

AFRICAN JOURNAL OF LITERATURE AND HUMANITIES

vol.3/Issue 4

December 2022



www.afjoli.com

ISSN 2706-7408

URL: afjoli.com/ind...http://afjoli.com/index.php/2019/09/06/september-2019-issue-1-vol-1/.
Fatcat: fatcat.wiki/con ...Google: www.google.com/...Bing: www.bing.com/se... Yahoo: search.yahoo.co..

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Grammar Instruction in English Teaching to Develop Communicative Skills

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Abstract:

This is an attempt to address the complex issue of grammar instruction in the foreign language teaching and learning classroom. Based on the context of the teaching of English in the education system of Côte d'Ivoire, the study questions the inadequacy of communicative skills among students as a result of inappropriate grammar instruction and suggests some ways of meaningful and contextualised grammatical integration in the English classroom. The article shows that although grammar teaching has been associated with contextual teaching (C. Weaver 1996, D. Nunan 1998), pedagogical practices among many teachers seem not to be adapted to their learners' (in secondary or higher education) needs for real communication. The article attempts to describe the context of grammar teaching in an education system where the communicative approach to English language teaching has been given top priority for several decades (cf. Objectifs d'enseignement de l'anglais, 1996). Using an example of grammar teaching, the research advocates the implementation of a contextualised approach based on the constructivist learning theory, which can make grammar teaching even more lively, more useful and thus more communicative for learners. It reveals how recent developments in the field of foreign and second language teaching and learning research can be reflected in teacher education (pre-service and in-service) to help teachers to make grammar teaching more effective in their classroom practice.

Key-words: Contextualised grammar instruction, English teaching-learning, Côte d'Ivoire, Constructivist approach to language teaching-learning.

Résumé:

Cette étude tente d'aborder la problématique complexe de l'enseignement de la grammaire en classe de langue étrangère. En se basant sur le contexte de l'enseignement de l'anglais dans le système éducatif de la Côte d'Ivoire, l'étude s'interroge sur l'inadéquation des compétences communicatives des élèves qui semble être la résultante d'un enseignement grammatical inapproprié. L'article montre que, bien que l'enseignement de la grammaire ait été associé à un enseignement de type contextuel (C. Weaver 1996, D. Nunan 1998), les pratiques pédagogiques de certains enseignants semblent ne pas être adaptées aux besoins de communication réelle de leurs apprenants (élèves ou étudiants). L'article s'efforce de décrire les techniques d'enseignement de la grammaire dans un système éducatif où l'approche communicative de l'enseignement de l'anglais a été érigée en priorité absolue depuis plusieurs décennies (Cf. Objectifs d'enseignement de l'anglais, 1996). S'appuyant sur un exemple d'enseignement grammatical, la recherche préconise la mise en œuvre d'une approche contextualisée et fondée sur la théorie constructiviste, susceptible de rendre l'enseignement de la grammaire encore plus vivant, plus utile et donc à visée plus communicative pour les apprenants. Elle révèle comment les développements récents dans les domaines de recherche de l'enseignement-apprentissage des langues étrangères ou secondes peuvent être reflétés dans la formation (initiale ou continue) des enseignants afin d'aider ceux-ci à privilégier un enseignement de la grammaire plus opérant dans leurs pratiques de classe.

Mots-clés : Enseignement grammatical contextualisé, Enseignement-apprentissage de l'anglais, Côte d'Ivoire, Approche constructiviste de l'enseignement-apprentissage des langues.

Introduction

Grammar is the foundation of all language skills, hence grammatical explanation is an essential element in the system of language learning in the language classroom. The knowledge of how language works through access to meaning should help students to speak and write accurately, and communicate better. However, it should be noted that the modalities of its teaching are subject to the consideration of a certain number of parameters, both institutional and didactic.

As teachers of English in secondary schools known in Côte d'Ivoire as « collèges » or « lycées » (middle or high schools) or assistant lecturers in a university, we have been confronted with some situations regarding the process of grammar instruction in the classroom. During one of my tutorials with undergraduate students, I listened to a group of learners reading aloud the first drafts of essays they had written about writing a report on a travel experience. As they were working in small groups, the students were helping each other to correct errors and make meaning clearer. In reading his essay one student said, "During the last holidays, I have stayed in Bouaké." Immediately, another student in the group interrupted him, saying, "It is wrong! You must say " During the last holidays, I stayed in Bouaké!" When I asked the second student to explain why he said the first sentence was wrong, he was not able to answer properly. The interesting thing for me was not that he was absolutely right, but that he was right without knowing why precisely. I came to the conclusion that some of them mechanically were aware of the English grammar principles that "we use the past tense with finished actions, states or habits in the past when we have a finished time word (yesterday, last month, in 2021...)" and that "we use the present perfect for past events when the exact time is not mentioned".

This illustrates what happens in our English classrooms: students construct grammatically correct sentences or correct their mistakes by intuitively applying the rules that govern English syntax. With rules and principles that sometimes reveal so complicated to use for the speaker, one may wonder if it is necessary to teach grammar principles and more importantly how to integrate grammar instruction in the English classroom. Do we teach grammar so that students can come away from the lesson knowing all of the different rules, functions and structures? Can the mastery of grammatical concepts be used to develop students' communicative skills? Whatever the reference framework chosen, what place should be given to grammatical teaching in the English classroom and what approach should be used? These are some of the issues the following lines attempt to examine based on the assumption that we teach grammar as a tool for students to effectively communicate with one another.

I. Research methodology and institutional/situational framework of the study

1. Description of the research methodology

Based on the official instructions known as : « Objectifs d'enseignement de l'anglais, 3^e édition, 1996 » "English Teaching Objectives" (3rd Edition, 1996) for secondary schools, the study also relies on a sample of syllabus for teaching grammar (Course Material for English Grammar) to undergraduate university students. Also, we stand upon a variety of sources including our own language learning and teaching experiences, participation in conferences and workshops, teacher education courses and frequent discussions with colleagues and other foreign language teachers either in secondary or higher education.

It follows that the English Teaching Objectives simply set the general guidelines for English teaching but fails to state precisely how teachers can proceed. Yet, what is important to notice is the fact these official instructions do not restrict the teaching-learning practice to any specific approach, leaving teachers free to find their own ways into the variety of teaching methodologies. Instead, the document points out the shift to communicative language approach in the teaching-learning process. Thus, if communicative language is supposed to be the main thread for English teaching and learning, one is tempted to question the lack of clarity in the directives as to how this can be achieved.

2. The institutional context: from secondary to higher education

Despite attempts at structural and pedagogical reform, the Ivorian education system is still characterised by English teaching and learning programmes and practices that emphasize techniques or approaches based on traditional methodologies and where teachers find themselves with very large classes of 70 or even 80 students. In other words, the teaching conditions are far from conducive to a learning process that takes into account the learner and his or her communicative needs. While the official statements advocate the competency-based education approach, the "Objectives of English teaching" remain silent about it. Instead, learners are plunged into the role of performers facing a teacher who embodies the "almighty master" and unique holder of the knowledge to be transmitted.

This model seems to be part of a pedagogy of transmission where the act of teaching implies that the learner receives knowledge already structured by the teacher and transforms it into answers, performances and knowledge, but not necessarily the fact of constructing it. This is where the difficulty of these traditional pedagogical models starts. Here, there is hardly any chance for activities of analysis, of reflective grammar in order to encourage oral practice of the language.

On top of that, the education system seems to be in a certain way under the influence of private education which provides the greatest number of teacher assigned with the task of instructing young learners, mostly without any pedagogical training. This raises the issue of pre-service and in-service education-training of English teachers in the education system with the publicly funded higher education institution for teacher training, the « École Normale Supérieure » (ENS) providing around only 150 English teachers to public secondary schools which well below the national requirements for trained teachers.

This is an education setting where several school careers have been marked by episodes characterised by the study of lists of isolated words, theoretical sets of grammatical rules unrelated to linguistic reality, correct written texts, but not leading to the practice of common spoken language. Even today, one can encounter teaching-learning settings where the teacher and the learner enter into the contemporary linguistic reality of socio-culturally marked situations, through dialogues given to train the ear to perceive the new word more and more clearly. From the beginning and throughout the learning process, learners and teachers are concerned about understanding and the meaning of the language reality simulated in the teaching materials or experienced in the classroom, as well as finding the appropriate means of expression to express themselves or to express this reality.

These findings are not limited to secondary education all the more since they can be notable in some higher education institutions with learning materials and teaching practices failing to help students effectively communicate with one another in real life situations. To illustrate this, here's one typical example found in the syllabus of the "Course Material for English Grammar" designed

for undergraduate students of English. This document used for lectures and tutorials by some instructors reads:

"Course objective: At the end of this course, students should be able to make correct and right sentences using the appropriate grammatical particles to convey meaningful sentences.

Specific objective: The course will give an overview of grammatical particles used in sentences like phrases, sentence elements, intransitive and transitive verbs, verb tenses and aspects. An emphasis will be laid on parts of speech and verb tenses.

INTRODUCTION

English grammar is the way in which meanings are encoded into wordings in the English language. This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts.

*Eight "word classes" or "parts of speech" are commonly distinguished in English: **nouns, determiners, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.***

Nouns form the largest word class, and verbs the second-largest.

*A special stress will be put on **parts of speech and verb tenses.**"*

(Extract from Licence 2 English Grammar Course Material, pp. 1-2)

But to what extent can we teach grammar in a lecture style mode to students who for the most part lack the tools necessary for proper communication?

This course material shows that when it comes to grammar, some teachers including experienced teachers, imagine themselves in front of a group of students lecturing their way through all of the different rules, functions, examples, concepts, nuances of a specific grammatical point.

II. Teaching grammar in the English classroom?

1. Grammar in the spotlight of critics

Grammar has always been part of the language teaching curriculum. But the effectiveness of its teaching has often been debated. Some argue that it is not very effective, while others claim the opposite. In other words, the effectiveness of grammar teaching has been questioned. Among the causes are the lack of hours devoted to learning, but also the fact that the issues and implications of language learning in schools seem to be underestimated. The fact remains that there are still many controversies about the aims and methods of teaching grammar. So what are the challenges of grammatical practice in the language classroom?

Clearly, the question that arises is how to teach in the most effective way within the framework of a communicative language teaching approach. Some leading researchers claim that grammar is acquired naturally if learners are exposed to sufficient "comprehensible input", and that it does not need to be taught. Among them are Krashen (1985) and Pienemann (1984 ; 1989) who have formulated two hypotheses which have considerable didactic and pedagogical repercussions in an attempt to answer such a problem in a communicative approach. In his "comprehensible input" hypothesis, Krashen stresses that dwelling on formal aspects of the language to be learned in the language classroom (second or foreign) could ultimately be detrimental to the development of communicative competence. This is why, according to him, it is necessary and sufficient that the student is exposed to meaningful comprehensible input. This would probably mean that grammar teaching would have no place in the foreign language classroom. According to this theory, the acquisition of a foreign language would by definition be unconscious and therefore exclude the learning of rules.

2. The place and role of "grammar" in the English classroom

The extension of the grammatical field has fostered considerable theoretical contributions to the didactics of foreign languages. This phenomenon starts from “traditional” or “descriptive” grammars to “generative and transformational grammars” via “structural grammars”. Several components of these models compete in the field of language teaching-learning: speech grammars, enunciative grammars, cognitive and interactional grammars, etc. If it is acknowledged that grammar occupies a fundamental place in the modern language curriculum, the question remains as to the mechanisms for organising its teaching in the language classroom. Claiming that the teaching of grammar is necessary seems not to be enough. One has to describe what makes a successful grammar lesson.

Language teaching-learning includes several grammatical theories which proceed by either descriptive and classificatory (induction) or theorising and hypothetico-deductive (deduction) approaches. These two models have always served as a framework for the different theories that share the field of language analysis and language teaching. Grammar teaching could be carried out by eclecticism, thus overcoming pedagogical theories and methods (D. Bolinger). According to Bolinger, it is not necessary to belong to a linguistic school to be a good practitioner of grammar. Contact with the object seems, in fact, to be more operative, since it is ultimately only intuition that makes us progress. Formalised and very elaborate theories often hide a total and distressing absence of intelligence of the object (P. Cotte, 1993). This is also a model of eclectic grammar teaching advocated by some French linguists such as J. Lavédrine (1975), P. Larreya (1979), P. Cotte (1989), etc. In the same way, Bru (1991) seems to wink at the followers of eclecticism, as he is convinced that education does not consist of the strict application of a method. Thus, teaching practices need to be adjusted and transformed according to the situational constraints encountered during the different phases ('pre-active', 'active' and 'post-active') of the educational process (Bru, 1999 and Falouzis, 1997).

III. (Re)constructing grammar education

The teaching of grammar has shifted from the structural approach with form-based teaching of grammar inspired by the behaviourist views of grammar to a more cognitivist and constructivist approach highlighting the mental activities of the learner as a key roleplayer in the language learning process. In order to address the issue of the relevance of grammar lessons in the English classroom, it seems important for us to take account of the various theoretical approaches to the teaching of grammar in the language acquisition-learning process. But the following lines highlight the constructivists view on grammar instruction in the language teaching-learning process.

1. The constructivist approach to grammar

The constructivist perspective on teaching and learning is part of the more general framework of cognitivism. Though closely associated with the work of several well-known psychologists including Lev Vygotsky, Jerome Bruner, and Howard Gardner constructivism is essentially linked to Jean Piaget. As a theory of learning and knowledge, constructivism is actually concerned with studying the mechanisms and processes by which subjects construct reality on the basis of elements already integrated. It assumes that each subject's knowledge is not a simple "copy" of reality, but a "re-construction" of it. According to Piaget, learning and development lies in the "constructivism" of cognitive structures. He insists on the importance of the person's active experience of the environment. From this perspective, all knowledge is the result of an individual

learning experience. For Piaget, the learner is not simply in relation to the knowledge he learns, but he also organises his world as he learns, adapting himself. Constructivist learning theory places the learner at the heart of the teaching process and develops the idea that knowledge is constructed by those who learn. For constructivists, there is no acquisition of knowledge without the activity of the learner. An activity of manipulation of ideas and conceptions which sometimes upsets and contradicts the learner's own ways of doing and understanding. The learner or student, is therefore the active protagonist of the access to meaning, to knowledge, so that the resulting mental constructions are the product of his activity.

On the other hand, if the student learns by his own means because no one can do it for him, he cannot find all the necessary data for any change of conceptions alone. Consequently, the role of the teacher is essential because it is the teacher who must propose and implement a socio-constructivist pedagogy to enable learners to construct and integrate new knowledge. The social environment and the context are an essential framework for the construction of knowledge. In this case, it is the teaching and learning situations and related activities that are the basis for knowledge acquisition. The information comes from both the individual's own representations and from interactions with others, and the aim is to make the learner aware of his or her own thinking and that of others.

2. Meaningful and contextualised grammar instruction

Many teachers believe that the grammar of a language consists of a series of isolated facts called grammar points, and the conviction that grammar is eminently teachable, that is, profitably taught through explanations of grammar rules. Being challenged by classroom settings where we can see teachers or instructors coming up with lots of notes on the board and basically going through everything in a lecture style approach to teaching grammar points, I have decided to use a practical or "in context" situation of teaching grammar, entrenched in a real life situation in order to help my students to improve their communication skills. "In context" means that the teaching of grammar is embedded and integrated into other aspects of the teaching process, connected to the reality. If you want students to be able to talk about their life experiences the grammar that they will use is *present perfect simple*. Therefore, you will be teaching grammar so that they can effectively talk about these experiences. Thus, it is not really useful to just teach rules, guidelines and examples and structures.

a. The *present perfect simple* invited in a *Couchsurfing* English class

In the context of my "English Language Grammar" courses with students of Licence 2, I decided to set up a session dedicated to the reactivation of the present perfect simple after having noted real difficulties of construction and use related to this grammatical form. In order to contextualise this "grammatical adjustment", I set up a sequence whose pedagogical implementation requires, among other things, the present perfect simple as a linguistic objective. The aim was to develop activities that would lead students to understand the functioning of the grammatical phenomenon known as the present perfect simple. A (re)discovery that aimed to anticipate the communication needs of the students in view of the intermediate task, during which they had to ask or answer questions about the experiences and projects of their peers using the example of Couchsurfing. By the end of the course, students should be able to recognise the form

of the present perfect simple, and to use it again. They should also be able to ask or give information about past experiences by highlighting the present result of a past action.

The ultimate goal of the teacher is to help the learner translate the newly acquired technical understanding of the present perfect simple, into learning practice. In order to accomplish this, students must be allowed to raise their own questions about the instruction of the present perfect and to test their own hypotheses about what is and is not an effective practice. Based on a constructivist approach to grammar, the teacher's role is not so much to teach students how to use the present perfect, but rather to facilitate and guide their own construction of learning strategies.

b). To shed light on the present result of a past action

It should be noted that Couchsurfing consists for a person (belonging to a community or a group of friends), to host one or more guests by offering a sofa, a mattress or a bed or even a room with facilities for one or two nights. The aim is to enrich one's circle of acquaintances, or to be received in turn a little later. At the end of the sequence, the different protagonists were asked to tell about their experiences of Couchsurfing, explaining how they (hosts and guests) met etc. Hosts/guests were asked to say whether or not they would recommend their guests/visitors to other members of the community and why. Guests were asked to give their impressions and explain how they would continue the experience by hosting the host, for example.

The language objectives are not limited to expressing the outcome or highlighting, in the present, the result of a past action. This of course includes the use of other verbal forms such as the simple past or future forms (Subject + Will + Verb, Subject + Be (present tense) going to, Be (present tense) +V-ing...). However, I chose to reactivate the present perfect because my students needed it for the task to be completed later. The language activity worked on in the implementation was oral expression in interaction with a reuse in oral production, particularly in the last stage of the sequence.

An approach based only on pure and simple grammatical explanation and thus direct being not necessarily effective in terms of appropriation of linguistic forms, I decided to put the pupils in activity through role plays, in this case activities in interactions. Interactivity is also an important factor in motivating and involving students in English lessons. It is an opportunity for pupils to structure the knowledge they have just (re)discovered. My aim was to reactivate or introduce the present perfect form in context, and then to check whether the learner had effectively integrated it into his or her internalized system. This shows that grammar cannot be considered as a linguistic component that can function alone, outside the context. The communicative situation is an integral part of the grammar learning process as it serves to introduce the point and then to reinvest it.

c). (Re)discovering how the present perfect simple works

Since a rule is better integrated by the learner when he has reflected on a corpus and participated in its elaboration, I asked the students to say if they had done their homework for the day's session in order to identify/formulate rules by themselves from concrete situations (I have done my homework / I haven't done my homework.), although I had to intervene afterwards in order to proceed to a better rephrasing of the rule elaborated collegially. In this case, in order to help contextualisation, I was also able to use a sketch representing the two situations. Insisting on the idea of reporting the present result of a past action, the students had to make the statement themselves.

- **Example 1:** *I have done my homework.*
- **Example 2:** *She has forgotten her notebook.*

The homework done or the forgotten notebook (verifiable facts) being the visible results at the present time of an action done or accomplished in the past. Once this observation was made, and the manipulations done individually and in group, I asked the students to explain how we arrived at the two sentences. By guiding them (gestures, mimes, drawings on the board), they managed to retrace the different stages of the construction, to identify the structure of HAVE+V-EN individually and collectively. This phase was followed by the construction of the rules :

The present perfect simple allows the speaker to make a judgement about an action carried out in the past which has a consequence/result in the present. The present perfect is constructed with the auxiliary HAVE in the present tense (HAS, HAVE), followed by the past participle of the verb. HAVE+V-EN.

- The present perfect simple is used to relate the past to the present. It is used to report a recent past action with a consequence (result) in the present. The speaker looks at both the past and the present. The speaker looks to the past to make a statement in the present.

- Used to make a statement in the present, the present perfect is usually used with adverbs of time (never, ever, already...). The simple form is used when the action is finished and when you want to emphasise the result.

Returning to the session on Couchsurfing, the students were asked to formulate contextualised sentences by imagining themselves in the situation of receiving a guest or being received by a host. As can be seen, we initially focused on affirmative and negative forms.

The following session was a recapitulation of the previous phases, before the check/verification of the homework. Not everyone had succeeded in the exercises, probably because of the instructions or because they needed to reinvest in the exercises. Hence, this second session was fundamental to improving students' understanding. In this case, the role-playing in pairs seemed to lend itself well to the exercise.

d). The teaching-learning setting

With the students, we imagined a telephone contact scenario, where the host and the visitor speak to each other for the very first time, leading to verbal interactions involving questions about each other's past experiences and plans to visit. The situation involved a group activity with two to three roles at most. The host in Role A offering accommodation, Role B and or C, one or two guests (seeking free accommodation). In concrete terms, it was during the last session that the students used the present perfect simple tense, in particular to ask (or answer) questions about the past experiences of the hosts or visitors: *Have you tried couchsurfing yet ? What have you already done ? Have you ever eaten fufu ? Have you already been to...? I have already visited Korhogo? I have never been to Bassam...*

On the other hand, some had to answer questions from others about the activities/projects they were planning in the context of this new experience: *I have decided to visit Bassam... I have planned to go to the beach... I have not decided yet...*

I was able to set up discussions in pairworks or small groups, in the form of dialogue in order to reactivate the questions in "*have you ever...?*". The host/guest students had cards with activities for which they had to exchange and ask their interlocutors if they had already done them, then other activities for which they had to ask if they had planned them. The guest had an identity card describing the host's tastes and expectations (guidelines) about the accommodation. They

were given 10 minutes to prepare the outline of their dialogue and 10 minutes to develop the lines. I left it up to the students to come up with their own scenarios, stepping in only for occasional needs or help.

3. Actions to develop communicative skills

In order to judge the good mastery of the structures worked on with the students, I was able to set up additional activities by reformulating certain terminology which could be an obstacle to comprehension and to ask the learners in difficulty to identify or explain their own way of thinking about the use of the present perfect simple. This, in fact, favours a more inductive approach through grammatical conceptualisation exercises, necessary for memorisation. In fact, I tried to deepen the grammatical reflection, but in a simplified way, with the study of an authentic text, taking into account the context and the co-text with a view, in the long run, to a greater mastery of the present perfect. The students had to identify, describe, classify and compare. The advantage here is that the contextualised examples allowed the learners to develop their own rules.

I had also planned to do an additional session (including in this sequence) on the same notion of the present perfect, but seen in other forms such as the present perfect in be+ing, or the present perfect followed by a time complement (duration with since or for). Moreover, during the role plays, we were able to do some manipulations with the preterite because some students, during the exchanges, had used this form (*Have you packed your bags yet? Yes, I packed it yesterday*). I took this opportunity to ask the learner what form he had just used and what he had wanted to express by using this form. We talked about the difference between the simple present perfect and the simple preterite. The former is used, in this context, to focus on the present result of an action carried out in the past (*packed my bags*), whereas the latter is used to emphasise the moment when the action was carried out (*yesterday*). We have learned that with the present perfect, we are not interested in the moment of the action but in its present result, unlike the simple past or preterite.

4. Assessment and prospects

Grammar teaching should involve pre-, while- and post-stages in an attempt to provide integrated learning environments. This is what is also known as Presentation, Practice, Production (PPP). In the pre-grammar stage or Presentation, the teacher should bring grammar instruction to life, stimulate interest in the topic, and raise awareness by providing a reason for learning. The while-grammar stage or Practice should facilitate announcing the new grammar point, and provide meaningful input through contextual examples including pictures, slides, texts, drawings... Finally, the post-grammar stage or Production should provide an opportunity to put grammar to use, and relate grammar instruction to real life situations (Bayram Pekoz).

The linear model of language acquisition which runs on the basis that learners acquire one grammatical item at a time, in a sequential, step-by-step mode is inoperative. For Nunan, presenting grammar points out of context in isolated sentences is not consistent. Exploring grammatical structures in context is the best way to develop procedural skill empowering students into using the language for communication needs in real life scenarios. As this provides opportunity for learners to see the systematic relationships that exist between form, meaning, and use (Nunan, 1998). Raising the question about integrating a meaningful and contextualised grammar instruction into the English classroom could help contribute to upgrading teaching practices. Sometimes when inexperienced instructors start teaching grammar they want to teach

everything about the grammar point, which is not practical because teaching grammar is about usage. And we cannot cover every single use for a specific tense in a class session.

Conclusion

The study advocates contextualised grammar instruction as an important part of English language teaching in the Ivorian education system. With the introduction of the communicative approach grammar could play a significant role in developing students' communicative skills. Grammar teaching should not operate as a standalone activity but rather integrated into the teaching and learning context in order to facilitate access to meaning and eventually help students to effectively use the language as a tool to communicate in real life situations. Furthermore, we have shown that grammar education has to integrate the constructivist approach to teaching and learning which places the learner at the centre of the teaching process relying on the idea that knowledge is constructed by those who learn. Thus, taking a constructive look at the teaching of meaningful and contextualised grammar lessons means looking for ways to familiarise students with simpler and more operational elucidations in order to guide them towards successful communicative skills. From this perspective, the constructivist approach can contribute to the development of an innovative grammar pedagogy in the English classroom.

Based on a practical example of grammatical instruction, the study attempts to call attention to the benefits of meaningful and contextualised grammar instruction in the language classroom. It is important to look at the problem of how to integrate grammar instruction (« faits de langues ») into the English class especially since a good understanding of grammar points can be a real asset for improving students' language skills in and out of the classroom. It should be noted that authentic language teaching is rather consistent as it shows how grammatical forms operate in the 'real world', rather than in the mind of a textbook writer; it allows learners to encounter real life language usage.

In addition, teacher education and development must operate a paradigm shift in the approach to grammar instruction in order to provide new teachers with a clearer understanding of the different challenges of the teaching and learning process.

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