

TEACHING GRAMMAR IN FRENCH AS A FOREIGN LANGUAGE- CLASSES IN MACEDONIAN SCHOOLS¹

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Abstract

In our many years of experience teaching the French language, we have had more cases of students with low grammatical knowledge of the language as opposed to those with solid grammatical basis, although most frequently, both of those groups of students have already been learning the language in the primary and secondary school. This reality inspired us to set a goal to use this research to investigate whether this “problem” could possibly be a result of the methodology used to teach the grammar in the lower education levels. Namely, our intention was to gain insight in the way the grammar is taught in a part of the Macedonian primary and secondary schools. For that purpose, we prepared a questionnaire through the answers of which we gained knowledge about several aspects of teaching grammar. In general, the research has shown that explicit grammar is used, in principle, but that it is not taught in a completely traditional way, but through a deductive approach. In doing so, the teachers rarely use a specialized pedagogical grammar for French as a foreign language, mostly relying on the grammar offered in the schoolbook. We have also reached a conclusion that there is big room for specialized training of a large part of the teachers, on the topic of grammar methodology of teaching in French as a foreign language. Apart from this, the research also points at some other defects which need to be resolved in the future if we want to achieve better quality of the classes and more success among the students who are taught the French grammar.

Key words: methodology of teaching, grammar, French language, primary education, secondary education.

Introduction

According to one of the most general definitions, the term *grammar* signifies a “collection of rules which one needs to know and apply in order to correctly write and speak a certain language” (Dictionnaire du français, 1999: 475). When we speak of the French grammar specifically and of the French language in general, it is inevitable to admit that the stereotype present among the students, that this is a very difficult grammar, i.e. an exceptionally complicated language, is to a great extent justified. It is a fact that the French grammar system has an abundance of rules, as does any other language actually, containing irregularities, as well as a high number of exceptions which the students were expected to learn by heart, according to the traditional approach. Additionally, there are a lot of differences between the French and the Macedonian grammatical metalanguage and for some French grammatical categories there are no equivalents in the Macedonian grammar at all. However, although at certain periods in the past there were dilemmas regarding the

¹ Original scientific paper

importance of studying this language discipline, the latest linguistic researches show that the contemporary teaching of French as a foreign language cannot be imagined without grammar: “This language discipline which went through a period of rejections, seems to be having a comeback in the language classes of today. This comeback shows that the grammar is inevitable for anyone wanting to learn to communicate in the French language”. (Fougerouse, 2001: 65). In other words, knowledge of the grammar, i.e. the morpho-syntactic and semantical characteristics and mechanisms of a language, is of great importance for successful use of the language, for correct written and oral expression and for precise and clear expression of one’s own thought.

However, through our long experience teaching at several Macedonian faculties, we can confirm that a large percentage of the students who attend the French language subject displays significant, primarily grammatical “oversights“. This presents a big challenge for us because at university level, the French language is taught in an advanced level and it is assumed that the student has already adopted a large part of the grammar rules. However, the reality is much different. In conditions when at our disposal we have only two semesters² to achieve a certain language level with the student, we are additionally forced to fill in the grammatical “gaps” instead of teaching new and more complex rules. Since this is not an exception, but a quite regular occurrence, it is inevitable to ask the question why the majority of students have weak knowledge of the French grammar and why, at the same time, there are students who managed to achieve a solid grammatical basis.

Motivated by all of this, we wanted to research how the French grammar is taught in a part of the Macedonian primary and secondary schools where the students initially gain their knowledge of the French language.³

To be more precise, our goal was to gain insight into how much attention is paid to grammar in the French language classes, the type of methodological approach applied, the reference textbooks used, as well as other challenges the teaching staff faces in the context of teaching grammar.

1. Theoretical Background

In the theoretical part of the paper, we will initially define the type of grammar which is in the scope of our interest and then we will give a review of the other types of grammar, we will consider the various types of approach applied when teaching grammar and finally, we will look into how much and how grammar is present in the various didactic approaches for learning/teaching French as a foreign language.

2.1. Defining Grammar of French as a Foreign Language

Before we enter deeper into the theoretical part, we point out the main difference between the grammar of the French language as a native tongue (FLM)⁴ and the grammar of the French language as a foreign tongue (FLE)⁵. Namely, unlike the grammar of FLM which has a goal, above all, to give thoughts on the language which is naturally adopted and which the student

² At the St. Kliment Ohridski University, French is not offered as an optional subject in all the departments and in the departments where it is present, it most frequently is a two-semester subject.

³ This paper is the first part of a more comprehensive research planned to be conducted in the future in order to perform a thorough review of the topic of interest. Apart from this paper, two other researches will be conducted, one of which will be related to the grammar in the French language schoolbooks in the primary and secondary education, while the other will refer to the perception and experiences of the students in terms of the French grammar.

⁴ Français langue maternelle.

⁵ Français langue étrangère.

already speaks, the grammar of FLE has a double goal: first, to study the functioning of the language structures and rules and thus to teach the language and even after that, to give thoughts regarding the language, like in the case of FLM. This means that the grammar of FLE is primarily taught in order to acquire the language elements and then to analyze them.” (Besse&Porquier 1991; Cuq, 1996; Germain&Seguin 1998; Vigner, 2004, in Uwizeye, 2011: 4). Our scope of interest is the methodology of teaching of the second type of grammar, i.e. the grammar of the French language as a foreign tongue.

2.2. Types of Grammar

The methodology of French language teaching differentiates two major types of grammars: *linguistic* (descriptive) and *pedagogical* (prescriptive). Linguistic grammar is the one which refers to grammatical rules and theoretical models, while pedagogical grammar is the one which contains a description of the grammatical rules and helps the learner learn a certain language, while helping the lecturer in explaining the rules of a language. According to Germain and Seguin, the primary difference between the two types of grammar is that the pedagogical grammar describes the grammatical competence of a language in order to make its adoption easier, while the linguistic grammar describes that competence scientifically, comprehensively and without a practical goal. (Germain&Seguin, 1998: 54, in Uwizeye, 2001: 19). In other words, the pedagogical grammar presents a specific practical use of the grammatical competence of the lecturers and methodology experts, relying on the linguistic grammar. In this type of grammars, accent is put on specific intrapersonal situations and the actual use of the language. Unlike the linguistic grammar which needs to be comprehensive, the pedagogical grammar is mostly selective, depending on the needs of the learner. (Al Khatib, 2008: 3). In it, the metalinguistic description is simpler and has an abundance of examples, illustrations, reformulations and paraphrases. (De Salins, 2001: 25). The pedagogical grammar consists of three subtypes: learning grammar (*grammaire d'apprentissage*), teaching grammar (*grammaire d'enseignement*) and reference grammar (*grammaire de référence*) (Al Khatib, 2008: 5).

- The *teaching grammar* refers to the grammatical programs and is intended for language lecturers. It most frequently contains didactic tips and suggestions which help the lecturer follow a certain direction in teaching the language. This grammar type is not intended for students and they would be unable to successfully use it without the help of the teacher regarding the use of the grammar rules.

- The *learning grammar* is intended for direct learning by the learner, unlike the teaching grammar which requires help from the professor.

- The *reference grammar* presents an elementary grammatical handbook in which the grammar can be presented in a prescriptive manner, descriptive manner or in both of them.

2.3. Approaches in Teaching Grammar of French as a Foreign Language

Concerning the manner of teaching the grammar, the specialized publications most frequently mention *implicit grammar*, *explicit grammar*, *inductive approach* and *deductive approach*. Implicit grammar means teaching grammar to teach the learner how to use the language without the use of grammatical explanations and grammar theory. (Günday, Cakir & Atmaca, 2017: 253). However, as Al-Khatib points out: “Implicit grammar does not mean lack of grammar, but its concealed presence, so the student would not feel that he/she is learning a language at the moment.” (Al-Khatib, 2008: 5). On the contrary, explicit grammar means explicit description and explanation of the language rules through the use of a grammatical metalanguage. Once the student adopts that metalanguage, he/she will apply it through the

exercises in the future. To be more precise, “this is teaching/adoption of the grammatical description of the language through its metalinguistic model (using its terminology, in the original or simplified version) (...), while the approach can be deductive (...) or inductive (...).” (Besse&Porquier, 1991: 80, in Hocini, 2018: 4). Practicing explicit grammar alleviates the understanding, enables efficient use of complex structures and contributes to bigger self-confidence in the use of the language competences. (Günday, Cakir & Atmaca, 2017: 256)

In order to make a difference between the inductive and deductive approach, one needs to initially define the basic terms. Namely, the term *deduction* refers to the approach which starts from the general notion and leads to the specific notion (from rules to examples), while the term *induction* means an approach which starts from the specific notion and leads to the general notion (from examples to rules). The foundation of the deductive approach lies in the traditional approach in which the professor primarily gives the grammatical rule and then the student does exercises to apply the rules. In doing so, the teacher relies on the capability of the student to rationally correlate the new examples with the already known rules. Opposed to that, the inductive approach requires a reflexive way of work by the student, through observation of a corpus which leads to the formulation of assumptions which then need to be confirmed. Thus, the teacher relies on the capability of the student for intuitive correlation of the given examples with new, at the time being, unknown rules (Vincent, Dezutter & Lefrançois, 2013: 93, Puren, 2001: 15).

In the specialized publications one frequently encounters polemics regarding which of the two approaches, explicit or implicit grammar, is more efficient and whether they can independently, without mutual alternation or combining with another approach, completely answer the challenge of successful grammar learning. Thus, one group of researchers is expressly against the exclusive practice of only one approach. For an example, Hocini considers that implicit grammar is not enough by itself and that the exclusive practice of this approach could lead to the occurrence of errors by the student if the rules he/she adopts are not controlled by the professor (Hocini, 2018: 5). Günday, Cakir, and Atmaca also point at certain limitations of the implicit manner. According to them, although some didactics experts are in favor of learning grammar automatically, without thinking about the rules, as is the case with native languages, we are here dealing with two different processes: “while the adoption of a native language takes place unconsciously, both in the family and in society, i.e. in a social and authentic environment, learning a foreign language is a conscientious process which mostly occurs in a school or virtual environment. Thus, the learners do not always have the opportunity to practice the target language in an authentic environment. Applying the implicit manner makes the perception of grammatical rules harder.” (Günday, Cakir & Atmaca, 2017: 253). The authors Cuq & Gruca favor the practice of explicit grammar because, according to them, it does not allow “fossilization” of the grammatical errors and its advantages over the conceptualization of the rules contribute a lot to learning the foreign language. (Cuq & Gruca, 2009: 387, in Uwizeye, 2011: 21). However, other authors point at certain defects of the explicit manner of teaching: “it is well known that in the first phase of learning a language, the learners rely on their ‘language intuition’ to judge whether a certain statement is grammatically correct or not. The grammatical description intervenes in order to give a clarification and can be processes only in the conditions when the listener already has a certain language capital (Vigner, 2004: 102, in Uwizeye, 2011: 21). In that same direction, Hocini also confirms that this manner would be useful for determining the grammar rules, above all, in the conditions when a student already has adopted implicit knowledge of the language he/she learns.

Some authors consider that there is no single correct manner and that the approach changes depending on the case, the learner and the lecturer, so they advocate the application of a

combined approach which would utilize various ways of grammar teaching. (Hocini 2018, Uwizeye, 2011, Fougerouse, 2001).

2.4. Grammar of French as a Foreign Language in the Various Methodological Approaches

In the following paragraphs of our research, we will conduct a panoramic review of the representation of grammar in the various didactic methods of teaching FLE, without entering into a detailed description of the methods themselves. In the so-called *traditional* methodological approach which is also called grammar and translation method, the grammar is in the centre of the French language class activities. This is a normative grammar which has morphology and syntax as its pillars and through which the “correct” or “writers” language is adopted. Grammar is taught explicitly, in a deductive manner and a more complex grammatical metalanguage is used. In this type of grammar, accent is put on written understanding and expression, mostly using the translation method and work with literature texts. In essence, teaching grammar of FLE does not differ a lot from the way FLM is taught. Its goal is not communication and it is taught more as a theory based intellectual discipline. Unlike in the traditional, in the *direct* approach, grammar is analyzed in an implicit and inductive way. In doing so, the native language is not used to explain the rules, but the French language instead and regarding the listener, he/she is not a passive participant, but is actively engaged in learning the grammatical rules.

The foundation of the *audio-oral approach* is composed of a contrastive analysis of the native tongue and the language learned. In this approach, advantage is given to the listening and systematic memorizing exercises, as well as repetition of the linguistic structures which are extracted from previously recorded dialogues.

In the *structural-global audiovisual approach (SGAV)*, the grammar which is taught is implicit and inductive and uses a simulation of communication acts to give advantage to the oral expression. (El-Habitri, 2009: 55).

One of the approaches introduced in the 70s of the past century, which has had a major influence, felt even today in the contemporary methodology of teaching French as a foreign language, is the *communicative approach*. This method gives advantage to speech acts and semantical meaning of the grammatical contents. Thus, learning a language is conducted through communication, i.e. through the application of linguistic acts in a real or fictive language situation. A comprehensive definition on teaching grammar as part of the communicative approach is given by Robert: “the communicative approach stresses the communication situation, i.e. the message. This approach above all, uses authentic documents and activities (since they are taken from everyday situations) which have a goal to make the student more independent for oral and written expression (...)” (Robert, 2008: 56, in Boudabous, 2018: 51). In this method, grammar is taught in an explicit manner through “traditional” or structural exercises which enable systematic adoption of the morpho-syntactic mechanisms of the language. (El-Habitri, 2009: 55). In essence, the grammar practiced here is called *knowledge grammar* or *semantical grammar*. This type of grammar presents a description and explanation of the language through categories which correspond to certain communication intents (meaning). In other words, language is described through the conceptual operations performed by the subject who speaks and not through the morphological categories. Thus, according to this grammar, the determinants (articles, possessive determinants, demonstrative determinants) are formal categories and not categories which display intent. The operation which here corresponds to intent or meaning would be: identification of the beings one talks about. The determinants are just formal means which enable the expression of that intent. (Charaudeau, 2001: 24). Regarding the

action approach in all its variations⁶, the primary goal of which is to make the listener capable of real expression in any real life situation, the grammar in this approach is taught *per situation*, according to its presence in the communication context. The grammatical contents are not big and lead to the realization of the so-called language *project*, which is in fact the essence of the action approach. (El-Habitri, 2009: 55).

3. Research Methodology

This research relies on a qualitative analysis which is used to investigate the manner grammar is taught in a part of the Macedonian primary and secondary schools. The analysis is made based on the questionnaire which contains 15 questions related to the various aspects of teaching grammar in the French as a foreign language classes: the approach applied during the teaching, the type of grammar practiced, the importance given to grammar, the language in which the explanations are taught, the implementation of grammar in oral expression etc. The questionnaire contains closed type questions with two or more offered open type answers and questions offered in which the participants are able to explain their answer. The hypotheses this paper is based on are as follows:

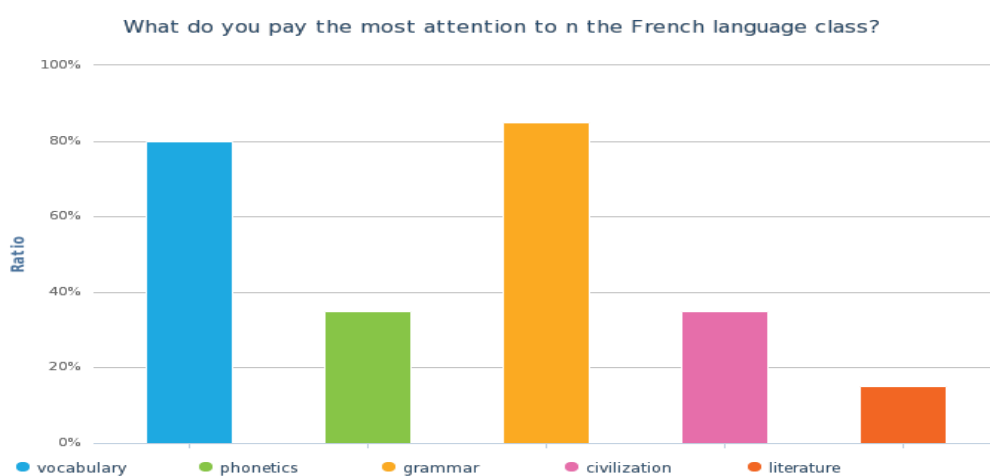
1. *The French language classes are encumbered by grammatical contents which, according to us, contributes to the creation of a feeling of dislike towards the French grammar among the students ;*
2. *The French language classes still use a traditional grammar teaching approach (“grammar for the sake of grammar”);*
3. *Grammar is taught primarily based on the explanations and grammatical exercises offered in the schoolbooks ;*
4. *Teachers do not use specialized pedagogical grammars for teaching French as a Foreign Language.*

The questionnaire was prepared and uploaded on the free online platform *Survio.com*. Afterwards, one month before the start of the research, we sent it via e-mail to a high number of French language teachers and professors in the primary and secondary schools. The questionnaire received answers from a total of 20 lecturers from various primary and secondary schools in the country. This figure is not as small as it may appear upfront as we have received a lot of informative answers which enabled us to create a clearer picture of the way grammar is taught and to confirm or reject the starting hypotheses of our research. In addition, this research does not intend to give thorough answers with regards to the proposed subject, but to offer an insight in the contemporary trends and approaches in teaching grammar in the primary and secondary schools, to detect the possible weaknesses in the teaching process and to stress the positive aspects.

⁶ This includes *goal oriented pedagogy* (pédagogie par objectifs), *project pedagogy* (pédagogie du projet), *competences oriented approach* (approche par compétences).

Results

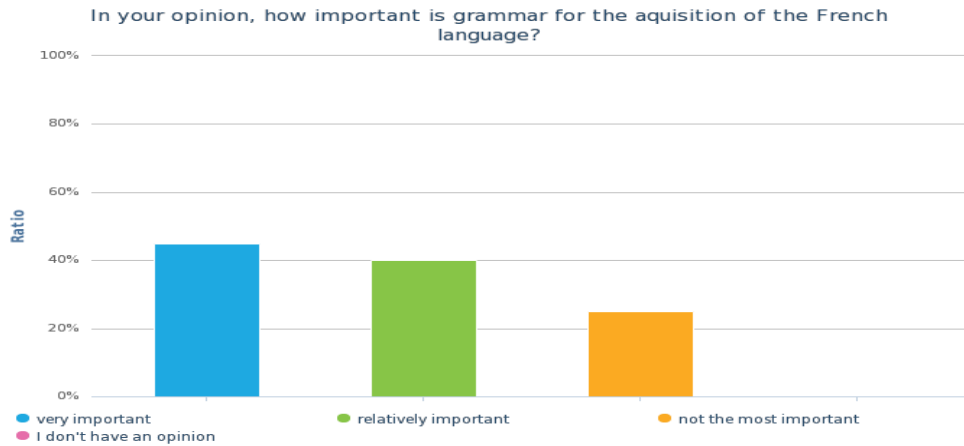
As we already stated, the questionnaire intended for this research was sent by e-mail to a large number of primary and secondary school teachers and was posted on the Facebook page of the French language teachers and professors. Out of the total of twenty received answers, 11 are from the primary education teachers, 8 from the secondary education professors and one lecturer answered that he teaches in both of the education levels. Concerning the issues which are the most treated in the French language classes, the respondents had the right to multiple choice answers and 85% of the respondents gave grammar as their answer. However, a very similar percent of respondents (80%) answered that they pay most attention to vocabulary. An equal percent of lecturers (35%) chose phonetics and civilization as linguistic disciplines which occupy most of the class, while 15% answered that they mostly pay attention to literature:



(Chart 1)

Those who stated that they pay the most attention to grammar, gave the following reasons: *grammar is key to adopting a foreign language; to provide correct communication and understanding of the language; grammar is needed for the student to be able to comprise a correct sentence and to correctly express him/herself in the French language.* The respondents who favored vocabulary, gave the following arguments: *in order to communicate, one must know the vocabulary; grammar is of secondary importance, while vocabulary is more important; grammar is learned through the vocabulary.* In any case, for most of the lecturers, grammar and vocabulary are inseparable in the French language classes and thus they give both of them equal importance. It is important to note that a part of the teachers consider all of the listed disciplines as interconnected and equally important in the language learning process. This is best seen in the answer of one of the respondents who stated that: “learning a foreign language is a complex activity which, in order to be fully successful, has to include all the mentioned elements, to a lesser or greater degree”. In the next question, we asked for the respondents’ opinion regarding the importance of grammar in the successful use of the French language. At this question we had an almost equal percent of respondents which consider grammar either very important (45%) or they give it a relative

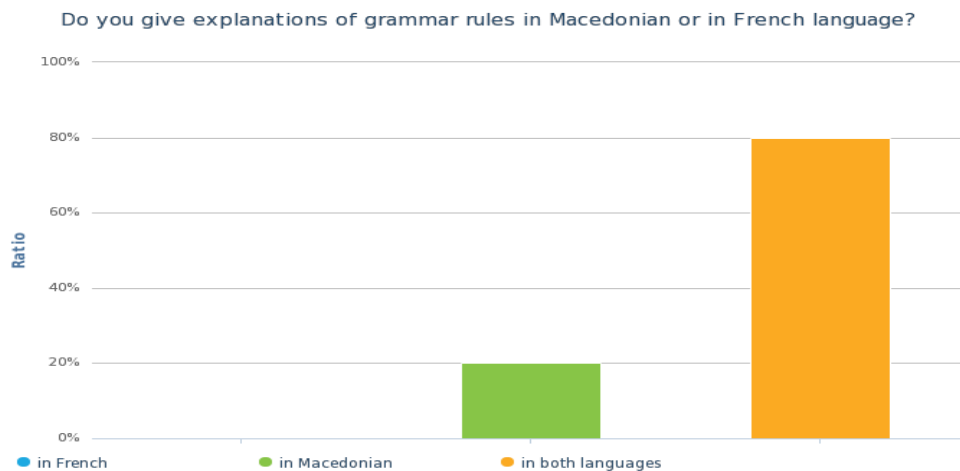
importance (40%). However, not a small number consider that it is not the most important component in learning a language (25%):



(Chart 2)

When asked why they consider grammar to be, or not to be, important in learning a language, the teachers who gave a positive answer stated that: *grammar is important for correct sentence formulation; with the correct use of grammar, the speaker would be correctly understood; it helps the speaker feel more secure in expression; it is important for a more successful written expression.* These views had additional explanations that the students do not need to be encumbered with grammatical contents as is currently imposed by the teaching materials, that one should not insist on learning the rules by heart, but a communicative approach should be applied instead and more attention should be paid to the practical use of grammar in the oral expression. On the other hand, the respondents who consider grammar not to be the most important for successful use of the French language, gave the following arguments: *even if a sentence is not grammatically correct, the message will be conveyed if the accurate vocabulary is used; even without too much rules, the student can be understood; some students learn the language without grammar, by watching movies and reading newspapers.* The next question required the lecturers to provide several approaches of teaching grammar and all the respondents explained their own way of teaching. Namely, 55% of the respondents gave a descriptive explanation of the method they use and a bit more than half of them stated that they practice an approach in which the students discover the rules by themselves, while the rest answered that they teach in the classical manner, first explaining the rules and then leaving time for exercises. One respondent gave an explanation that he/she uses a communicative method and only one respondent provided four types of approaches which could generally be used: inductive, deductive, implicit and explicit. The remaining 45% of the teachers do not speak of a specific approach, but describe the type of activities they use to teach grammar: *interactive notebook, games, online exercises, coloring, hammer paper, videos, exercises, songs etc.* We received a specific insight in the teaching approach at the next question where we explicitly offered several grammar teaching approaches which the teacher needed to pick. Here, a bit larger percent (60%) of the teachers chose the answer that *they first analyse examples and leave the student to independently get to the rule.* A lower percent of teachers (30%), when teaching, first explain the rule partially or entirely and later the students work based on that and do exercises. 10% of the professors do not explain the rules at all and they leave it up to the student to implicitly adopt them. When asked whether they use another grammar beside the grammar offered in the schoolbooks, most of the respondents (90%) answered that they rely on the schoolbook grammar and internet resources.

Except for one professor who stated that he/she uses an additional grammar, none of the others stated that they use another grammar schoolbook beside the regular ones. 60% of the teachers think that the French grammar is more complex compared to the grammar of the other foreign languages, while 40% do not share that opinion. A part of the first group of teachers support the answers with the following explanations: “*there are too many rules and exceptions; it is more complex only compared to English; reading and writing are exceptionally difficult*”. The remaining part of teachers of the first group consider that the difficulty of the grammar depends on the way the rules are explained by the teacher, but they also consider that the students have bad knowledge of the Macedonian language grammar and thus do not have a good basis for learning the French grammar. We received interesting results to the question which language the lecturer teaches the grammar in. Here, none of the respondents answered that he/she teaches in French, but most of them (80%) use both languages (French and Macedonian), while 20% use only the Macedonian language. Two teachers added that their explanations are mostly in French, but if the students are beginners or if the teacher concludes that most of the material is not understood, they resort to using the Macedonian language. Those who use only the Macedonian language or combine the two, explained their option by stating that this way they make sure that they were understood by everybody and that this is the best option when working with students of various levels of knowledge of the language. Two respondents explained that it is necessary to use the Macedonian language because for some grammatical categories there are no equivalent in the Macedonian grammar and this enables them to enrich their vocabulary with grammatical terms from both of the languages:



(Chart 3)

When asked which grammatical material is hardest for the students to learn, 25% of the respondents answered that this was subjunctif, 20% stated that passé composé is the most complicated tense, while 15% of the teachers consider that tense agreement is one of the most difficult parts of grammar. The following topics were also mentioned, to a lesser degree: *comparison of past tenses, direct and indirect object pronouns, irregular verbs*. One of the answers stresses that problems are noted among the categories which do not have equivalents in the Macedonian language. Almost all of the teachers prepare additional grammatical exercises outside of the planned program and some of them do that always (50%), some do that sometimes (30%) and the rest answered that they frequently prepare such materials (20%). Half of the teachers answered that all the grammatical exercises are predominantly

done during the class, while 40% percent said that the students work both during the class and at home. Only 10% of the respondents stated that the grammatical exercises were done at home. Some of the teachers added that they avoid givin homework because, according to them, only one or two students do their homework, while the rest copy the homework at school. What caused great interest for us was whether the student manages to implement the grammatical knowledge in the oral expression. 40% of the teachers in the survey answered that this is not achieved, stressing that oral expression is brought down to a minimum in the French language classes. On the other hand, a similar percent of teachers (30%) stated that the students manage to implment the grammar, but with minor interventions from the teacher. 20% gave an answer that it is very hard to reach grammar implementation and that this requires a lot of work and that the students find it easier to implement the grammar in the written, rather than in the oral expression. 10% of the respondents stated that relative success is achieved in relation to this question. Concerning professional training, the percent of teachers who attended and those who did not attend traninings in the filed of methodology of teaching grammar of French as a foreign language is equal. Almost all of the teachers (90%) stated that they would like to attend training on this topic in the future, while 10% think that such trainings are not necessary.

Conclusions

From the analysis of the questionnaire answers, we reached several conclusions regarding grammar teaching in the French as a foreign language classes in a part of the Macedonian schools. The first important conclusion that we came to is that in teaching French as a foreign language, highest significance is not given to grammatical contents exclusively, but other language components are also considered important in learning the language, above all, vocabulary. In accordance to that, we concluded that our first hypothesis, according to which the French language class is encumbered with grammatical contents, due to which, the student develops a certain aversion towards grammar, is not valid. Concerning the methodological approach applied in teaching grammar, the results analysis shows that most of the teaching staff practices explicit grammar, but that it is taught according to the deductive approach, through which the students use examples to formulate the grammatical rule themselves. However, it needs to be mentioned that the teachers do not use the technical terminology terminology to name the teaching approach practiced, but give descriptive explanations of the procedure applied. This leads us to the opinion that most of them lack theoretical knowledge in the field of methodology of teaching grammar of French as a foreign language. In any case, according to the results, our second assumption that the traditional approach is still generally used for teaching, cannot be completely accepted. However, we can't fully reject it because the figure of 30% of teachers who approach the grammatical matter in an explicit and at the same time, inductive way, is not negligible. Unlike the first two hypotheses, the third and fourth hypothesis can be confirmed because the results received show that a high percent of the teachers in the survey rely solely on the grammar given in the schoolbooks and that they do not practice using other specialized pedagogical grammars intended specifically for teaching grammar of French as a foreign language. According to us, this can be resolved by organizing more frequent training in the field of methodology of teaching where the teachers would get acquainted to all the types of pedagogical grammars they have at their disposal in more details, as well as with the advantages of the contemporary grammar teaching approaches. This is even more justified because half of the teachers stated that they have never attended such training, while 90% of the professors in the survey expressed a desire to do so.

Beside the results related to the primary hypotheses of the research, we also noted other challenges which the teachers face in the classes and we would like to present them here. Namely, according to the teachers, their French language program is encumbered by complex grammatical materials which is very hard for the students to learn. The program devotes very little space to oral competences, i.e. the practical use of the acquired grammatical knowledge. Furthermore, the students have very low knowledge of the Macedonian language grammar and do not have a good foundation for learning the grammar systems of other foreign languages. All of these problems need to be taken into account, especially in terms of a possible revision of the teaching programs by the authorized education institutions.

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Appendix

Questionnaire

1. What do you pay most attention to in the French Language classes? Explain why!
 - a) vocabulary
 - b) phonetics
 - c) grammar
 - d) civilization
 - e) literature
2. How important is grammar for the acquisition of the French Language ?
 - a) very important
 - b) relatively important
 - c) not the most important
 - d) I don't have an opinion
3. Why is/is not grammar important for a successful foreign language learning?
4. Can you list several approaches/ways of teaching grammar?
5. Which way do you teach grammar?
 - a) First you explain the rule completely, then you do the exercises.
 - b) You only partially explain the rule, and then the students complete it.
 - c) First you analyse the examples and allow the student to come up with the rule independently.
 - d) you do not explain the rules at all, you leave the student to implicitly adopt them
6. If you do not do any of the above, explain what your teaching method is.
7. Do you rely solely on the grammar offered in the textbook or use other grammar as well. Specify which.
8. Do you think French grammar is more complex for students compared to other foreign languages?
9. Do you give explanations of grammar rules in Macedonian or in French language? Explain why!
 - a) In French
 - b) in Macedonian
 - c) In both languages
10. What grammar content is most difficult for students to adopt?
11. Do you prepare additional grammar exercises?
12. Where does the student mostly do grammar exercises, in class or at home?
13. Do students easily apply grammar rules in oral expression?
14. Have you ever attended any training on teaching grammar in French as Foreign Language?
15. Would you like to attend such training?
 - a) yes
 - b) no
 - c) not necessarily
 - d) I don't know