| **RESEARCH ARTICLE**

Unlocking English Grammar: Insights from Fes High Schools in Morocco

Tarik ElFalih
Faculty of Letters and Human Sciences, Abdelmalek Essaadi University, Tetouane, Morocco
Corresponding Author: Tarik ElFalih, **E-mail**: tarik.elfalih@etu.uae.ac.ma

| **ABSTRACT**

The instruction of grammar is a critical element of the curriculum that all English as a Foreign Language (EFL) and English as a Second Language (ESL) instructors must integrate into their courses. Grammatical education presents a significant challenge within the English curriculum due to the frequent struggles both students and instructors face with its rules. Nevertheless, it is essential for students to possess a comprehensive understanding of grammar, as a strong grasp of the language they use is crucial for enhancing their communication abilities. Teachers provide grammar instruction specifically to improve their students' writing skills, and for a long time, grammar education has been regarded as a fundamental prerequisite for the appropriate use of language. This paper examines the most frequently employed methods for grammar instruction. The investigation aims to identify the most common errors committed by ESL students through interviews with educators, analysis of survey results, and observations of classroom activities. The primary goal is to help students overcome these challenges while also enhancing their understanding of the errors they have made.

1. Introduction

Grammatical structure is the foundation of any language. The womb is the place where sentences are conceived and born. Teaching grammar involves a wide range of abilities and activities that must be successfully completed. Presentation and practice of grammatical objects are two possible approaches to teaching grammar. Alternatively, presentation alone, without any exercise, is another option. Because a simple understanding of vocabulary is not enough for effective communication, instructors of foreign languages, particularly those who instruct students at beginning and intermediate levels, devote a significant amount of effort to teaching grammar. Because the latter is believed to be the policeman that supervises the language, is it necessary for us to study grammar in order to master a language?

The answer, in a nutshell, is "no." The grammar of their original language is not something that many people throughout the world have learnt, yet they still speak it. Even before they are familiar with the term "grammar," children begin to communicate verbally. However, if you are serious about learning a foreign language, the answer to your question is absolutely long and complicated. Learning grammar may make the process of learning a language more efficient and speed up the process. It is essential to see grammar as something that may be of use to you since, when you master grammar, you get an understanding of a great deal of information on your own. Grammar encompasses all language abilities, and the primary interest of those who teach it, as we will see in this section, is the oral use of language for the sake of communication. Simply studying grammar will not always make you a better student. This is because grammar is not a science; nevertheless, by acquiring a more profound comprehension of the functioning of our language, 2. In a nutshell, learning grammar might perhaps assist you in becoming a more proficient writer. Through the use of a case study, I will attempt to shed light on the process of teaching grammar to Moroccan high school students in Fes who are in their second year of baccalaureate. The definition of grammar is the subject of the first sub-part of the first

chapter, which is more general and theoretical in nature. The first sub-part of the first chapter is about grammar. When many people, even language instructors, hear the word "grammar," they immediately think of a predetermined collection of word forms and rules of usage. However, there are many different meanings of grammar, and the second definition provides light on several theoretical methods of teaching grammar.

The fact that grammar is an important component of the process of learning and teaching is the driving force behind the decision to focus on this particular subject. To begin, it is necessary for every instructor to have some form of theoretical foundation, such as an understanding of the tools and strategies that are utilized in the teaching of grammar. The second point is that teachers believe that grammar is the easiest ability to teach, but from the point of view of students, things can be different. Because of this, the purpose of this study is to explore the attitudes that students have toward the teaching of grammar. It is commonly believed that grammar is centered on the instructor; nevertheless, my article approaches the problem from the perspective of the pupils, and it does not ignore the teachers' point of view in this paper. In light of this, what is the most effective approach or strategy that teachers should utilize while instructing grammar to kids in high school? How do students feel about the use of grammar? What kinds of mistakes do students make when they are in the classroom? Regarding the teaching of grammar, what are the thoughts and actions of teachers? After that, I will transition from a theoretical framework to a more practical manner, which will be based on fieldwork research that makes use of the following tools: The monograph will primarily consist of an analysis and investigation of the forms of data that we will be concerned with in our examination of high school students observed in class. This will be accomplished through the distribution of questionnaires to students and the interviewing of teachers. In accordance with the nature of the subject matter, the monograph will make use of both qualitative and quantitative research methods. In addition, I will publish the data and try to provide an analysis of the outcomes in order to determine the appropriate tactics that should be utilized when dealing with the teaching of grammar.

2. Literature Review

Throughout history, grammar has been a fundamental element of foreign language instruction; however, its significance has fluctuated over time. The term "grammar" is frequently used by non-linguists to describe a set of rules and structures that must be followed to generate accurate sentences and expressions in the target language. The term has a broad definition. Regardless of our awareness of grammar, as language speakers, we often produce precise language almost reflexively. If others struggle to understand our message or believe we have not expressed ourselves clearly, it is conceivable that a grammatical issue is at fault. Therefore, possessing an understanding of grammar enables us to employ the most suitable terminology to achieve our communication goals. Additionally, grammar may serve as a signifier. According to one technical interpretation, grammar is a theory of language description that can be applied to specific languages. Universal grammar aims to resolve the characteristics common to all human languages. The term "traditional grammar" refers to the application of concepts and methods to language description that were prevalent in earlier centuries and are derived from Latin grammar. As per The Oxford English Grammar (2000), grammar can also be defined as "the manner in which words are combined to form accurate sentences" (Tarni, 2012). The definition of grammar often depends on the perspective of each educational institution.

Another definition of grammar focuses on its structural aspect, identifying grammar as "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language." This definition frequently considers the functions and meanings of these phrases within the broader language context. However, it may not include a description of the sounds used in a language. According to Richard Schmidt and Jack C. Richards (2010), this definition, derived from the Longman Dictionary of Applied Language Teaching and Applied Linguistics, emphasizes the forms and structures that allow speakers to produce accurate language. For example, the expressions "I am a teacher" and "I am a teacher" are not grammatical in English, whereas "I am a teacher" is. In other words, grammar can be broadly defined as the process by which a language manipulates and combines words to generate extended units of meaning. The construction of these meaning units is governed by a set of rules in every language, and these rules can be identified in any language. A student proficient in grammar is capable of mastering and utilizing these rules to effectively communicate their thoughts in the language. There are numerous methods by which we can communicate the concepts or ideas in our minds. We can create signs, carve images, portray forms, exclaim demands, and write words or phrases. Each of these abilities enables us to articulate our thoughts and feelings. Language is the process of articulating our thoughts through the use of words and phrases. Oral language is used when we convey our thoughts through spoken words, while written language is used when we write down our thoughts in words. Consequently, to ensure that our ideas are precisely communicated, grammarians have established a discipline known as "grammar."

The term "grammar" encompasses a wide range of concepts. It can refer to a set of regulations that govern specific aspects of language use by native speakers. It can also refer to a set of principles typically taught in schools regarding proper usage and writing. Finally, grammar can refer to texts that contain descriptions of the structure of a language. There are two types of grammar: *descriptive grammar and prescriptive grammar.*

2.1 Prescriptive grammar:
It describes the way people use the language and focuses on the manner in which the target language should be used. It is what speakers should and should not say. "Prescriptive grammar is evaluative, guiding readers as to what is correct or incorrect" (Attarde, 2007). It is somehow instructive in the sense of what a speaker should say and should not consider the general context. One way to remember this association is to think of going to a doctor's office. When a doctor gives a prescription for medication, it often includes directions about how you should take your medication as well as what you should not do when taking your medication. In a similar way, prescriptive grammar tells you how you should speak and what type of language to avoid. This is commonly found in English classes as well as other language classes, where the aim is to teach people how to use language in a very particular way. Here are a few examples of prescriptive rules:

✓ The subject of a sentence must agree with the verb (The instructions <u>*are*</u> clear, NOT The instructions <u>*is*</u> clear.)
✓ Use *many* for count nouns. Use *much* for non-count nouns (We don't have <u>much</u> *coffee,* AND we don't have <u>many</u> <u>cups</u> of coffee.)
✓ Capitalize the first letter of a sentence (<u>T</u>he television is broken<u>. I</u>t needs to be fixed.)
✓ Use subject pronouns after the verb be (It was <u>I</u> who called you, NOT It was me who called you.)
✓ Use the definite article THE before the names of rivers and geographical areas but not before the names of lakes or continents (The Nile, The Middle East, AND Lake Tahoe, Asia.)

2.2 Descriptive grammar:
It focuses on describing the language as it is used by speakers, but not how it should be used. In other words, the emphasis is on what, when, why, and how speakers say that language. It describes spoken and written forms of language used by native speakers. Linguists concern themselves with discovering what speakers know about a language and describing that knowledge objectively. They create descriptive grammar in order to understand language more deeply. They understand that a single language can have multiple dialects and that each dialect will have its own grammatical rules. They devise rules of descriptive grammar. For instance, a linguist describing English might formulate rules such as these:

✓ Some English speakers end a sentence with a preposition (Who do you want to speak <u>to</u>?)
✓ Some English speakers use double negatives for negation (I <u>don't</u> have <u>nothing</u>.)
✓ Adjectives precede the nouns they modify (red book, nice guy)
✓ To form the plural of a noun, add-s (room, rooms, book, books)

2.3 Grammar teaching approaches
2.3.1 The inductive approach:
The inductive approach "starts with exposing students to examples of language use or even immersing them in the use of the target language items and then prompts students to generalize the patterns of the language" (Attarde,2007). Inductive instruction makes use of students' "noticing." Instead of explaining a given concept and following this explanation with examples, the teacher provides students with many examples showing how the concept is used and how the concept works. In an inductive approach, it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or an audio rather than an isolated sentence. This approach is also known as the "bottom up" approach. In other words, students discover grammar rules while they are working through exercises. It is based on trial, error, and experiments. The inductive method is said to be workable with advanced learners but not with good beginning students. It activates and involves students and prepares them for autonomy. Inductive teaching (sometimes known as **inquiry** or **discovery** teaching) involves giving students examples of language and working with them to come up with grammatical rules. It is a more student-centered approach to learning. The inductive approach is generally accepted to be more efficient in the long term than the deductive approach. Inductive activities are generally more stimulating and require greater student participation. Since students are more actively involved in acquiring knowledge rather than passively sitting and receiving information. In the end, they learn with a deeper understanding. They are active participants because they have to form grammatical rules by themselves rather than receive them passively from their teachers without understanding the reasons behind them.

2.3.2 The deductive approach
The deductive approach is a traditional approach in which information about the target language and rules are given at the beginning of the class and is followed by examples. In a deductive approach, the rules and patterns are provided to students, and he/she (student) is given the opportunity to practice the new feature of grammar. According to Thornbury's (1999) three basic principles, a deductive lesson starts with the presentation of the rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures, and then students practice with the rules and produce their own examples at the end of the lesson. A deductive approach to instruction is said to be teacher centered. This means that the teacher gives and explains a new

concept to students, and then students practice using it. Learners are passive recipients when the teacher elicits the rule on the board. In general, the advantages of the deductive approach can be summarized as follows:

- ✓ It gets straight to the point and can be time-saving.
- ✓ It allows the teacher to deal with language points as they come up rather than anticipating them and preparing for them in advance.
- ✓ It confirms many students' expectations about classroom learning, particularly for those with an analytical learning style.

Applying a deductive or inductive approach while teaching grammar depends on student variety in the classroom. All learners are different, and they learn in different ways. For instance, the teacher's needs, age, background, and levels are factors that are taken into consideration when choosing a suitable teaching strategy. To illustrate this, Brown (1994) remarks that adult learners tend to deal with the rules when they use target language since their mentality is able to think abstract items. He has pointed out that deductive teaching is more appropriate for adult learners and meets their expectations as they give more importance to rules when they use the language, so the presentation of grammar rules firstly is more useful for them. On the other hand, young learners are successful in exploring grammar structures from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them.

2.3.3 Grammar translation method
The grammar-translation method of teaching dates back to the nineteenth and early twentieth century. It was originally used to teach the so-called dead languages such as Latin and Greek. Nowadays, the grammar-translation method of teaching English is not widely adopted. According to Jack Richards and Theodore Rogers in their 2001 book Approaches and Methods in Language Teaching, this method is still used in some countries but has been rejected by a number of educational scholars. Grammar-translation classes are commonly conducted in the students' native language. Students learn the vocabulary and grammar rules from the teacher or a book and practice by doing drills and translation exercises both to and from the target language. The content is not so important, and most attention is paid to the form of the sentences. The grammar-translation method was not generally meant for communicative purposes. In other words, it is based on structure and forms rather than communication. The prime objective of learning a language using the theory is to achieve a fundamental understanding of grammar via translation. Translation is the key to this methodology, as is reading and writing. Normally, no listening or speaking practice is carried out.

Principles of the grammar translation method:

- The goal is to learn a language for the sake of reading literature.
- Translation from L2 to L1 and vice versa.
- Grammar is taught deductively (by presentation and study of grammar rules, which are then practiced through translation exercises).
- The students' native language is used as a medium of instruction.
- Focus is mainly on reading and writing, and communication is not emphasized.
- Accuracy is given the priority over fluency.

2.3.4 The Structural Approach
Associated with American psychologists such as Bloomfield and Skinner, the structural approach is rooted in behaviorism, a theory that views language learning as learning a set of habits. In this approach, elements in a language are viewed as being produced in a rule-governed way. Language can be described at all levels, such as phonetic, phonemic, and morphological. Linguistic levels are regarded as being pyramidically structured, from phonemes to morphemes to phrases, clauses, and sentences. This approach is a kind of reaction to the traditional grammar approach, although it shares with it the view that language is primarily a form because they both focus on accuracy rather than fluency. This approach views language as a means of communication. As noted by Ennaji and Sadiki (1994), "the structural approach is based on a mechanistic view of language, that is, a view which focuses attention on concrete aspects of language." This approach sees language as structure, and the primary objective for a learner and a teacher is to ensure that the structure is mastered. This approach emphasizes drilling because learning a language is a matter of habit formation. It requires repetition so that the language habits that are cultivated during the learning process may be retained. The structures of language are graded according to their order of difficulty; it means that simple structures should precede the more difficult ones.

2.3.5 Communicative Language Teaching
This approach appears in the field of linguistics and language teaching as a reaction against the view of language as a set of structures. Formerly, linguistics was mainly concerned with the structure of a language, and language teachers were mainly interested in grammatical correctness. In other words, the form rather than the meaning has dominated the teaching. Recently, it has been found that the knowledge of grammar rules does not sufficiently enable students to use the target language for

communicative purposes. Thus, the communicative approach is based on the idea that learning a language successfully comes through having to communicate in real situations in which meaning should be conveyed clearly by learners. A very important idea of the communicative method is that grammar is meant to be taught in a communicative way. It means that the teacher is no longer the center of the learning process; he is there as a facilitator, and the students become the center of the learning process. For example, in language teaching, the teacher makes pauses while speaking. This technique is directed to learners to give their feedback on the spot rather than just listening. Communicative language teaching is usually characterized as a broad approach to teaching rather than a teaching method with a clearly defined set of classroom practices. Also, it is mostly defined as a list of general principles of features by non-linguists; communication does not imply just composing correct sentences but using them to make statements of different kinds, to describe, record, to classify, to ask questions, to make requests, and to give orders. Firth's view, as explained by Berns, is that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social or situational context (who is speaking, what their social roles are, why they have come together to speak". In this approach, teachers provide meaningful input through context and provide opportunities to relate grammar instruction to real life situations. This approach puts focus on communication and gives students opportunities to practice the target language outside the classroom. This Communicative approach is a philosophy that encourages students to see themselves as active participants in the learning process and not merely passive recipients of knowledge.

2.3.6 Explicit Vs. Implicit grammar teaching and learning
Almost every world language teacher will agree that the controversy over the effectiveness of explicit and implicit teaching has been questioned for decades. Some researchers agree that explicit teaching methods are more beneficial for learners, some researchers agree that implicit teaching methods are more beneficial for learners, and some researchers believe that a combination of the two methods is beneficial for optimal learning.

> ➢ **Explicit learning:** Explicit means expressed or shown clearly and openly without any attempt to hide anything. In grammar-learning, Bialystok, E. (1978) defines explicit knowledge of the language as « an approach that contains all the conscious facts the learner has about the language and the criterion for admission to this category in the ability to articulate facts. An explicit approach can help to generate a new language. It encourages learners to make sentences, follow patterns, and establish structures for learning. It clarifies meaning and encourages one to notice. Faerch, C. (1986) says that in this approach, learners can describe rules in their own words. They also can describe rules in metalinguistic terms. Explicit learning is an active process where students seek the structure of information that is presented to them.
> ➢ **Explicit teaching** involves directing student attention toward a specific learning objective in a highly structured environment. Topics are taught in a logical order directed by the teacher through demonstration, explanation, and practice. Explicit teaching also involved modeling thinking patterns. This involves the teacher thinking out loud while working through a "problem" to help students understand how they should think about accomplishing a task. The attention of students is very important since explicit teaching is very teacher centered. Explicit teaching is closely related to deductive teaching, which means that rules are given before any examples are seen. The teacher can apply this approach by :

  - Setting the stage for learning by telling students the purpose for learning.
  - Explaining to students what to do.
  - Modeling the process of how to do it.
  - Guiding students with hand-on application/practice.

> ❖ **Implicit Learning:** On the other hand, implicit means something expressed in an indirect way. Implicit learning is "learning without conscious attention or awareness" Brown, H. D. (2007). In addition, it occurs without intention to learn and without awareness of what has been learned. It is a passive process where students are exposed to information and acquire knowledge of that information simply through that exposure.
> ❖ **Implicit teaching** involves teaching a certain topic in a suggestive or implied manner; the objective is not plainly expressed. Implicit teaching is closely related to inductive teaching, which means that rules are inferred from examples presented first. There are many different ways to implement implicit teaching methods in a classroom. Some methods that coincide with implicit teaching are TPR and TRPS. The basic idea is that students are given examples of a desired topic through any medium. Any kind of topic can be taught implicitly, including grammar, vocabulary, culture, etc. Students should be aware of the learning objective. Students are never taught the actual rules; they deduce their own form of rules based on the examples given.

According to the findings of research and the idea of second language acquisition, a great number of studies have been conducted in order to identify which kind of instruction is the most successful. In research that Robert DeKeyser conducted, he came to the conclusion that "explicit and deductive learning is superior to implicit learning for simple categorical rules, and implicit learning is

just as good as or even better than explicit learning for prototypes." In addition, a number of researchers have discovered that the best outcomes may be achieved by a combination of explicit and implicit learning. This is due to the fact that every learner has a unique preference for learning, which is why it is essential to employ a variety of teaching strategies in order to have the most possible impact on pupils.

3. Methodology
It is very important for teachers to understand different ways of approaching the teaching process of grammar to high school students. In addition, it is essential for teachers to tune their input to the students' level. This chapter deals with the methodological framework of the study, including the overall design of data collection and instrumentation, the procedure used for sampling, the strategies of analysis and interpretation, and qualitative and quantitative methods of educational research.

The most dominant tool used in research field work is quantitative research. The latter involves data collection procedures that result primarily in numerical data, which is then analyzed primarily by statistical methods. One might notice from this excerpt that the main characteristic of quantitative analysis is the use of numbers. In order to use numbers, the researcher must devise categories and values that are precise and unambiguous prior to the research. Therefore, quantitative research is concerned with common features among groups, not individuals, and it needs variables that capture these features. This method has several disadvantages: it is systematic, the measurement is precise, and the data is reliable. Unlike quantitative methods, qualitative methods involve data collection procedures that result primarily in open-ended, non-numerical data, which is then analyzed primarily by non-statistical methods. They are typically concerned with individuals' subjective opinions and experiences. The qualitative analysis is interpretive, which means that the outcome is the result of the researcher's interpretation of the data. Mixed methods combine the quantitative and qualitative methods. By doing this, one may increase the strengths and eliminate the weaknesses of each research method. Also, a better understanding of a phenomenon may be achieved by including both numeric trends and specific details. The analysis we have conducted compromises a combination of quantitative and qualitative methods. The aim is to investigate students' attitudes towards grammar teaching at high schools.

The methodology of data collection is a way of gathering information about a subject of study using specific techniques that can help the research carry out this task. In this case, data collection is characterized by objectivity and scientific quality because of the techniques it makes use of, in addition to the real-to-life information, which is accurately collected.

In this paper, the data was gathered using questionnaires, interviews, and classroom observation. The questionnaire and the classroom observation were designed for students from 2nd year baccalaureate at different schools, particularly Ibn Hazm High School, and the interviews for teachers.

3.1 Data collection instruments and procedures
This study utilizes the following sources of data:

1. Questionnaire
2. Interview data
3. Classroom observation
4. Participants

3.2 Questionnaire
A questionnaire is a self-report instrument that is very useful for speedily obtaining data from a large number of respondents. Reliability and validity are important aspects of questionnaire design. According to Suskie (1996), a perfectly reliable questionnaire elicits consistent responses. Although it is difficult to develop, it is reasonable to design a questionnaire that approaches a consistent level of response.

Leary (1995) offers seven guidelines for designing a useful questionnaire:

1. Use precise terminology in phrasing the questions.
2. Write simple questions, avoiding difficult words, unnecessary jargon, and cumbersome phrases.
3. Avoid making unwarranted assumptions about the respondents.
4. Conditional information should precede the key idea of the question.
5. Do not use double-barreled questions. (Questions that ask more than one Question but provide the respondent with the opportunity for only one Response)
6. Choose an appropriate response format.
7. Pretest the questionnaire.

Robson (1993) indicates that a high reliability of response is obtainable by providing all respondents with the exact same set of questions. Using a questionnaire is the best way to elicit the necessary information for a piece of research. As far as the organization of the questionnaire is concerned, an opening statement is introduced at the very beginning in which respondents are informed of the purpose of the questionnaire and the guarantee of confidentiality of the information they were supposed to provide. Moreover, this questionnaire is divided into 13 items containing different kinds of questions, all of which are related to effective grammar teaching methods in high schools. 60 copies of the questionnaire were distributed, and the return rate was (90%). Besides, the types of questions employed in this questionnaire were meant to elicit additional comments. Although it was rather long, the majority of the respondents answered the whole questionnaire with detailed justification and provided interesting ideas as well.

3.3 Interview data
Interviewing is one of the most powerful tools used to understand people's ideas, beliefs, and attitudes. Interviewing has many advantages over the other kinds of data collection strategies. Two types of questions are used in structured open-ended interviews: basic questions and clarification questions. In basic questions, the same questions with the same wording are asked to all respondents in the same order. Clarification questions are used when it is necessary to probe the responses to the basic questions.

Interviewing was chosen for this study as one of the primary methods of data collection for two reasons. It provides an ideal means of exploring teachers' beliefs about grammar in the process of teaching and learning English as a second language. The interviews have four main foci: 1) The teachers' method in dealing with the teaching of grammar, 2) The teachers' approach to grammar 3) The teachers' beliefs about the role of grammar.

3.4 Classroom observation
Gebhard (1999) defined classroom observations as a "non-judgmental description of classroom events that can be analyzed and given interpretation. The purpose of the observation was not to evaluate the teachers' teaching''. It is a form of collecting the most common mistakes that are made by high school students.

3.5 The participants
The questionnaire was addressed to high school baccalaureate students who study English as a second foreign language. Students' level of English was considered; this is why we tried to form simple questions that were direct and clear. Most of the participants are from Ibn Hazm high school. All of them enjoyed the idea of being the Centre of this questionnaire; in other words, they were at ease while filling in the questionnaires. In fact, all the students, with few exceptions, were of great help and showed a great deal of interest in the topic; they enriched the topic with good personal information and helpful ideas as well.

The purpose of this chapter was to describe the research methodology of this study and the procedure used in designing data collection instruments. In the next step of this study, which is the analysis of results, we will investigate the attitudes of students towards grammar by making use of classroom observation, and we will try to shed light on the most frequent errors that students make in the classroom.

3.6 Data Analysis
The aim of this part is to deal with the attitudes of both teachers and students towards Teaching Grammar in High School. The method adopted in this part is based on personal observation, questionnaires addressed to Baccalaureate students, and interviewing teachers. So, in the following chapter, the results of the research are presented. They are divided into three sub-chapters. The first one deals with Personal observation in class. The second sub-chapter deals with the questionnaire, and the third one deals with teacher interviews.

3.7 Questionnaire:
The questionnaire was divided into two parts. In the first one, the participants were asked a few personal questions. In the second one, they were supposed to mark the blank space according to their opinion, and at the end of some questions, there was a space for their justifications and comments. There were 70 copies of the questionnaire distributed to teachers at Ibn Hazm high schools, and ...60 questionnaires were returned, of which only 44 were suitable for evaluation.

3.8 Participants:
Out of the 60 returned questionnaires, 44 were evaluated; the respondents were asked about their opinion on whether grammar is essential for Learning English.
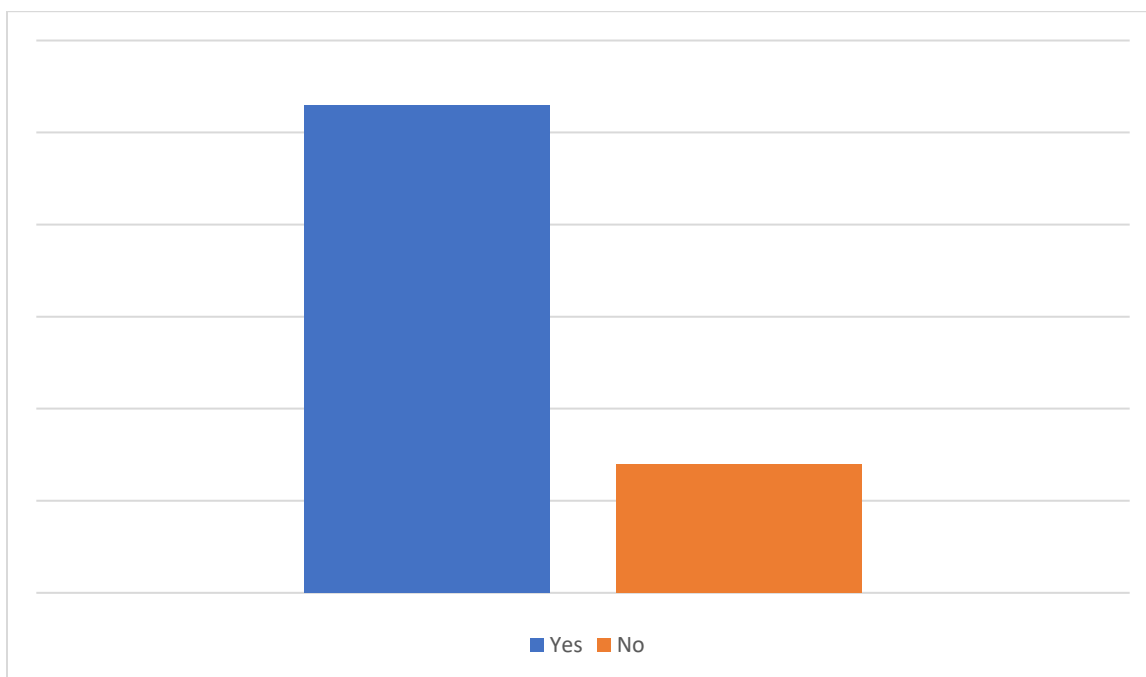
Is grammar essential for learning English?

The blue color represents the percentage of students who said that grammar is essential for learning English, while the red color stands for No. So, 65/100 of the respondents answered that grammar is an essential component of the learning process of English. Most of the respondents insisted on the importance of grammar in the process of mastering the English language, and all of them seemed to agree that grammar should be considered the focal point of language teaching. They said that it is a very effective way to achieve fluency in the target language. Students justify their answers by claiming that it is through accuracy that learners achieve fluency. So, it is necessary for learners to master English grammar so as to be able to produce accurate expressions and be fluent speakers.

Participants were asked about their opinion concerning the following statement: « Grammar teaching results in more knowing about the language and not being able to use it appropriately. »
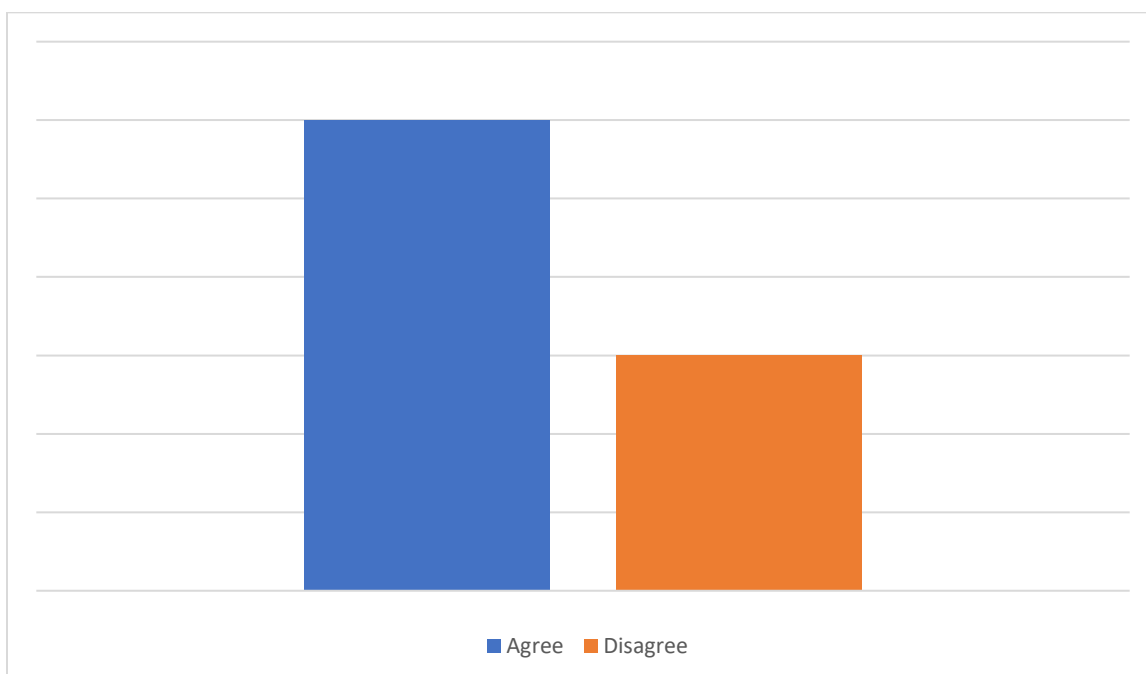
Do you agree that grammar teaching results in more knowing about the language and not being able to use it appropriately?

Most answers agree with the statement, and the majority of them justify their answers by claiming that knowing grammar is not enough for learners, but Learning grammar should be accompanied by Vocabulary learning. Thus, being a successful English speaker requires more knowledge of vocabulary besides grammar. Then comes the second segment of participants who claim that learning grammar is not enough as well but should be supported by pronunciation. The latter is very important, and it is highly preferred for teachers to introduce students to pronunciation during the learning and teaching process.

The third type of participant responds to the statement above and the following question (Being a successful speaker of English requires more knowledge of grammar or, vocabulary, or pronunciation.

■ Grammar   ■ Vocabulary   ■ Pronunciation
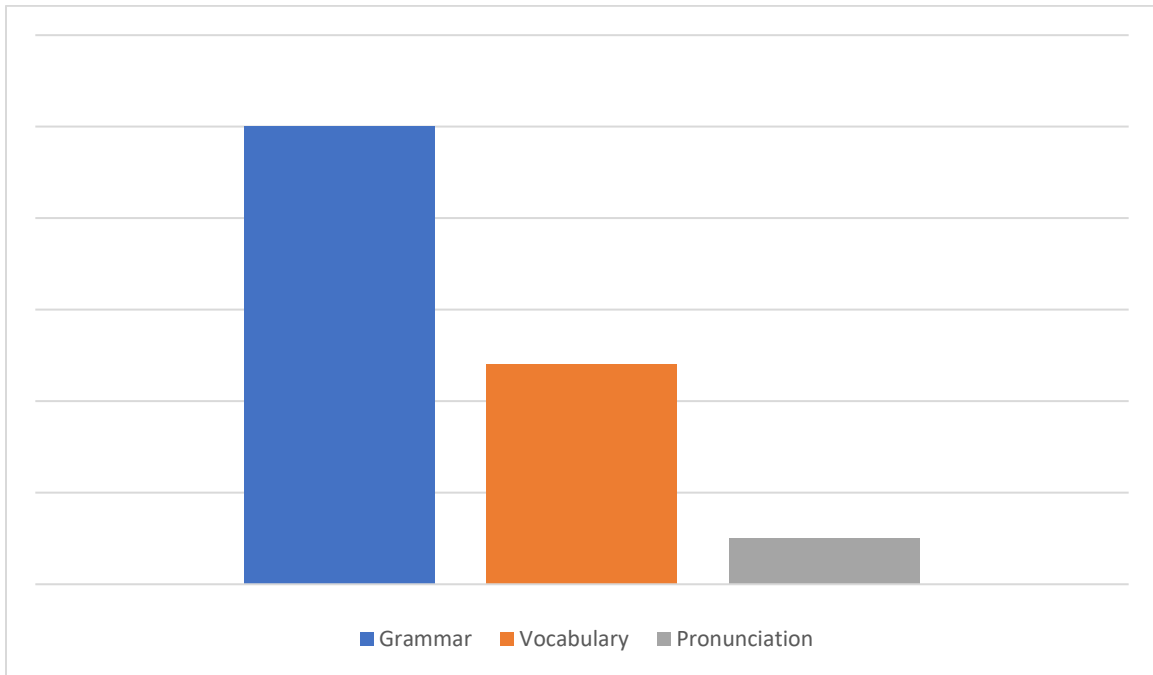
Do you think that being a successful speaker of English requires more knowledge or grammar, vocabulary, or pronunciation?

Students claim that the three components are important for any learner who wants to be a successful speaker of English. They claim that grammar is very essential in developing accuracy among learners, and so is the case of vocabulary. For participants, knowing grammatical rules is not enough; students need to know more vocabulary items, and while doing so, they should be introduced and taught the exact and correct pronunciation of the words. This opinion is also supported by the fact that most of the respondents answer the question, which claims that communication with native speakers enhances the mastery of the English language. So, being able to communicate with native speakers requires more knowledge of grammar, vocabulary, and pronunciation.

The last part of the questionnaire was concerned with the approaches adopted by teachers in classrooms.
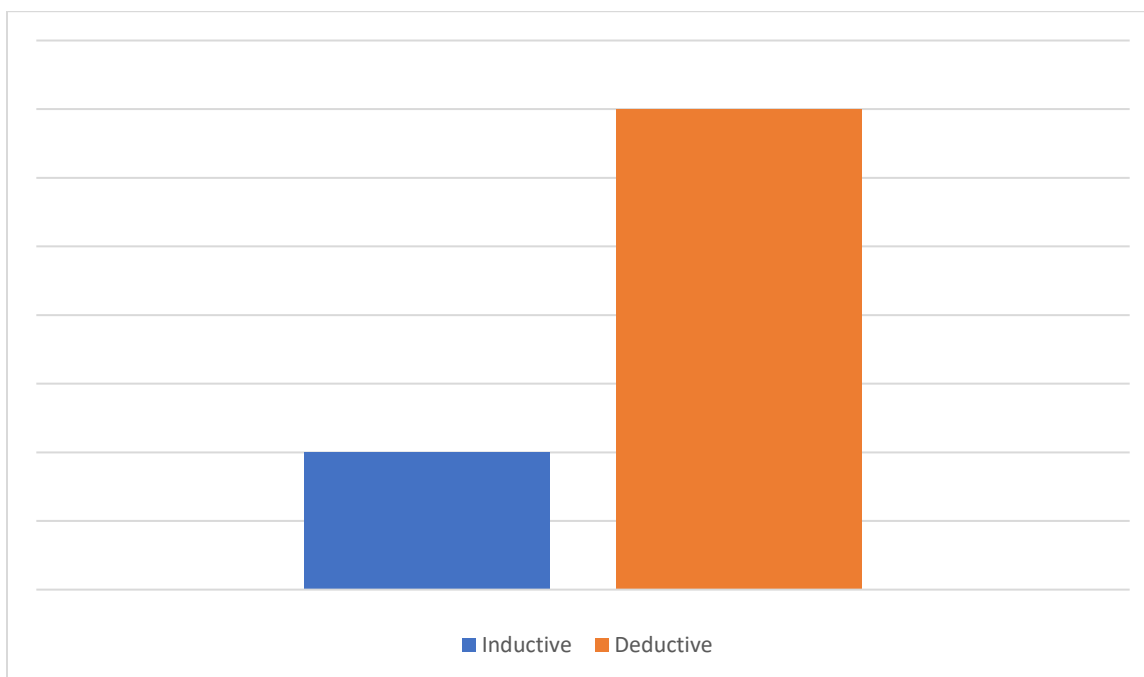
What are the most common approaches that are adopted by teachers?

70 participants out of 100 answered that their teachers use the deductive way when teaching grammatical structures. They say that it is too systematic and teacher centered. So, when asked about their opinion concerning the method that is appealing to the teaching of grammar, most of them opt for the inductive way. They justify their answers by claiming that the inductive approach helps the students to understand the grammatical structure easily and gradually. It is more communicative, and it involves students during the learning and teaching process. They say that their teachers start asking them questions about their real-life situations using the grammatical item that is meant to be taught. The rest of the participants say that their teachers use the inductive way within the classroom. They claim that it is good, but they prefer the deductive way of teaching grammar; they say they feel secure and comfortable when they are given the rule at the beginning. Students were also asked about the way their teachers test grammar, and most of them answered that their teachers rely on the use of Discrete item testing, that is to say, testing each grammatical component individually rather than combined together.

3.9 Interviews with teachers:

Within academia, researchers prefer to distribute questionnaires to participants rather than holding interviews. They say it is not demanding, and you can get feedback easily from participants. But sometimes researchers don't get back the questionnaires. So, holding interviews would give more fruitful results than questionnaires. Teachers were asked about the method they prefer while teaching grammatical structures in the interviews. Some of them prefer the inductive method, such as the case of Bachir Errahmouni, a high school teacher at Ibn Hazm high school in Fes. He said that, « I prefer the inductive approach because it is student centered, and it is easy for students to grasp the grammatical structure. It is less systematic, and students feel at ease when they are given the opportunity to provide their examples and interact within the classroom. However, sometimes you find that there are some grammatical items that, by nature, should be taught deductively. I do my best to make the teaching of grammar more communicative so that students do not feel bored. »

When asked whether she taught grammar deductively or inductively, Hind Essafir, a high school teacher at Adarissa high school, answered that she preferred the inductive way to teach grammar. She said that she had taught grammar using the deductive approach for some time in her career, and she observed that students felt bored and not comfortable during the learning process. So, I decided to use the inductive way, and I found that it is workable with students. I discovered that there is more interaction between me and my students. Nowadays, I am no more imposing my own examples on students; I try to use students' examples and explain the rules at the end. I teach grammar inductively, and I make my lessons more communicative. My students are given more time to express their ideas and opinions, and the learning process becomes meaningful for them. I simply use the inductive way because students are at the center of my teaching, and they are part of the learning process.

4. Findings and discussion

In a language teaching process, most second year high school students of English make errors. These errors are directly related to the effects of the mother-tongue on the performance of the target language learners. The purpose of this observation is to show through error analysis the interference of the mother tongue (Moroccan Arabic) in students' writing and speaking skills. To this end, we have taught some classes and collected data from essays written by pre-intermediate students. Since our mother-tongue is also Arabic, transfer errors made by these students were easily noticed while analyzing their writings.

As I mentioned in the outline, this part will shed light on transfer errors made by these students of English when writing or speaking. It will classify errors into Grammatical, lexical, and syntactic errors.

4.1 Grammatical errors

Among the grammatical errors made by second year high school students are errors in agreement, articles, prepositions, and singular vs. plural words.

4.2 Agreement errors

The following examples illustrate subject-verb agreement errors:

- My friends **goes** to the movies tonight.

  Instead of: my friends **go** to the movies tonight.

- James **help** his father.

  Instead of: James **helps** his father.

Additionally, another kind of agreement error made by some students is that of adjectives agreeing with the nouns they modify. In English, few adjectives show agreement in number with the nouns they modify, such as « this-these » and « that-those .» In Arabic, however, the situation is different. Adjectives agree in number with the nouns they modify. As a result, agreement errors of this type occur in the English writings of most second-year high school students. Here are a few examples:

- Intelligent**s** students.

  Instead of intelligent students.

- Karim goes to the other**s** shops.

  Instead of: Karim goes to other shops.

4.3 Article errors :

In English, abstract words that refer to ideas, attributes, or qualities are used without the article **« The »**. In Arabic, however, such abstract words are preceded by the definite article **« al »**, which is equivalent to **« the »** in English. For example, some students write the following:

- The marriage is a holy ceremony

  Instead of: Marriage is a holy ceremony.

- The life is difficult.

  Instead of: Life is difficult.

- The money is the root of all evil.

  Instead of: Money is the root of all evil.

4.4 Prepostion Errors

Prepositions pose a great difficulty for most Moroccan students of English because there are many various prepositions in English that have the same function. For example, the preposition « in,» « at » and « on »**:**

- Tom is **in** the garden.

- He is **at** home.

- Snow fell **on** the hill.

As a result, when students are not sure which preposition to use in a certain sentence, they often compare that sentence with its Arabic equivalent, giving a literal translation of that Arabic preposition in English. So, translation is the main cause of errors made by Moroccan students. Here are some examples:

- She is driving **in** a high speed.

  Instead of: She is driving **at** a high speed.

- I mean **in** this example.

  Instead of: I mean **by** this example.

- I have my breakfast **in** 7:30 a.m

  Instead of: I have my breakfast **at** 7:30 a.m.

4.5 Singular Vs Plural word errors
During the foreign language learning process, many second year high school students fail to determine whether a certain English word is plural or singular. Some words that end with the plural form « s » are actually singular in number. For example:

- The news on the BBC **are** fresh.

  Instead of: The news on BBC **is** fresh.

- Athletics **are** held every year.

  Instead of: Athletics **is** held every year.

- Statistics **are** often carried out to determine the increase in crime.

  Instead of, Statistics **is** often carried out to determine the increase in crime.

Here, « news ,» « athletics, » and « statistics » are by nature in a plural form. So students are confused for not being able to differentiate between the use of the verb "to be" with these nouns.

Other errors made by some pupils are as follows:

- She has a lot of **homeworks** to do.

  Instead of: She has a lot of **homework** to do.

- For further i**nformations** call the travel agency.

  Instead of: For further **information** call the travel agency.

- You should follow the doctor's **advices.**

  Instead of: You should follow the doctor's **advice**.

4.6 Lexical errors
Because of their English vocabulary limitation, many students frequently translate words from Arabic to express a certain idea in English. The following lexical errors are made by students:

- Men and women **continue** each other.

  Instead of: Men and women **complete** each other.

- The doctor **describes** medication for his patients.

Instead of: The doctor **prescribes** medication for his students.

- Tom **commits** many errors.

  Instead of: Tom **makes** many mistakes.

- The player **strikes** the ball.

  Instead of: The player **kicks** the ball.

4.7 Syntactic errors
Among the frequent syntactic errors made by second year high school students are those of word order and coordination.

4.8 Word order errors
A common syntactic error that Moroccan ESL students often make as a result of transfer is faulty word order. In English, adjectives precede the nouns they modify. However, in Arabic, they generally follow them. As a result, this Arabic grammatical rule leads some students to give the following erroneous sentences:

    *Agadir is a **city beautiful**

    Instead of: Agadir is **a beautiful city**

    *I read a **play boring**

    Instead of: I read a **boring play.**

4.9 Coordination errors
In the English language, items in a series are separated by commas, and the coordinate conjunction « and » is used just before the last word. However, in Arabic, each item in a series is preceded by the conjunction « **Wa,** » which is equivalent to « and .» The following are examples of errors made by some students:

    *The tourists visited Fez and Rabat and Casablanca and Tangier

    Instead of, The tourists visited Fez**,** Rabat**,** Casablanca, and Tangier.

    *He has three brothers: Ali and, Jamal, and Mohammad

    Instead of, He has three brothers: Ali, Jamal, and Mohammad.

5. Conclusion
Grammar instruction is intended to equip students with an understanding of the structure of language so that when they listen, speak, read, and write, they can effortlessly apply the language they have studied. This is the ultimate purpose of grammar instruction. In this paper, we have attempted to map the discipline of language teaching approaches by investigating several methods of teaching grammar. These approaches include the inductive and deductive methods, the grammar-translation method, the structural approach, communicative language teaching, explicit and implicit grammar instruction, and the structural approach. To achieve this goal, language teachers are encouraged to teach grammar in a way that is both creative and original. In other words, regardless of the exercises provided, the most important thing is that the instructor gives students the opportunity to construct grammatical items using examples of sentences that are syntactically and semantically appropriate and composed of vocabulary that is suitable and relevant. Therefore, it is possible to conclude that there is no ideal method for teaching a language. This is because language learning is a complex process, and it is not feasible to provide a single solution to all existing issues. The most successful strategy is the one that is most effective for the specific situation at hand. A method can be considered effective if it creates conditions conducive to learning. It should not only provide students with information but also enable them to develop certain learning processes. For an instructor to successfully achieve a particular goal within a specific context, it is essential to determine which approach and method will be most effective. This research has shed light on students' perspectives on grammar instruction based on the data collected. Most students view grammar as a crucial component of language acquisition, believing that mastering grammatical rules is key to achieving fluency. However, some students believe that knowing grammar alone is insufficient and should be supplemented with learning vocabulary and pronunciation. When instructors were asked which method they prefer in the classroom, most indicated a preference for teaching grammar inductively. They believe that the teaching and learning process should be more communicative and student-centered. In general, no single approach is superior to others in teaching grammar; however, it is advisable to use a method that is reliable and practical and provides students with ample

opportunities to express and share their thoughts. One challenge we encountered involved the questionnaires: although I distributed many, I did not receive responses from all participants. Additionally, some instructors were hesitant to discuss the methods they use for teaching grammar.

ORCID: Tarik ElFalih: https://orcid.org/00090003-7945-9884
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