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**Exploring the Application of the Bite-Sized Approach
in Teaching Grammar**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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Dedication

This work is dedicated with genuine admiration and thankfulness to:

To my adorable parents for their encouragement and patience

To my brothers, Imad and Amir to whom I owe everything

To my lovely friends, Rayan, Djihan, Salsabil, Amani and Manel

Souha

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Abstract

The present dissertation explores EFL teachers' viewpoints and practices of the Bite-Sized Approach (BSA) application in teaching English grammar. Grammar is a language component that is essential to the mastery of the language and the four skills. The EFL teacher attempting to achieve the learning objectives of the grammar course needs to choose effective methods/approaches/techniques to meet the learners' needs. Struggling to use properly grammar rules is a problem that commonly exists in EFL classroom, which may affect learners speaking, writing, reading, and listening. One of the many hurdles the students face to grasp the grammatical input are related to content length, lecture duration, memorization, motivation, and allocated time devoted to practice in comparison to theory. In the light of this, the research aims to collect information on teachers' perspectives about the use of the Bite-Sized Approach to overcome the learning difficulties. For the foregoing reasons, the study adopts the quantitative descriptive design with the use of teachers' questionnaire, administered to twenty-two (n=22 taken out from 59 teachers) of Grammar and Written Expression modules at the Department of English, University 8 Mai 1945-Guelma. As a result, the compiled data confirm the research hypothesis; which implies that EFL teachers are aware of the beneficial application of the BSA in teaching grammatical content; which can assist students to enhance their grammatical proficiency. The findings reveal that teachers make use of the BSA principles in delivering grammatical content, which they find effective in facilitating the learning process, and it enables students to grasp and put into practice the learned grammatical knowledge.

Keywords: Bite-Sized Approach, grammatical proficiency, teaching grammar.

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List of Abbreviations

FL	Foreign Language
EFL	English as a Foreign Language
BSA	Bite-Sized Approach
GTM	Grammar Translation Method
DM	Direct Method
A-LM	Audio-Lingual Method
CLA	Communicative Language Approach
DA	Diductive Approach
ESL	English as a Second Language
IA	Inductive Approach

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GENERAL INTRODUCTION

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GENERAL INTRODUCTION

Grammar learning is the essence of the Foreign Language (FL) mastery that learners need to master. In fact, learning the grammatical rules facilitates and highly contributes in the development of learners' language proficiency. Grammar represents the rules and the structure of the language that are shown in language usage. On that basis, developing the grammar skills is considered a crucial element for learning English, and to meet the learning objectives, teachers attempt to vary in grammar teaching tools.

The EFL teachers incorporate new teaching approaches in their teaching that can assist them and their learners. Teachers awareness of the existence of problems in the learning of the grammatical rules is very crucial because it helps them to identify and address the relationship between learners' grammar learning problems and their overall language proficiency. Thus, instructors may attempt to find some teaching methods/approaches/techniques to reduce the grammar learning difficulties. The Bite-Sized Approach (BSA) is one teaching approach that has emerged recently to promote learning difficulties that learners face in heavy content modules.

Therefore, the present dissertation seeks to find out the extent to which teachers make use of the BSA in teaching Grammar and how effective it is in ameliorating the EFL students' grammar skill. To fulfill this objective, it is important to investigate teachers' attitudes and practices towards the BSA in EFL classroom. This examination will provide insightful background information about the BSA, English grammar teaching, methodology to data collection and analysis, conclusions, and recommendations.

1. Statement of the Problem

Learning English grammar makes it possible for EFL learners to speak and write proper language. Students using clear and well-structured sentences can communicate

meaningful content and express themselves easily. EFL students are found to face difficulty in grasping the heavy grammatical content presented to them with the use of variety of teaching tools. Accordingly, they seem to lack concentration and motivation during the process of learning, making incorrect use of grammar rules, and they have limited opportunities to practice the learned grammatical knowledge. This results in making the students passive and poor language learners; which further affects their academic achievement. Therefore, the study reports on the EFL teachers' views towards the employment of the Bite-Sized Approach to deliver better the grammatical content in order to ameliorate the students' grammatical proficiency.

2. Purpose of the Study

The bite-sized lecture approach is an instructional approach that offers a new methodology of content delivery. Teachers who integrate this approach can attain good results in terms of content delivery, learning of the different grammar rules, and better language use. Therefore, the aim of this research is twofolds:

- 1) To find out the extent to which teachers make use of the BSA in teaching grammar.
- 2) To figure out the teachers' viewpoints towards the effective application of the BSA in teaching grammar.

3. Research Questions

In an attempt to help students improve their grammar mastery, teachers can make use of the Bite-Sized Approach. The research addresses the following questions:

- 1) Do teachers adopt the bite-sized approach in delivering grammar content?
- 2) What are the teachers' attitudes towards the incorporation of the BSA in teaching grammar?

4. Research Hypotheses

In this study, it is assumed that Bite-Sized lecture approach would have an impact on learners' learning of grammar. Therefore, we hypothesize the simple hypothesis:

EFL teachers are aware of the useful application of the Bite-Sized Approach in teaching grammar, and this will result in improving students' grammar proficiency.

5. Research Methodology Design

The present study adopts the quantitative descriptive design in order to gather data about the topic under investigation.

5.1. Choice of the Method and Data Gathering Tool

The study makes use of a teachers' questionnaire in order to gain insights on the teachers' perspectives towards the utilization of the BSA in teaching grammar. The questionnaire was administered during the second semester, at the Department of English, University 8 Mai 1945, Guelma. The questionnaire was answered by teachers of Grammar and Written Expression modules in a paper-pencil form. This research tool enables to collect reliable data in terms of the relationship between the BSA and the teaching of English grammar.

5.2. Population and Sampling

The population of the study comprises English Grammar and Written expression teachers at the Department of English, University 8 Mai 1945, Guelma. The sample consists of twenty-two teachers (n=22) taken out from 59 teachers, and that are selected randomly. The study participants were chosen because they deal with the teaching of English grammar content, thus, they serve as the appropriate sample.

5.3. Data Analysis

The compiled quantitative descriptive data extracted from teachers' questionnaire were analyzed and interpreted. The findings were presented in text and tabulations, and

results were reported and summed up in order to draw conclusions and formulate recommendation.

6. Structure of the Dissertation

The dissertation is divided into theoretical and practical parts that comprise three chapters. The first chapter is entitled *Bite-Sized Approach*. It provides depth information about the BSA, its principles, methods, and strategies of teaching, and application. The second chapter is entitled *Grammar Teaching*. It deals with the theoretical framework of grammar teaching by providing definition of grammar, its types, its status in the major teaching approaches and methods, in addition to activities and games that assist in grammar learning. The third chapter accounts for *Exploring the Use of the Bite-Sized Approach in Teaching Grammar*. It presents a detailed description and administration of the utilized methodological approach that involves teachers' questionnaire, in which the collected data were analyzed, interpreted, and discussed. Finally, conclusions, pedagogical implications, limitations, and future research objectives are drawn based on the study results.

CHAPTER ONE

BITE-SIZED APPROACH

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Introduction

Selecting an effective teaching method plays an important role in education since it provides teachers with way of teaching that enables them to achieve their learning goals and objectives on the one hand, and enables learners to build solid background and achieve their academic goals on the other hand. However, it is has been always considered as a difficult task for both learners and teachers in terms of achieving the lesson objectives. The present chapter is devoted to defenitions related to teaching and the use of Bite-Sized approach, its major principles, its aims and objectives, and its methods to increase understanding. In addition to lecture duration, time management, content selection, and the pros and cons of long vs short lecture.

1.1. Bite-Sized Approach Definition

Rajagopalan (2019) defined teaching as a scientific process that incorporates content, communication, and feedback that generates a positive impact on the learner (p.2). According to Drake and Brubacher (1939), teaching is an arrangement and manipulation of gaps and obstructions that a student learns to reduce and overcome from the course (p.102). In other words, teaching is the essence of knowledge and change in learners' different areas of life.

Bite-Sized teaching is a new approach presented recently in the field of education. This approach substitutes the traditional methods of teaching and delivering heavy contents, and it focuses on developing learners' ability to memorize the information presented to them. Manning et al. (2021) defined it as a teaching method that employs short and focused learning units (p.1). Additionally, Schwartz et al. (2019) pointed out that it is as an approach that focuses on brief lectures of substantial content with clear and focused objectives (p.2). This means that, the primary aim of the BSA is to achieve the

learning objectives by adopting a brief teaching that incorporates a short duration of content delivery alongside the division of the course presented into manageable units.

1.2. Major Principles of the Bite-Sized Teaching Approach

Koh et al. (2018) introduced a set of principles based on the Bite-Sized teaching approach in order to be implemented in the learning process for an effective teaching:

1. The learner can grasp the content when it is divided into manageable units.
2. Providing the learner with the important points of the lesson instead of tackling all the details that do not serve his/her knowledge and interest, which may be an obstacle that affects his understanding and retention of knowledge.
3. Regardless of the importance of the method followed in the teaching process, the practice of the knowledge must be given much importance as well.
4. Giving students breaks boosts brain function and increases their concentration during the lecture.
5. When giving learners opportunity to practice, teachers are required to provide them with constructive feedback.
6. Presenting the lesson through chunks assists in managing the cognitive load that is generally a result of a large amount of delivered knowledge.
7. The role of the teacher is to present and explain the course with guidance during the practice.

To sum up, these principles can be considered effective strategies to be applied in the teaching and learning processes. This may result in increasing students' comprehension and learning of knowledge.

1.3 Aims and Objectives of the Bite-Sized Approach

The BSA aims at organizing materials and information presented to the learner through controlling the cognitive load; in which the latter stands for the amount of knowledge that can be hold at once by the working memory. Chandler and Sweller (1991) argued that effective instructional materials with limited amount of content may enhance the learning process better (p.2). Furthermore, giving the student the chance to memorize the significant points of the course accompanied by enough time for practicing their knowledge will serve them more productively.

1.4 Bite-Sized Approach Methods of Increasing Understanding

This section involves a number of methods that enables to increase the students' comprehension. These are:

1.4.1 Reducing the Amount of Information Required to be Memorized

It is observed that when teachers expose large amounts of information to be memorized, learners' retention decreases as they find themselves required to deal with large amount of knowledge, and this sometimes results in memorization without understanding. Miller (1962) reported that most learners fail to recall their courses prior their graduation in specialties that comprise heavy content modules. Besides, most of those who have higher grades do not remember as much as those who had lower grades and did not cover all the aspects of the course (p.40). Therefore, the retention of the knowledge does not last long when the content is heavy.

Classical methods of teaching do not assist learners to build a solid background or solve new problems, and the main reason behind their failure is the focus on memorization of detailed information. Lujan and DiCarlo (2006) stated that the main results of old

methods of teaching are the short-lived memory and grading that do not construct problem-solving abilities (p.2). Additionally, they considered memorisation of everything as a difficult task and time consuming, and even if learners did, they would not remember them for long, and become with no importance and meaningless.

Therefore, it should be noted that the importance lies on the ability to understand, relate, and incorporate new knowledge with existing ones that the learner supposed to memorize in order to solve problems.

1.4.2 Decreasing the Utilization of the Passive Lecture Format

The traditional way of teaching is generally considered as not interesting, passive, and not effective for both teachers and learners. According to Lujan and Dicarlo (2006) students' ability to concentrate during the classical lecture format highly decreases after 10-15 min (p.3). The passive lecture format does not suit learners and does not serve their needs; in other words, students do not learn and grasp the content by only sitting, listening, memorizing, and practicing. To reach a successful learning process, the teacher must be sure to integrate the learner by giving him the opportunity to participate in this process via using the knowledge presented to him in speaking and writing tasks, relating them to his former experiences, and applying them in real life situations.

1.4.3 Assisting Learners to Become Active, Independent, and Problem-Solvers

Active processing of information rather than just receiving them results in a successful learning. Passive reception of information should be avoided as much as possible. In order to do so, learning should be accompanied with analysis and understanding; however, they both require time. According to McDermott (1993) instructors should be aware about the amount of time required to learn complex elements

(p.5). Thus, students need enough time to analyze, understand, and make a connection with the stored information that they already have, and this can be done through practice and good time management.

In the same vein, active teaching takes into considerations all types of learners. Based on the active learning strategies Rodenbaugh et al. (1999) noted that role-play, games, and debates are helpful and can meet learning goals with kinesthetic learners (p.8). Cortright et al. (2005) added that active learning can be reached via the integration of models and demonstrations, using videos, audio aids, and discussions (p.2).

In addition to the aforementioned stages, according to Mazur (1997) students memorize and comprehend more when they are taught by active teaching methods (p.176). Based on that, the curriculum and syllabus should include active teaching methods that work to develop and provide learners with life-long educational experiences, abilities to solve language problems, and ability to memorize basic knowledge.

Figure (1.1) shows a sample of two activities suggested by Lujan and Dicarolo (2006) in which solving one of them requires a passive learning while the other one requires an active processing and linking of the information with real life and previous knowledge.

<p>Please take 15 Seconds to Learn the Following Pairs of Words by <u>Repeating</u> Each Pair of Words <u>Several Times</u> (for example, Dog - WINDOW; Say - Dog, window, dog, window . . .)</p>	<p>Please Take 15 Seconds to Learn the Following Pairs of Words by <u>Visualizing</u> the Two Objects <u>Interacting</u> (for example; Dog - WINDOW; Picture a dog jumping through a window)</p>
<p>CANDLE - <u>DANCER</u> DANDELION - <u>FLEA</u> BREAD - <u>GLASS</u> MIRROR - <u>RABBIT</u> LAMB - <u>MOON</u> FOOTBALL - <u>LAKE</u></p>	<p>ENVELOPE - <u>SLIPPER</u> FRECKLES - <u>APPLE</u> TREE - <u>OCEAN</u> CANDY - <u>MOUNTAIN</u> SCISSORS - <u>BEAR</u> CUSTARD - <u>LUMBER</u></p>
<p>Without looking at the paired words above, please recall the words paired with the following words:</p>	<p>Without looking at the paired words above, please recall the words paired with the following words:</p>
<p>CANDLE _____ DANDELION _____ BREAD _____ MIRROR _____ LAMB _____ FOOTBALL _____</p>	<p>ENVELOPE _____ FRECKLES _____ TREE _____ CANDY _____ SCISSORS _____ CUSTARD _____</p>
<p>How many words did you recall? ____.</p>	<p>How many words did you recall? ____.</p>

Figure 1.1. A Sample of Active Processing and not Passive reception of Information

(Adapted from: Lujan & Dicarolo, 2006, p.3.)

1.5. Bite-sized Approach Lecture Duration

The traditional lecture duration proved its failure in building and transferring solid and long-term knowledge. For that reason, several educational institutions adopted recently the short time lecture format. According to Bradbury (2016) different educational institutions reduced lecture duration since learners attention decreases after a short period of time (p.4). Wankat (2002) added that students' attention is high at the beginning of the lecture; however, it decreases slowly after 10-15 min (p.54). This means that the content of the lecture should be minimized and organized in chunks to be presented in short durations.

1.6 Bite-Sized Approach Time Organization

1.6.1. The Duration of the Theoretical part

The principle of this approach is to reduce the duration of the delivery of the content. Sawatsky et al. (2015) stated that short period of teaching gives more chances for the treatment and retention of the significant learning points, and prevent from any contradiction with other knowledge (p.4). This means that learners will be provided with the significant aspects of the lecture in a short period that will allow them to treat it, analyze it, and focus on it more. Moreover, in this short period, students' attention and understanding of the lecture is high as previously mentioned.

Additionally, based on this approach, the teacher should organize the time of the session. Lenz et al. (2015) suggested to divide the 60 min lecture into parts or segments of 10 to 15 min (p.2). As a result, the learners can grasp the content more effectively.

1.6.2. Duration of the Practical part

Practicing the received knowledge is important as much as understanding and memorizing it. For that reason, the BSA offers more time for practice by reducing the duration of the theoretical part. Thus, more time will be devoted to practice, correction, and feedback.

1.6.3. Time for Brain Breaks

It is known that break during lectures is beneficial for both learners and teachers. O'neil (1981) stated that based on students' age and needs, breaks prevent learners from fatigue and assist them to focus more (p.145). This denotes the importance of breaks in increasing attention, understanding, and the educational production of students.

According to Mcguire and Mcguire (2018) two short breaks of 1 to 3 min in a 50 min lecture should be used (p.122). Thus, the whole session should not be only devoted to the course, learners need time to refresh their mind, maintain their attention, and regain their motivation.

1.7 Bite-Sized Approach Content Selection

The BSA suggests to introduce short lectures rather than long and heavy content. Bligh (1972) believed that the deep processes of organizing information and thoughts are usually affected by the large amount of information provided (p.221). Accordingly, Wyer (2004) added that students respond and integrate more when they are offered manageable units and mini-lessons (p.5). In light of this, the teacher should present and focus more on the important points or the basics of the lecture, and the details should be given less time and provided in a direct and clear way together. In Figure 1.2 traditional lecture time

duration is presented, while in Figure 1.3 a comparison is demonstrated in a bite-sized lecture time duration.



Figure 1.2. A sample of a traditional lecture course design for an analytics course

(Adapted from Koh et al., 2018, p. 5)

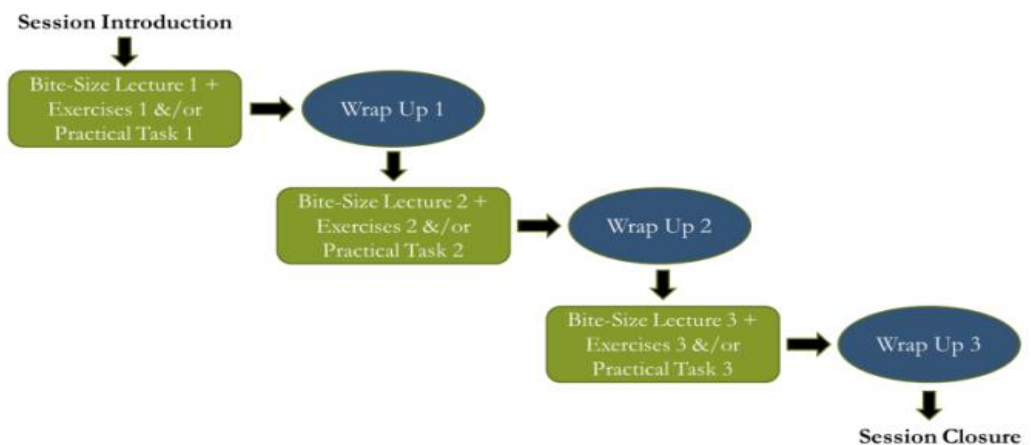


Figure 1.3. A sample of Bite-Sized lecture course design for an analytics course

(Adapted from: Koh et al., 2018, p. 5)

Figures 1.2 and Figure 1.3 show the method of teaching in a traditional class compared to a class that follows the principles of the BSA of an analytics course; however, the principles of both methods are the same that are used in any course. The difference lies on the use of long periods of time in traditional method while the BTS class reduces and divides the time of the course into chunks.

1.8. Strategies to Reduce Course Teaching Duration

1.8.1. Effective Planning

A good lesson planning is an essential step in order to reduce the teaching and learning time. Dewitz et al. (1978) considered teaching as a complex process that necessitates conceptualization of what should be done and occur during the teaching phase (p.125). For example, going through the lecture without clear and precise planning may lead to failure of achieving course objectives.

Moreover, controlling and preparing the lesson and all its aspects do not only impact the teacher, students are concerned as well. Calderhead (1984) clarified that positive control of the lecture plan is associated with students learning and educational progress (p.98). This indicates that academic achievement of learners depends on how well the lecture is organized and planned.

In the same vein, since the BSA implies a short period of teaching, teachers should take into considerations lesson design in a way that fits the time of the lecture, provide enough time for delivering all the important points, and give much time for practice and feedback.

1.8.2. Reducing the Distraction

The teaching environment is generally full of distractions that are considered as struggles in the teaching process. Abelmann and Kenyon (1996) mentioned that all what can be considered as a distraction should be minimized in the classroom (p.24). Thus, teachers should firstly identify and note the distractions that usually appear, then attempt to eliminate them.

Among the examples of distractions that may take place in the classroom can be: someone knocking at the classroom door, someone has an inquiry about something, raising inappropriate discussion between students in inappropriate time, etc. In order to reduce their interruption, teachers can make plans for the ones that can be controlled or reduced.

1.8.3 Management and Time Control

Usually during lectures a lot of time is wasted for several reasons. Sherman (1996) stated that teachers must take control and shape the time that learners go through (p.4). This indicates that teachers should consider every moment and take it into considerations in the presentation of the content. Sahito et al. (2016) added that the requirements of time should be taken into considerations primarily in the planning (p.6), in which time and lesson planning should go hand in hand in order to avoid any waste of time that may effect the teaching process.

Furthermore, effective time control and management permits students to achieve more. Sahito et al. (2016) found that students' academic achievement is positively and directly connected with the appropriate time usage that is among the necessities for a successful learning (p.4). This denotes that the better the time is used, the better academic result learners can achieve.

1.8.3.1. Time Control Schemes

Covey, Merrill, and Merrill (1995, as cited in Sahito et al., 2016) provided schemes that are a categorization of time management from which teachers can choose one of them to be used. This can be done based on their own interests and what suits the content presented in order to achieve the teaching goals and objectives (p.3). These schemes are:

1.8.3.1.1. First Generation Scheme

During the process of teaching, the teacher may not be able to teach along with verifying time. First generation scheme implies the use of devices for time control. This scheme indicates that clocks and watches can be used to alert timing. This technique assists in alerting for the end or the beginning of new task time (p.3).

1.8.3.1.2. Second Generation Scheme

Each teacher follows a specific method in planning and organizing time in his plan. Second generation scheme includes the utilization of calendars instead of time devices. Following calendars help the teachers to keep track of their progress, and what is done or supposed to be done (p.3).

1.8.3.1.3 Third Generation Scheme

Third generation scheme suggests controlling and planning activities and lessons on a daily basis. Based on this scheme, teachers can use tools like personal organizers or papers that include the to do lists (p.3).

1.8.3.1.3 Fourth Generation Scheme

The fourth generation scheme permits to use any tool for time management, and it even gives the freedom to use no tool which means to depend on the teacher's mind and thinking. In addition to that, the choice can be based on the goals and objectives of the moment of teaching (p.3).

All in all, the suggested schemes focus on the same objective of being able to control the time and the content delivered, and use it the way that suits the educator and his plan that enables him by the end of the course to achieve the goals and objectives planned.

1.8.4 Ensure Quik Transitions

Transitions during lectures appear every time the lecturer shift from a component of a lesson to another or from a task to another. Denicolo and Kompf (2005) stated that transitions are one of the factors that consumes time and slows down the teacher progress in the lecture (p.125). This means that if the teacher do not know how to manage transitions, s/he will lose a lot of time and the planning of the lecture will not be followed accurately.

Students should also be included in the process of ensuring quick transitions. According to Sandholtz (1997), learners tend to waste precious times in their learning due to paying attention and following distractions (p.120). For that reason, students must be taught to avoid them, and prepare all what is needed previously.

1.8.5 Make Learners aware of the Plan

Teachers are not the only ones responsible for the progress in the lesson plan. Langdon (1978) argued that learners are part of the teaching process, they are not concerned only with grasping knowledge but also they should participate in achieving it. This can be done through providing them with clear directions and the plan that they are supposed to follow. The direction can have multiple formats, for instance, verbal and written directions (p.16) which highlights the necessity to make students aware of their role alongside the role of the teacher. Following this strategy, the teacher will be able to accomplish the required task and lessons in a short period of time as the Bite-Sized approach indicates.

1.9. Effects of Long-time Lectures on Students' Learning

Studying for long-time periods is considered as an affective method for scoring higher grades, and it becomes a culture in the field of education. Orbach et al. (1998) pointed out that the long durations and over studying can work totally the opposite by affecting negatively students' ability to learn (p.210). Accordingly, the effects should be highlighted and determined in order to be avoided, and to reach a successful learning.

In this regard, Orbach et al. (1998) emphasized that in order to grasp and memorize the lessons with ease, it is important to take into consideration the effects of studying for a long time. Additionally, students' poor performance in exams arises from the cognitive overload that is caused by the large amount of information learners are obliged to learn, and long study hours they attend and being exposed to heavy content over it. He argued that there are a number of effects of this study methodology that impacts them physically, mentally, and academically, and leads to studying difficulties (p.215).

According to Orbach et al. (1998) there are number of results of long-time lectures on students learning (p.280), these comprise:

1.9.1. Losing Interest in Studying

The meaning of interest in studying does not only mean being interested in knowledge, rather, it means enjoying learning and find it an easy and beneficial task. Students' efforts to focus and follow during the whole session, especially when the lectures durations are long, generally fail and they lose interest to study and make efforts over time. Among the characteristics of students who lack interest in learning during the lecture is shifting their focus to other things which means not following the lecture. Also, they do not get the information correctly or do not understand it. Moreover, they do not

memorize, and forget immediately. Finally, they fail in their tests and in building an educational background (p.215).

1.9.2. Losing Ability to Comprehend

Losing interest in studying can lead to a mental fatigue, and affects negatively the ability of thinking and understanding. It is considered as the main problem that students may face in the process of learning. Learners, who are not interested in learning, they are mentally not able to analyse and grasp the knowledge they are exposed to which results in a complete failure of achieving their academic goals (216-217).

1.9.3. Causing Stress

Orbach et al. (1998) argued that stress is one of the factors that influence students' learning. As well as that, stress over time can impact our brain functions of processing information (p.219). On the one hand, stress is considered as a psychological problem that impacts the psychology and the motives of the learner. If the learner is stressed, he will unintentionally not be able to follow or focus as stress affects and shifts his interest and ability to study from learning to any other aspect just to avoid the stress caused by learning. On the other hand, stress is a physical problem that causes headache, anxiety, fatigue, etc.

The Figure 1.4 is based on a research in which they found that when there are other activities, not only learning, as it is exemplified by consolidation; the stress does not occur. However, when the teaching process is based mainly on teaching and learning, the student is subject to be affected by stress.

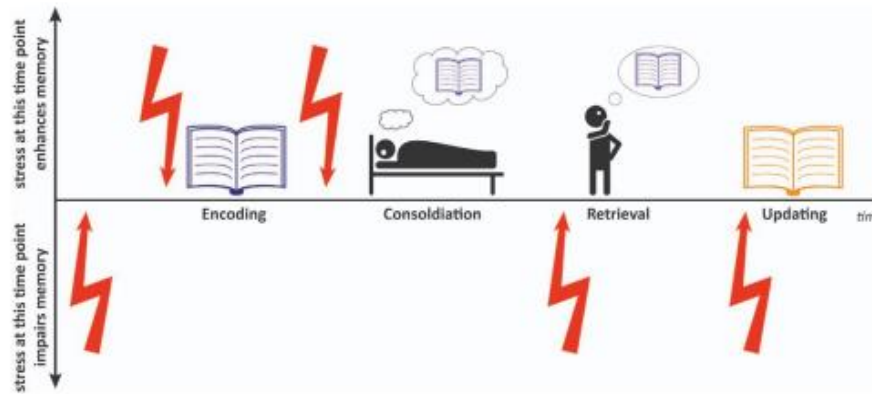


Figure 1.4. Stress Effects on Learning

(Adapted from: Vogel and Schwabe, 2016, p.3)

1.9.4. Effecting Ability to Memorize

Memory is the core and the responsible for the cognitive processes of storing and retrieving that are needed in learning. Orbach et al. (1998) believed that memory function can be effected by its over use (p.222). The issues that may appear when there are problems in memory are: not being able to store information or losing the ability to retrieve them.

1.9.5. Getting Bored

Orbach et al. (1998) stated that sitting for a long time doing the same activity may lead learners to feel bored which in turns may provoke other negative impacts on the psychology of the learner (p.222). Students who get bored during the lecture usually do not keep following and concentrating with the lecture. Also, when boredom controls the learner, other effects will appear besides it. For instance, losing interest, feeling tired, necessity to do other activities, etc.

1.10. Advantages and Disadvantages of Short Lecture Duration

In the educational context, many scholars believed that reducing the teaching time is beneficial for both teachers and learners. According to Strong, Silver, and Perini (2001) the advantages of presenting lectures in short periods are:

- Keeping learners engaged.
- Keeping students' mind active.
- Organizing information in students' minds
- Reducing teachers' efforts to provide heavy content.
- Promoting students' attention.
- Preserving time.
- Giving opportunities for practise.
- Increasing comprehension.
- Decreasing efforts for both teachers and learners.
- Preserving more time.

Therefore, these advantages are considered as evidence of the efficiency of the method of shortening the time of teaching.

Despite the several benefits of short lecture duration, it was harshly criticized by many scholars. Among them Seldin (1995) who set a number of disadvantages of having short duration of content delivery in teaching, these are:

- Missing out some important information.
- Not covering all the important aspects of the lecture.
- Skipping details.
- The teacher will be obliged to be fast in his explanation.

- Learners will lose patience in studying.
- Decreasing the ability to go through details by teachers and learners.
- Decreasing the ability to analyse.
- Decreasing the ability of memorizing large content.
- Decreasing the ability to build a large background of knowledge.

Conclusion

The current chapter shed light on the Bite-Sized approach as a new approach in teaching. It emphasized the method on which teachers present lectures and build solid backgrounds. Additionally, time usage along with ways of reducing the learning and the teaching duration, and content selection were emphasized. It is important to mention that The BSA is very beneficial in facilitating teaching and grasping knowledge easily and effectively. However, many researchers claimed that following this approach can work totally the opposite by affecting learners' process of learning and knowledge background.

CHAPTR TWO

TEACHING GRAMMAR

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Introduction

Grammar has always played a significant role in second and foreign language teaching and learning, and has gained a prestigious value since it is a fundamental component in which learning any language does not occur without mastering its grammatical structure. For that reason, considerable debates were raised around its teaching and learning. These debates were mostly constructed in attempt to answer questions such as how, when, and whether or not it is worth teaching. Thus, this chapter sheds light on the definition of grammar, the different types of teaching grammar, and its importance in language learning and to the four skills. In addition, it tackles the status of grammar in the major teaching methods and approaches, and factors that may affect the learning of grammar.

2.1 Definition of Grammar

The notion of grammar or the so-called the language “code” has been studied for a long period of time. Thus, the field of grammar has been discussed by many linguists, and has been defined in several ways. However, before going through the definitions, it is important to refer to its etymology. The term Grammar comes from the Greek expression "*Grammatik tekhnē*" which means "*the art of letters*", and it changed over time to reach its current meaning.

According to Thornbury (1999), Grammar is the study of the various forms or structures that can exist in a language (p.1). In other words, it is perceived as the science of studying the order of language components. In addition, Francis (1954) described the field of Grammar as a branch of linguistic science that concerns itself with the description, analysis, and formulization of formal language patterns. Similarly, Harmer (2007) defined grammar as the study and the practice of the rules by which words change their forms and are combined into sentences (p.32).

On the other hand, Wardhaugh (1968) stated that grammar is not only concerned with providing a description of the way that words are connected together; rather, it includes the manner of interpreting their combination in order to understand the meanings (p.6). Furthermore, it is suggested that Grammar has to do with different aspects of the language, such as syntax (the study of words, phrases, and how they are combined in order to form a sentence), semantics (the study of the meaning of words and sentences), morphology (the study of words and their components), and phonology (the study of sound patterns and their meanings).

Jones (2002) added that Grammar can be defined by what happens to words when they become plural or negative, or what order is used When we make questions or join two clauses to make one sentence. In addition, knowledge of grammar are essential for learning any language (p.125).

However, Jespersen (2013) pointed out that most definitions offered by scholars and dictionaries are limited with the claims that grammar is a set of rules that combine words into sentences (p.60). Besides this, he argued that this definition is not complete, and does not explain the real reason and function of using these rules by people (Jespersen, 2013, p.61).

To conclude, the various definitions given to grammar lead to the same point which asserts that grammar is the feature that includes rules in which any language is built. In other words, grammar is the the backbone of any language.

2.2 Types of Grammar Teaching

Grammar has three main types mainly: prescriptive, descriptive, and pedagogical grammar.

2.2.1 Prescriptive Grammar

According to Pacheler (1999), prescriptive grammar refers to the appropriate usage of the language in which the user can figure out how and when the grammar rules can be used or applied. Moreover, it provides us with the norms that can assist to reach a correct usage and clear distinctions between good and bad Grammar. Furthermore, Edge (1993) argues that the prescriptive rules provide rules that give a specification of the selection of which rules should be adopted or avoided.

2.2.2 Descriptive Grammar

Hinkel (2018) stated that descriptive grammar refers to the description of the language in which the language structure and rules are described the same way they used by native speakers. Nonetheless, Rohani (2007) added that unlike prescriptive grammar, descriptive grammar is consistently changing (p.19). Similarly, Grauberg (1997) claimed that the main concern of descriptive grammar is with describing how the language is used rather than prescribing how it should be used (p.120). Therefore, descriptive grammar assists in differentiating between formal and informal contexts.

2.2.3 Pedagogical Grammar

According to Cook (1991), pedagogical grammar is when grammar is used and adopted for the purpose of teaching (i.e didactics). Newby (2015) defined it as materials and activities developed in order to make the learning process more easier for both teachers and learners via following appropriate methodologies (p.14). Moreover, Willis (2003) mentioned that pedagogical grammar is utilized to refer to the language system through following different grammatical rules, references, and sources with the objective of improving language learners' skills.

2.3 Grammar Importance in Language Learning

Grammar is an essential part of any language. In other words, grammar is a fundamental organizing principle of any language. The importance of grammar mainly lies in controlling all the aspects required in any language through controlling them by finite number of rules. Lester (1976) emphasized on the importance of the role of grammar in language learning. He claimed that after studying and developing grammar skills, learners will be equipped with more strength, creativity, and flexibility of the language (p.44).

Ellis (1992) emphasized on the need for a complete acquisition of grammar in order for learners to build up accurate units of the language, and she portrayed the importance of grammar in a wonderful analogy:

Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (p. 483).

According to Palmer (1978), grammar is the symbol of meaningful and accurate communication among human beings (p.10). Similarly, Rinvolucri and Davis (1995) argued that Grammar provides us with guidelines in order to produce a worth Language not a poor one. Phillips (2000) highlighted the importance of grammar through declaring that without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning (p.68).

2.4 Importance of Grammar in Relation to the Four Skills

It is believed that Grammar has a strong and effective role in boosting the four Skills (Listening, reading, speaking, and writing). For Endley (2010), communication may be disrupted if grammar is incorrect since the areas of listening, speaking, reading, and writing will be affected by the incorrect grammar. Generally speaking, language skills are divided into receptive skills (listening and reading) and productive skills (speaking and writing). It should be noted that once these skills are given importance and integrated in the grammar course, they will be automatically improved. For instance, the purpose of Grammar in relation to reading is to recognize the written forms, understand, and evaluate the different types of texts. Moreover, learners will develop skills through its orientation of going from general to specific, the focus on meaning and function, and the analysis of the information structure cohesion.

Table 2.1 shows the importance of grammar, and to which extent it can have an impact on the acquisition/learning of the the four language skills (UR, 1988, p.6).

Table 2.1

Aspects of the teaching of grammar structures in connection to language skills

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

According to Table 2.1, it is determined that the teaching and learning processes of grammar are concerned with the different aspects of the four skills at the level of the meaning and the level of the form. Coleman and Klapper (2005) added that the teaching of the various grammar structures and the knowledge related to the four skills are linked to each others (p.18).

All in all, the teaching of the different types of grammar is related to the knowledge of the four skills in which the receptive kills (listening and reading) reflects the ability to perceive the adequate forms as good as possible of both spoken and written structures, while the productive skills (speaking and writing) should be conceived as an ability to produce accurately and appropriately different well-formed structures in spoken or a written way.

2.5 The Status of Grammar in the Major Teaching Methods and Approaches

Language learning and teaching have witnessed different methods and approaches presented by applied linguists; which are used to help learners acquire a second and/or a foreign language. In addition, each one of them sought to describe how language should be taught and how effective and successful learning can be achieved through them. However, despite the changes that these methods and approaches witnessed, there was always a focus on grammar teaching either explicitly or implicitly. These include:

2.5.1 The Grammar Translation Method

The period between the late 18th century and the 19th century witnessed the use of what is called the Grammar Translation Method (GTM). It is the most traditional method in language teaching, and it is often called the classical method. According to Howat and Widdowson (2004), the GTM explores various rules and structures of grammar, and divides the target language into speech segments which are taught directly. As well as that, students are required to memorize the different grammar rules, vocabulary items, and translate texts from the target language to the mother tongue or vice versa.

Richards and Rodgers (1986) stated that in GTM, there is little or no spoken communication because it seeks to develop reading and writing abilities so that learners can appreciate target language literature. Prator and Celce Murcia (1973) added that the main objective of GTM is to enable foreign language learners to read and appreciate literature rather than to enable them to communicate using the language.

According to Richards and Rodgers (2001, p.7) and Prator and Celce Murcia (1973, p.3), the main characteristics of the grammar translation method are the following:

- 1- Giving more importance to vocabulary, and teaching it in isolation.
- 2- Grammar provides the rules for putting words together.
- 3- Studying the language through detailed analysis of its grammar rules.

4- Using the mother tongue in teaching, and little attempt to use the target language in which the mother tongue is the medium of instructions and the tool of explaining new items.

5- Grammar taught deductively.

6- Emphasize on the accuracy.

7- Devoting more time to translating sentences from the mother tongue to the target language and vice versa.

8- Giving more importance to reading and writing.

9- Little importance is given to pronunciation.

10- Focusing on reading difficult classical texts.

Although the GTM dominated language teaching for a long period of time, it has disadvantages. According to Hayes and Allison Paige Burkette (2017), the authority falls to the teacher which automatically leads to passive learners. As well as that, there is a lack of interaction and communication in the classroom, and the focus is given more to reading and writing skills. Finally, the priority is given to accuracy at the expense of fluency.

2.5.2 The Direct Method

The Direct Method (DM) is also known as the Natural Method and Anti-Grammatical Method, it appeared at the end of the 19th century as a reaction to the GTM shortcomings (Thornbury, 1999). The DM advocated the belief that a foreign language could be taught directly through demonstration and action without the interference of the mother tongue or the use of translation.

The purpose of this method was to focus on the use of grammar in communication. In other words, the aim is to enable learners to communicate in the target language, unlike the previous method which did not succeed in producing fluent speakers. Freeman (2000) stated that the direct method was brought as the GTM was not very effective in preparing

students who are able to use the target language communicatively (p.23). Zillo (2003) stated that the direct method follows in teaching the foreign language conversations, discussions, and reading in the foreign language itself without using their native language. Similarly, it denies the method of translation and the use of grammar (p.70). Mulroy (2003) added that the learner should experience in the foreign language the same as in his or her mother tongue (p.30).

Freeman (2000, p.29) summarized the main characteristics of the DM as follows:

- 1- The practice of the vocabulary is done through applying new words in complete sentences.
- 2- Grammar is taught inductively.
- 3- Associating meaning and the target language directly.
- 4- The syllabus is designed based on real context situations.
- 5- Learners are supposed to pick up the grammar as children pick up the grammar of their mother tongue.
- 6- Students are required to induce the rules by themselves.

However, this method failed in improving its efficiency and success to some extent. For that reason, another method with different prospective was proposed which is the Audio-Lingual Method.

2.5.3 The Audio-Lingual Method

Due to the weaknesses of the DM along with the Second World War, there was an absolute need for oral communication as well as the ability to speak foreign languages fluently. For these reasons, this method was emerged in the 1940 and it was motivated by the psychological and the behaviourist theories in which learners learn languages by

forming habits through repetition and memorization of sentence patterns (Nassagi and Fotos, 2011).

The A-LM sees learning as a stimulus-response phenomenon by which learners build habits by responding correctly to stimuli and receiving reinforcement, and bad habits should be avoided or it could be a punishment (Figure 2.1). In other words, language is a form of behaviour acquired through the formation of correct speech habits (Thornbury, 1999).

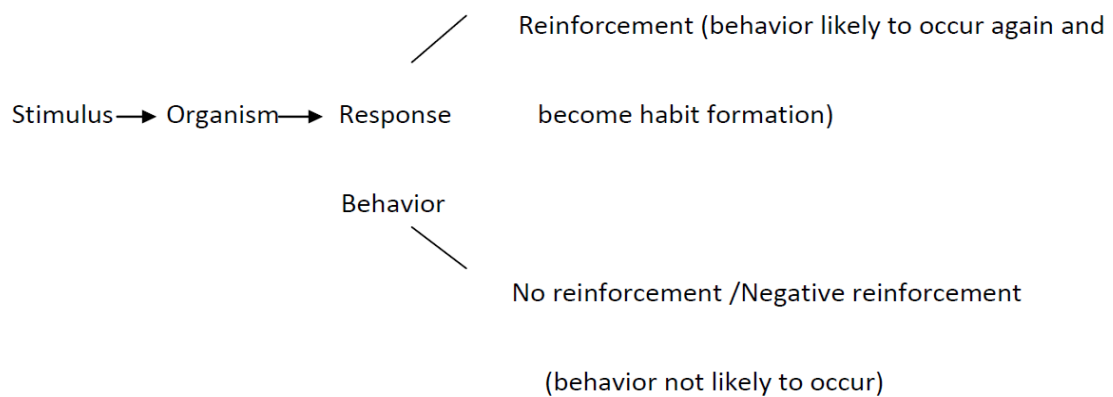


Figure 2.1. The Audio-Lingual Method Method of Teaching (Adapted from Richards and Rodgers, 1986, p.50)

Freeman (2000, pp. 45-46) featured the characteristics of ALM as follows :

- 1- New vocabulary are presented through dialogue form.
- 2- Dialogs are learned through imitation and repetition.
- 3- Drilling is a central technique that is conducted based upon the patterns presented in the dialogue.
- 4- More efforts given to produce error-free utterances by students.
- 5- Successful responses are immediately reinforced.

- 6- The use of learner own language is forbidden.
- 7- More importance is given to pronunciation.
- 8- Grammar is taught through an inductive analogy rather than through deductive explanations.
- 9- The language is learned through the teaching of sentences patterns.
- 10- The syllable of this method focuses mainly on the grammatical structures which are sequenced from the easiest to the more complex forms

As the previous methods, the A-LM faced many critics and proved its limited use and it was declined in the 1960s in teaching foreign languages. This led to the emergence and the shift to a new approach which is the communicative approach.

2.5.4 The Communicative Approach

In the 1970s, the communicative approach or the communicative language teaching was developed as a new method of foreign language teaching. In contrast to the previous approaches and methods, the emergence of the communicative approach has marked a radical change by giving the priority to communicative competence at the expense of the linguistic competence. Duff (2012) defined it in her article as an approach that first and for most used to communicate with others (p.15). This method assumes that the primary function of language is interaction and communication. In other words, language is a system of expressing meaning. Widodo (2006) added that this approach implies teaching beyond the grammatical rules in which their teaching aims at providing learners with knowledge that enable them to communicate with the language genuinely, spontaneously, and meaningfully.

Carter, Hughes, and McCarthy summarized the following points as the main principles of the CLA:

- 1- Language is seen as social tool that speakers use to make meaning.
 - 2- Diversity is part of language development.
 - 3- Culture is considered as an instrument for shaping speakers' communicative competence.
- 1- The CLA emphasizes the use of authentic materials as it provides realistic tasks.
 - 2- The educator has to be proficient user of the target language in order to provide his learners with accurate and correct communication and feedback.

On the other hand, Communicative Language Teaching does not reject the teaching of grammar; however, the grammatical components within the CLT dressed-up a new label. Brown (2000) stated that in CLT, the grammatical rules are given less attention than previously. Thornbury (1999) added that in CLT, grammar is still the main component in the syllabus.

2.5.5 The the Competency-based approach

The competency-based approach (CBA) is one of the modern language teaching approaches that was applied in the late 1960s and early 1970s, and it is considered as a continuity to Communicative Language Teaching approach. According to Weaver (1996), the CBA is based on the competency and the ability to perform the tasks and roles expected in learning. Hermann and Kenyon (1987) added that this competency does not imply perfection; rather, it implies performance at a certain level. In addition, Richard and Rodgers (2001) described competencies by stating that the CBA is an integration of the important skills, behaviors, knowledge, and attitudes that are necessary in solving real-world tasks and activities.

According to Close (1981), the main characteristics of the competency-based approach can be summarized as follows:

- 1- CBA provides learners with the opportunity to be effective and competent language users in real life situations and tasks.
- 2- It perceives learning as a task that can appear in real life situations and everyday life contexts, not only within the classroom.
- 3- Learners are put in situations in order to check their capacities in overcoming obstacles; which means learning through practice.
- 4- Learning can be achieved through learning from everyday life experiences not only from lessons presented in the classroom.
- 5- It opens new avenues for action, interaction, and the construction of new knowledge.

As far as grammar is concerned, grammar is taught inductively since language is taught within the context. This indicates that the teaching of grammar is incorporated with the teaching of the other skills, and through this method, learners are led to discover the grammatical rules.

To sum up, each of the foregoing methods and approaches argue on the paramount role of grammar teaching in the EFL context. However, each one of them covers one aspect of the language and neglects the others and each one of them approaches grammar in a different way.

2.6 Approaches to Grammar Teaching

Teaching grammar has always been a source of debates in the teaching of foreign languages, and its teaching has been traditionally determined by prevailing methodologies and teaching approaches. In teaching English to students of foreign languages, two main approaches have been followed for the presentation of new English grammar structures or functions to the students; namely the inductive and the deductive approaches.

2.6.1 The deductive approach

According to Thorenbury (2001), the deductive approach represents a more traditional approach of teaching, and it is applied through presenting the rules illustrated with examples (p.29). Rabab'ah and AbuSeileek (2007) added that the teacher is at the center of the teaching/learning situation and the responsible for both the presentation and explanation of the introduced structures (p.5). This approach is derived from deductive reasoning in which teaching goes from general to specific, and the following figure represents this method of teaching (Figure 2.2):

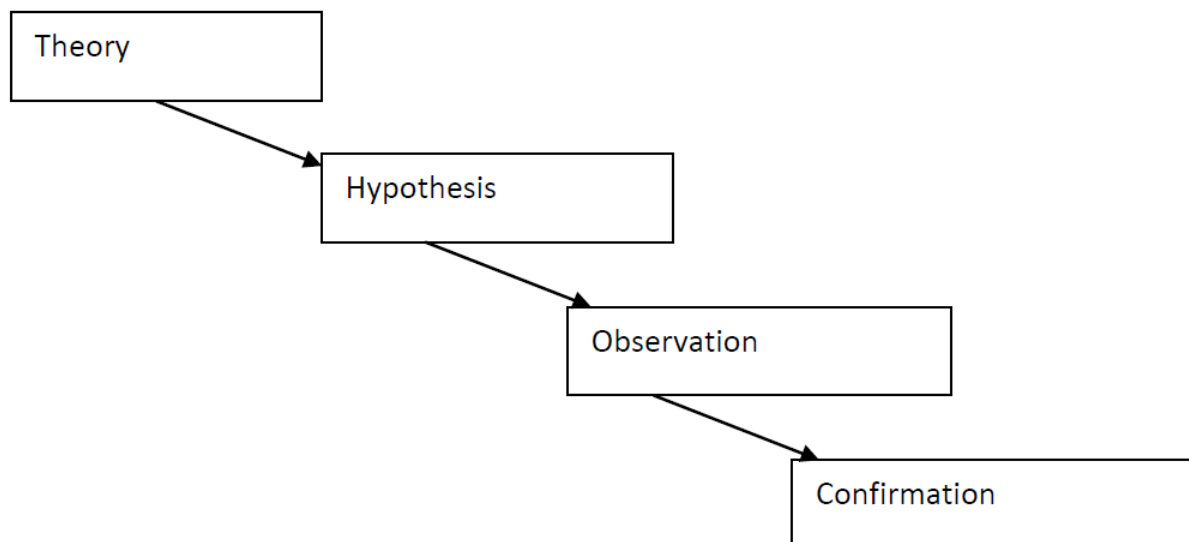


Figure 2.2. A Presentation of a Presentation of a Lesson through the Deductive Approach (Burney, 2008, p.4)

Lin (2010, p. 20) stated a summary of the characteristics of the deductive approach:

- 1- The deductive approach is a rule-based teaching style in which an explanation is provided to learners before tackling the function of the rules.
- 2- Through the DA, learners are exposed to the role of the language primarily because of the explicit teaching styles.

3- It is the most used approach in EFL and ESL textbooks.

According to Thornbury (1999, p. 29), in a lecture presented with the deductive approach, the teacher introduces the rule as a prior step, then a complete presentation is provided to understand the lesson. As a subsequent step, the teacher concludes the lecture by practicing the rules that were presented to them.

Widodo (2006, p.127) stated that such an approach to grammar teaching is argued to be highly effective. This means that it brings many advantages, and he set the following:

- 1- The deductive approach provides learners with clear explanation of the rules and their application.
- 2- It saves time, and speeds up the learning process.
- 3- It goes straightforward to the point which is time saving.
- 4- The aspects of the rules can be simply and clearly explained (such as form).
- 5- It respects the intelligence and the maturity of many adult learners.
- 6- It confirms many learners' expectation about classroom learning.

On the contrary, one disadvantage of the DA was detected. Thornbury (1999) claimed that this approach may affect learners use of the language and their needs because of the presentation of large number of lectures (p.55).

2.6.2 The Inductive Approach

The Inductive Approach or what is known as Rule Discovery as well is an approach that includes both teachers and learners. According to Thornbury (1999), the inductive approach works the opposite of the DA. The IA in teaching grammar starts by providing the examples first, deducing, and explaining the rule, and finally concluding with tasks and activities of the rule that was explained (p.29). This indicates that learners participate in the process of teaching/ learning.

Moreover, this approach is considered as a learner-centred approach since learners are required to deduce the rules from the examples presented to them. Paesani (2005) believed that the IA raises learners' consciousness about the language they are learning through the efforts they make to interpret the unput (p.62).

Ellis (1992, p. 234-238) stated the following characteristics of the Inductive Approach:

- 1- The inductive approach moves from specific observations to broader generalizations.
- 2- Incomplete understanding of learners is followed with explanation and clarification in the form of further information.
- 3- Intellectual efforts are required from learners for the purpose of understanding the presented items.
- 4- Isolation of some features for more attention.

2.6 Factors Affecting Grammar learning.

2.6.1 Learning Styles

Learning styles refer to learner's personal method of learning and processing information better. According to Nunan (1991), the learning style represents the methods of precessing the input by individuals (p.168). Each style requires to follow certain techniques, and the learning styles are: Auditory, visual, and kinesthetic. This indicates that when learners are exposed to knowledge and a way of teaching that do not meet their learning styles, their learning can be affected and lack of motivation and concentration can be caused.

2.6.2 Motivation

Motivation is one of the directing factors of learning. Beerens (2000) stated that learning any aspect requires motivation, and if the learning lacks motivation, the learning

will not be fully accomplished. Additionally, Hamachek (1973) believed that the lack of motivation can be caused from neglecting the importance of the knowledge presented. In other words, lack of motivation in learning grammar can be caused of not being aware of its importance in the foreign language teaching and learning context.

2.6.3 Learners' Needs

Needs are considered as the necessities that learners want to satisfy. However, it is considered a difficult task to teach the syllabus that they are required to finish and cope with the learners' needs.

According to Scrivener (2003), the technique that can be highly effective in meeting the different needs of learners in teaching grammar is practice. In other words, spending long times in theory is not effective like practicing the rules and going through their application.

2.7 Grammar Games and Activities

Practicing the grammatical rules is an important part of the process of learning the grammar of the language, and to become an effective language user. For that reason Watcyn-Jones (1995) and Lavender (1999) suggested a list of games and activities that can be used at any phase of the lesson. For instance:

2.7.1 Find Someone Who Activity

According to Watcyn-Jones (1995, p.1), '*find someone who*' activity is a speaking activity which involves learners trying to find someone in the group who matches a description, and learners are given cards containing random information about people. The role of the learners is to formulate questions about this information and then stand up, walk around the class, ask their classmates the formulated questions and try to find the students who share common answers (Figure 2.3).

Grammar points

Asking questions (various tenses); Short Yes/No answers

Method

- 1 Copy and cut up the cards on pages 29–30, so there is one for each student in the class.
- 2 Give out the cards and allow time for the students to work out which questions to ask.
- 3 Students now walk around the room trying to find answers to the five questions on their cards. To ensure that they talk to as many people as possible, tell them that they are only allowed to ask *one question* every time they talk to someone.
- 4 Students write down any answers to their questions, plus the name of the student who gave them the answer.
- 5 After a while, stop the activity, irrespective of whether everyone has found answers to all their questions.
- 6 As a quick follow-up, let each student read out one of the answers on his/her card. You might also take up any questions for which the students couldn't get answers.

Figure 2.3. A Sample of Find Someone Who Activity instructions

(Adapted from: Watcyn-Jones, 1995, p.1)

2.7.2 Bingo Activities

Bingo is a simple but enjoyable game that is played with bingo cards, counters and prompts. It works well as a whole class activity (Figure 2.4), with each individual using their own card (Watcyn-Jones, 1995, p.2).

Grammar points

Telling the time (It's one o'clock, etc.)

Method

- 1 Copy and cut out the ten bingo cards on page 40. Also make two copies of the teacher's board on page 37. Leave one copy as it is but cut the other copy into 20 squares.
- 2 Give the students a card each. Allow a few minutes for them to look through them before beginning.
- 3 Put the 20 squares in a hat, cup, etc. Draw them out one at a time. You can either say the time, e.g. *It's five past two, It's half past eight, etc.*, or you can do it as a student-teacher dialogue, where different students ask you *What's the time?* when you draw a card. You answer, *It's twenty to seven, etc.* before placing the square on your "master board". If the students have a clock on their card showing that time, they cross it out.
- 4 Play proceeds until a student has crossed out every picture, in which case (s)he shouts *Bingo!*
- 5 Check by getting him/her to tell you the time on each picture (s)he has crossed out. (You can ask another student to monitor this, to avoid any cheating!)

Figure 2.4. A sample of Bingo Activity Instructions

(Adapted from: Watcyn-Jones, 1995, p.2)

2.7.3 Jigsaw Reading Activities

Jigsaw reading is an organization technique that breaks up longer texts into smaller chunks of text (one-two paragraphs) that students work together in groups to become experts on it (Figure 2.5). Each student then moves into a new group, in which every member has become an expert on a different part of the text (Watcyn-Jones, 1995, p.3).

Grammar points

Present simple

Method

- 1 Copy, cut up and *shuffle* the broken sentences on page 45. Make enough sets for the class working in pairs or groups of three or four.
- 2 Give each group a set of cards and tell them they have to arrange them into 15 sentences.
- 3 Set a definite time limit and stop the students at the end of it, *whether they have finished or not*.
- 4 Check by going round the class from group to group. Each group reads out one sentence. The teacher says whether it is right or wrong. If right, it can be removed from the table (or turned over). The group gets 1 point for each correct answer. If wrong, the group gets no points and, without giving the correct answer, the teacher moves on to the next group.
- 5 Continue until all the sentences have been correctly read out.

Figure 2.5. A sample of Jigsaw Reading Activity Instructions

(Adapted from: Watcyn-Jones, 1995, p.3)

2.7.4 Asking and Answering Questions Activities

Asking and answering questions activities imply asking and answering questions in different forms (Watcyn-Jones, 1995, p.5).

24 Yes/No questions 1

Elementary

This and the following two activities are simple guessing games for the whole class.

Grammar points

Asking questions (*Does he/she...?*); Short Yes/No answers + adverbs of frequency (*Yes, always, No, never, etc.*)

Method

- 1 Give everyone a copy of the handout on page 58.
- 2 The teacher can demonstrate first to show the class what they have to do. You think of a person in your family and ask, for example, *What's my uncle's job?*
- 3 The rest of the class try to guess by asking questions. You can only answer Yes/No (+ adverb) or I don't know/I'm not sure.
- 4 The game goes on until someone in the class guesses the job or when the class have got ten No-answers.
- 5 When a person guesses, he or she should say: *Is your (uncle) a (doctor)?*

Figure 2.6. A sample of Asking and Answering Questions Activity Instructions

(Adapted from: Watcyn-Jones, 1995, p.5)

2.7.5 Role-Plays and Simulations

As it is shown in Figure 2.7, role-plays and simulations are activities that focus more on the formation of WH questions (Watcyn-Jones, 1995, p.6).

Method

- 1 Copy and cut out the handouts for Student A and Student B on page 62.
- 2 Divide the class into pairs – A and B. Give each person the appropriate handout.
- 3 Explain what they have to do and allow time for preparation before they start.
- 4 When both are ready, they face each other and begin.
- 5 Set a definite time-limit and stop the students at the end of it, *whether they have finished or not.*
- 6 You can follow up by asking the students if they have ever made plans that either came true or didn't come true.

Figure 2.7. A Sample of Role-Plays and Simulations Activity Instructions

(Adapted from: Watcyn-Jones, 1995, p.6)

2.7.6 Information Gap Activities

In information gap activities, learners have access to some information that assist them to find out the missing information, and it involves working in pairs as presented in Figure 2.8 (Watcyn-Jones, 1995, p.8).

Method

- 1** Copy and cut out the handouts for Student A and Student B on page 72.
- 2** Divide the class into pairs – A and B. Give each student a copy of the appropriate handout.
- 3** They sit facing each other, making sure that their handout is hidden from their partner.
- 4** Explain what is to be done and allow time for preparation. Everyone then starts at the same time.
- 5** Set a definite time limit and stop the students at the end of it, *whether they have finished or not.*
- 6** They now compare handouts to see how well they have done.

Figure 2.8. A Sample of Information Gap Activity instructions

(Adapted from: Watcyn-Jones, 1995, p.8)

2.7.7 Board and Card Games

This activity is based on boards or cards in answering activities, and it requires group work and the steps are shown in Figure 2.9.

Grammar points**Making statements using the past tense of irregular verbs****Method**

- 1 Copy the handout on page 129. Make sure there are enough copies for each group. In addition, copy, cut out and *shuffle* the number cards 1–20 on page 128. Again, there should be one set of number cards per group.
- 2 Divide the class into groups. Give each group the 20-square handout plus a set of number cards. They sit facing each other round a table. The number cards are placed face down on the table next to the handout.
- 3 Explain that one person picks up a number card, e.g. *Number 7* and looks at the verb in that square, in this case the verb *fly*. (S)he must now make up a sentence using this verb in the past tense, e.g.

Last summer I flew to Spain.

The rest of the group decide whether they will accept the sentence or not. If they do, the verb is crossed out and the student's name is written in this box. Play now continues with the next person.

- 4 Set a definite time limit and stop the students at the end of it, *whether they have finished or not*. The student with the highest number of 'squares' wins.

Figure 2.9. A Sample of Board and Card Games Instructions

(Wacyn-Jones, 1995, p.16)

2.7.8 Find Difficulties Activity

According to Lavender (1999), this type of activities requires learners to detect the mistake within the sentences or paragraphs presented and correcting them at the same time (p.53). This type of 'Find difficulty activity' main objective is working on developing learners thinking skills by searching and finding the mistakes and the inaccuracy.

2.7.9 Dictogloss Activity

Dictogloss activity implies practicing grammar through reading short texts to students, and learners try to produce a version that is close to the original one through using correct grammatical rules (Lavender, 1999, p.58). This activity can assist students' grammar, listening, and writing skills at the same time.

2.7.10 Matching exercise

Matching exercise presents to learners a list of items with numbers and a list with letters, and learners try to match each one in the first list with the correct answer in the second list (Lavender, 1999, p.59). This activity is considered simple and easy for students.

2.7.11 Scrambled sentences

Scrambled sentences activity works through taking different sentences from texts and stories and mixing the order of words to nonsense sentences. Then, present these sentences to learners, and put them in grammatical correct order (Lavender,1999,p.62).

To conclude, the utilization of games and different activities enable learners to practice grammar rules. This method of practice is useful at this point since they can provide a framework for a correct use of the language, and they are at the same time a means of establishing and facilitating conversation and motivation because of their enjoyable form.

Conclusion:

The present chapter reviewed the status of grammar and provided an account on the teaching methods/approaches that can be adopted in EFL classroom. The growing interest towards the use of new innovations for decades in teaching grammar in relation to contextual situations increases its importance and directs teachers' attention towards putting the learned grammatical input into practice.

CHAPTER THREE

Exploring the Application of the Bite-Sized Approach in Teaching Grammar

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Introduction

The current chapter demonstrates the used methodology to test the research hypothesis in which a descriptive quantitative design was adopted in order to elicit worthy results, to find convenient responses to the research questions, and to achieve the study aims. The quantitative procedure investigates to what extent the Bite-Sized approach is effective in teaching grammar and building accurate and solid language proficiency. In order to examine the research hypothesis, data was collected using teachers' questionnaire that was administered to English grammar and written expression teachers at the Department of English, University 8 Mai 1945, Guelma. A detailed description of the research tool is provided, the findings are reported, analyzed, and interpreted, and conclusions are formulated.

3.1. Methodological Approach

The investigation of the Bite-Sized approach as a useful approach in teaching grammar entails employing a Descriptive Statistical Method (DSM) that involves teachers' questionnaire. DSM permits to describe statistically the extracted in-depth information from the collected data and confirming or disconfirming the research hypothesis. Muijs (2004) defined quantitative research as a precise explanation of a certain phenomenon in which the data is collected in a numerical form and analyzed with the assistance of the mathematical methods; which means the use of statistical techniques in particular (p.1). Creswell (2009) added that the quantitative approach aims at investigating the correlation between the variables of the research. Moreover, Lichtman (2013) stated that the quantitative design does not require creative thinking or speculation that may lead to unreliable findings, but rather, it depends on evident guidelines and clear objectives (p. 4). Thus, quantitative research method implies quantifying and analyzing the variables in order to obtain results (Sousa, Driessnack, & Mendes, 2007, p.503). Furthermore, the quantitative approach offers and includes a set of benefits to the researcher. It assists in

providing statistical data as a means to save time and resource which allows the researcher to have objective and bias-free interpretations of the compiled data because of the indirect contact between the researcher and the research respondents. As well as that, making the generalization of the findings possible and the possibility of applying them to other populations (Daniel, 2016, p. 94). Therefore, adopting the quantitative methodological approach helps in producing worthy and valuable research outcomes that are interpreted for the aim of providing a better understanding of the investigated phenomenon.

32. Description of the Teachers' Questionnaire

Axinn and Pearce (2006) defined the questionnaire as a data collection tool that consists of a set of questions and different types of items in order to collect information to be analyzed and interpreted (p.56). Similarly, Roopa and Rani (2012) stated that the questionnaire is one of the most popular research instruments used because it assists in collecting data from a large number of informants in a short period of time and in a standard way (p.273).

According to Morison (2007), Designing a questionnaire means creating valid and reliable questions that address the research objectives, placing them in a useful order, and selecting an appropriate method for administration (p.62). The questionnaire highly helps the researcher is gathering information about the participants' knowledge, standpoints, and attitudes about a certain topic. In addition to that, the answers are interpreted and organized easily because of its fixed responses forms (Kvale, 1996, p.176).

Therefore, this study makes use of a questionnaire for the aim of reaching reliable and authentic results. This data collection tool serves in collecting data about teachers' attitudes in utilizing the Bite-Sized approach in teaching grammar and its importance and efficacy in EFL classroom.

3.2.1. Aims of the Teachers' Questionnaire

The teachers' questionnaire is used to explore the EFL teachers' attitudes about their employment of the BSA in teaching grammar, and how it affects the teaching and learning of grammar. The teachers' questionnaire aims are twofolds:

- 1) To find out the extent to which teachers make use of the BSA in teaching Grammar.
- 2) To figure out the effectiveness of the BSA in teaching grammar.

3.2.2. Teachers' Questionnaire Administration

The administration of the questionnaire took place during the second semester, at the Department of English, the University 8 Mai 1945, Guelma, and it was answered by teachers of Grammar and Written expression teachers in a paper-pencil form. In addition, the respondents were notified beforehand that their responses would be anonymous and dealt with great care and confidentiality.

The questionnaire is composed of 30 questions organized into four sections that include four open-ended questions and 21 close-ended questions. The former enables the informants to answer without being limited with specific options while the latter allows them to choose from the proposed possibilities. The five follow-up questions were used to justify and clarify their answers (Appendix A).

The first section is entitled *Personal Information* which comprises five questions covering the respondents' background as their experience in teaching grammar, their views, and motivation to teach grammar. The second section deals with the *Learning/Teaching of Grammar* and it contains twelve questions designed to explore teachers' perspectives in teaching grammar in general. The third section covers the *Bite-Sized Approach* which consists of seven questions that seeks to determine the participants application of the BSA in EFL classroom. Finally, the fourth section deals with *Teaching Grammar Via the Bite-Sized Approach* and teachers views about its effectiveness.

3.2.3. Population and Sampling

The questionnaire targets twenty-two teachers at the Department of English, University 8 Mai 1945, Guelma, which involves 22 participants. Among the participants four teachers of written expression and eighteen teachers of grammar who are teaching grammar during the current academic year or taught it previously. The sample is suitable for the present study as they have experience in teaching English grammar content in both written expression and grammar modules.

3.3 Findings

The following section provides a detailed description of the questionnaire results. The collected data from the teachers' questionnaire are reported, and the results are analyzed, and presented in texts and tabulations.

a. Section one: Personal Information

This section aims at obtaining general information about the respondents as their experience in teaching English in general, and their attitudes towards teaching English grammar and/or written expression.

Question 1: How many years have you been teaching English?

Table 3.1

Teachers' English Teaching Experience

Option	Number of Answers	Percentage%
Three Years	2	9.09
Eight Years	2	9.09
Ten Years	7	31.82
Eleven Years	2	9.09
Twelve Years	5	22.73
Thirteen Years	4	18.18
Total	22	100%

As it is observed in Table 3.1, teachers' teaching experience varies from one teacher to another. The results displayed reveal that 9.09% of teachers have been teaching English for three (3) years, and the same percentage goes for those who have eight (8) and eleven (11) years. Others with 31.82% said that they have been in this profession for ten (10) years, while some with 22.73% for twelve years, and 18.18% of them have thirteen years. Based on the extracted results, the majority of teachers have long years of experience which enables us to collect more reliable information about the topic under investigation.

Question 2: How many years have you been teaching English grammar or written expression?

Table 3.2

Teachers' Grammar and Written Expression Teaching Experience

Years %	Number of Teachers	Percentage
One Year	1	4.54
Five Years	3	13.64
Six Years	6	27.27
Seven Years	7	31.82
Eight Years	5	22.73
Total	22	100

Table 3.2 shows that teachers years of teaching grammar and written expression are ranged from one (4.54%), five (13.64%), six (27.27%), seven (31.82%), and eight (22.73%) years with average rate of 5.4 years. This denotes that 24.54 % of teachers have been teaching English for a good period of time which shows that they are experienced enough in the teaching of grammar.

Question3: Do you like teaching grammar?

Yes No

Table 3.3

Teachers' Interest in Teaching Grammar

Options	Number of Answers	Percentage%
Yes	22	90.91
No	2	9.09
Total	22	100

Table 3.3 displays that the majority participants (90.91%) like teaching grammar. However, some the informants (9.09%) answered with *No*. The obtained results indicate that most of the teachers are motivated towards the teaching of grammar.

Question 4: If you are given the chance, do you teach grammar?

Yes No

Table 3.4: *Teaching Grammar as a choice*

Options	Number of Answers	Percentage%
Yes	20	90.91
No	2	9.09
Total	22	100

As it is shown in Table 3.4, a large number of the participants (90.91%) answered with yes, while only (9.09%) answered with no. This indicates that the majority of them value grammar, motivated to teach it, and they give importance to the teaching and learning of grammatical content.

Question 5: If yes or no, please clarify.

In regards to this item, the informants offered several arguments on whether or not they would teach grammar if they were given the chance. Teachers who answered with yes, their justifications are summarized as follows:

- A chance to remember the rules of the language;
- Learners are provided with general rule, and their learning is assessed immediately during the session;
- It is the base and the backbone of learning English, and without it the language skills cannot be improved;
- Teaching grammar is enjoyable;
- A course that is rich in terms of learning correct language use, and checking students' language performance;
- Grammar plays a significant role in ameliorating students' academic writing;
- It gives chances to the teacher him/herself to know more about the language;
- It is interesting to introduce EFL learners to the essential part that will assist them in improving their language proficiency; and
- It is an interesting module in which you find students always active and engaged during the session.

Alternatively, those who opted for No are only two (2), and their arguments are the following:

- Grammar requires deductive learning which will make learners more passive and not creative.
- Grammar session does not allow students to express themselves and have a real practice of the language rules.

Section Two: Learning/ Teaching of Grammar

Question 6: Depending on your experience, how would you evaluate your students’

English grammar proficiency?

Very Good

Good

Average

Poor

Table 3.5

Students’ English Grammar Proficiency

Options (%)	Number of Answers	Percentage
Very Good	0	0
Good	1	4.55
Average	2	9.09
Poor	19	86.36
Total	22	100

The data presented in Table 3.5 demonstrate that a large number of teachers (86.36%) claimed that their students have a poor level in grammar. A minority (9.09%) opted for the choice of ‘average’ and only (9.09%) of teachers find that students have a good grammar proficiency. No teacher opted for the choice of ‘very good’. This implies that a large number of learners have difficulty in learning and acquiring grammar as it is indicated by teachers, and they are in need to enhance their grammar. Therefore, this indicates that teachers are aware of the students’ weak level in grammar that needs to be improved.

Question 7. Do you think developing students' grammar competence is important to achieve better language proficiency?

Yes No

Table 3.6

Importance of Grammar Competence in Achieving Better Language Proficiency

Options	Number of Answers	Percentage(%)
Yes	22	100
No	0	0
Total	22	100

The results in Table 3.6 illustrate that all informants (100%) reported that developing grammar competence is significant in order to achieve better language proficiency. Thus, teachers are aware of the importance and the role of grammar in enhancing students' language proficiency.

Question 8. If yes or no, please explain why.

Based on the previous question, the participants were asked to justify their answer. All teachers (100%) answered with *Yes* that grammar competence is important to achieve better language proficiency, and their justifications are summarized as follows:

- Without mastering the language rules, learners will not be able to have a correct usage of the language. Without grammar, students can neither speak nor write correctly.
- Having a certain amount of proficiency is a proof that the EFL student masters to a certain extent the grammar of the language.

- Grammar is the tool that assists in building and developing any language proficiency.
- Grammar, either good or bad, impacts the message that learners need to convey, so grammar is essential to language proficiency.
- Grammar is the heart of language proficiency.
- If grammar is well learned, a correct and accurate language will be developed.
- Without grammar, language skills will not be developed, in which their mastery is a proof of language proficiency.

Depending on teachers' justifications, we can say that all of them focused on similar points in which they considered grammar as the essence of the language, and every aspect related to the language is affected by grammar.

Question 9. How do you estimate that the students' grammar level is improving?

As an answer to this item, teachers provided a set of criteria that they use in order to estimate students' grammar level is developing. These involve:

- When they do not repeat the same grammatical mistakes.
- When their speaking, writing, reading, and listening in the target language are used accurately.
- The reduced level of mistakes they commit in communicative situations.
- When they are asked questions after each lecture being presented to them, they provide well-structured feedback.
- When they produce well-structured sentences in their writing and speaking.

- When they achieve powerful coherence and style in using the language.

From the given criteria, we can notice that teachers are somehow close in their ways of assessing students' grammar. Moreover, the suggestions show that EFL teachers use variety of ways in order to observe and detect learners' grammar improvement.

Question 10. Do you think that incorporating new approaches in teaching grammar is beneficial?

Yes No

Table 3.7

Teachers' Opinion Regarding Incorporating New Approaches in Teaching Grammar

Options	Number of Answers	Percentage (%)
Yes	22	100
No	0	0
Total	22	100

The results shown in Table 3.7 reveal that all the respondents (100%) think that integrating new approaches in teaching grammar is beneficial. Thus, they believe that this procedure would facilitate the teaching of grammar, and assist learners in learning and developing their grammar skills.

Question 11. Which of the following approaches/methods to the teaching of grammar you use in your classroom? You may select more than one.

- a. The Grammar Translation Method
- b. The Direct Method
- c. The Audio-Lingual Method
- d. The Communicative Approach
- e. The competency-Based Approach
- f. The Deductive Approach
- g. The inductive Approach

Table 3.8*Methods/ Approaches to the Teaching of Grammar that Teachers Use.*

Options	Number of Answers	Percentage (%)
A	1	4.54
B	5	22.72
C	2	9.09
D	7	31.81
E	7	31.81
F	7	31.81
G	9	40.90

The aim of this item is to figure out the approaches/methods that teachers generally adopt in teaching grammar, and which they find more effective and suit their learners needs. It is observed in Table 3.8 that a large number of informants with 40.90 % selected ‘the inductive approach’. Others with 31.81% opted for ‘the communicative approach’, and the same percentage is noticed for teachers who chose ‘the competency based approach’ and ‘the deductive approach’. Furthermore, 22.72% of respondents selected ‘the direct method, while (9.09%) reported that they use ‘the audio-lingual method’, and only (4.54%) selected ‘the grammar translation method’. These results indicate that teachers utilize different approaches/methods in teaching grammar that can meet any student needs and suits his/her abilities according to their degree of comprehension of the presented materials.

Question 12. Do you consider the content to be presented in the grammar course should be:

a. Heavy and complex

b. In separate chunks

Table 3.9*Teachers' Point of View about the Way the Grammar content should be presented*

Options	Number of Answers	Percentage (%)
A	0	0
B	22	100
Total	22	100

The results in Table 3.9 reveal that all teachers (100%) believe that the content in the grammar course should be better presented in separate chunks, and no one opted for the choice of 'heavy and complex'. This indicates that teachers find this method useful in achieving the learning objectives, and assist learners in acquiring grammar rules easily.

Question 13. Based on your answer, how effective do you find this method?

- a. Extremely effective
- b. Very effective
- c. Moderately effective
- d. Slightly effective
- e. Not effective

Table 3.10*Teachers' Perception of the Effectiveness of the Method Previously Chosen*

Options	Number of Answers	Percentage (%)
A	2	9.09
B	15	68.18
C	5	22.73
D	0	0
E	0	0
Total	22	100

The obtained data presented in Table 3.10 revealed that a considerable portion of the sample (68.18%) believe that delivering grammar course content through separate chunks is very effective, while (22.73%) opted for moderately effective, and only (9.09%) considered it as extremely effective. Similarly, none of the respondents chose 'slightly effective' and 'not effective'. The compiled results show that this method is effective and helpful in presenting and teaching grammar rules.

Question 14. Depending on the teaching method you apply, do students find difficulties in memorizing the different grammar rules?

Yes No

Table 3.11*Efficiency of the Method Used by Teachers in Memorizing Grammar Rules*

Options	Number of Answers	Percentage (%)
Yes	18	81.82
No	4	18.18
Total	22	100

The aim of this item is to detect the problem of the memorization of grammar rules in relation to the teaching method that teachers apply. The majority of participants (81.82%) find that their learners face difficulties in memorizing grammar rules with the method they use in teaching grammar. However, (18.18%) find that via this method, they use delivering grammar content and students do not face a problem of memorization. These results imply that most EFL learners have a difficulty in retaining grammar rules, which can have a relation with the method that grammar instructors adopt.

Question 15. If yes, what possibly can be the reason (s)? You may select more than one option:

- a. The large number of information required to be memorized at once
- b. The complexity of the content
- c. The organization of the content during the explanation
- d. Lack of enough and effective practice
- e. The method followed in presenting the content
- f. The effects of the lecture time management on students' psychology
- g. Other

Table 3.12

Reasons behind Students' Problem of Memorization

Options	Number of Answers	Percentage (%)
A	9	40.90
B	4	18.18
C	5	22.72
D	12	54.54
E	6	27.27
F	5	22.72
G	0	0

As it is indicated in Table 3.12, a large number of teachers with 40.90% believe that students face a problem in memorizing grammar rules depending on the method they use, selected the option ‘the large number of information required to be memorized at once’ as a reason for the memorization issue. Others with 18.18% opted for ‘the complexity of the content’. Also, 22.72% goes for those who selected ‘the organization of the content during the explanation’, and the same percentage has been noticed for teachers who chose the option of ‘the effects of the lecture time management on students’ psychology’. Furthermore, many respondents with 54.54% opted for the ‘lack of enough and effective practice’. Some teachers with 27.27% approved the statement that holds the problem of students’ memorization of grammar rules is the effects of the lecture time management on their psychology. However, none of the respondents (0%) chose the choice of ‘other’. Thus, the revealed results indicate that several factors influence students’ grammar learning and memorization during the course.

Question 16. If other, please specify.

In regards to question 15, no teacher chose the choice of ‘ other’, so no other reasons of the problem of students’ memorization of grammar rules are specified.

Question 17. How much importance you give to grammar practice in comparison to the theoretical part?

- | | |
|----------------------|----------------------|
| a. Strong importance | <input type="text"/> |
| b. Equal importance | <input type="text"/> |
| c. Low importance | <input type="text"/> |
| d. No importance | <input type="text"/> |

Table 3.13*Importance Given to Practice in Comparison to the Theoretical Part*

Options	Number of Answers	Percentage (%)
A	17	77.27
B	5	22.73
C	0	0
D	0	0
Total	22	100

This question was asked to teachers in order to know how much importance they devote to practice during the grammar session in comparison to theory. As presented in Table 3.13 (77.27%) of the participants claimed that they give ‘strong importance’ to practice, (22.73%) of them give ‘equal importance’, while no teacher gives it ‘low importance’ or ‘no importance’. The obtained data show that teachers consider practice as an important aspect in the grammar teaching process, and they do not focus only on the theoretical part.

Question 18. Select the type of grammar activities that you find effective in improving and building lifelong language skills

- | | | | |
|-----------------------------------|--------------------------|-------------------------|--------------------------|
| a. Find someone who | <input type="checkbox"/> | g. Board and card games | <input type="checkbox"/> |
| b. Bingo activities | <input type="checkbox"/> | h. Find difficulties | <input type="checkbox"/> |
| c. Asking and answering questions | <input type="checkbox"/> | i. Dictogloss | <input type="checkbox"/> |
| d. Jigsaw reading activities | <input type="checkbox"/> | j. Matching exercise | <input type="checkbox"/> |
| e. Role-plays simulations | <input type="checkbox"/> | k. Scrambled sentences | <input type="checkbox"/> |
| f. Information gap activities | <input type="checkbox"/> | l. Other | <input type="checkbox"/> |

Table 3.14*Effectiveness of Grammar activities*

Options	Number of Answers	Percentage (%)
A	3	13.63
B	8	36.36
C	3	13.63
D	15	68.18
E	9	40.90
F	17	77.27
G	7	31.81
H	8	36.36
I	2	9.09
J	8	36.36
K	7	31.81
L	0	0

According to the information presented in Table 3.14, the majority of teachers with 77.27% chose ‘information gap activities’, while 68.18% of them ticked ‘asking and answering questions’ task. Moreover, 40.90% of the participants said that they find ‘role-plays simulations’ more effective, and (36.36%) of them opted for ‘bingo activities’, and the same percentage goes for those who selected ‘find difficulties’ and ‘matching exercise’. Also, 31.81% of the informants selected ‘board and card games’, and the same percentage of teachers chose ‘scrambled sentences’. Additionally, 13.63% of the respondents opted for ‘find someone who’ activity, and the same percentage goes for ‘jigsaw reading activities’. Moreover, (9.09%) selected ‘Dictogloss’ and no teacher

specified any other activities that can be effective. The results indicate that the presented activities are effective, and incorporating them in practicing grammar will assist learners in developing their grammar skills.

Question 19. If other, please specify.

The respondents were asked to specify other activities as an answer to item 18. However, no teacher opted for ‘other’ and no one specified any other activity.

Section Three: Bite-Sized Approach

Question 20. Do you have an idea about what is Bite-Sized approach?

Yes No

Table 3.15

Teachers’ Knowledge of the Bite-Sized Approach

Options	Number of Answers	Percentage (%)
Yes	12	54.55
No	10	45.45
Total	22	100

As it is displayed in Table 15, the majority of the respondents (54.55%) have certain knowledge about the bite-sized approach, while (45.45%) claimed that they have never heard of it. There is a possibility that the name of the approach contributed in giving the participants an idea about its concept.

Question 21. If yes, please clarify.

In accordance with the previous asked question, teachers who opted for ‘yes’ were asked to clarify their answers, their clarifications were summarized as follows:

- Bite-Size approach is an approach that focuses on providing information in more organized manner and on a specific time.

- It is an approach that focuses on teaching small parts in addition to organized and manageable chunks of language aspects in order to achieve a specific objective.
- It is a method of teaching through small units instead of long, complex lessons.
- It is an approach that avoids teaching large materials.
- It is an approach that reduces lecture duration.
- BSA a method of teaching that devotes more time to practice more than theory.

Teachers clarifications indicate that they have certain knowledge about the Bite Sized approach; in which they provided correct and important information about it that is considered as its main principles.

22. To what extent do you think that the memorization of the content is better with short, manageable and organized units?

- a. To a great extent
- b. To some extent
- c. Not helpful at all

Table 3.16

Teachers' Perception about the helpfulness of Shor, Manageable, and Organized Units of Information in Memorization

Options	Number of Answers	Percentage (%)
A	17	77.27
B	05	22.73
C	00	0
Total	22	100

From the collected data, 77.27% of teachers find that short, manageable, and organized units of information are better for memorization 'to a great extent', while

22.73% of them said that they find them helpful ‘to some extent’, and no teacher opted for ‘not helpful at all’. The results reveal that teachers find that presenting the content of the lecture through this method is beneficial, and can assist learners to memorize better the usual content presentation.

Question 23. To what extent do you agree with these statements?

a. Providing the learner with the important points of the lesson in addition to some details instead of tackling all the details is more beneficial.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. When the amount of information required to be memorized is not heavy; memorization becomes easier.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. When details are organized and given directly, understanding and memorization becomes easier.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Providing short parts of info to learners keeps ideas organized in their minds.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 3.17*Teachers' Attitudes towards the Utilization of the Bite-Sized Approach*

Options	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	percentage (%)
A	4.55	0	0	50	45.45	100
B	4.55	0	0	50	45.45	100
C	0	0	9.09	22.73	68.18	100
D	0	0	0	50	50	100

It is shown that in Table 17, each statement is analyzed separately. In the participants' responses to the statement A, 50% of them agreed that providing the learner with the important points of the lesson in addition to some details instead of tackling all the details is more beneficial. Also, 45.45% of the informants strongly agreed with the statement, while only 4.55% strongly disagreed with it. This leads to conclude that almost all teachers are aware of the importance and the benefits of the presentation of the important aspects of the lecture with some details.

Regarding the statement B, the same percentages and results were detected. The findings indicate that the majority of the participants agree that memorization becomes easier when the amount of information required to be memorized is not heavy. In statement C, it is found that 68.18% of the participants strongly agreed that when details are organized and given directly, understanding and memorization become easier. Additionally, 22.73% agreed with the statement, and only 9.09% neither disagreed nor agreed with it. The data presented in this statement show that the majority find that

memorization is better when details are organized and given directly to learners. In statement D, 50% of the respondents agree about providing short parts of information to learners keeps ideas organized in their minds, and the same percentage stated that they strongly agree with it.

The collected data from Q23 indicate that most of the teachers have positive attitudes towards the importance of using the principles of the BSA in teaching because it assists them to achieve better results in building a solid knowledge background when it comes to students' memorization and understanding of the content presented to them.

Question 24. According to you, long lecture leads to:

- a. Losing interest in studying
- b. Losing ability to understand
- c. Be stressed out
- d. Effecting ability to memorize
- e. Getting board
- f. All of the above
- g. None of them

Table 3.18*Effects of Long Lecture duration*

Options	Number of answers	Percentage (%)
A	12	54.54
B	09	40.90
C	02	9.09
D	07	31.81
E	14	63.63
F	02	9.09
G	05	22.72

According to the results in Table 3.18, the majority of the respondents with 63.63% said that long lecture leads to ‘getting bored’, and 54.54% of them ticked ‘losing interest in studying’. Moreover, 40.90% goes to those who chose ‘losing ability to understand’, and 31.81% of the participants opted for ‘effecting ability to memorize’. Additionally, 22.72% of informants selected none of them, and only 9.09% of the participants chose ‘be stressed out’, and the same percentage goes to those who ticked ‘all of them’. Consequently, the obtained results reveal that teachers are aware of the effects of the long lecture duration on students’ performance and their learning process.

Question 25. Do you think the time devoted to practicing grammar should be more than the one given to studying the theoretical part?

Yes No

Table 3.19*Teachers' Opinions about More Time to Practice Grammar vs Studying Theory*

Options	Number of Answers	Percentage (%)
Yes	20	90.91
No	02	9.09
Total	22	100

In Table 3.19, the majority of teachers 90.91% believe that more time should be devoted to practice grammar more than studying the theoretical part. However, 9.09% of them think the opposite in which giving more time to studying the theoretical part is better than dedicating more time to practice. As a result, teachers suggest that more time and focus should be devoted to practicing grammar rules.

Question 26. In your opinion, breaks/ pauses during the class session can:

- a. Refresh energy
- b. Reduce stress
- c. Keep learners' more mind active
- d. Make learners' more interested and engaged in the course
- e. All of the above
- f. None of them

Table 3.20*Benefits of Breaks/ Pauses During the Lecture*

Options	Number of answers	Percentage (%)
A	11	50
B	07	31.81
C	05	22.72
D	04	18.18
E	06	27.27
F	00	0

As it is displayed in Table 20, 50% of the respondents opted for ‘refresh energy’ while 31.81% selected ‘reduce stress’ while (22.72%) goes for those who chose ‘keep learners’ mind active’. It is found that 18.18% of the participants are more in favor of pauses/breaks because they ‘make learners more engaged in the course’. Additionally, 27.27% of teachers find that breaks/pauses assist in all of the options, and none selected ‘none of them. These results indicate that breaks/pauses assist learners to overcome the learning difficulties that they generally face during lecture time and affect their learning and knowledge retention.

Section Four: Teaching Grammar Via the Bite-Sized Approach

Question 27. To what extent do you agree with these statements?

a. Students need to learn the form and the function of the structure to be able to use it appropriately.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

b. Students need to practice the grammatical structure in a communicative situation.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

c. The learning of grammar aspect should be explained within a given theme of the lesson planning and through expressing a particular message.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree
 Agree

d. Feedback on Student's grammar errors should be given in terms of form rather than the content for the purpose of communication and to improve the learner performance.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

e. Grammatical elements are better taught through separate structures.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

f. Students face difficulty to make use of the grammatical rule and put it into communicative practice.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

g. Students prefer to learn the grammar rule with the use of one example.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree
 Agree

h. Students prefer to learn the grammar rule with the use of many examples.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

i. Students need to learn grammar along with vocabulary meaning of the given structure.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

j. Students prefer the problem-solving technique to guess the grammatical rule.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

k. Students prefer the teacher's explicit explanation of the grammatical rule from the beginning.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

l. Students learning styles interfere with their grammar learning outcomes

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

28. Do you think the learning of grammar should go hand in hand with the four skills when planning the lesson?

Yes No

Table 3.21

Teachers' Point of View on Applying the Principles of the Bite-Sized approach in the Teaching of Grammar

Options	Strongly disagree	Disagree	Neither disagree no agree	Agree	Strongly agree	Total
A	0	0	0	45.45	54.55	100
B	0	0	18.18	81.82	0	100
C	0	0	31.82	45.45	22.73	100
D	0	0	45.45	31.82	22.73	100
E	0	0	4.55	45.45	50	100
F	0	4.55	0	45.45	50	100
G	0	0	13.64	40.91	45.45	100
H	0	27.27	54.55	18.18	00	100
I	0	0	50	50	0	100
J	0	68.18	22.73	9.09	0	100
k	0	0	0	45.45	54.55	100
L	0	0	4.55	45.45	50	100

As it is shown in Table 21, each statement is analyzed separately. The participants response to the statement A indicates that the majority of the participants 54.55% strongly agreed that students need to learn the form and the function of the structure to be able to use it appropriately, and (45.45%) of them agreed with it. For the statement B, 81.82% of informants agreed that students need to practice the grammatical structure in a communicative situation, and only 18.18% of them neither disagreed nor agreed with it. In the statement C, the majority with 45.45% agreed that the learning of grammar aspects should be explained within a given theme of the lesson planning and through expressing a particular message, and 22.73% strongly agreed with the statement, while 31.82 are found neither disagreed nor agreed with it.

In the statement D, it is noticed that 31.82% of the respondents agreed and 22.73% of them strongly agreed with the claim that feedback on students' grammar should be given in terms of form rather than the content for the purpose of communication and to improve the learner performance, and 45.45% neither agreed nor disagreed with it. Additionally, 50% of the informants in the statement E strongly agreed that grammatical elements are better taught through separate structures, and 45.54% agreed with it, while only 4.55% of the respondents neither disagreed nor agreed with the statement. In the statement F, it is observed that 50% of teachers strongly agreed that students face difficulty to make use of the grammatical rule and put it into communicative situation, and 45.45% agreed with it, while only 4.55% of them disagreed with it.

In regard to the statement G, 45.45% of the participants are found to strongly agree with the claim that students prefer to learn the grammar rule with the use of one example, and 40.91% agreed with it, while only 13.64% of them neither disagreed nor agreed with that claim. The highest percentage in the statement H is 54.55% indicates that the majority

of teachers neither disagreed nor agreed that students prefer to learn the grammar rule with the use of many examples, and 18.18% of them agreed with the claim, while 27.27% disagreed with it. In the statement I, half of the respondents 50% neither disagreed nor agreed that students need to learn grammar along with vocabulary meaning of the given structure, and the other half of them 50% agreed with it.

The highest percentage in the statement J shows that 68.18% disagreed with the fact that students prefer the problem-solving techniques to guess the grammatical rule, while 22.73% of them neither disagreed nor agreed with it, and only 9.09% agreed with it. In the statement K, 54.55% of the participants strongly agreed with the claim that students prefer teachers' explicit explanation of the grammatical rule from the beginning, and 45.45% of them agreed with that claim. Finally, 50% of the respondents in statement L strongly agreed that students learning styles interfere with their grammar learning outcomes, and 45.45% of them agreed with it, while only 4.55% neither disagreed nor agreed with it.

As a result, the collected data in this question reveal that most teachers are found to follow the principles of the bite-sized approach and claim that it assists in the learning process. Furthermore, the application of this criteria in the teaching of grammar can foster the learning of grammar rules and help learners to overcome the difficulties they may face.

28. Do you think the learning of grammar should go hand in hand with the four skills when planning the lessons?

Yes No

Table 3.22*Teachers' Point of View in Considering the Four Skills in Planning Grammar lessons*

Options	Number of answers	Percentage (%)
Yes	21	95.45%
No	01	4.55%
Total	22	100%

From the collected data, it is clearly shown that the majority of the participants with 95.45% find that the learning of grammar should go hand in hand with the four skills when planning the lessons, and only 4.55% of them find that grammar should be separated, and it should not be linked with grammar lesson planning.

29. If yes or no, please clarify.

In accordance with question 28, teachers who opted for 'yes' were asked to clarify their answers, their clarifications were summarized as follows:

- When learners speak and write, the grammatical rules are going to be practiced.
- When learners practice grammar rules through speaking, writing, listening, and reading, their grammar and their four skills will be automatically improved.
- The more the teacher varies the teaching tools and focus on many language aspects, the more learners will learn.
- Grammar rules will be practiced better via the four skills.
- Teachers can evaluate their students use of grammar rules through practicing them in their speaking and writing.

- Grammar is the core of the language, so it cannot be taught in isolation (through only presenting rules).

Alternatively, those who opted for no did not provide any clarification for their choice.

30. If you have any further suggestions or recommendations, feel free to share.

The majority of teachers did not provide their comments or suggestions mainly because they have felt that they already express their thoughts in the previous questions. However, only one teacher commented that grammar and practice are equally important, and both of them should be given the similar focus.

3.4. Teachers' Questionnaire Summary of Results

The compiled data of section one revealed that nearly all teachers have been teaching English language and English grammar for many years, which indicates that they are experienced enough in teaching English. In light of this, the grammar teachers are highly motivated to teach grammar which exhibits the significance of this language component in developing EFL learners' language proficiency and proper use.

The analysis of section two proclaimed that EFL teachers are aware of students' poor level in grammar and its negative impact on enhancing their language proficiency which can be estimated through their overall language performance. Furthermore, teachers consider that incorporating new approaches in grammar teaching is beneficial, and claimed to use a variety of approaches to fulfill the learning objectives. Moreover, the respondents find that the content of the grammar course presented through separate chunks is more effective in assisting learners to grasp grammatical knowledge; as they generally face a difficulty in memorizing and applying the rules. Additionally, the informants believe that more time should be devoted to practice grammatical content in comprehensible context in

comparison to theory, that is, the application of the grammatical rules is more effective when practiced in real life situations.

The third section displayed teachers' knowledge about the Bite-Sized Approach in which they are found to adopt many of its principles in teaching grammar. The majority of teachers are found to agree with the BSA approach criteria as the delivery of short and organized units, short time devoted to content delivery that covers the main aspects of the lecture and the presentation of detailed information in a clear way. Moreover, teachers find it important when planning lessons to allocate more time for practice compared to theory as this would enable students to understand and memorize better the grammatical rules, which results in ameliorating the accurate usage of language.

The analysis of section four indicates that teachers emphasize the importance of both form and function of language in which the grammatical structure should be practiced in communicative situations. Nonetheless, they stress the fact of explaining grammar rules within certain context by assigning particular theme to the lesson plan. Assessing students' performance should be in terms of overall form to encourage them engage in communicative situations. Teachers are more in favor of teaching grammar in relation to the four skills, and highlighted the importance of vocabulary meaning to foster their grammatical proficiency.

To sum up, EFL teachers seem to be familiar with the major principles of the Bite-Sized Approach, and many of them adopt them in their EFL classroom when teaching grammar. Thus, they believe that the approach is effective in ameliorating students' grammar skills which in turn can result in a better academic achievement.

Conclusion:

The obtained data from teachers' questionnaire demonstrate that the vast majority of teachers are aware of the useful application of the bite-sized approach in teaching grammar. Additionally, they acknowledge that the principles of the BSA can facilitate the learning process, achieve the learning objectives, and help students to perform better in real life situations. Interestingly, the questionnaire analysis results show that the aims of the questionnaire are achieved and the EFL teachers have positive attitudes towards the utilization of the BSA in teaching grammar.

Pedagogical Implications

The paramount interest of the present research is to enlighten teachers' perspectives about the utilization of the bite-sized approach as an effective teaching approach in teaching grammar, for the aim of overcoming the learning difficulties and promote students' grammar skills. With reference to grammar as the backbone of the language, EFL learners encounter certain challenges in their overall language performance and academic achievements in which they have a problem in memorizing and applying the grammatical rules. Along with the effects of the usual lecture design and time management, there are other hurdles such as losing interest in studying and the ability to understand, being stressed out and getting bored, and problems in memorization of the course content. Such problematic situations would beyond any doubt affect the learners overall language performance and proficiency; which results in hindering their overall academic achievements.

The findings have a decisive influence in drawing teachers' attention to the significance of the BSA in teaching grammar. The conducted research served as a pivotal contributor in raising teachers' awareness to the use of the BSA in teaching grammar, its principles, and benefits. Accordingly, learners would be equipped enough to overcome the usual grammar learning problems including memorization and accurate usage of the grammatical rules. On this basis, English teachers dealing with language grammar need to utilize the method/approach of teaching that suits the learners' needs and achieve the learning objectives; as a result, teachers planning lessons should consider making use of BSA to promote the learning of grammar in EFL classroom.

students will be able to overcome grammar learning difficulties; hence, they will be able to use a correct language and enhance their language proficiency. As many of the participants agreed on the importance of grammar learning and its effectiveness in increasing their academic achievements in general and language usage in particular, teachers and curriculum designers should consider focusing more on the beneficial connection between grammar learning and the BSA use.

Recommendations for Further Research

It is recommended that further research should be undertaken in the following areas:

- Investigating each factor that may influence the extent of using the bite-sized approach in EFL classroom.
- Conducting a research based on students' reactions towards the application of the BSA in EFL classroom for achieving effective learning.

Limitations of the Study

This research has number of shortcomings that should be considered. These are:

- The limited theoretical background is found for the Bite-Sized approach because it is a recent approach to teaching.
- The sample size is limited to 22 teachers because of the limited number of modules in which English grammar is taught.
- Another limitation lies in time constraints which did not allow the researcher to make use of other data gathering tools as students' questionnaires to explore EFL students' views and practices regarding the application of the bite-sized approach by the teachers.

GENERAL CONCLUSION

The present study was carried out primarily to hold an inquiry on the importance of implementing the Bite-Sized Approach in teaching grammar. The quintessence of the topic at hand is to cast lights on the different learning difficulties that EFL students may encounter in the process of grammar learning; and the detrimental impact of these obstacles on their language proficiency and overall academic achievements. Fundamentally, the research presented a theoretical framework that exhibits the predominant role grammar plays in language mastery, and demonstrates background knowledge on the bite-sized approach as a new teaching innovation.

The practical study obtained findings extracted with the use of teachers' questionnaire, and administered to twenty-two (n=22) EFL teachers in order to test the research hypothesis and answer the research questions. Based on the achieved results, grammar rules retention and application problems exist in EFL classrooms as some learners suffer from producing grammar mistakes in their language performance. Additionally, teachers are found to have positive attitudes towards the integration of the bite-sized approach in teaching grammar in the EFL classroom. In this regard, they agreed that teaching through small bites of information and reduced time of theory assist in realizing better delivery of the grammatical rules. In this respect, time reduction can increase students' concentration and memorization of the grammatical rules, in addition to devoting more time to practice over theory.

The quantitative descriptive design adopted in the current study allowed achieving valid results, and enabled us to provide a number of conclusive interpretations in relation to the research hypothesis and research questions. The findings obtained from the teachers'

questionnaire provided evidence of a strong belief, high awareness, and positive attitudes towards the significance and beneficial employment of the bite-sized approach in English grammar teaching and learning.

To conclude, the results deduced in the present research can encourage teachers of grammar and written expression to incorporate the BSA principles in teaching English grammar. Additionally, teachers need to bear in mind the learning styles, students' motivation, and opportunities reserved to each student to practice during the class session. Finally, the present investigation and the compiled results allowed confirming the research hypothesis and answering the research questions.

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Appendix A

Teachers' Questionnaire

Exploring the Application of the Bite-Sized Approach in Teaching Grammar

Dear teachers,

You are kindly invited to answer the following questionnaire which is part of a Master Dissertation. The aim is to collect data about the application of the Bite-Sized approach in the teaching of grammar, which incorporates teaching small units - mainly important aspects of the lesson - in a short period of time. Your answers are of great value to the present research and will be treated with great care and confidentiality.

Thank you for your collaboration.

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2022

Section One: Personal Information

1. How many years have you been teaching English?

.....

2. How many years have you been teaching English grammar?

.....

Yes No

3. Do you like teaching grammar?

Strongly agree Agree Undecided Disagree Strong Disagree

4. If you are giving the choice, do you teach grammar?

Yes No

5. If yes or no, please clarify.

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

Section Two: Learning/Teaching of Grammar

6. Depending on your experience, how would you evaluate your students' English grammar proficiency?

Very Good
Good
Average
Poor

7. Do you think developing students' grammar competence is important to achieve better language proficiency?

Yes No

8. If yes or no, please explain why?

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

9. How do you estimate that the students' grammar level is improving?

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

10. Do you think that incorporating new approaches in teaching grammar is beneficial?

Yes No

11. Which of the following approaches/methods to the teaching of grammar you use in your classroom? You may select more than one.

- a. Grammar Translation Method
- b. Direct Method
- c. Audio-lingual Method
- d. Communicative Approach
- e. Competency-Based Approach
- f. Deductive Approach
- g. Inductive Approach

12. Do you consider the content to be presented in the Grammar course should be:

- a. Heavy and complex
- b. In separate chunks

13. Based on your answer; how effective do you find this method?

- a. Extremely effective
- b. Very effective
- c. Moderately effective
- d. Slightly effective
- e. Not effective

14. Depending on the teaching method you apply, do students find difficulties in memorizing different Grammar rules?

Yes No

15. If yes, what possibly can be the reason (s)? You may select more than one option:

- a. The large number of information required to be memorized at once
- b. The complexity of the content
- c. The organization of the content during the explanation
- d. Lack of enough and effective practice
- e. The method followed in presenting the content
- f. The effects of the lecture time management on the student's psychology
- g. Other

16. If other, please specify.

.....
.....

17. How much importance you give to grammar practice in comparison to the theoretical part?

- a. Strong importance
- b. Equal importance
- c. Low importance
- d. No importance

18. Select the type of grammar activities that you find effective in improving and building lifelong language skills

- a. Find someone who
- b. Bingo Activities
- c. Jigsaw reading activities
- d. Asking and answering questions
- e. Role-plays simulations
- f. Information gap activities
- g. Board and card games
- h. Find difficulties
- i. Dictogloss
- j. Matching exercise
- k. Scrambled sentences

19. If other, please specify

.....
.....

Section Three: Bite-Sized Approach

20. Do you have an idea what is the Bite-Sized Approach?

Yes No

21. If yes, please clarify.

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

22. To what extent do you think that the memorization of the content is better with short, manageable, and organized units?

a. To a great extent

b. To some extent

c. Not helpful at all

23. To what extent do you agree with these statements?

a. Providing the learner with the important points of the lesson in addition to some details instead of tackling all the details is more beneficial.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

b. When the amount of information required to be memorized is not heavy; memorization becomes easier.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

c. When details are organized and given directly, understanding and memorization becomes easier.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

d. Providing short parts of info to learners keeps ideas organized in their minds.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

24. According to you, long lecture leads to:

- a. Losing interest in studying
- b. Losing ability to understand
- c. Be stressed out
- d. Effecting ability to memorize
- e. Getting bored
- f. None of them

25. Do you think the time devoted to practicing grammar should be more than the one given to studying the theoretical part?

Yes No

26. In your opinion, breaks/pauses during the class session can:

- a. Refresh energy
- b. Reduce stress
- c. Keep learners' mind active
- d. Make learners more interested and engaged in the course
- e. No one of them

Section Four: Teaching Grammar via Bite-sized Approach

27. To what extent do you agree with these statements?

a. Students need to learn the form and the function of the structure to be able to use it appropriately.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

b. Students need to practice the grammatical structure in a communicative situation.

Strongly disagree Disagree Neither disagree nor agree Agree Strongly Agree

c. The learning of grammar aspect should be explained within a given theme of the lesson planning and through expressing a particular message.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Feedback on Student's grammar errors should be given in terms of form rather than the content for the purpose of communication and to improve the learner performance.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

m. Grammatical elements are better taught through separate structures.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n. Students face difficulty to make use of the grammatical rule and put it into communicative practice.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

o. Students prefer to learn the grammar rule with the use of one example.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

p. Students prefer to learn the grammar rule with the use of many examples.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q. Students need to learn grammar along with vocabulary meaning of the given structure.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

r. Students prefer the problem-solving technique to guess the grammatical rule.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

s. Students prefer the teacher's explicit explanation of the grammatical rule from the beginning.

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

t. Students learning styles interfere with their their grammar learning outcomes

Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Do you think the learning of grammar should go hand in hand with the four skills when planning the lesson?

Yes No

29. If yes or no, please clarify.

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

30. If you have further suggestions or recommendations, feel free to share.

.....
.....
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Thank you

Résumé

La présente étude explore les points de vue et les pratiques des enseignants ALE qui appliquent l'approche Bite-Sized (BSA) dans l'enseignement de la grammaire anglaise. La grammaire est une composante du langage indispensable à la maîtrise de la langue et ses quatre compétences. L'enseignant ALE qui tente d'atteindre les objectifs d'apprentissage du cours de grammaire doit choisir des méthodes / approches / techniques efficaces pour répondre aux besoins des apprenants. Utiliser les règles de la grammaire correctement est souvent un problème récurrent dans les classes ALE qui peut affecter les étudiants dans leur compréhension et expression orale/écrite. Parmi les nombreux obstacles que les étudiants rencontrent pour comprendre les données grammaticales sont liés à : la longueur du contenu, la durée du cours, la mémorisation, la motivation et le temps alloué consacré à la pratique par rapport à la théorie. Dans ce sens, la recherche vise à collecter des informations sur le point de vue des enseignants sur l'utilisation de l'approche Bite-Sized (BSA). Pour les raisons qui ont été mentionnées ci-dessus, cette étude adopte un modèle descriptif quantitatif avec l'utilisation d'un questionnaire pour les enseignants, administré à vingt-deux (n=22) enseignants du modules de grammaire et d'expression écrite dans le département d'anglais, de l'université de 8 Mai 45 – Guelma. En conséquence, les données compilées confirment l'hypothèse de recherche, qui implique que les enseignants d'ALE sont conscients de l'application bénéfique du BSA, qui peut aider les étudiants à améliorer leurs compétences grammaticales. Les résultats montrent que les enseignants utilisent les principes de la BSA pour transmettre le contenu grammatical. Ils considèrent que cette méthode est efficace pour faciliter le processus d'apprentissage et qu'elle permet aux étudiants de comprendre et de mettre en pratique les connaissances grammaticales acquises.

Mots clé : Approche Bite-Sized, compétence grammaticale, enseignement de la grammaire.