

## Probing the Impact of Learning-by-teaching Method to Boost EFL Learners' Engagement during the Grammar Session:

The case of first-year PEM students at Taleb Abdurrahman ENS Laghouat

استغلال تأثير طريقة التعلّم التدريسي لتوطيد التواصل خلال حصة القواعد الانجليزية. طلبة السنة الأولى أساتذة المتوسط انجليزية بالمدرسة العليا للأساتذة بالأغواط أنموذجاً .

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### Abstract

Defining the adequate educational technique to teach the grammar skills for EFL learners, means achieving a successful learning experience that does not only involve learners' behavioural and cognitive engagement but also affective interaction with the subject matter. The current study aims at exploring the effects of the Learning-by-teaching method to enhance EFL learners' engagement during the grammar class. It highlights one main research question together with two others; it intends to diagnose the impact of the LBT method on learners' behavioural engagement during the grammar session. In this scope, a mixed method approach was adopted through distributing two questionnaires and carrying out a quasi-experiment with the second group of first-year PEM students of English at ENSL, also the work relied on classroom observations. Eventually, findings revealed that the LBT method, if implemented efficiently, approves the above-cited research question positively.

**Key Words:** EFL Learners, Engagement, Grammar Skill, Learning-by-teaching Method.

### ملخص

إن تحديد الأسلوب التعليمي الصحيح لتدريس قواعد اللغة لمتعلمي اللغة الإنجليزية كلغة أجنبية يعني تحقيق تجربة تعليمية ناجحة لا تتضمن فقط المشاركة السلوكية والمعرفية للمتعلمين فقط ولكن أيضاً التفاعل العاطفي مع هذا الموضوع. أساساً تهدف الدراسة الحالية إلى استكشاف آثار طريقة التعلّم عن طريق التدريس لتحسين مشاركة المتعلمين أثناء درس القواعد. ومنه فإن هذا العمل يحوم حول سؤال بحثي رئيسي، رفقة سؤالين آخرين، وهو: استكشاف تأثير طريقة التعلم بالتدريس على المشاركة السلوكية للمتعلمين أثناء حصة القواعد. في هذه الدراسة، تم إتباع نهج الطريقة المختلطة من خلال توزيع استبيانين وإجراء شبه تجربة مع الفوج الثاني من طلاب السنة الأولى للتعليم المتوسط قسم اللغة الإنجليزية

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بالمدرسة العليا للأساتذة في الاغواط. كما استخدم الباحث أيضًا الملاحظات الصفية. أخيرًا، أوضحت النتائج أن أسلوب التعلم التدريسي، إذا تم تنفيذه بشكل فعال، فإنه يحسن التواصل خلال حصة القواعد الانجليزية لمتعلميها كلغة أجنبية. الكلمات المفتاحية: الكفاءة النحوية، المشاركة، متعلمي اللغة الإنجليزية كلغة أجنبية، طريقة التدريس والتعليم.

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### Introduction

Both grammar teaching and learning have since been viewed as difficult and boring language skills for EFL learners and teachers alike. This misconception might be due to the history of grammar teaching, rooted back to the Grammar Translation Method that considers learners as empty vessels, filled with knowledge provided by the teacher who is the sole source of information. As the twenty first century approached, EFL teaching and learning have been adjusted to accommodate the century's changes and needs, teachers then, tried to vary their teaching methods in order to have active learners that are engaged and responsible for their own learning experience. Accordingly, the main concern of this research is to eliminate grammar-learning misconception and have an enjoyable experience. For grammar can be fun, if the teacher uses the right teaching techniques. Eventually, the Learning-by-teaching method is one example.

In EFL teacher-centered grammar classes, the teacher is the one who is responsible for determining what and how the content to be presented while learners are knowledge receivers. This authority makes him stand as the center of the class instead of the learners who are supposed to lead their learning. The fact that the learner is absent in his learning process and acts as a listener who is asked to memorize the information and then apply it in limited written tasks and activities prevents him from guiding his learning as well as acquiring the soft skills he needs to make better communication inside and outside the classroom. The lack of learner to learner interaction results in a boring environment which kills learners' motivation. First year PEM students at ENS Laghouat , Algeria used to be passive in their grammar sessions most of the time, for the lessons are taught inductively with less intervention from the students during the session.

To solve this problem, pedagogues are working on making grammar classes more learner-centered by applying a modern communicative language teaching method known as learning by teaching method. It supports learners' behavioural, cognitive and affective engagement and gives them the chance to be autonomous by teaching smaller sections of the grammar lesson in the class. This encourages learners to deeply understand the sequence they are supposed to present and experiment creative ways to deliver the information to their classmates. There are several previous studies that examined the related problems faced by students during the grammar class, but these studies focused on the students' inability to focus during the class and also on their inability to use and remember information after a certain period of time and how using the LBT can be effective in solving that problem. Since the problem is not limited to the use of information and remembering it only, this research, on the other hand, investigates the effect of this method on students' engagement in the grammar classes. This study has three fundamental aims, which are to explore the impact of applying the learning-by-teaching method on learners' feelings toward their learning, their engagement with their peers and teacher and their mental processes' development when dealing with the content they are studying. The present study can be significant in different terms. Due to the flexibility of the LBT method, it can be useful for both teachers and syllabus designers to experiment the LBT method with other modules and within all the levels of the educational system, including different training centers in other disciplines. Furthermore, it can be considered as a valuable source for academic research, especially in the Algerian context, where such literature has not been studied much. Eventually, the research provides important information on how this method is applied and what effects it might have on learners inside and outside the classroom. This study attempts to investigate and explore the answers of these questions:

1. How does implementing learning-by-teaching method enhance learners' behavioral engagement during the grammar session?
2. How does adopting learning-by-teaching method better learners' affective engagement during the grammar session?
3. How does relying on learning-by-teaching method ameliorate learners' cognitive engagement during the grammar session?

Based on the previously mentioned research questions, the researcher mainly hypothesizes that:

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1. Using the learning-by-teaching method in grammar class enhances learners' behavioural engagement.
2. Implementing learning-by-teaching method ameliorates learners' affective engagement during the grammar session.
3. Adopting learning-by-teaching method better learners' cognitive engagement during the grammar session

In order to have a structured credible research, the researcher had to use the adequate tools and instruments that are based on the nature of the research, the nature of the data and the purpose of the research. This study aims at exploring the effects of the learning-by-teaching method on EFL learners' engagement during the grammar session. Thus, to investigate this study and the suggested hypotheses, a mixed method design will be followed. As a data collection tool, the researcher conducted an experiment on the LBT method, which took place at ENSL in the grammar sessions during the academic year 2021/2022. Thus, PEM students of first-year group 02 represent the sample of this study case. To collect data, the researcher used two questionnaires that would be further analyzed and interpreted. The first questionnaire, will be given to them in their ordinary grammar session, and the second one will be distributed immediately after the experiment. Furthermore, classroom observations will be also held before and during the experiment by following two observation grids to reveal the changes and the impact that would occur after applying the learning-by-teaching method in grammar sessions. This present paper first represents a theoretical background on the research variables that are structured under the title "literature review". The second part investigates the practical part of the research being under study; the research methodology including the chosen methods of the research, its design and procedures, in addition to the population and sample of the study, and data collection tools. Whereas, the subsequent section represents a detailed analysis and interpretation of the results of learners' questionnaires' items that respond to the research questions and hypotheses, together with the experiment stages, backed up by a general conclusion.

## **2. Literature Review**

### **2.1 The Learning-by-Teaching Method**

Learning through teaching dates back to the era of John Comenius, the father of modern education. With his concept, "He who teaches others, teaches

himself", found in his work *Didactica Magna*, written circa 1631 (Bower master, 1978, p.59).

At the beginning of the 21st century, the educational system in Germany received criticism from its public opinion and politicians due to its failure to meet the European standards of international comparative studies, like the Program of International Student Assessment (PISA). Therefore, pedagogues and officials tried to reform their educational system by adjusting a syllabus based on the predominant theories of second language acquisition (SLA) such as: holistic learning, learner-centeredness, constructivist ideas, and the communicative approach (Martin, 1996). Considerably, the learning-by-teaching method seemed to fulfill the needs of the new educational requirements. As Jean-Pol Martin (1996) advocated that, "this approach meets the essential requirements of foreign language teaching, requirements which have been demanded for more than a decade" (Martin, 1996, Barn beck, A. K., & Neumann, T, 2006, p. 6)

Way to its modern sense, the learning-by-teaching method designates in German as, "Lernen durch Lehren," abbreviated as "LdL" or "LBT". A method of foreign language teaching and learning implemented by the French language teacher and didactician Jean-Pol Martin 1980s in Germany, as a reaction to the absence of grammar after the 1970s' communicative turn in foreign language teaching which focused fully on attaining communicative skills and neglected grammatical competence of the language alongside. Martin first applied this method in his French lessons at secondary schools because he believed that the Learning-by-teaching method would solve the dilemma between language learning theories as a solution to develop both learners' communicative skills as well as social competencies, which therefore contribute at achieving satisfying learning outcomes and learners' competency (Grzega, 2005, 2008; Stollhans, 2016). In fact, the didactic, as well as the pedagogical-anthropological components of the method explain Martin's aim very well (Martin, 1996).

## **2.2 The Didactic Component of the LBT Method**

In Martin's point of view, the learning-by-teaching method has a didactic component because it tries to combine language-learning theories. This is explored during the method, where the teaching task is transferred to students where they have to first cognitively grasp and understand structures of the target language then continuously practice during teaching and class explanations in order to utter a meaningful language and become more communicative (Martin, 1998).

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Accordingly, the learning-by-teaching method contains a didactic language theory component because it combines learning theories and hence tries to eliminate their contradiction. Firstly mentioning, the cognitive approach presented within the Grammar Translation Method, which focuses on language structures, such as grammar and vocabulary; however, neglects authentic communication. Secondly, the behaviourist approach, which is applied within the audio-lingual and audio-visual approach, stresses habit formation, where learners learn through repeated behaviours, yet, neglects grammar and real-world communication. Thirdly, the communicative approach, which sees language as a medium of communication, nevertheless, gives less importance to language structure and syntax (Yurchenko Dmytro, 2015; Martin, 1998).

In short, learning-by-teaching opens up doors for learners to learn not only intentionally but also incidentally as they implement and practice what they intentionally learnt in uncontrolled classroom discussions that encourage trial-and-error incidental teaching (Martin, 1996).

### **2.4 The Role of the Teacher in the LBT Classroom**

Unlike traditional classrooms, teachers assume new roles in the learning-by-teaching method. During the preparation and teaching phases, the teacher motivates his students, acts as facilitator, guides them during preparations, provides assistance when problems arise and gives feedback to better their learning experience (Königs, 2003).

First, the teacher's role is to provide a positive learning environment, in which he trusts his learners' abilities and encourages them to depend on themselves and to carry out their own learning responsibility. According to Martin, "It is about respecting the other person (whether child, adult), trusting him or her to do something, making him or her 'grow' in the process, letting him or her be ..." (Martin, 2002, p.8). Doing so will allow learners to express themselves freely and be creative.

Secondly, the teacher takes on the role of a facilitator by offering topics for students to teach, suggesting methods of teaching, providing guidance to solve activities and assisting in the preparation process. Accordingly, the teacher's role is to serve as a mediator by providing scaffolded help, guidance while participating and opportunities for learners to engage and practice what they have

learnt. (Vygotsky, 1978). Thirdly, during lesson time, the teacher remains in the background and interferes only if there are problems or misunderstandings between students to ensure class discipline. Martin views the intervention of the teacher as, "Indispensable for the success of the method is an absolute discipline, which can be established by the teacher, not by the students" (Martin, 2002, p.10). At the end of the process, the teacher determines both the performance of students while teaching as well as the learning level of the whole class. Hence, evaluation includes observing students' behaviours, collecting worksheets and homework and providing feedback. In short, the teacher and students are thought of as partners with a flat hierarchy between them (Grzega & Schöder, 2008).

## **2.5 The Role of the Learner in the LBT Classroom**

Unlike traditional teacher-centered classes, learners in the learning-by-teaching method explore new roles as they assume the role of the teacher and benefit from the activities and qualities inhibited in teaching. According to Martin (2002), "The task of communicating the material to the classmates causes students to work towards a very demanding goal"(p.6). Simultaneously, students must use a variety of approaches and educational tools in order to succeed in the delivery of the lesson. In fact, the teaching responsibility allows students to participate in making "covert" and "overt" assessments of their fellow classmates. Therefore, students must consistently be respectful to each other whether during the perpetration phase which takes place in small groups or during the presentation phase when students deliver the lesson. Overall, this contributes in creating a positive learning experience that does not only ensure the learning of the subject matter but also contributes to the mental and emotional progress of learners (Martin, 1996, 2000).

## **3.Grammar**

### **3.1 Learning Grammar**

Before thinking about how to teach grammar effectively, it is important to understand learners' grammar learning process. In this regard, Larsen-Freeman has three observations. First, constructions cannot be learned from the first encounter (Larsen-Freeman, 2014). Taking this into consideration, the teacher needs to make sure that learners use what they learned frequently and differently so that they master them. Second, learners tend to make errors even when they appear to master the given construction (Larsen-Freeman, 2014). So, the teacher should

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expect, tolerate and correct his learners' errors. Third and finally, learners make use of what they have previously learned to learn new constructions (Larsen-Freeman, 2014). Thus, teachers are required to build on their learners' previous experiences and knowledge. To conclude, teachers should give time to their learners to learn a new construction, expect them to make errors and build on their prerequisites.

### **3.2 Teaching Grammar**

The history of teaching grammar has gone through many stages, starting from grammar being the main focus in learning and ending with making the learners the center of their learning.

#### **3.2.1 Grammar Translation Method**

The grammar-translation method puts grammar as a priority when making instructions. The lesson that is stated in the syllabus starts with stating the rule explicitly and then involving learners in translation activities (Thornbury, 1999). Thus, the rule is presented and explained by the teacher and learners are asked to translate a given text from and into the target language. Translation activities make learners involved in reading and writing activities only and ignore speaking which is an important aspect of using the language. Working on a given text prevents learners from using the learned construction in expressing their thoughts in writing as well. This gives them little chance to engage with the target language and their peers in the classroom and makes the teacher stand as the center of the class since he is the one who explains the rule and chooses the activity as well as the text presented.

In addition to other teaching methods namely : the direct method ,known as the natural method, which emerged as a reaction to the grammar-translation method. It focused on the natural acquisition of grammatical rules .The other method is the Audiolingual , in which learners will be communicatively competent when they start forming new habits in the foreign language and get rid of their native language's old habits (Larsen-Freeman, 2000). Thus, learners acquire grammatical patterns through repeating the structures given by their teacher in the form of a dialogue. More recently , the communicative language teaching approach in which learners, through engaging with their teacher and peers, use the target language to convey their messages successfully, they need to use correct and meaningful structures which are achieved through the mastery of grammatical rules. Thus, the focus is no longer on the grammar itself, but rather on its use as a tool that helps learners in communicating.



## **4.Learners' Engagement**

Learners' engagement is essential in making the grammar class more active and learning more effective. It is defined as the quantity and quality of actual efforts and actions taken and performed to achieve a specific goal (Assor, 2012). So, when measuring learners' engagement and its effectiveness, attention should not be given to the number of learners who engage only, but also to how they engage and in what way they choose to engage to achieve their learning goal. This goal; however, should not be based on getting good marks only, but on achieving a deep understanding of the subject they are studying as well (Newmann, 1992). Many learners evaluate their learning outcomes based on the marks they get rather than the quality of the information they understand. Therefore, the concept of engagement considers the quality of education and does not only guarantee high marks. In short, learners' engagement is a set of efforts made by the learners, which should be adapted according to a pre-set goal that is based on improving the learning quality, deepening the understanding and obtaining good marks.

Away from traditional methods of teaching, there are many activities and methods that teachers can use to boost learners' engagement.

### **4.1 Engagement through LBT**

The learning-by-teaching method is based on small groups teaching small sections of the lesson to the whole class. It boosts learners' engagement through building learners' critical thinking in complex situations, teamwork skills and communicative and public speaking skills (Jean-Paul Martin, 2002). Though learning-by-teaching can be easily distinguished as a whole concept, it is sometimes compared to other new forms of teaching. To explain this concern, Jean-Pol Martin (2002) stated, "While other forms of teaching in the tradition of reform pedagogy, such as learning circles, free work, and projects, are offered in addition to regular lessons, LDL changes regular lessons in their entirety." (p.9). So, learners do not engage with the information as it is. At the beginning, in the preparation phase, they need to transform the information and get transformed by it in order to build a deep understanding. Later, in the presentation phase, they create new simple forms of this information in a way that helps their classmates to understand it. Worth noting here that there are other methods applied in other contexts to foster engagement notably through , role-playing, debate, cooperative learning and through peer-tutoring.

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## **5. Methodology Design**

Every research takes place within and during a specific setting. Hence, the aspects of when and where a study took place are significant principles the researcher ought to follow. Generally speaking, the current study is conducted in the Teachers' Higher College, "Taleb Abdurrahman", in Laghouat, Algeria, during the academic year 2021/2022. Important to mention, the school was established on August 22nd, 2011, and was recognized back then as the first school to contain both literary and scientific majors. Eventually, it is concerned with the training and formation of competent and qualified future teachers in primary, middle, and secondary school stages for the benefit of the country's educational sector.

### **5.1 Population and Sample**

The researcher had to choose an authentic sample to collect authentic answers. In the light of Ranjit Kumar (2011), "Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sampling (population) to become the basis for estimating the prevalence of information of interest to you" (p.346). On a wider scope, the research population was selected at the level of first-year PEM students of the English department at Teachers' College. Whereas, on a narrower scope, the targeted sample belongs to the first group of first-year PEM students of English, including a mixture of both genders consisting of 03 males and 19 females with an age average between 18 to 22 years old. Eventually, the researchers' concern in the present study was to investigate the effect of the learning-by-teaching method in enhancing participants' engagement during grammar sessions.

### **5.2 The Experiment**

The experiment was conducted weekly, during the participants' TD grammar session. It was divided into two phases. The pre-intervention phase was held in one session and the intervention phase was carried out in two sessions.

#### **5.2.1 The Pre-intervention Phase**

##### **Session 1:**

The session was held on March 08<sup>th</sup>, 2022 from 08:00 to 09:00 where the teacher presented the simple present, past, and future tenses using the inductive method and then gave them an activity where answers were provided orally. Before attending the session, the researcher prepared an observation grid which

was used to observe and measure learners' engagement during the session. After the session ended, he distributed the pre-experiment questionnaire to test learners' behavioural, affective and cognitive engagement in that session.

### **5.2.2 The Intervention Phase**

#### **Session 2:**

The session was held on March 27<sup>th</sup>, 2022 where the “if conditional” lesson was presented using the LBT method. The researcher played the role of the teacher while his mate was an observer. Two days before the lesson, the researcher opened a Facebook group and invited the pupils to join. A variety of materials that explain the “if conditional”, PDFs, videos, summaries and flashcards, were shared with the learners. The researcher asked learners to check the materials and ask needed questions in the comment section for further explanation. In addition, he shared a post that explained the method and how it is applied. During the lesson, the researcher changed the classroom setting by forming groups that contained four members who were selected randomly, provided them with a handout that contains the lesson and another one that explains the different roles that the group members can take and equipped them with the materials they need to design their lessons.

The preparation phase lasted for 15 minutes. Each group member chose a role and started preparing for the presentation. The researcher moved around and provided help whenever she was asked to.

Each presentation took 7 minutes. Some learners played the role of teachers while others were role players who explained the examples through short plays. After each presentation, the researcher added some needed details in brief. By the end of the session, the researcher and the peers shared feedback. Each group was asked to share a written lesson on the Facebook group after the session ends.

#### **Session 3:**

It was held on March 29<sup>th</sup> where the “passive and active voice” lesson was presented. Before the session, the researcher shared different materials related to the lesson, a video, a handout, and two summaries. When the lesson started, learners were randomly divided into groups of four. The researcher played the role of the teacher and started the lesson with a warm-up activity. Then, he provided each group with the section they needed to explain in addition to the materials and the sheet that explains the roles. The preparation phase took 25 minutes while each presentation lasted for 6 minutes. The researcher offered help during the preparation and re-explained the unclear points after each presentation. The

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session ended before giving feedback so the teacher asked the learners to share it on the Face book group with the written version of the lesson.

### **6 Data Gathering Tools**

#### **6.1 Classroom Observation**

To test out any method, the researcher should first draw an overall schema on the context where the method takes place and know the participants being involved and the content of the subject matter being investigated. Accordingly, observations are one means that enables the researcher to collect authentic data. Ranjit Kumar (2011) defined observation as “One of the methods for collecting primary data. It is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place. Though dominantly used in qualitative research, it is also used in quantitative research” (p.341). In this study, the researcher carried out the observation in two stages, pre-experiment and during the experiment, to observe learners' engagement before and while applying the LBT.

#### **6.2 Pre-Experiment Traditional Session Observation (grid)**

In the first session, which took place on March 8<sup>th</sup>, 2022, from 08.00h to 9:00h, the researcher conducted the pre-experiment classroom observation in which he observed an ordinary grammar session of first-year PEM students of English at ENSL group A02. In the first encounter, the researcher introduced himself, and explained the method in details by providing the official teacher of the grammar subject with a brief description of the method under study, in addition to the number of sessions it would take and the aim of the overall experiment.

Important to mention, the observation was structured around predetermined criteria in a form of a grid. Accordingly, the pre-experiment observation grid included three tables. The first table described the session's information: the time, the title of the lesson, the learners' number, the teacher's and observers' names and the materials used in presenting the lesson. The second was presented in the form of a checklist, with 24 criteria that the researcher considered observing when the session took place. It was used to assess the classroom environment and setting, the lessons' delivery, the teacher's role, and the learners' interaction with the subject, their peers and the teacher. The third table included the learners' participation time and type of engagement.

#### **6.3 During-Experiment Observation (grid)**

The researcher in the during-experiment observation stage, intended to use the same grid which was used in the pre-experiment observation phase to know the effects of the learning-by-teaching method on learners' engagement in the grammar session, the way the classroom environment changed, in terms of setting, from sitting in crowded rows to sitting within groups and having the teacher moving around tables to ensure class discipline and provide guidance when needed. In addition to the lesson's delivery and the materials used, having the teacher delegate the responsibility of teaching the content to the learners themselves and allowing them to be creative and autonomous in their delivery through choosing their techniques of teaching and using the teaching materials provided by the teacher such as drawing, using mind maps, colours, flashcards and chalks to explain the lesson. Moreover, the teacher made sure to have all learners engaged, work cooperatively with their team members and motivate them when they feel stressed by raising their awareness to practice what they have learned and to believe in themselves.

## **6.7 Questionnaires**

Questionnaires are handful instruments for data collection. According to Yogesh Kumar Singh (2006), "The questionnaire consists of a sense of questions or statements to which individuals are asked to respond the questions frequently asked for facts or the opinions, attitudes or preferences of the respondents" (P 192). Accordingly, to equip the study with authentic instruments, the researcher employed two questionnaires. Thus, he made sure to vary and simplify their questions and used clear language as well as a colourful and inviting design in a way that serves the research hypotheses and variables and makes the process enjoyable.

## **8. Findings Analysis**

### **8.1 Students' Post-Questionnaire**

Part one has covered students' general background such as age and gender.

#### **Part two:**

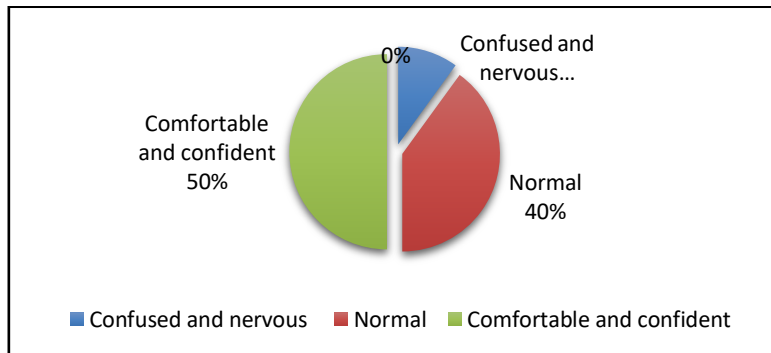
In this part, six closed-ended questions were asked to investigate learners' attitudes toward the application of the Learning-b- teaching during the grammar session. Here are some items' answers that serve the research variables directly.

**Question 1:** How do you feel when you present in front of all your classmates?

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Confused and nervous	Normal	Comfortable and confident
1	4	5

**Table 1.**Learners' Feelings toward their own presentations



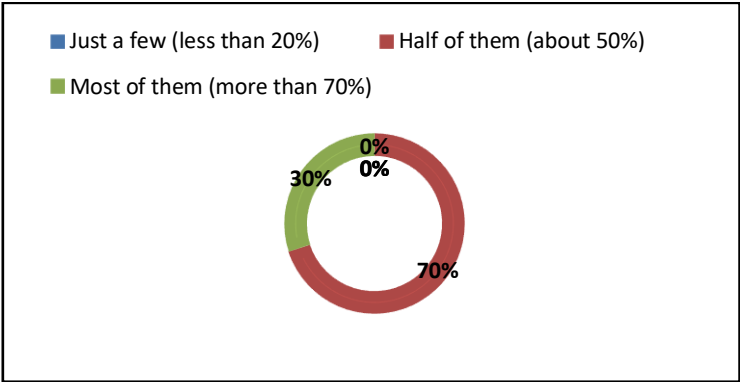
**Figure 1** Learners' feelings toward their own presentations.

In the light of the above figure, learners answered the question by expressing their feelings related to their engagement during the presentation phase, where learners teach the assigned section of the lesson and present it in front of their classmates. Eventually, (50%) of them felt comfortable and confident and (40%) felt normal. Whereas, only (10%) felt confused and nervous. Therefore, this supports the concept of Martin that the nature of the LBT method has an unrestricted structure, which hence presents a positive learning environment and a valued learning experience.

**Question 2:** What do you think about the percentage (%) of the grammatical rules and new vocabularies that you can remember and use after experiencing the LBT method?

Just a few (less than 20%)	Half of them (about 50%)	Most of them (more than 70%)
0	7	3

**Table 2.**Post LBT Effect on Learners' Information Cognitive Processing



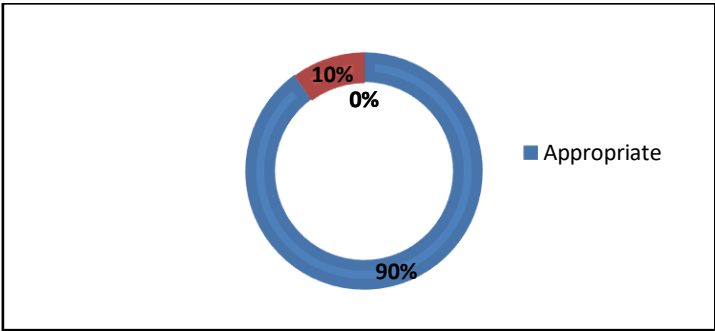
**Figure2.** Post LBT effect on learners’ information cognitive processing.

The above figure exposes the different percentages related to learners’ capacity to retain and use the grammatical rules and new vocabularies after experiencing the LBT method. Accordingly, the majority of them (70%) said that they could remember and use half of the learned grammar rules and vocabularies, while (30%) said that they could remember and use most of them. In contrast, none of them could retain just a few of the grammatical rules and vocabularies. This reveals that the LBT method might further enhance learners’ ability to retain the learned information during the subject matter.

**Question 3:** What do you think about the new way the teacher applies in classes?

Appropriate	Inappropriate
9	1

**Table 3.**Learners’ opinions about using the LBT Method in Learning Grammar



**Figure 3.**Learners’ opinions about using the LBT method in learning grammar

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The above figure mirrors students' opinions toward the teacher's implementation of the LBT method in learning grammar. Correspondingly, (90%) of the students assert that the use of this method to learn grammar is appropriate. Nonetheless, only (10%) considered using is inappropriate. Consequently, this might reveal that learners are interested and ready to experience such innovative methods to learn English grammar.

**Part 3:** This part of the questionnaire contains nine qualitative open-ended questions that investigate learners' cognitive and behavioral engagement during the grammar session.

### **9. Conclusion**

At the end of this paper, it is worth noting that grammar teaching and learning went through many stages where teachers used different approaches and methods depending on how the importance of grammar was defined in learning a foreign language. As a result, learners' engagement has been highlighted since it represents learners' efforts in making their language learning more effective. Many teachers have been trying and using new trends in EFL teaching for the sake of boosting it in their classrooms after perceiving its positive impact on their learners' learning. The researcher, to improve the learners' learning experience when studying grammar, conducted this research on the learning-by-teaching method, which is one of the new methods in teaching.

At the beginning of this research, the researcher made three hypotheses supporting the claim that the learning-by-teaching method boosts learners' affective, behavioural and cognitive engagement in the grammar session.

To deny or approve these hypotheses a mixed-method was followed. The researchers conducted a quasi-experiment. It was accompanied by pre-experiment and while-experiment observations, in addition to pre-experiment and post-experiment students' questionnaires.

The present study was divided into two parts. The first one was theoretical; it covered the literature of the LBT and learners' engagement in the grammar class. The second part was practical; it dealt with the methodology and research tools used by the researcher in addition to the analysis and interpretation of the research data.

More importantly, the analysis and interpretation of these data proved the claimed hypotheses statistically and findings proved that the implementation of



the LBT method boosts learners' affective, behavioural and cognitive engagement in the grammar classes.

All in all, it is recommended that ENS higher colleges use the LBT method in order to enforce their teacher-trainees teaching and communicative skills. In addition, teachers are invited to use it at all levels to equip learners with the affective, social and cognitive skills they need to acquire before joining university. It is recommended also that EFL teachers use it for the whole semester and not only in some classes because the longer it is used, the more effective its results will be in improving the quantity and quality of learners' engagement in a narrowed scope and of learning outcomes in a wider scope. Moreover, these teachers are advised to use it in other subjects such as linguistics, civilization and literature, which are stereotyped to be boring. Finally, this method might be used in applied specialties such as medicine, economy and technology.

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