Using Homework as a Formative Assessment

There are various activities to assess students in the classroom. Homework can be seen as an important activity in the process of the formative assessment that helps to enhance the student's achievements. Craft (as cited in Janusheva, Talevski, Pechinovska & Merkovska, 2017) argues that "homework meets the standards of the formative assessment and it helps the students' achievements to be improved. Homework assignments develop students' research potential to solve problems, encourage creative and critical thinking" (p.31). According to Darn (2007) homework is a useful tool that assists learners in the development of autonomous learning and problem-solving abilities. Black and William (1998) assert that homework assignments help learners to be responsible and support them in autonomous learning, he claims that homework becomes formative when the teacher provides students with positive feedback to meet their needs.

In short, homework is an important aspect of the formative process, it can raise the

student's awareness of independent learning and promote their academic achievement as well as their mental abilities. Hence, formative feedback is recognized as a part of formative assessment it prevents learners from making errors.

1.7.3.2. Grammar Errors and Teacher's Corrective Feedback

Corrective feedback is an important element in the educational process, it helps to develop a learner's academic performance, particularly in the area of grammar. Sauro (2018) defines corrective feedback as a response to the student's production that contains grammatical errors (as cited in, Gottsater 2018). In addition, Gottsater (2018) illustrates that "Feedback is what guides and develops a learner's thinking and it is, therefore, a very important part of the learning process" (p.6). Thus, corrective feedback is about how grammatical knowledge is used accurately. Furthermore, Lange (2009, p.1) emphasizes the importance of corrective feedback she states that "a teacher wants the students to speak as much as possible and encourage them, the risk of fossilization of errors will increase if corrective feedback is not given when students are speaking English". That is to say, corrective feedback is an essential part of classroom learning, it has a positive effect on student achievement, and it helps learners to use and master the language.

Conclusion

This chapter is an attempt to review the essentials of grammar, it presents an overview of grammar its definition, and its position in foreign language teaching. Moreover, we discuss the major approaches that help the teacher in teaching grammar. Additionally, we spotlight the difficulties that face learners in grammar and the role of feedback that helps them to master their grammatical knowledge. Also, we provide a short explanation about the use of homework as a formative assessment and its role in enhancing the student's academic achievement.

Chapter two:
General Overview
of Homework

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Conclusion

Introduction

Practicing classroom knowledge is an important strategy that helps learners to develop their academic achievement and performance; homework can be seen as an additional practice that supports EFL students to practice what they learn. Hence, the present chapter will discuss what is meant by homework, its types, and its role. Briefly, it will explain how homework affects the students learning (the negative and the positive impacts). Analytically, it will introduce the reasons behind homework incompleteness and the strategies that will be used for homework incompleteness. Therefore, this chapter will discuss the student's and teachers' attitudes toward the use of homework in developing learners' grammatical competence.

2.1. Definition of Homework

Homework is defined by scholars as the activity given by teachers to students during non-school hours. Cooper (1989) defines homework as "any task assigned to students by school teachers that is meant to be carried out during non-school hours" (p. 86). According to Zaidani (2017) homework is "learning which takes place outside the context of formal classroom teaching, which is primarily the responsibility of the student" (p.29). That is, homework is school work focused on what students learn that day; it is about completing classroom instruction tasks outside the regular class.

Cooper (2001) clarifies that homework is used by teachers as a strategy to demonstrate that learning occurs everywhere. Vatterott (2010) states that worthy homework should constitute the following characteristics: objectives, autonomy, ability, effectiveness, and attractive appearance. It should have an academic objective that helps students practice, evaluate their understanding and use the knowledge learned in the classroom. In this concern, in assigning homework teachers consider different features to make the task meaningful and purposeful for the learner to develop their skills and the learned knowledge.

2.2. Types of Homework

Teachers consider homework an effective tool to improve students' classroom learning. Thus, Rosário et al. (2015) identified three categories of instructional homework purposes: practice, preparation, and extension; teachers use these types of homework to enhance their student's involvement.

2.2.1. Practice Homework

Homework is an activity that helps learners use the new knowledge and evaluate the learned skills in the class. According to Azizah (2018), "the most common instructional purpose of homework is to provide the students an opportunity to practice the material that has been taught" (p.49). Practice homework is designed to help students improve their performance, achieve proficiency, remedial classes, prepare for tests, and maintain certain skills over time. (Rosário et al., 2015). In other words, this type of homework assists students to develop their skills, and abilities and being prepared for the tests and materials.

2.2.2. Preparation Homework

This type of homework help students for the preparation of the next material. Laouedj (2018, p.20) defines preparation homework as "any work that provides and gives chances for students to gain and acquire background information for the upcoming unit of study so that they are better prepared for their future lessons. It helps students to bring their prior knowledge and experiences to the next classes". According to Azizah (as cited in Cooper, Robinson, & Patall, 2006) preparation is one of the important functions of homework, it helps students to understand what they are learning and how to apply it in their future classes. That is to say, preparation homework provides students with an opportunity to understand previous knowledge that is already taught to get ready and prepared for the next class.

2.2.3. Extension Homework

Extension homework is defined as the activity that investigates learning in a new situation. Rosário et al., (cited in Minke, 2017) argue that “extension homework focuses on promoting the shift of previous learning to new tasks” (p.21). Boyle (2019, p.90) believes that “extension assignments may be perceived by a teacher as those which allow a student the opportunity to engage in individualized and creative learning”. Accordingly, Teachers use homework extension to support learners to work cooperatively with their peers and help them to develop their skills to solve problems and enhance their academic achievements.

2.3. The importance of Homework on Student’s Achievements

Researchers argue that homework is an important factor in the educational and learning process; they consider homework assignments as a part of the school curriculum. Paudel (2012) indicates that homework plays a vital role in classroom learning; it helps students integrate their acquired knowledge and encourages them to study harder. According to Ann. E and Betsy (1991) highlight that “homework reinforces and supplements school learning experiences. By providing the necessary integration, practice, and application, as described earlier, home study facilitates and improves learning”(p.13). Further, they assert that:

Homework fosters student initiative, independence, and responsibility. While students' lives are regulated by bells and attendance slips during the school day, the management of their afterschool hours is largely up to them. As they learn how to budget time to fit homework in among their other activities, students learn valuable lessons that will serve them for the rest of their lives (p.13)

Therefore, homework is seen as an instructional activity that allows learners to review, practice, and apply the learned skills and knowledge covered in the class. Teachers assign homework to develop their student’s academic achievement and performance; they argue that students develop creativity, autonomy, and responsibility through homework

assignments. In addition, homework allows teachers to check students' understanding through the use of feedback, it helps to promote the student's study habits. Bempechat (2004, p.189) views homework as a critical component to develop a child's achievement and motivation. Also, he argues that providing homework to elementary students gives them more time, experience, and skills to develop study habits, as well as gain knowledge about how to be effective in learning and deal when homework is challenging

2.4. Parental Involvement and Homework

Several studies highlight that parental involvement affects the student's educational process positively and negatively. Beultich (2008, pp. 16-17) explains that "Parental involvement teaches students that homework is important; additionally, parental involvement helps students manage many of the distractions and frustrations that result from doing educational work at home". Moreover, parental involvement builds a connection between students and school, it allows the learner to develop academic knowledge as well as enhances their communication skills (Cooper et al., 2006; Gonida & Cortina, 2014; Van Voorheis, 2011). In this concern, involving parents in their students' education is an important factor that motivates learners to do and complete their homework assignments.

On the other hand, researchers argue that parental involvement can have a negative impact on the student's achievements. According to Cooper, Robinson, and Patal (1987) "Parents pressure students to complete homework assignments or to do them with unrealistic rigor. Also, parents may create confusion if they are unfamiliar with the material that is sent home for study or if their approach to teaching differs from that used in school" (p.8). That is to say, involving parents in student achievement pushes learners to accomplish homework assignments with an unachievable standard of work. In addition, if parents are inexperienced and unaware of the information received from the teacher or the style of teaching is varied from the one used in school, this may create frustration and lead to misunderstanding among

the learners. They add that parental involvement may increase opportunities for learners that homework encourages them for cheating and academic dishonesty.

2.5. The Positive and the Negative Effects of Homework

The homework assignment is the activity that supports students to develop study habits and increase their academic knowledge. However, researchers argue that it may have positive and negative effects on students learning process.

2.5.1. The Positive Effect

Proponents of homework point out that it positively affects the student's achievements. As identified by Cooper (1989) homework assignment involves four positive effects (a) immediate achievement and learning; (b) long-term academic; (c) nonacademic; and, (d) parental and family benefits (p.87). The immediate achievement and long-term academic effects develop the student's understanding of the learned information and raise their view toward school. Additionally, the non-academic benefits enhance students' study habits, allow them to be responsible for solving problems, and promote their self-direction. Moreover, Cooper (1989) states that homework greatly impacts parents; it helps them improve their appreciation and view their learner's achievements positively. Epstein (1988) believes that homework can:

- Help students practice their skills and improve efficiency and speed
- Enhance the student's personal development (self-direction, responsibility, and organization of time)
- Builds a strong relationship between parents and children about the value of homework and learning.
- Used as punishment to develop the student's behavior for the poor attendance and attention

2.5.2. The Negative Effect of Homework

The opponents of homework claim that it may effects students' learning negatively. Cooper (1989) presents the major negative effects of homework on students' educational process. He argues that satiation is one of the most effects of homework; it may lead students to physical and emotional exhaustion and may lack the motivation and interest in their schoolwork. Another effect presented by Cooper (1989, p.87) is that "homework denies access to leisure time and community activities, can't children learn important lessons, both academic and non-academic". It means that homework is an activity of wasting time; it limits students' free time and participation in community activities. In addition, he adds that parents' contribution may negatively affect learners; it may distract and confuse students because their instructional method of teaching differs from the method used in the classroom.

Cooper (2001, p.35) asserts that if a parent's help turns into handing their child the solution, they may unwittingly encourage cheating. Boyle (2019, p.90) states that "in the 1940s and mid-1960s, homework was seen as inhibiting the development of students' problem-solving abilities and as adding excessive pressure on students to succeed". In short, from what is mentioned before homework is viewed as a way of wasting time and promoting cheating and academic dishonesty by coping with the information or the help of others. It impeding the student's improvements in problem-solving. The following figure suggests the potential effects of homework (the negative and the positive effects)

Positive Effects	Negative Effects
<p>Immediate achievement and learning</p> <ul style="list-style-type: none"> Better retention of factual knowledge Increased understanding Better critical thinking, Curriculum enrichment Long-term academic benefits Willingness to learn during leisure time Improved attitude toward school Better study habits and skills Nonacademic benefits <ul style="list-style-type: none"> Greater self-direction Greater self-discipline Better time organization 	<p>Satiation</p> <ul style="list-style-type: none"> Loss of interest in academic material, physical and emotional fatigue Denial of access to leisure time and community activities Parental interference <ul style="list-style-type: none"> Pressure to complete homework and perform well Confusion of instructional techniques Cheating

Table 2.1: The Positive and Negative Effects of homework. Adapted from Cooper (1989). Copyright 2005 by American Psychological Association. Reprinted with permission.

2.6. Reasons for Homework Incompletion

Completing homework assignments is viewed as one of the most challenging issues in classroom learning for educators. Killoran (2003) gives the main reasons why students do not complete homework according to different theories that explain the nature of humans, their developments, and how they may affect learners' behavior in the incompleteness of homework. The first reason according to behaviorism theory is positive reinforcement. Killoran (2003, p.310) defines reinforcement as "anything that results in a behavior increasing or staying the same". He adds that it can be a positive or negative reward. To illustrate this idea, Killoran (2003) states that "Susan is repeatedly refusing to do her

homework it would appear that she is being reinforced for this behavior. Teachers are often unaware that they encourage inappropriate behavior through reinforcement” (p.309). That is to say, parents and teachers must provide learners with an accurate and suitable form of reinforcement when they complete their homework.

Another reason according to constructivism theory is the difficulty of homework, Killoran (2003, p. 310) states that “a constructivist could argue that the work is not at the level in which the child can construct knowledge”. It means that students will be unable to complete the assignments if he/she is not at the same level of the task; it will be incomprehensible for them. The constructivist solution to the incompleteness of homework is to provide students with work that they can do it. Moreover, the interference of the environment is another reason why students complete their homework. Killoran (2003) highlights that according to the ecological systems theory the interfering environment may affect the student’s capacity and motivation to complete their assignments; this surrounding interference can be in school with friends or with parents at home and it may affect the student’s academic achievement. Therefore, the teacher should build a relationship with students to identify their difficulties, help them complete their tasks, and develop their self-confidence. The following table identifies the reasons for the incompleteness of homework according to different theories.

2.7. Strategies for Homework incompleteness

In classroom learning, developing students’ self-esteem, motivation, and academic performance is the responsibility of all teachers. In addition, teachers must create different techniques that eventually may help learners to complete their homework assignments and reach their academic success and goals.

According to Bryan and Sullivan-Burstein (1998) there are three strategies selected by teachers to increase homework completion and enhance students learning abilities (real-life

homework, homework planner, and self-monitoring assignment). The real-life assignment is the first selected strategy that is used by teachers, it aims to build a connection between school learning and real-life activities, and it improves the connection with parents to enhance the parental involvement in homework (Bryan & Sullivan-Burstein, 1998). That is, real-life assignment is a helpful strategy that motivates students to complete their homework and improve their critical thinking skills, as well as promote their academic achievements.

The second selected teacher strategy is the student planners. It is a type of self-management tool that students and parents use to create, and develop positive homework (Bryan & Sullivan-Burstein, 1998). In this concern, planner assignment is recognized as a successful tool that impacts students positively, it increases communication with teachers and parents, also it improves the involvement of parents in homework. Moreover, the Self-monitoring assignment is the third teacher-selected strategy. Students use a self-monitoring technique to evaluate and examine the completion of their assignments.

Bryan & Sullivan-Burstein (as cited in Minke, 2017) “the self-managed strategy provided more independent accountability for the student’s academic successes. Students in the study felt a sense of accomplishment and pride in their work”. It means this strategy allows learners to take more responsibility for their academic performance, they will feel satisfied and accomplished as a result of their effort and work. In short, these strategies are viewed as motivational factors that assist and motivate students to complete their homework assignments and promote their academic knowledge.

2.6. Teachers’ and Learners’ perspective on the Use of Homework in Improving Student’s Grammatical Ability

Homework is viewed by teachers and students as an important part of a foreign language classroom. According to Trautwein et al., (2009, as cited in Yavich & Davidovitch, 2020) teachers have a positive attitude in assigning homework to students; they

aim to develop the students' performance through practice, increase their self-confidence, and support them to be responsible in their life. Also, homework allows students to connect between school and home and enhance their communication with parents. That is to say, homework teaches students to be active and responsible participants who take part in the teaching and learning process.

Additionally, some EFL teachers and students argue that homework may help learners to develop their grammatical competence. As identified by Azzizah (2018, p.51) "homework is given by teachers to review grammar materials that have been learned by using various exercises. Students should change words or sentences to other forms and make new sentences based on grammatical rules learned". He adds that teachers also ask students to evaluate and analyze specific grammatical mistakes to understand more about grammar. Accordingly, the frequency of homework assignments has a positive effect on the learner's achievement because the more students practice the more they understand better the grammatical rules and help them to know how to apply these rules to produce correct utterances.

Conclusion

In short, homework assignment is regarded as an integral part of foreign language education, it develops core skills such as discipline, time management, and using resources. Also, it gives students the chance to practice the target grammar items and this promotes their competence in grammar in the long term. This chapter briefly gives a general overview of homework, its definition, and its types. Theoretically, it explains the importance of homework for elementary students' achievements . Additionally, it presents the main reasons for homework incompleteness and the suggested strategies that may help learners to complete their assignments. Finally, it introduces the students' and teachers' attitudes toward the use of homework in developing students' grammatical abilities.

Chapter Three
Fieldwork and
Data Analysis

Chapter Three: Field Work and Data Analysis

Introduction

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3.1.1 Research Approaches

3.1.2 Data Collection Methods

3.1.3.1 Questionnaire

Description and Aim(s)

- Administration

3.1.3.2 Interview

- Description and Aim
- Administration

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3.4 Synthesis of Findings

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3.6 Pedagogical implications

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الملخص

Introduction

The current chapter is concerned with the discussion of the researcher's fieldwork and analysis of data. Theoretically, it presents a general background about the research methods used in this study; the research approach, population and sampling, data gathering tool, and the data analysis procedures. Furthermore, it explains the reason behind the selection of data collection methods. Analytically, it gives an extensive interpretation of the collected data, as well as the discussion and synthesis of the outcomes. The present chapter is assigned to describe the attitude of EFL teachers and students toward using homework in improving students' level of grammar.

3.1. Research Methodology

3.1.1 Research Approach

In simple words, a research approach is a plan used by researchers for the collection analysis, and interpretation of data. There are three research approaches for conducting a research project (the qualitative approach, the quantitative approach, and the mixed-method approach). Initially, the qualitative approach is based on the collection, analysis, and interpretation of non-numerical data. According to Dornyei (2007, p. 38) the objective of qualitative research is “to describe social phenomena as they occur naturally, qualitative research takes place in the natural setting, without any attempts to manipulate the situation under study”. Accordingly, it is an exploratory method that aims to understand social and human problems in a natural setting, it includes interviews, journals, diaries, documents, and images.

The qualitative approach collects data through interviews, classroom observations, focus groups, and questionnaires. The most common approaches of this method are phenomenological, grounded theory method, ethnographic, and case study. However, the quantitative approach is based on the process of quantifying and performing statistical data.

It is divided into two sub approaches; experimental and non-experimental. Whereas, the mixed-method approach is the combination of the two approaches; the qualitative and the quantitative.

In our intended research, we opt for the qualitative approach because it is appropriate and suitable for our study to analyze and interpret data. Also, to get general viewpoints and beliefs about the use of homework in developing students' grammar.

3.1.2 Data Collection Methods

Data collection methods are procedures and tools that researchers use to assemble answers to the research question and validate the hypothesis. Furthermore, in qualitative research, the data gathering tools are semi-structured interviews, observations, questionnaires, and focus groups. In addition, quantitative research includes structured observation, structured questionnaires, structured interviews, and tests. However, the mixed-method data collection methods are semi-structured observation, semi-structured questionnaire, and semi-structured interview; a combination of qualitative and quantitative data gathering tools.

The data gathering tools used in conducting our study are the qualitative data collection methods; the semi-structured questionnaire and the semi-structured interview.

3.1.2.1 Questionnaire

The questionnaire is one of the data collection tools based on gathering purposeful information from the participants to check their opinions and views about a given topic, it can be qualitative or quantitative. Thus, the questionnaire is a research tool based on collecting information from participants.

- **Description and Aim of the Student's Questionnaire**

In this study, we opted for the semi-structured questionnaire to gather data from EFL students at Mohamed Ben Nacer secondary school. From the designed questionnaire we aimed to see the respondents' attitudes and views about the use of homework in improving

students' grammatical competence. It is divided into three main sections and twenty-four questions which are a combination of open-ended and closed-ended questions, students were asked to put a tick whenever necessary and make the full statement when needed.

- **Rubric one: Background Information**

This section is concerned with students' background information, it is composed of five questions. Students were asked to identify their gender (Q1), give their opinions about the difficulty in middle and secondary school (Q2), the challenges they faced (Q3), asked them if they were exposed to the English language outside the class (Q4), and how (Q5).

- **Rubric two: Grammatical competence**

The present section attempted to investigate the student's attitudes toward grammar it is composed of nine questions. They were asked to evaluate their level of grammar (Q1). Then, it aimed to check their opinions about the importance of grammar (Q2) and their preferred method of learning grammar (Q3). Additionally, this section designed to determine the difficulties that EFL students encounter in grammar (Q4) and the main reasons for their difficulties (Q5). They were asked if the present method of teaching grammar helps them to develop their skills (Q6). In addition, this section helped us to identify the teacher's strategies in teaching grammar (Q7). Moreover, it helped us to check the student's opinions concerning the extra activities provided by the teacher (Q8) and how often they receive extra activities (Q9).

- **Rubric Three: Students' Attitudes Toward homework**

This section assigned to investigate the students' attitudes toward homework. They were asked if they are familiar with the use of homework in EFL classes (Q1). It aimed to explore their opinions about the importance of homework (Q2), and we shed the light on the difficulties they faced when completing their homework (Q3) and what type of homework they receive (Q4). In addition, they were requested to state if teachers provide them with

corrective feedback about their assignments (Q5) and who helps them to complete their homework (Q6). They asked about how their teachers give them feedback and whether it is important or not. (Q7) The present section provided us with the strategies used by teachers when giving feedback (Q8) and explored the student's opinions about the use of homework to develop learners' grammatical competence.

- **Administration**

The questionnaire was submitted hand to hand to twenty EFL students at Mohamed Ben Nacer secondary school in Lioua (Biskra). It took three days for us we get the students' answers, they answer all the questions honestly and academically.

3.1.2.2 Interview

The interview is a type of data collection method used to ask questions and gather information from participants. It can be a face-to-face conversation or recorded between two persons about an interesting topic

- **Description and Aim of Teachers' Interview**

The interview is another data collection method used in this research. It is a semi-structured interview assigned to gather data from EFL teachers at Mohamed Ben Nacer secondary school. It is composed of ten questions (closed-ended and open-ended questions). The tool aimed to gather opinions and attitudes of EFL teachers concerning the use of homework to develop learners' grammatical competence.

- **Administration**

As previously stated, this semi-structured interview was designed for EFL teachers at Mohamed Ben Nacer secondary school. It was conducted with five teachers of English; it was a face-to-face interview with three teachers and on messenger with the rest two teachers and the data was recorded.

3.1.3 Research Sampling

The population is defined as “the group of participants whom the study is about” (Dornyei, 2007, p. 96) whereas the sample is a part of the population, it is based on selecting a small number of people from the whole population. It has two types’ probability and non-probability sampling.

The population of this study was EFL students and teachers at Mohamed Ben Nacer Secondary school. A sample of 20 students and 6 teachers of English was selected randomly from the whole population. We opted for this sample because students learn the basics in secondary school. More precisely, we observed that secondary school students face difficulties in grammar and English in general. Therefore, they need to practice to develop their language and their communication skills.

3.1.4 Data Analysis and Procedures

The analysis of data is the next step after gathering the needed information. It is defined as the process of the transformation of data into useful insights. In our study, we intend to use the interpretive approach to describe and analyze the obtained results from the questionnaire and interview.

3.2 Results

This part focused on the analysis of the obtained information from the student’s questionnaire and teachers’ interview

3.2.1 Analysis and Interpretation of Students’ Questionnaire

As a tool to collect data from students, this semi-structured questionnaire was designed for EFL students at Mohamed Ben Nacer secondary school to know their attitudes and views toward the implementation of homework to develop students’ abilities in grammar.

❖ Rubric one: Students’ Background Information

Item 1. Please specify your gender

This question illustrated the student's gender distribution

Table 3.1 Student's gender distribution

Option	Frequency	Percentage
Male	8	40%
Female	12	60%
Total	20	100%

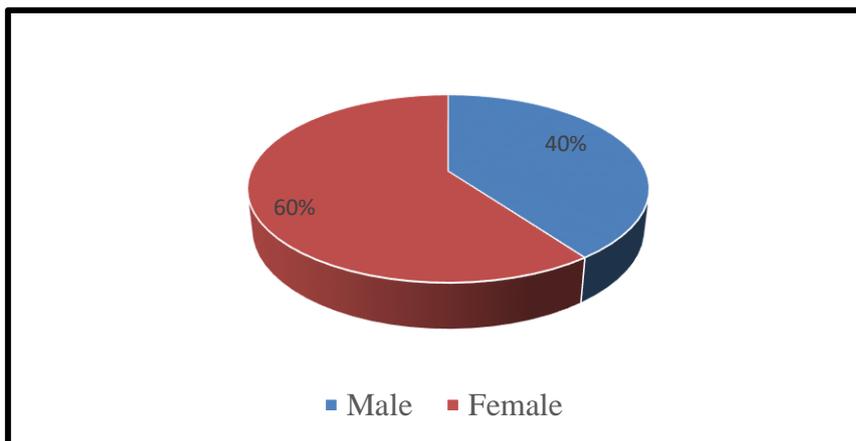


Figure 3.1 Student's gender distribution

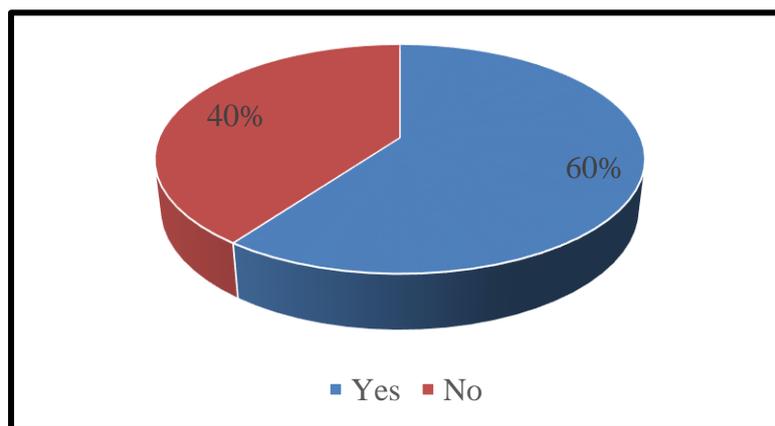
As identified in the following table 3.1 the majority of participants in this research are females. They represent 60% (12), whereas 8 respondents (40%) are males. This demonstrates that females are more interested in studying English as Foreign Language than males.

Item 2. Do you think that learning in secondary school is more difficult than learning in middle school?

This inquiry is designed to figure out the participant's point of view concerning the difficulty in secondary school and middle school

Table 3. 2: Student's points of view about secondary and middle school difficulty

Option	Frequency	Percentage
Yes	12	60%
No	08	40%
Total	20	100%

**Figure 3.2 student's point of view about secondary and middle school difficulty**

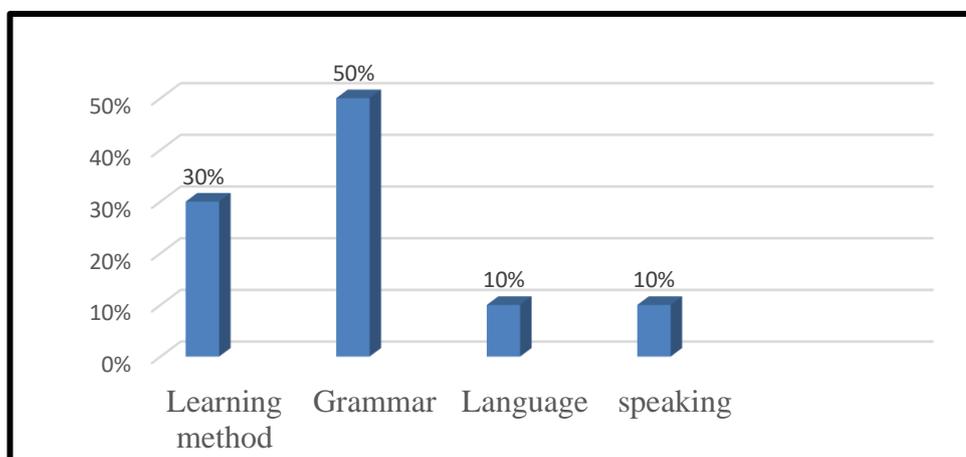
According to the above data, the highest percentage 60% considered learning in secondary school more difficult than learning in middle school. However, 40% did not think that learning in secondary school is difficult. Based on these findings, it can be concluded that the majority of participants encounter some difficulties while learning English.

Item 3.3 what difficulties did you face?

This question sought to determine the student's difficulties in English

Table 3.3 Student's difficulties in English

Option	Frequency	Percentage
Learning method	06	30%
Grammar	10	50%
Language	02	10%
Speaking	02	10%
Total	20	100%

**Figure 3.3 Student's difficulties in English**

Based on the findings presented in the following graph and table (3.3), 50% (10) of students found grammar the most difficult aspect of learning English. In addition, the learning method is regarded as the most difficult once for 30% of students. On the other hand, 10% (02) of participants stated that they have problems with using the language. Whereas 10% (02) considered speaking as the most complicated issue while learning English in secondary school. However, no students (0%) think that reading can be a problem. In short, we can understand that the majority of EFL students have difficulties with grammar.

Item 3.4 Are you exposed to the English language?

This question was designed to know if students are exposed to English outside the class or not

Table 3.4: Student's exposure to the English language

Option	Frequency	Percentage
Yes	19	95%
No	01	05%
Total	20	100%

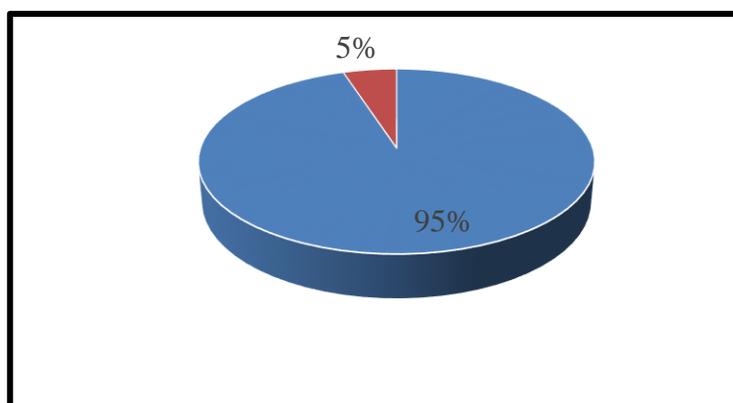


Figure 3.4 Student's exposure to the English language

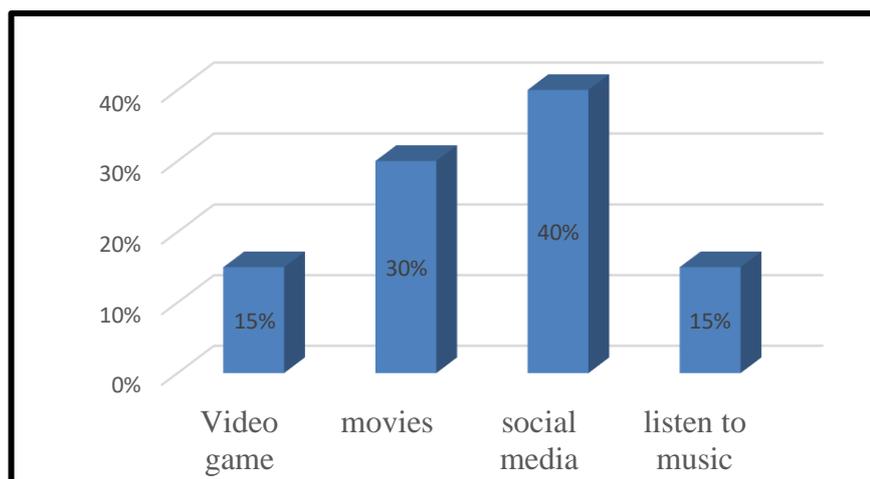
As shown in graph 3.4 the majority of the respondents 19 (95%) exposed to the English language outside their classrooms. However, only one of the respondents (5%) stated that he/ she was not interested in using English outside the school; may he /she is not capable to use English outside the classroom.

Item 3.5: if yes how?

This question aims to demonstrate how students exposed to the English language

Table 3.5 Students' justification for how they are exposed to English

Option	Frequency	Percentage
Video games	03	15%
Watching movies	06	30%
Social media	08	40%
Listen to English songs	03	15%
Total	20	100%

**Figure 3.5: Student's justification about how they are exposed to the English language**

According to the following results, the majority of EFL learners (40%) are exposed to English through social media. Moreover, 3 (15%) of the participants are interested in using English outside the class by listening to English songs whereas, (30%) of students considered watching movies an effective tool for improving their English language during the non-school time. The rest (15%) attempted to develop their English and their language skill through video games. To conclude, we can deduce that the majority of participants in this research prefer social media to increase their level of English through communication with others.

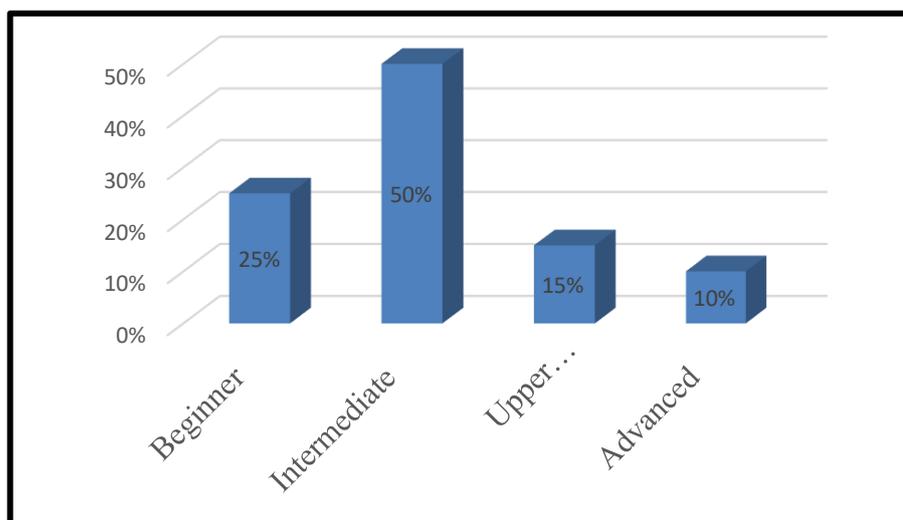
Section two: Grammatical Competence

Item 3.6: How do you assess your level of ability in grammar?

This question aimed to determine the participant's evolution of their level in grammar

Table3.6: Student's evolution of their ability in grammar

Option	Frequency	Percentage
Beginner	05	25%
Intermediate	10	50%
Upper-intermediate	03	15%
Advanced	02	10%
Total	20	100%

**Figure 3.6: Student's evaluation of their level in grammar**

As clearly stated in the figure above 3.6, (50%) of the participants considered their level in grammar as intermediate. Additionally, (25%) of the students believed that their level in grammar is beginner; which means they have difficulties and weaknesses in some aspects of grammar. However, (15%) of them responded that their level is upper-intermediate; therefore, they can communicate effectively. While (10%) of the students agreed that they have an advanced level in grammar; it means they have a higher level allowing them to produce the language accurately. That is to say, we can notice that the majority of respondents have good background knowledge of grammar but they still have some deficiencies that need some improvements which may help them to produce well-formed sentences in a language.

Item 3.7: Do you think that learning grammar is important?

The objective of this question is to identify the respondent's opinion about the importance

of grammar

Table 3.7: Student's points of view about the importance of grammar

Option	Frequency	Percentage
Yes	19	95%
No	01	5%
Total	20	100%

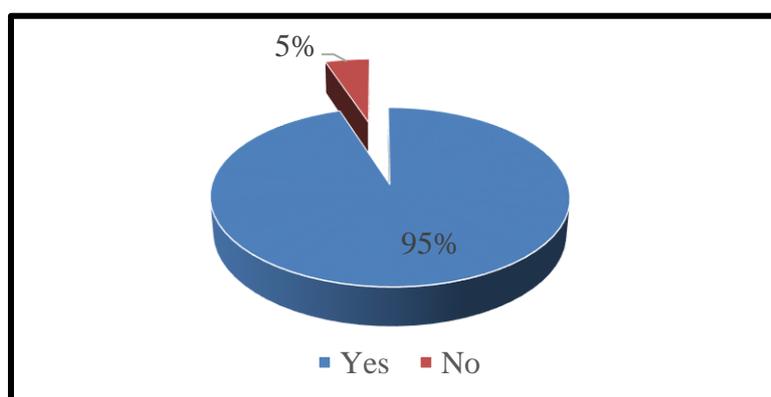


Figure 3.7: Student's point of view about the importance of grammar

Based on the findings indicated in the above table (3.7), the majority of EFL students (95%) agreed that learning grammar is important. While one of the students (5%) did not think that grammar is important, she/ he did not give it more interest than the other aspect of language. Therefore, grammar is considered an important aspect of language it allows students to develop their skills and enhance their academic success.

Student's justification

- **For "yes"**
 - It helps learners to construct well-formed sentences
 - I consider grammar a very important module because it is the basis of correct English
 - Grammar teaches students how sentences of a language are formed
 - It develops my level in a language

- Learning grammar means learning the language
- It is important because it helps to convey a clear message to the reader
- Grammar makes my pronunciation easy
- It is important to be aware of the different rules of language and to be competent in using them to build well-structured sentences
- It makes learners understand the language and speak correctly

For “no”

- We may be able to write and speak a new language fluently if we imitate the words and expressions we hear from native speakers. Studying grammar is not necessary to achieve this.

Item 3.8: What difficulties do you encounter when you learn grammar?

This question sought to determine the respondent’s difficulties in grammar

Table 3.8: Student’s difficulties in grammar

Option	Frequency	Percentage
Tenses	07	35%
The use of modal verbs	04	20%
Punctuation	01	05%
Capitalization	00	00%
Word order	06	30%
Sentence structure	02	10%
Total	20	100%

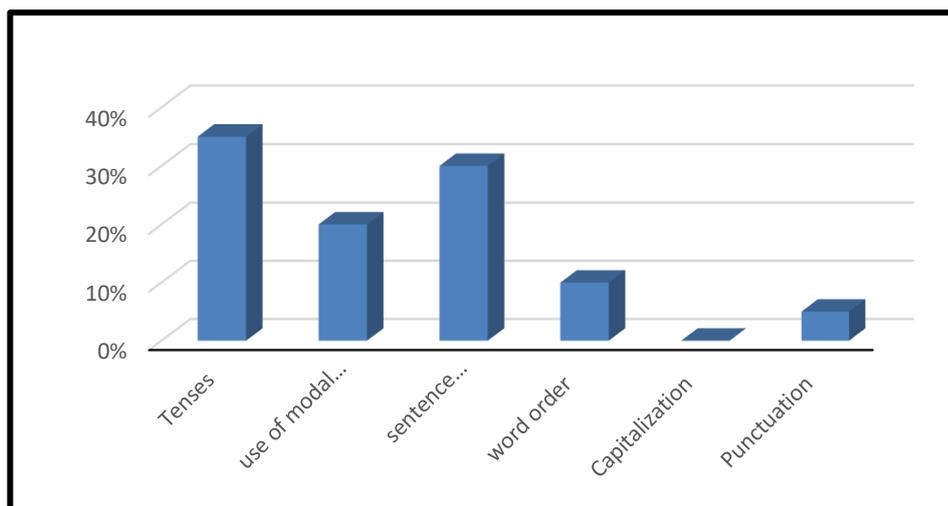


Figure 3.8: Student's difficulties in grammar

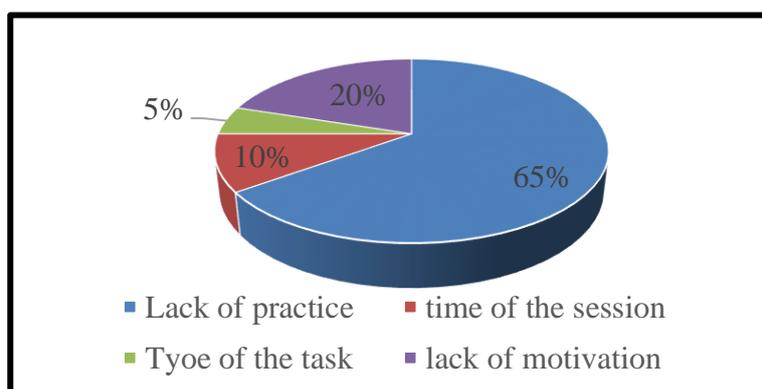
The figure.3.8 revealed that the majority of respondents 7 (35%) face difficulties with the use of tenses. 6 (30%) of the students considered sentence structure as the most difficult aspect of grammar. Moreover, 4 (20%) of the participants clarified that they have a problem with the use of modal verbs, they do not know how to combine a modal auxiliary with its appropriate tense Whereas, 2 participants represent (10%) confirmed that the word order is the most challenging issue for them. One of the participants represents (5%) said that punctuation is the most difficult aspect. No one among the participants (0%) stated that they have a problem with capitalization. To sum up, we deduce that most EFL learners face problems with some aspects of grammar.

Item 3.9: In your opinion, what are the main causes of the student's grammatical difficulties?

This question is designed for students to identify the main reasons for their grammatical difficulties.

Table 3.9: Student's main causes for their grammatical difficulties

Option	Frequency	Percentage
Tenses	07	35%
The use of modal verbs	04	20%
Punctuation	01	05%
Capitalization	00	00%
Word order	06	30%
Sentence structure	02	10%
Total	20	100%

**Figure3.9: Student's main causes for their grammatical difficulties**

According to the data shown above, 65% (13) stated that the lack of practice is the main reason for their difficulties. On the other hand, 20% (04) said that they lack the motivation to learn grammar. While 10% (02) acknowledged that the time of the session allotted for grammar is another reason for their difficulties, that is to say, the inappropriate time of the session makes learners challenging to learn grammar. Whereas, 5% (01) asserted that she/ faces difficulty with the type of the tasks and activities which does not meet their needs.

Item 3.10: Do you think that the present method of grammar helps you to enhance your skills?

This question aims to identify the student's opinions about the present method of teaching grammar.

Table 3.10: Student's opinions about the present method of teaching grammar

Option	Frequency	Percentage
Yes	11	55%
No	09	45%
Total	20	100%

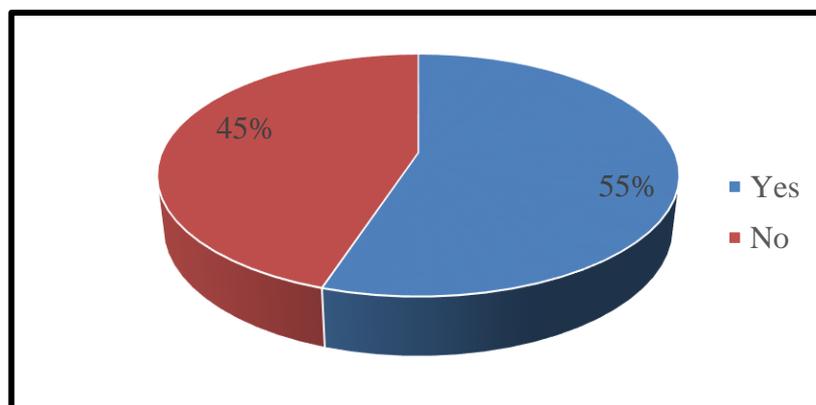


Figure 3.10: Student's opinion about the present method of teaching grammar

As shown in the data above, the majority of the students (55%) are satisfied with the present method of grammar teaching. Additionally, (45%) of the participants are not satisfied with the way grammar is being taught. Therefore, we can notice that the minority of EFL students struggle with the method used by teachers in teaching grammar because of different reasons.

Student's justifications

Sub-question is given to students to determine their viewpoints about the present method of teaching grammar and whether it helps them to develop their skills or not. Respondents who are satisfied with the present method of teaching grammar agreed that this method helps

them to enhance their language skills, especially in speaking and writing. They added that it supports them to practice what they have learned in the class, also they demonstrated that the present method supports the teaching of grammar by integrating it into the actual writing process.

Additionally, students who think that the present method of grammar is not helpful they illustrated that because teachers use the traditional method to teach this module; students think that grammar rules are complex and boring. Moreover, they declared that the present method is not motivational for learners so they avoid learning grammar. In addition, they stated that grammar needs more practice than theory. To conclude, teachers should integrate creative teaching strategies that make learners motivated and involved in learning grammar correctly.

Item 3.11: How does your teacher teach you grammar?

This question aimed to identify the teachers' strategies to teach grammar

Table 3.11: students' responses about teacher's strategies in teaching grammar

Option	Frequency	Percentage
Through reading	00	0%
Exercises	18	90%
Handouts	00	0%
writing	02	10%
Total	20	100%

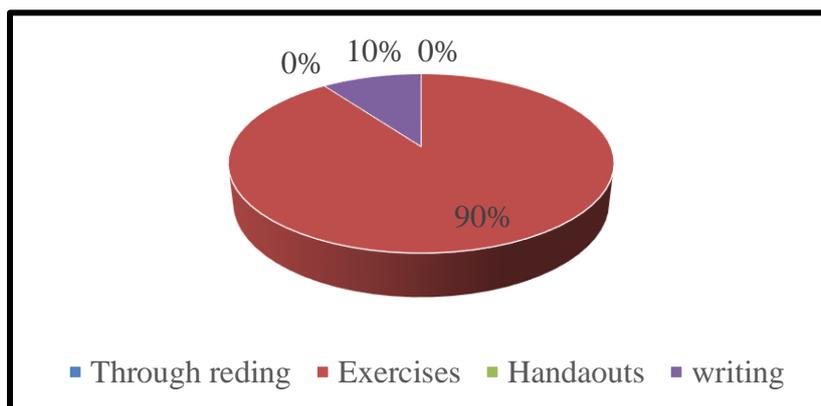


Figure 3.11: Student's responses about teacher's strategies in teaching grammar

This question aims to identify the strategies used by the teacher in the teaching of grammar. The respondent's answers are presented in the above figure and table. The majority of respondents 18 (90%) responded that their teacher relies on the exercise to teach them grammar rules. However, 02 participants represent (10%) pointed out that their teacher gives them handouts for a better understanding of the grammar rules. From these findings, we can notice that EFL teachers rely on practice rather than theory to enhance their student's grammatical abilities.

Item 3.12: How do you prefer to learn grammar?

This question aimed to identify the student's preferable method of learning grammar

Table 3.12: Student's preferable method of learning grammar

Option	Frequency	Percentage
Inductively	04	20%
Deductively	16	80%
Total	20	100%

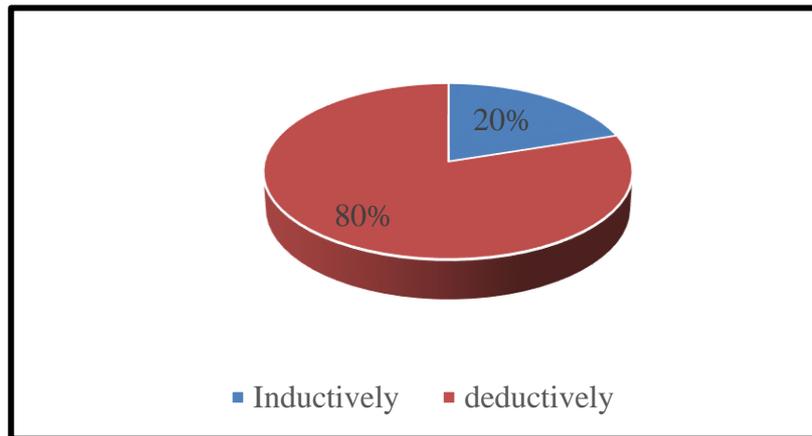


Figure 3.12: Student's preferable method of learning grammar

Based on the results indicated in table 3.12, the majority of students' answers (16) with a percentage of 80% preferred to learn grammar deductively; to be given the rule directly by the teacher. On the other hand, (04) participants with a percentage of 20% prefer to find the rules by themselves to improve their use of English grammar.

Item 3.13: What do you think about the extra activities given to you by your teacher?

Table 3.13: Respondents' opinions about the extra activities

Option	Frequency	Percentage
Interesting	04	20%
Helpful	14	70%
Not interesting at all	02	10%
Total	20	100%

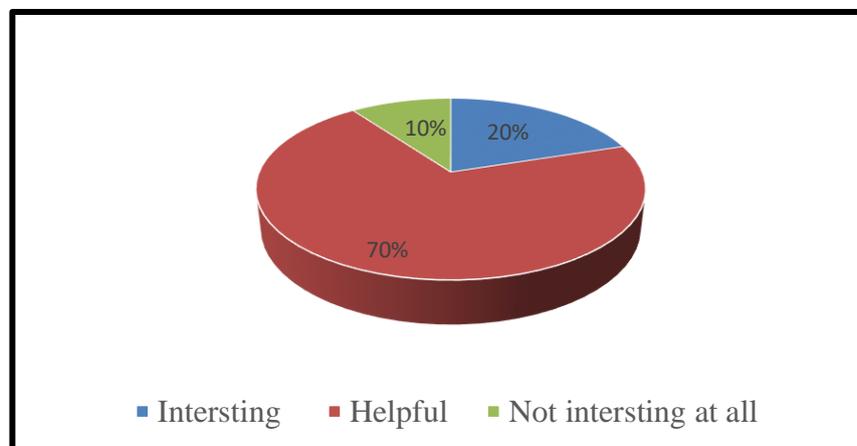


Figure 3.13: Respondent's opinions about the extra activities

The objective of this question is to identify the student's opinions about the extra activities given by the teacher. As the figure illustrates, (14) 70% of the participants saw the extra activities as a helpful technique to practice what they learn in the class. Whereas (04) 20% of the participants agreed that it is interesting because it encourages them for the autonomous learning. Moreover, only (02) 10% of the participants think the extra activities provided by the teacher are not interesting at all. Consequently, we can say that most of the students have a positive attitude toward the extra activities, they believe that it is a tool for developing their academic success.

Item 3.14: How often does your teacher provide you with extra activities to practice at home?

Table 3.14: Frequency of teacher's grammar activities

Option	Frequency	Percentage
Always	13	65%
Sometimes	04	20%
Usually	02	10%
Rarely	01	05%
Total	20	100%

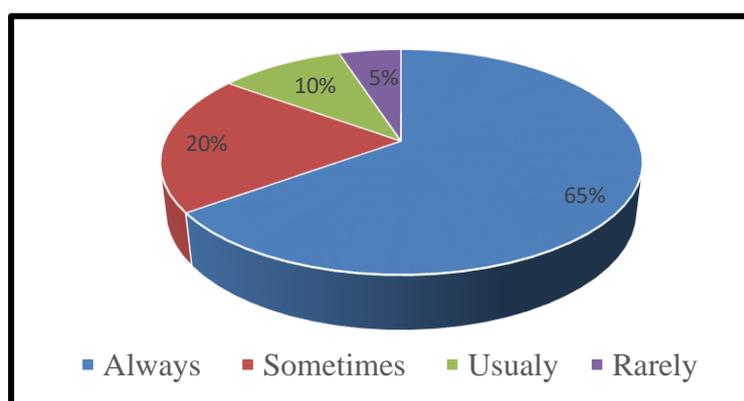


Figure 3.14: Frequency of teacher's grammar activities

As clearly indicated in the figure above, 13 respondents represent (65%) stated that they always receive extra activities from their teacher in grammar. On the other hand, 04

respondents with a percentage (20%) said that their teacher sometimes provides with grammar extra activities in grammar and, 02 participants with a percentage (10%) claimed that their teacher usually gives them extra activities to practice at home. Only one student with a percentage of (5%) declared that the teacher rarely provides them with activities to practice.

Section three: Student's Attitudes toward the Use of Homework

Item 3.15: Are you familiar with the use of homework in EFL classes?

This question aimed to explore the student's familiarity with the use of homework

Table 3.15: Student's familiarity with using homework in EFL classes

Option	Frequency	Percentage
Yes	16	80%
No	04	20%
Total	20	100%

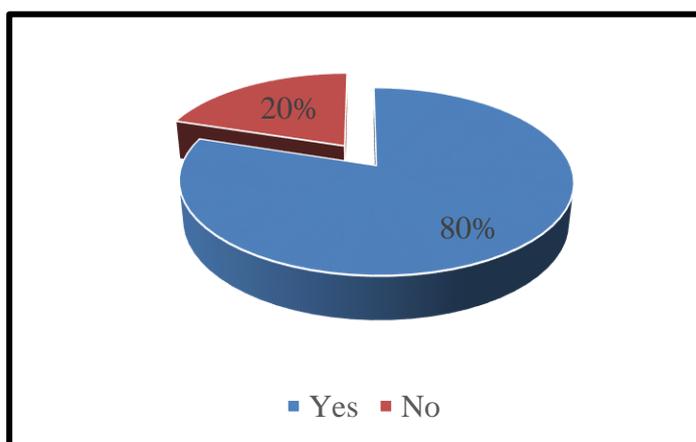


Figure 3.15: Student's familiarity with using homework in EFL classes

The result presented in the graph above illustrates that the majority of EFL students 80% are familiar with the use of homework in EFL classes. Whereas 20% of the students are not interested in using homework in their classroom. Therefore, we can understand that a considerable number of participants are interested in developing their grammatical

competence through the use of homework while the minority of the participants are not familiar with the use of homework to learn grammar.

Student's Justification

For "yes"

- it helps me to do more practice
- it helps me to improve my level
- it leads me to develop my skills
- homework develop my abilities and supports me to practice my grammar
- homework supports me to prepare my lessons
- it is a helpful strategy to prepare for the exam
- it supports me to get good grade
- homework allows me to practice more to master my grammar
- to practice my writing
- helps me to practice because the grammar rules are difficult to learn
- To review what I have learned

For "no"

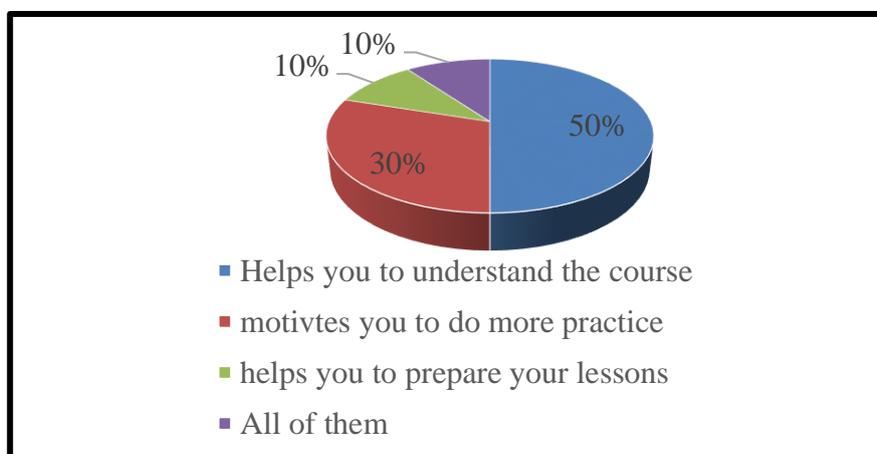
- Homework is a waste of time
- Many homework assignments lead to physical and emotional problems
- It supports coping and the academic dishonesty

Item 3.16: Homework is important because:

This question aimed to determine the students' responses about the importance of homework

Table 3.16: Student's responses about the importance of homework

Option	Frequency	Percentage
Helps you understand the course	10	50%
Motivates you to do more practice	06	30%
Helps you to prepare your lesson	02	10%
Helps you to develop your reading and writing	00	0%
All of them	02	10%
Total	20	100%

**Figure 3.16: Student's responses about the importance of homework**

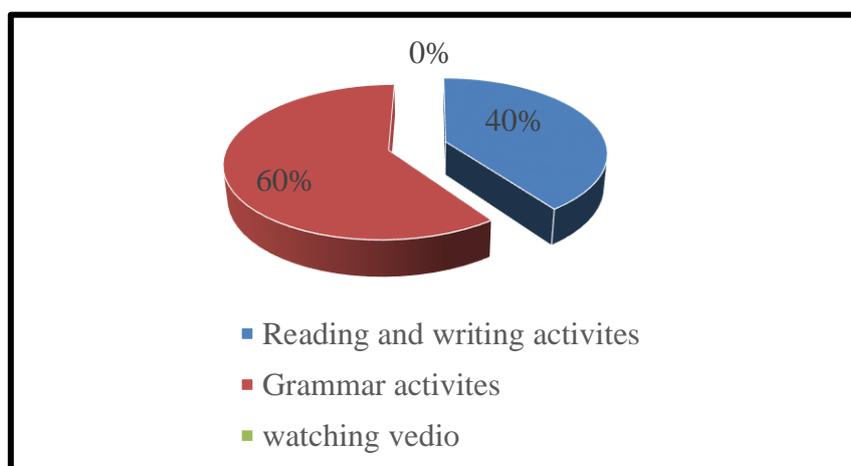
Through this question, we infer that the majority of the respondents 50% consider homework an important tool that helps them to understand their course. However, 30% believed that homework can motivate them to do more practice about what they have learned in the classroom. Meanwhile, 10% said that homework allows them to prepare for their lessons and the rest of the 10% choose all the choices mentioned; they demonstrate that in all cases homework can affect them positively.

Item 3.17: What type of homework do you receive?

This question aimed to identify the types of homework that students receive.

Table 3.17: Types of homework in grammar

Option	Frequency	Percentage
Reading and writing tasks	08	40%
Grammar activities	12	60%
Watching video	00	0%
Total	20	100%

**Figure 3.17: Types of homework in grammar**

According to the obtained result, we understand that EFL students receive different types of homework in their grammar module. 12 participants with a percentage of (60%) receive grammar activities and 08 of them with a percentage of (40%) stated that they receive reading and writing activities. However, none of the students (0%) received watching video activities. Based on these findings, we infer that most EFL teachers are interested in giving grammar activities to their students to develop their grammatical competence as well as enhance their language proficiency.

Item 3.18: Does your teacher gives you corrective feedback about your grammar homework?

Through this question, we wanted to see whether students receive feedback from their teachers or not

Table 3.18: Receiving corrective feedback on grammar homework

Option	Frequency	Percentage
Yes	17	85%
No	03	15%
Total	20	100

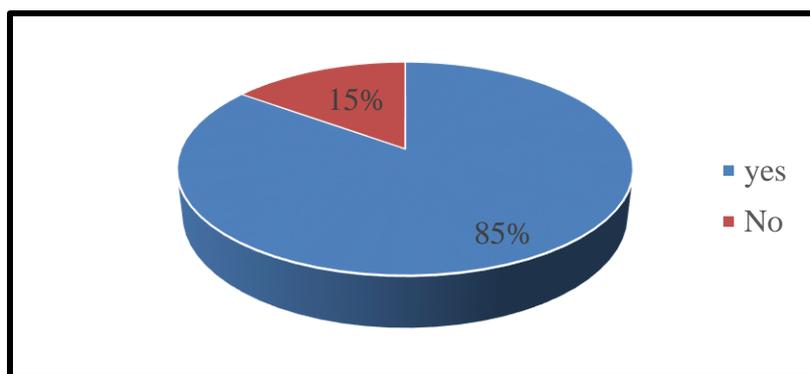


Figure 3.18: Receiving corrective Feedback on grammar homework

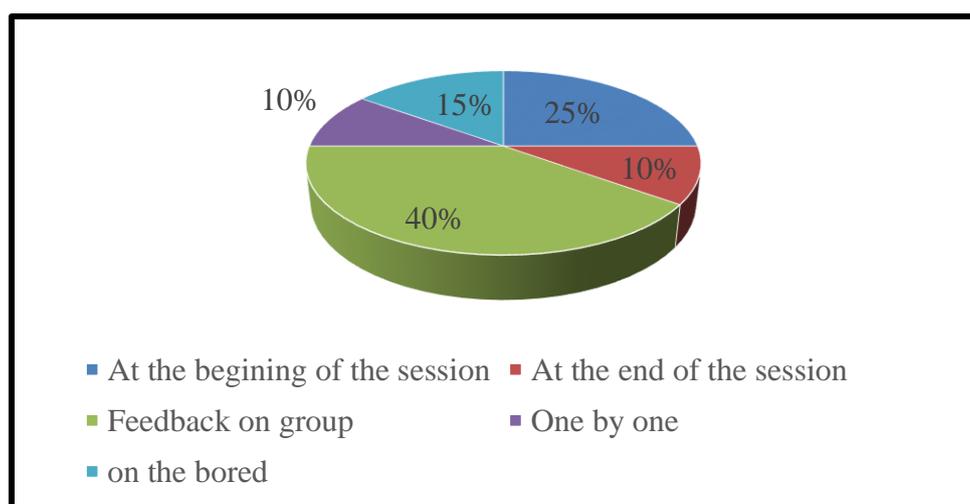
This question aims to know if EFL students receive corrective feedback about their grammar homework or not, the result is presented in the graph above. Most of the students 85% responded that their teacher provides them with feedback about their grammar assignments. The rest 15% stated that they do not receive any feedback about their work. Accordingly, we can understand that feedback is used by teachers as a tool of reinforcement to correct the student's errors during the lesson.

Item 3.19: How does your teacher give you feedback?

Through this question, we wanted to know the strategy used by teachers when giving feedback

Table 3.19: Student's responses about the way of receiving feedback

Option	Frequency	Percentage
At the beginning of the session	05	25%
At the end of the session	02	10%
Feedback on groups	08	40%
On the board	05	25%
Total	20	100%

**Figure 3.19: Student's responses about the way of receiving feedback**

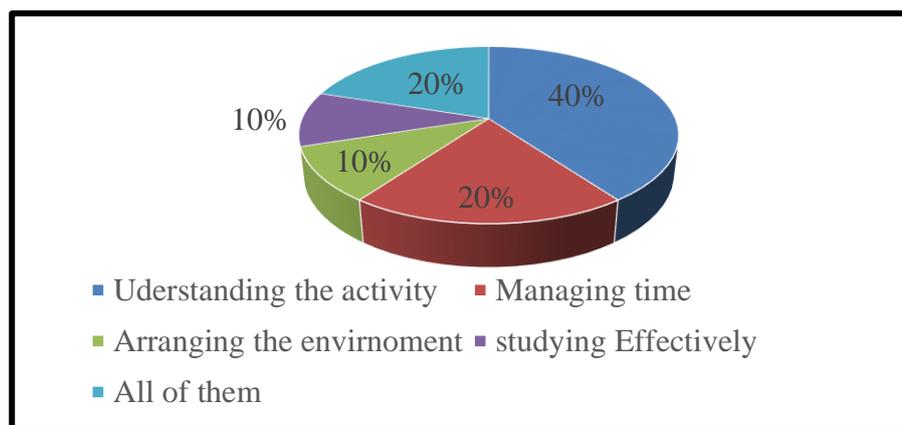
The figure revealed that 40% of the respondents received corrective feedback on the group. 25% of the respondents indicated that their teacher gives them corrective feedback at the beginning of the session; they believe that it is an effective strategy that helps learners to avoid repeating the same mistakes and learn from them. Besides, 10% of the participants noted that their teacher provides them with feedback at the end of the session, and 25% of them stated that their teacher gives them the correction of the assignments on the board for more understanding of the covered lesson. In short, teachers use feedback in the group as an important technique for students to change thoughts and ideas with their peers and to learn from their mistakes.

Item 3.20: what difficulties do you face when doing your grammar homework?

This item aimed to identify the respondents' difficulties with homework

Table 3.20: Difficulties encountered by students when doing homework

Option	Frequency	Percentage
Understanding the activity	08	40%
Managing time	04	20%
Arranging the environment	02	10%
Studying effectively	02	10%
All of them	04	20%
Total	20	100%

**Figure 3.20: Difficulties encountered by students when doing homework**

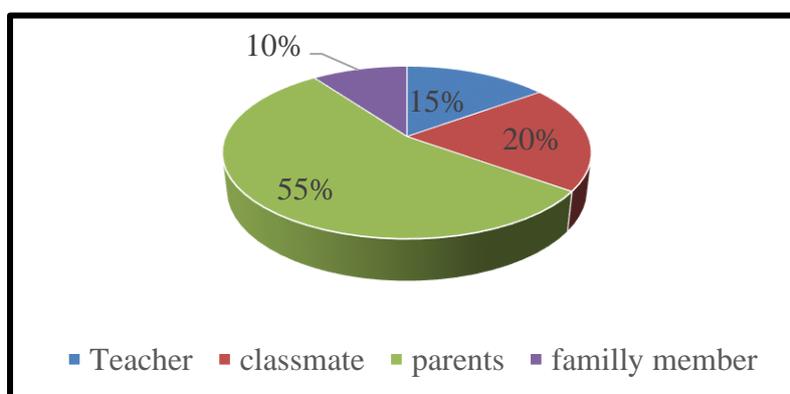
This question aims to identify the difficulties that face EFL learners when doing their homework. 10 (40%) of the respondents responded that they have a problem with understanding the activity and this may be due to the lack of concentration and difficulty of the module. However, managing time was the most challenging issue for 04 (20%) of the respondents. 02 (10%) of the participants agreed that arranging the environment was one of the major obstacles that faced when completing their homework. While, the other 02 (10%) participants did not know how to study effectively; this is a result of the surrounding environment, and lack of motivation from their parents. Also, 04 (20%) of the respondents said that they faced all the difficulties mentioned. Accordingly, we infer that understanding the activity and managing time are the main issues that students faced when accomplishing their homework assignments may be due to their laziness and procrastination.

Item 3.21: who helps you when doing your homework?

Through this question, we aimed to know who helps students complete their homework

Table 3.21: helping students complete their homework

Option	Frequency	Percentage
Teacher	03	15%
Classmate	04	20%
Parents	13	65%
Family member	00	0%
Total	20	100

**Figure 3.21: Helping students complete their homework**

The results obtained from this figure, show that 65% of the students received help from their parents when completing their homework. Therefore, parents may support their children to build their academic knowledge. 20% of participants stated that they completed their homework assignments with the help of their classmates because they encouraged them to do more practice. 15% answered that teachers are the best resource that may help learners to complete their assignments and support them to achieve their learning goals. From these findings, we can say parental involvement can take a part in the student's educational process, they may affect their student's achievements positively and promote their communication skills.

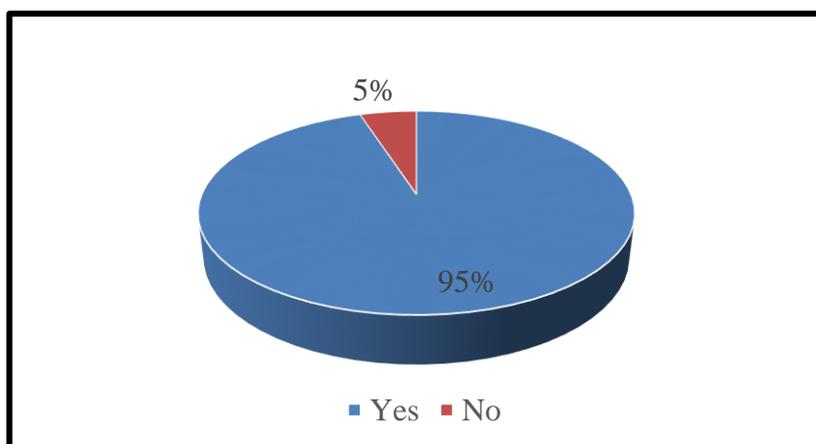
Item 3.22: Do you think that homework helps you to improve your grammatical

competence?

This question aimed to determine the students' opinions toward the use of homework in improving learners' grammar.

**Table 3.22: Student's opinion's about the use of homework to improve
Students' grammar**

Option	Frequency	Percentage
Yes	18	90%
No	02	10%
Total	20	100%



**Figure 3.22: Student's opinion about the use of homework to improve the
Student's grammar**

Through this question, we want to know the student's opinion toward the use of homework to enhance the student's grammatical competence. The majority of the students 90% agreed that homework can help them to develop their grammatical abilities. While, the minority of them representing 10% answered no, they disagree that homework cannot help them to reach their level in grammar. Based on these results, we may say that most EFL students consider homework as a beneficial to practice the rules and improve their

grammatical abilities

3.2.2 Interpretation of the Questionnaire's Results

According to the obtained data from the questionnaire, we conclude the following:

This questionnaire is submitted to EFL students at Mohamed Ben Nacer's secondary school to know the attitudes of EFL students toward using homework to develop learners' grammatical competence. The results showed that the majority of the EFL learners are females; they are interested in learning English more than males. Additionally, most of the students are exposed to the English language outside the classroom, they believe that learning a language in different contexts and situations helps them to raise their level as well as develop their communication skills.

Besides, students think that learning in secondary school is more difficult than in middle school due to numerous challenges. They considered grammar one of the difficulties they faced. Therefore, they are aware of the role of grammar in learning a language. Furthermore, more than half of the students agreed that grammar is an important aspect of mastering a foreign language because it helps learners to know how language is built. They consider their level of ability in grammar as an intermediate; thus, they have deficiencies in different aspects of grammar, namely, the use of tenses, word order, modal verbs, sentence structure, and punctuation. Therefore, the height percentage in this research indicates that the majority of participants face problems with the use of tenses. In addition, many of them claimed that the lack of practice and motivation are the main reasons that prevent them to learn grammar correctly.

Moreover, students believed that the present method of teaching grammar allows them to enhance their speaking and writing skills, they justified that it supports the teaching of grammar by integrating it into the actual process of writing. However, other participants state the opposite, they are not satisfied with the way grammar is being taught; they

illustrated that teachers rely on the traditional method of teaching grammar, therefore, learners feel boring and unmotivated to practice the rules because grammar is based on practice more than theory.

Additionally, the results revealed that exercises, are mostly used by teachers as a strategy to teach grammar accurately, therefore, respondents considered the extra activities provided by the teacher interesting and helpful to practice their grammar knowledge. This demonstrates that the majority of students are familiar with using homework in EFL classes. Furthermore, the data showed that teachers use corrective feedback as an effective tool to correct their student's mistakes and help them avoid repeating the same errors in their future assignments, as well as increase their grammatical accuracy. Other data indicated that involving parents in their student's education is considered a contributing factor to their achievements because they support them to complete their assignments and help them to connect between school and home. In conclusion, the results obtained from the questionnaire illustrate that homework is recognized as an important aspect of foreign language classes that help learners to promote their grammatical abilities.

3.2.3 Interpretation and Analysis of Teacher's Interview

This semi-structured interview was the second data-gathering tool used in this study in addition to the student's questionnaire. It was designed to collect data from EFL teachers at Mohamed Ben Nacer secondary school to check their perceptions and opinions concerning developing student's grammatical competence through the use of homework

Item 01: Teacher's degree

This question aimed to identify the teacher's degree (Doctorate, magister, master)

Table 3.25: Teacher's degree

Option	Number
Doctorate	0
Magister	02
Master	03
Total	05

The finding above demonstrated that most of the teachers 03 have a Master degree. While, the rest of the 02 teachers have a magister degree. However, no one has a doctorate. The variation of level helps us to get purposeful data that accomplish our research

Item 03: Teachers evaluation of their student's level in grammar

From this item, we sought to identify teacher's opinions about their student's level of grammar

Table 3.26: Teachers evaluation of their student's level in grammar

Opinion	Number
Beginner	03
Intermediate	02
Upper-intermediate	0
Advanced	0
Total	05

Teachers' responses illustrated that the level of students in grammar is between beginner and intermediate. 03 teachers agreed that their student's level in grammar is beginner; they pointed out that since their students are in secondary school they are not competent and their level is not well versed in grammar and English in general. Therefore, they need to be

enhanced and developed through activities and courses. However, 02 teachers considered their student's level in grammar as intermediate; they had a good background in grammar but they still had some challenges. Whereas, none of them consider their student's level as advanced or upper-intermediate. Based on these results, we deduce that secondary school students need more practice to develop their linguistic, and grammatical levels, and their English in general.

Item 04: Teachers' choice of method to teach grammar

Table 3.27: Teacher's choice of method to teach grammar

Option	Number
Deductively	02
Inductively	01
Both	02
Total	05

Based on the data stated above, teachers (02) used both methods when teaching grammar and this depends on the objective of the course and the content. Whereas, one teacher responded that she relied on the inductive approach to teach grammar. She justified her answer by saying that the inductive approach requires from the students to analyze examples using their critical thinking and inductive skills to obtain the general rule. Thus, this approach (the inductive) encourages students to be more autonomous and active. Besides, the rest of the 02 teachers claimed that the deductive approach is the most effective method to teach grammar; they stated that grammar rules are driven at the beginning of the class by the students with the guidance of the instructor.

The learner is more active participant in the learning process rather than being a passive

recipient, also, they justified that teaching grammar deductively helps to confirm students' expectations about the lesson and get straight to the point. As a result, both approaches benefit the learners but from the teacher's responses, we can say that grammar should be taught explicitly; the increased engagement in grammar lessons may help the student to develop a deeper understanding and help him/her retain the structures being learned more effectively. In addition, students can get all the terminology linked to grammar.

Item 05: Reasons for learner's grammatical competence from teacher's point of view

From this item, we wanted to determine the reasons behind students' grammatical difficulties from the teacher's point of view

Teacher 01: Lack of practice, revision lack of reading. Also, difficulty/complexity/ambiguity of some grammar rules: some students get confused about the different uses/functions of one word/part of speech /verb tense

Teacher02: They have limited background concerned with grammatical rules

The students neglect the grammatical rules and do not concentrate on them, also the lack of practice

Teacher 03: Maybe because they didn't get the basics of grammar points at the beginning of their study of the language or they are careless about the language since they don't understand it.

Teacher04: They mix it with French grammatical rules.

They misunderstand rules because they translate them literally into their mother tongue Arabic also, they lack practice

Teacher 05: overgeneralization and negative interlanguage (students tend to compare the French and English grammar rules and fall often into mistakes), the lack of practice.

As it is observed, the majority of teachers agreed that the lack of practice is the main reason that hinders students' ability to learn grammar correctly (teachers 1, 2, 4, 5). Thus,

practice helps learners develop their grammatical abilities and enhance their writing and speaking skill; practice makes perfect. Moreover, teachers (5 and 4) claimed that overgeneralization and negative interlanguage is another cause of the student's difficulty. Hence, the influence of the mother tongue may affect students negatively; students translate words and sentences from their mother tongue to English. Thus, this may affect their achievement and their use of language.

In addition, limited background on the grammatical rules was another reason (teachers 2 and 3). If students did not get the basics of grammar rules at the beginning of their study of language this makes them fall into mistakes. To sum up, from teachers' responses we can notice that grammar may affect by different factors namely: lack of practice lack of motivation, overgeneralization, and the negative interlingauge. Besides, the lack of practice is the main reason and the source of students' difficulties in grammar, hence, teachers should provide their students with a variety of activities to practice the grammar rules and reduce their problems.

Item 06: Teacher's opinion about the priority and the level of grammar instructions

This question aimed to identify teachers' opinions about the priority of grammar instructions

Teacher 01: grammar instructions should be prioritized at the beginning and pre-intermediate levels. Indeed, should master the various rules to use them when understanding sentences/texts and using them to write their productions and write correct answers in tests and exams.

Teacher02: I think that grammar instructions should be prioritized because learners should know the basics to understand what is said to them easily.

Teacher 03: Yes, grammar should be prioritized because it is the basis for using and understanding the target language, most of our students neglect it and consider it a hindrance to their production

So teaching grammar to broaden their vision about what grammar rules entail and the different usage of them

Teacher 04: it must be prioritized because the students who do not master the grammar of the language, cannot be creative. Grammar is the system of using the language

Teacher 05: yes, grammar should be prioritized, in the beginning, and the pre-intermediate because it is the basis of language if the student does not know the grammar rules. She/he cannot speak and write effectively

As it is illustrated above, all teachers agreed that grammar instruction should be prioritized because it is the core of the language. Students should master the grammar rules and know how to build well-formed sentences at the beginning of their studies to develop the quality of their writing and their skills in general (teachers 1 and 5). Thus, mastering grammar means the language. In addition, teachers 2, and 3, 4 confirmed that grammar should be given more priority because allows learners to understand and use the target language. From the teacher's responses, we understand that grammar has a significant role in the teaching and learning process; having good knowledge of grammar develops the student's productive and receptive skills, and also, helps learners to produce a clear message with an intended tone.

Item 07: Teachers' opinions about remedial works outside the classroom

This question aimed to identify teacher's opinions about remedial works outside the class

Teacher 01: Outside work, additional practice, and assessment should be assigned to students to practice what has been learned in class and improve their competence.

Teacher 02: Students should receive outside work. Because they need the practice to develop their grammatical competence.

Teacher 03: Teachers must provide students with outside work to develop their level and be familiar with the different rules as well as their exceptions.

Teacher 04: students should receive remedial work and it can be in the form of homework assignments followed immediately with corrective feedback from the part of the teacher.

Moreover, students should be encouraged to watch certain instructional videos on YouTube

Teacher 05: Teachers must provide students with remedial work outside the classroom because one hour in the session is not enough. Therefore, they must practice to improve their competence and develop their language.

The data above demonstrated that all teachers confirmed that students should receive outside work because it helps students to achieve successful learning. Teachers 1, 2, and 3 declared that students should receive extra activities to review what they learned in the class and enhance their competency and proficiency. Furthermore, teacher 04 proved that remedial can be in form of homework and followed by feedback. Thus, homework is how students practice what they have learned before, it is the development of critical thinking and intelligence and corrective feedback is the most useful strategy to correct their student's mistakes. Likewise, teacher 5 pointed out that one hour in class is not sufficient for students to understand everything. Accordingly, they should receive additional activities to practice at home.

From the teacher's responses, we notice that all teachers are familiar with the use of remedial work, they believe that the practice encourages learners to review the class material and prepare their lessons because in class, more time is dedicated to direct instruction of rules and less time is devoted for practice and this due of time constraints and long syllabus to complete.

Item 08: Types of homework and the strategies used to assign homework and activities

From this question, we asked teachers to provide us with the type of homework and the strategies used when they assign activities.

Teacher 01: Fill in the gaps with e.g. appropriate prepositions, verb tense, combining pairs

(re-writing) of sentences using conjunctions, relative pronouns, and spotting and correcting errors. Extension: students have to complete/ extend sentences with their ideas, and multiple-choice activities and I take into consideration the needs and the weakness of students.

Teacher 02: The practice and extension types and multiple choice. I identify the needs of my students

Teacher 03: It depends on the presented lesson sometimes I use unfinished class work i.e. asking my students to complete the work they were doing in class at home.

Teacher 04: filling the gaps, multiple-choice, compare, correcting the errors

Teacher 05: At the end of each sequence I assign one homework which will conclude every detail of the sequence all the listening, reading, and grammar lessons. Pupils have to improve their understanding of the whole lesson through a written paragraph.

These findings illustrated that teachers assigned different types of homework and used different strategies when assigning activities. Some teachers stated that they provide students with multiple choice and extension homework, correcting the errors by taking into consideration their student's weaknesses and needs when designing the homework (teachers 1, 2, and 4). However, teacher 5 responded that at the end of each sequence provide her students with one homework that covers everything. Whereas, teacher 03 asked her students to finish the class work at home.

Consequently, we infer that teachers design a variety of assignments and each homework assignment has its goals and objectives; understanding each of these requirements determines the type and strategy to be adopted. Additionally, teachers should identify the needs of students and identify their weaknesses. Activities should be engaging, workable (not too difficult), motivating (not too silly/easy), and challenging to make the students aware and can analyze sentences correctly.

Item 09: Teacher's opinions about the use of homework to develop student's achievements, especially in grammar

This question aimed to check teacher's opinions concerning the use of homework in developing students' achievements

Teacher 01: Homework develop the students' achievement because ensures review. New material and old material are practiced in daily assignments. Students who do their homework daily are prepared for tests and make better grades

Teacher 02: Homework provides time to complete longer assignments that cannot always be done/completed at school and help students prepare their lessons.

Teacher 03: If students do their homework assignments means that they are trying to better what they have learned during the lecture

Teacher 04: Homework makes learners review the lecture and prepare themselves for tests in addition

Teacher 05: Homework encourages students to develop their performance and competence; it helps them to practice and apply the rules in grammar and review the learned knowledge

The results indicated that teachers agreed that homework may affect the student's achievement positively. They stated that homework assignment allows learners to review what they have learned in the class, and it supports them to prepare for their exams. In addition, it provides time to complete longer assignments and helps them to practice their grammar knowledge and use the rules correctly. Hence, homework gives students additional practice of skills covered in class because classes are too short to teach a new concept and practice it sufficiently for students to master. In addition, since all students do not work at the same speed, giving students time at home to finish work keeps them from falling behind. In short, homework demands students to be self-reliant, and autonomous as they are asked to do a task far from their teacher's help and guidance.

Item 10: Teacher's evaluation of content and techniques when relying on homework

From this item, we wanted to know if teachers evaluate their content and techniques when relying on homework

Teacher 01: I evaluate my content and techniques, I found them effective as they could spot students' weaknesses, reinforce strengths, identify the class's different levels and needs, and overcome difficulties through effective feedback.

Teacher 02: Yes, when I prepare homework I have to bear in mind the level of my students to help them get a better understanding

Teacher 03: I plan first the content by developing learning outcomes and strategies. I try to assess my content and strategies to see what needs to be changed in future uses.

The results revealed that only three teachers answered this question. Teacher 01 stated teachers should select a useful technique that helps them to detect the student's deficiencies, determine their levels and requirements, and overcome challenges through feedback. Thus, in assigning homework, an effective strategy allows teachers to overcome students' weaknesses. Additionally, teacher 03 acknowledged that teachers must evaluate their techniques to determine what needs to be improved for future uses. However, teacher 02 said that teachers should take into consideration their student's levels when assigning homework assignments. Consequently, from the respondent's justification, we can observe that in assigning homework, effective strategies and techniques may affect the student's achievements. Besides, teachers design homework to make students review what they have seen in the class, evaluate their progress, and identify difficulties and weaknesses to be treated in class.

3.2.4 Interpretation of Teacher's Interview

Based on the data obtained from the teacher's interview we sum up the following.

The analysis of the teacher's findings gave us valuable and purposeful information that

may answer our research questions. The interview was conducted with EFL teachers at Mohamed Ben Nacer secondary school to figure out teachers' views and opinions concerning developing learners' grammatical competence through the use of homework. From their responses, we have inferred that grammar plays an important role in the process of teaching and learning; it is a system of rules that govern the use of language. More importantly, they confirmed that grammar should be given more priority in EFL classes, they considered it the basis of language; having good background knowledge of grammar, and knowing the rules of language helps learners to interact and communicate with native speakers correctly.

Besides, teachers responded that their students' level is a beginner and not well versed due to some difficulties namely: the complexity of some grammatical concepts; use of tenses, modal verbs, sentence structure, and word order. They need to be developed and enhanced through practice and courses. The findings showed that the lack of practice is the main reason that prevents learners to learn grammar correctly. Therefore, teachers emphasized that practice helps to review the learned knowledge and develop critical thinking, they responded that students should receive outside work as a form of homework to build their knowledge and improve their competency and proficiency.

The findings indicated that all teachers are familiar with the use of homework in EFL classes. They demonstrated that homework is an effective tool that gives the students the opportunity to practice the learned skills, prepare for the exams, and get a deeper understanding of what is covered in the class. In addition, in assigning homework teachers should evaluate their content and techniques and take into consideration the needs, levels, and weaknesses of students to overcome their difficulties and problems. In conclusion, we can say that teachers have a positive attitude toward the implementation of homework as a strategy to improve learners' grammatical competence. Hence, homework helps them rely

on themselves and know how to use different sources and use self-assessment, and feedback.

3.4 Synthesis of the Findings

The data gathered from the presented tools contribute to the advancement of this synthesis. Both tools gave similar outcomes that answered our research questions concerning the use of homework to improve students' grammatical competence. Both teachers and students are aware of the vital role of grammar in the process of teaching and learning a language. They agreed that the learners face several challenges in grammar due to the lack of practice is the source of the student's difficulties.

Furthermore, the two instruments answered the research questions and reach the research aims of this research. Besides, EFL teachers and students at Mohamed Ben Nacer secondary school have positive views toward the additional practice outside the classroom to reduce learners' difficulty with grammar; they pointed out that outside work helps learners practice and use the rules of the language correctly. Thus, outside work in form of homework is among the suggested strategies by teachers; in their opinion, it gives the students the opportunity to practice the learned material and develops their critical thinking.

Similarly, they confirmed that homework affects the student's achievement and performance positively; it encourages them to learn independently and enhances the study habits they considered it as a contributing factor that directed them to achieve successful learning. To conclude, the obtained results answered all the research questions and reach the research aims of this study. Both teachers and students responded that grammar based on practice; is the art and pillar to use and understand the target language. Moreover, the results showed that both EFL teachers and students have positive attitudes toward the use of homework to develop learners' grammatical competence

3.5 Conclusion

In conclusion, this chapter focused on the practical part of this research and the analysis of the data. Initially, it provided a general overview of the research methodology (the research approach, data gathering tools, population, and sample). Through this study, we opted for two research instruments questionnaire for students and an interview for teachers to check their views and perceptions concerning the use of homework. Besides, the obtained data shows that homework has a great impact on the students' achievements. In addition, teachers and students showed a positive attitude toward the implementation of homework as a strategy to enhance the student's grammatical abilities. We may say that this chapter gave positive outcomes and answer the research questions.

3.6 Recommendations

Grammar is the art that teaches us the rules of writing and speaking a language correctly. Students face several challenges when learning grammar due to many factors namely: the lack of practice, overgeneralization, lack of motivation, and the negative influence of L1. To overcome these difficulties researchers propose a set of implications in this study that may help learners and teachers to raise their awareness about the importance of practice and homework as a valuable technique to develop learners' abilities in grammar.

Suggestions for Students

Based on the gathered information, the above recommendations are beneficial for students:

- It is recommended for students to practice to develop their grammatical knowledge.
- Students are recommended to complete their homework to get a better understanding of the learned material.
- Students should practice their grammar, their use of language, and their speaking to communicate with native speakers effectively because learning, in general, is based on the personal work of the learner.

Suggestions for Teachers

From the obtained data, the following recommendations are helpful for our teachers:

- Teachers should be creative, they should integrate creative and different strategies to teach grammar to make the learner involved in the lecture.
- Teachers should provide students with extra activities to complete at home.
- Teachers are recommended to use homework as a formative assessment tool to test their student's understanding
- Teachers should encourage students to complete their homework and convince them for the independent learning
- Teachers must provide students with corrective feedback to correct their mistakes and avoid them in the future.

3.7 Limitation of the Study

In undertaking any study, researchers encounter several barriers that impede and hinder the advancement of the research process and the findings of the research. In our study, we face some of these difficulties:

- Changing the sample and the population of the study.
- The small number of participants particularly teachers.
- Due to the charge timetable and curriculum teachers refuse to conduct a face-to-face interview.
- Arranging the environment and the inability to manage time

General Conclusion

General Conclusion

Grammar is the main pillar to use and understand the target language. The current research aimed to spotlight the use of homework to develop students' competence in grammar. This study was conducted to assemble answers for the research question and to achieve the research aims, it examined the attitude of EFL teachers and students toward the implementation of homework.

This study is divided into three chapters, the two chapters focused on the theoretical part of this study while the third chapter was devoted to the fieldwork and the data analysis. The first chapter provided a general overview of grammar; its definition, types, and its position in foreign language teaching, and we introduced the major approaches that help to teach grammar. More precisely, this chapter shed the light on the difficulties that students face in grammar. The second chapter, gave a general background of homework, mentioning its definition, types, and its importance on the students' achievements. Also, we identified the effects of homework on students' learning (positive and negative effects).

Moreover, the third chapter is concerned with the analysis and interpretation of the results. It provided a theoretical overview of the research methodology adopted in this research (the research approach, data collection methods, population, and data analysis and procedures). Additionally, it presented the analysis and the interpretation of the findings obtained from the instruments used. Furthermore, to accomplish the aims of this investigation researchers opted for two data collection methods; a questionnaire which has submitted to EFL students at Mohamed ben Nacer secondary school, and an interview with EFL teachers at the same school. The sample and population of this study were twenty EFL students and five teachers of English.

The data obtained from the student's questionnaire and teacher's interview demonstrated that EFL teachers and students have positive attitudes toward the use of homework to

improve students' grammatical competence. In other words, they think that the more students practice the more their language will be enhanced. Teachers responded that implementing this strategy help to achieve successful learning. Besides, the results showed that EFL learners encounter serious obstacles that impede them to learn grammar correctly, such as lack of practice and motivation. Therefore, to overcome these difficulties homework is the only solution to build their knowledge, to practice the rules in order to interact with native speakers easily. To conclude, homework is an effective tool in the process of learning, it assists students to develop their skills and their critical thinking. It gives them the opportunity to practice their language and rely on themselves.

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Appendices

Appendix 01 : Students' Questionnaire

Dear student.

This Questionnaire is part of research work, it attempts to gather data for a master dissertation about the attitudes of EFL teachers and students toward the use of homework in improving learners' grammatical abilities. Therefore, we would be thankful if you could respond to the following questions with clarity, precision. Please put a tick (✓) in the corresponded box and make full statement whenever needed. Your participation will be very helpful in the project we undertake. Be sure that your answers will be used only for scientific purposes.

Thank you for your time and effort

Prepared by:

Alia Hana

Supervised by: Dr. Tarek Assasi

Section one: student's background information

Q1. Please specify your gender

a) Male b) Female

Q2. Do you think that learning at middle school is more difficult than learning at secondary school?

1. Yes 2. No

Q3. What kind of difficulties did you face?

A. Learning methods

B. Language

C. Grammar

D. Vocabulary

E. Speaking

F. Reading

Q5. Are you exposed to the English language outside the classroom?

a) Yes

b) No

If yes, how?

A. Video games

B. Watching movies

C. Social media

D. Listen to English songs

Others.....

Section two: Grammatical Competence

Q6. How do you assess your level of ability in grammar?

a. Beginner

b. Intermediate

c. Upper-intermediate

d. Advanced

Q7. Do you think that learning grammar is important?

1) Yes

No

In both cases justify

Q8. What difficulties do you encounter when you learn grammar?

1. Tenses

2. The use of modal verbs

3. Punctuation

4. Capitalization
5. Sentence structure
6. Word order
7. All of them

Q0. Based on your opinion, the main cause for the student's grammatical difficulties are:

(You may choose more than one)

- a) Lack of practice
- b) Time of the session allotted to grammar
- c) Type of tasks and activities
- d) Lack of motivation to learn grammar

Q10. Do you think that the present method of teaching grammar helps you to read and write effectively?

If yes justify your answer

Q11. How does your teacher teach you grammar?

- A. Through reading
- B. Handouts
- C. Exercises
- D. Writing
- E. Games

Q12. How do you prefer to learn grammar?

- 1) Inductively (to find the rules by yourself)
- 2) Deductively (to be given the rules by your teacher)
- 3) Both

Q13. What do you think about the extra activities given to you by your grammar teacher?

- a. Interesting
- b. Helpful
- c. Not interesting at all

Q14. How often your grammar teacher gives you extra activities to practice at home?

- 1) Always
- 2) Often
- 3) Very often
- 4) Sometimes
- 5) Rarely

Section three: Student’s Attitude toward the Use of Homework in Improving Student’s Grammatical Competence

Q15. Are you familiar with the use of homework in the EFL classroom?

- A. Yes No

Why ?.....

Q16. Homework is important because:

- a) Helps you to get a better understanding of the course
- b) Motivates you to do more practice
- c) Helps you to prepare your lessons
- d) Helps you to develop writing and reading
- e) All of them

Q17. What type of homework do you receive?

- a) Reading and writing activities
- b) Grammar activities
- c) Watching video

Appendix 02: Teacher's interview

Dear teacher.

This interview is part of a research work, it attempts to gather data for a master dissertation about the attitudes of EFL teachers and students toward the use of homework in improving learners' grammatical abilities. Therefore, we would be thankful if you could respond to the following questions with clarity, precision. Your participation will be very helpful in the project we undertake. Be sure that your answers will be used only for scientific purposes.

Thank you for your precious contribution

Q1. Would you please specify your educational degree?

a. Master

b. Magister

c. Doctorate

Q2. How do you evaluate your student's level in grammar?

1) Beginners

2. Intermediate

3. Upper-intermediate

4. Advanced

Q3. How do you teach grammar?

a. Inductively

b. Deductively

Why?

Q4. Based on your experience, what are the main causes behind first year students' grammatical difficulties?

Q5. In your opinion, do you think that grammar instructions should be prioritized? And at which level?

a. Yes

b. No

Justify your answer

Q6. Do you agree that there must be remedial work outside of the classroom for students to develop their grammatical competence?

If yes, justify your answer

.....

Q7. Do you think that homework assignments help learners improve their academic achievement?

a) Yes

b) No

Justify your answer

.....

Q8. What type of homework do you assign for your students? And what type of techniques do you rely on to design activities and assignments for homework?

Explain why

Q9. If you have relied on homework in your course, have you evaluated your content and techniques? Yes/no

In both cases elaborate

الملخص:

لاكتساب اللغة بنجاح، يعتبر إتقان المعرفة النحوية أمرًا ضروريًا. فقد لوحظ أن القواعد تعتبر مسألة معقدة من قبل غالبية طلاب اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية الجزائرية بسبب بعض التحديات التي يواجهونها عند إنتاج اللغة المستهدفة وهي قلة الممارسة ونقص الدافع لتعلم القواعد. وبناءً على ذلك، تهدف الدراسة الحالية إلى تسليط الضوء على تأثير الواجب المنزلي كممارسة إضافية تسمح للمتعلمين بتحسين كفاءتهم النحوية. إضافة إلى ذلك للتحقق من وجهات نظر معلمي وطلاب اللغة الإنجليزية كلغة أجنبية تجاه استخدام هذه التقنية لتطوير الكفاءة النحوية للمتعلم، اخترنا منهج البحث النوعي. وتم استخدام طريقتين لجمع البيانات لجمع إجابات لأسئلة البحث والوصول إلى أهداف بحثنا؛ والتي هي الاستبيان ومقابلة. وقدرت عينة الدراسة بعشرون طالبًا وطالبة في اللغة الإنجليزية كلغة أجنبية وخمسة مدرسين للغة الانجليزية في ثانوية محمد بن ناصر. وبعد تحليل البيانات وتفسيرها، أظهرت النتائج أن كلا من معلمي وطلاب اللغة الإنجليزية كلغة أجنبية لديهم آراء إيجابية تجاه استخدام الواجبات المنزلية لتحسين القدرات النحوية للطلاب. باختصار يمكننا القول أن البيانات التي تم الحصول عليها أجابت على أسئلة البحث وحققت أهداف البحث.