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**The Role of Using the Inductive Approach in Mastering the  
Grammatical Rules**

The Case of First Year EFL Students at Mohamed Kheider University of  
Biskra

**A Dissertation Submitted in Partial Fulfilment of the Requirements of Master's  
Degree in Sciences of Language**

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## DEDICATION

TO MY ANGELS, MY DEAR PARENTS.

TO MY BROTHERS MOHAMED, ALAA EDDIN, AND MY LITTLE SISTER SHAYMAA

TO MY GRANDMOTHER, MY UNCLES AND AUNTS

A SPECIAL WORD OF THANKS TO MY UNCLES ALI AND LAID

TO MY BEST AUNTS SAMRA

SPECIAL THANKS AND RESPECT TO MY AUNT NACIRA AND HER HUSBAND

RAMDAN, THEIR CHILDREN: DOUNIA, MAROUA AND MY LITTLE ANGEL

MOUAD ABD ALHAKIM.

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## **Abstract**

Learning grammar has been studied differently because of its importance as a crucial aspect of language. Some scholars have studied grammar explicitly (deductive approach), and others have tried to study it implicitly (inductive approach). This study aims to investigate the effective role of using the inductive approach by EFL teachers in mastering the grammatical rules by first year LMD learners at the department of English, at Biskra University. It also aims to explore the learners' perspectives towards learning grammar through the use of that approach and how it provides them to learn and master the grammatical patterns. In order to investigate this work, it is necessary to prove the hypothesis that looks into the effective role of using the inductive approach by EFL teachers in enabling the EFL learners to grasp the rules of grammar accurately. To verify the validity of the aforementioned hypothesis, we have carried out the investigation by submitting two questionnaires; the teachers' questionnaire and the students' questionnaire. The first one is consisted of eleven (11) questions and administered to eight (08) teachers of English; in particular the teachers of grammar, at the department of English, university of Biskra . Whereas the second questionnaire is composed of twelve (12) questions distributed to fifty (50) students of the first year LMD at the same department. Our sample has been chosen randomly.

## **List of Abbreviations**

ALA: Audio– Lingual Approach

CLTA: Communicative Language Teaching Approach

CLT: Communicative Language Teaching

FL: Foreign Language

FONF: Focus on Form

GTM: Grammar– Translation Method

L1: First Language

NL: Native Language

TBL: Task– Based Learning

TBLT: Task– Based Language Teaching

TBT: Task– Based Teaching

TL: Target Language

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# **General introduction**

## **1. Statement of the problem**

Teaching learners English as a foreign language depends on teaching them its structures and how to use them appropriately. In that sense, it is necessary for them to learn grammar which is one of the basic aspects of teaching and learning a foreign language. Grammar is difficult; therefore, it needs more requirements from learners to master its appropriate rules in order to apply them in the different aspects of the foreign language. Accordingly, Patel and Jain state that “Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language” (2008: p.17). Since grammar plays a crucial role in the teaching of foreign languages, various approaches and methods to grammar teaching have been applied by EFL teachers to teach their learners the grammatical rules.

Teaching a language is based on a variety of teaching methods such as deductive, inductive, descriptive, and situational and so on. Teaching grammar with the inductive approach is an approach that focuses on learning the rules from examples. In other words, within this approach the learners induce the rules of grammar by themselves following the examples, in addition to the teacher’s instructions. Therefore, instead of teaching grammar in terms of giving the rules then practicing them, the teacher needs to teach their students how to discover the rule by themselves in order to remember it.

In the Algerian schools; in particular at the university level, grammar has always been one of the most challenging matters in teaching any language. Palmer stated that “Grammar is something that can or must be learnt from a book and that knowing grammar of a language means having an explicit knowledge of it” (1984: p.15). This is why teachers; especially, of foreign languages face a lot of difficulties to cover all its aspects. In one hand, most of them teach grammar deductively according to the traditional approach GTM that focuses on teaching the language through analysing its grammar rules, and then followed them by application of these rules and translating sentences and texts into and out of the target language (Richards and Rodgers, 1995). In other words, the teachers give the rule then they ask their students to apply it through

practices. In the other hand, teaching grammar inductively is one approach that insists on the learners' ability to discover the rules of grammar by themselves.

## **2. Aims of the study**

The present study tends to investigate the effectiveness of using the inductive approach in mastering grammatical rules. It also aims at examining the learners' perspectives towards the inductive approach learning in English as a foreign language; particularly, at university. Therefore, this work is concerned with determining the helpful role of applying this approach by EFL teachers in their classes and providing EFL learners to master the grammatical concepts, as well as, to motivate them to learn grammar.

## **3. Research questions and hypothesis**

The present study addresses the following questions:

- Is the inductive approach effective in learning grammatical rules?
- What are the features to choose the best method of teaching grammar?

In conducting this research, we have hypothesized that using the inductive approach by EFL teachers would enable the EFL learners to master the rules of grammar effectively.

## **4. The Significance of the study**

Even if the first year LMD students may have prior knowledge about English grammar rules, they still misuse them correctly. Through our research we attempt to find a solution to such issue. Teaching grammar using the inductive approach may help students to find out the rules of grammar by themselves. Consequently, they will be master those rules accurately in order to use them in different situations.

## **5. Research methodology and design**

In this study, we are researching for the role of using the inductive approach in mastering the rules of grammar. The method which is adopted to investigate the aforementioned hypothesis is the descriptive method through the use of two questionnaires as a useful data collection tool. Those questionnaires are submitted to both teachers and students. The teachers' questionnaire intended for the teachers of English who had experienced teaching grammar. It aims at knowing the importance given to that aspect of a foreign language, and the role of using the inductive method in grasping the grammatical rule accurately. Whereas, the students' questionnaire intended for First year LMD students at the department of English, university of Biskra in order to provide their perspectives toward the necessity of learning grammar in general, and learning grammar inductively in particular.

## **6. Structure of the study**

This study is divided into two main theoretical chapters, and one practical chapter. The first chapter includes a historical overview about approach to teaching. It discusses the main key terms of methodology of teaching, in addition to the most common approaches that adopt the issue of teaching grammar. Whereas, the second chapter discusses teaching grammar in its first part, and the inductive approach in the second part including the role of that approach in teaching grammar and the learners' mastery of its rules. However, the third chapter; which represents the practical study, includes the description of the questionnaires and discusses the analysis of the obtained results. At the end, a general conclusion concludes this research.

## **7. Review of literature**

Many researchers and scholars have considered the importance of the inductive approach as an effective method in teaching English as a foreign language to master its rules of grammar; however, each scholar has approached it from different angles. So, there are some researchers have stated that “ The inductive approach starts with exposing students to examples of language use or even immersing them in the use of the

target language to generalize the patterns of the language ( Thornbury,1999; Deco, 1996; Gulling, 1998, as cited in Wong, 2011, p.180).

Also, in her studies for accomplishing the degree of Bachelor of Arts in English Khan (2007: p.3) states that “ the most important thing about inductive grammar teaching is that explanations of the rules are not given until students have practised a grammar item in a variety of context and have acquired a perception of the analogies involved”. Moreover, De Keyser (1995) characterizes grammatical instruction as “explicit” when it involves the explanation of a rule or the request to focus on grammatical features...or explicitly inductive, where they are given samples of language from which to generate rules and make generalization.”(as cited in Purpura, 2004).

According to Thornbury (1999) without having the rule, the learner studies examples from which he derives and comprehends that rule, this is referred to the inductive approach. Whereas, Meanwhile, developments in educational theory were promoting the value of what come to be known as *discovery learning*. The principle underlying discovery learning is that, in the words of Pascal, several centuries earlier: “people are generally better persuaded by reasons they have discovered more than by those which have come into the minds of others.”(as cited in Thornbury, 1999, p.51).

For instance, Rutherford (1987) and Sharwood (1988) have supported theoretically the inductive approach which is known as “discovery learning” through presenting different models of ‘grammar consciousness raising’ and the role that can played in foreign language acquisition (as cited in Hedge, 2000, p.160). In addition, Chomsky (2002) suggests that an inductive approach can help students to rediscover their subconscious knowledge of English grammar and bring it to consciousness, as the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation (as cited in Wong, 2011, p.178). Additional information regarding learners differences have been reported by Harrett (1985) and her findings suggests that “...inductive learning is as effective or more effective for those with right hemispheric dominance (as cited in Murcia and Hilles, 1988, p.5).

Therefore, teaching grammar by using the inductive approach is a method that focuses on how students induce a rule by themselves following the examples that their teacher gives to them, in addition to his/her instructions. In other words, this approach insists on the importance of learning grammatical rules referring to some given examples.

# **Chapter One**

# **Historical background: Approaches to teaching**

## **Introduction**

Over the years, it was agreed that learning English as a second or a foreign language takes a great place in the field of education. Researchers and scholars agreed that many changes are occurred in teaching methods and approaches in accordance to the learners' needs, in addition to the ways of teaching that teachers used in their profession. In that sense, this chapter deals with a brief historical overview about the methodology to teaching, besides to the most useful teaching approaches in teaching and learning foreign languages.

## **1. Methodology of teaching**

Many researchers have discussed the issue of methodology of teaching and its importance in the practice of English teaching, but each researcher has identified it from his perspective. So, the most useful concepts that represent the methodology of teaching are presented as follows:

### **1.1. Approach**

Antony (1963) defines this term as "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. It describes the nature of the subject matter to be taught" (as cited in Kumaravadivelu, 2006, p.84). However, Richards and Rodgers stated that the term approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching ( 1986, p.16, as cited in Harmer, 2001, p. 78). Therefore, an approach is about what a language in itself is and what its role in language learning and teaching is. In that sense, Harmer (2001, p.78) claimed that an approach describes how people acquire their knowledge of the language and make statements

about the conditions which will promote successful language learning. So, an approach gives a description of how people acquire and learn the language and help them to know how to use that language successfully.

## **1.2. Method**

It is the planning that the teachers prepare at home to apply it in their classrooms. By this preparation, the teachers try to specify their objectives. Accordingly, (Antony, 1963, p. 65) identified method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural." (as cited in Richards and Rodgers, 1986). In other words, a method is the application of the theories of language teaching and learning as it is mentioned by Harmer (2001) who stated that "a method is the practical realization of an approach. It includes types of activities, roles of teachers and learners, the kinds of helpful material and various procedures and techniques" (p.78). It is also stated by Patel and Jain that a Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc." (2008, p. 71). It is also agreed by W.E Mackey who claimed that "A Method must include four things viz., Selection of Linguistic Material, and Gradation of Linguistic Material, Techniques of presentation, and Practice by people." (as cited in Patel and Jain, 2008, p. 73). So, the term method is mainly concerned with how to plan and select an appropriate language materials and subjects following a particular practical techniques and strategies for the teaching process.

## **1.3. Technique**

A technique is defined as "A particular trick, stratagem, or contrivance used to accomplish an immediate objective." (Antony, 1963, p. 66 as cited in Kumaravadivelu, 2006, p. 85). That is mean; a technique is what happens in the classroom. For instance, the use of colours, multiple choice, and asking questions are some useful techniques used by teachers in their classes following certain goals. According to Antony (1963)

"A technique must be consistent with a method; therefore, in harmony with an approach as well. To conclude the three terms are hierarchical in the sense that approach informs method, and method informs technique (Cited in Kumaravadivelu, *ibid*).

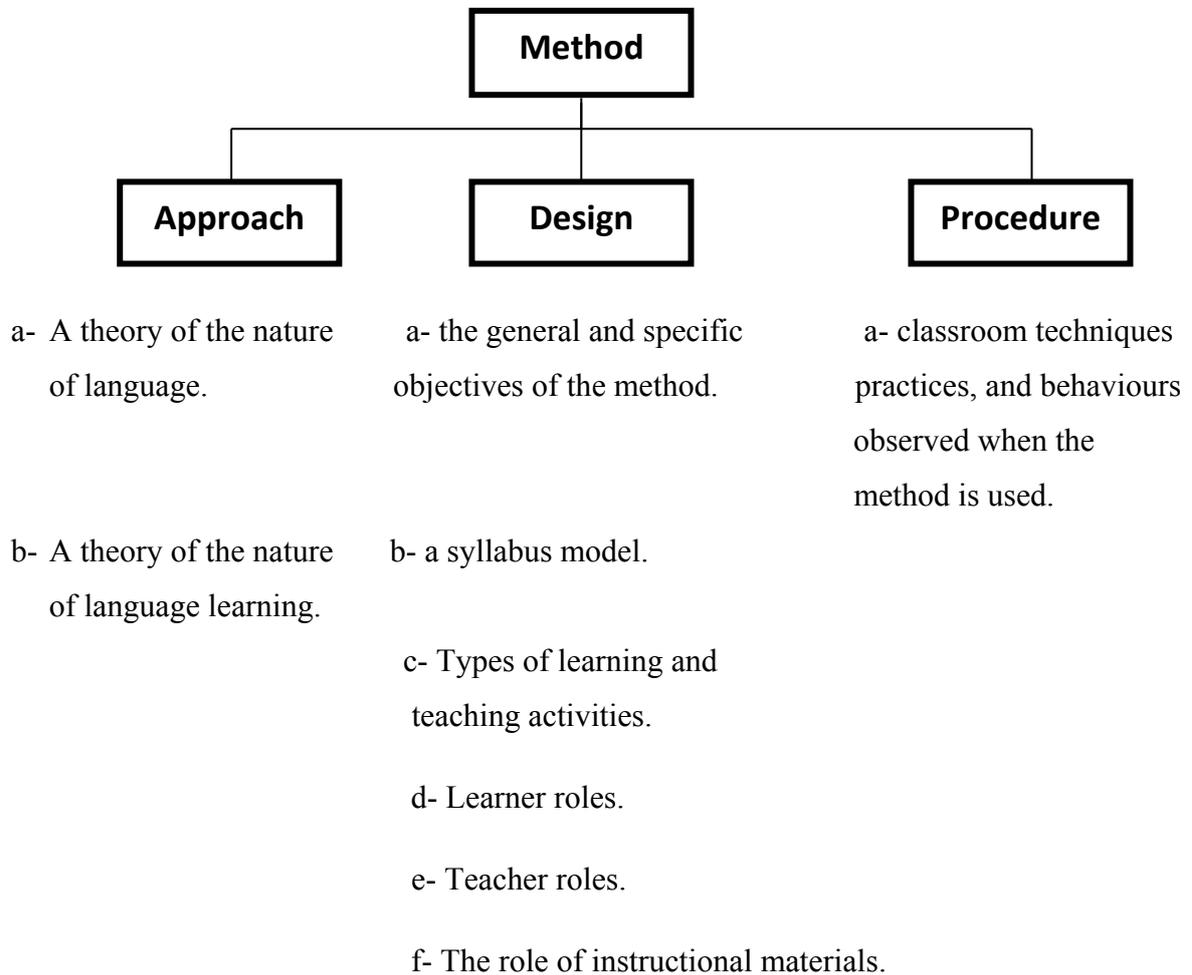
#### **1.4. Design**

According to Richards and Rodgers (1982, p.154) design specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional setting (as cited in Kumaravadivelu, 2006, p. 86). They also argued that design is the level of method analysis in which we consider the objectives of a method, the language selected and organized content, the types of learning tasks and teaching activities, the role of both the learners and the teacher and finally the role of the instructional materials (1986, p. 29). In other words, design unifies between some factors such the language, content, types of tasks, the teachers' and learners' role, in addition to the materials that represent the method in language learning which is implemented in a specific setting.

#### **1.5. Procedure**

It is similar to a technique in Antony's framework. To proceed means to move forward or from one step to another one. It was mentioned by Harmer (2001, p.79) that 'procedure' is an ordered sequence of techniques which can be described in terms such as *first you do this, then you do that...* it is smaller than method and bigger than a technique. Accordingly, Richards and Rodgers proposed that procedure is the description of a method realization in classroom behaviour. At this level, the concerns are the activities and how they integrated into lessons for teaching and learning. Richards and Rodgers have mentioned also three dimensions within the procedure which are the use of teaching activities such as drills, dialogues, gap activities in different aspects of the Target Language (TL). In addition, the ways in which particular teaching activities are used for the practice of language, and the used techniques in giving feedback to learners concerning the form or content of their utterances (1986, p.

35). In that context, figure 1.1. Summaries Richards' and Rodgers' framework which illustrates the relationship between approach, design and procedure which are included in the term method.



**Figure 1.1: Summary of elements and sub- elements that constitute a method (Richards and Rodgers, 1986, p. 28)**

They also claim that procedure comprises the classroom techniques and practices which are consequences of particular approaches and designs (1982, p. 154 as cited in Kumaravadivelu, 2006, p. 86). So, a procedure is the sum of teaching and learning

activities or strategies that the teacher designs to apply a specific approach or theory about the language and its nature.

## **2. Approaches to teaching**

As it has mentioned previously, an approach is a sum of ideas and thoughts about language generally, and language teaching and learning specifically. For many years, language teachers have used different approaches to teach foreign languages. Consequently, a brief overview about the most common approaches and methods to language teaching are presented next.

### **2.1. The Grammar-translation method**

The GTM was introduced towards the end of 18th century and then spread throughout the world in the 19th century (Nassaji and Fotos, 2011, p. 2-3). In accordance to Patel and Jain the Grammar-Translation Method is called old method of teaching; it was first known in the United States as the Prussian Method. It is also known as the Classical Method because it is very helpful in learning the classical languages like Sanskrit, Persian, Arabic, Latin and Greek etc. (2008, p. 74). Accordingly, it is agreed by Rivers (1968, p. 14) that the Grammar-Translation Approach to teaching foreign languages is often called the Classical Approach, influenced as it is by " the formal teaching of Latin and Greek in Europe for many centuries." (as cited in Hawkey, 2004, p.2). So, this approach started by teaching Latin and Ancient Greek, then it moved to teaching English which is known nowadays as a world's language. In that sense, Richards and Rodgers (1986, p. 1) claimed that "throughout history Foreign Language learning has always been an important practical concern. Whereas, today English is the World's most widely studied Foreign Language, five hundred years ago it was Latin ". This approach drew some principles which are classified by Richards and Rodgers (1986, p. 4) as follows:

## The principle characteristics of GTM

- The goal of learning a foreign language is to read its *literature*, approaches the language by *analysing its grammar* rules, and then apply it by *translating* sentences and texts into and out of the target language.
- *Reading* and *writing* are the major focus; little or no attention is paid to speaking or listening.
- *Vocabulary* is based on reading texts, memorizing words lists and the *grammar is taught deductively* by presenting and studying grammar rules.
- The student's native language is the *medium* of instruction to explain and compare new terms of foreign language (FL) and student's native language (NL). In that context, Howatt (1984, p. 131) explains that GTM was originally an attempt to adapt the scholastic study of foreign languages for a reading knowledge of their culture and history "to the circumstances and requirements" of school students. (as cited in Hawkey, 2004, p. 2).

So, this method focused more on studying grammatical rules and patterns through memorization and translation of texts. In other words, the Grammar- Translation Approach as it is mentioned by Terrell concentrated on grammar skills, in particular the ability to use grammatical terminology to describe the various morphological and syntactic principles of the target language (1991, p. 53). The following table summarises the characteristics of this approach:

| Approach            | Objectives   | Sample classroom activities   | Problems  |
|---------------------|--|---|---|
| Grammar translation | <ul style="list-style-type: none"> <li>- to inculcate an understanding of the grammar of a language</li> <li>- training in the translation and accurate writing of the language</li> </ul> | <ul style="list-style-type: none"> <li>- students learn Target Language vocabulary lists(with L1 equivalents) from their text book</li> <li>- teacher (T.) and/ or students read textbook passage in (TL) aloud</li> <li>- students translate sentence by sentence</li> </ul> | <ul style="list-style-type: none"> <li>- little interest in TL pronunciation and intonation</li> <li>- TL not generally seen as a means of expressing one's own meanings, in writing or in speaking</li> <li>- thus little</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>- to provide students with a wide literary vocabulary</li> <li>-to use language learning as an intellectual discipline</li> </ul> | <ul style="list-style-type: none"> <li>- T. Explains rules of grammatical usage featured in the passage</li> <li>- students copy grammar rules, paradigms examples , exceptions in their notebooks, and can expect their knowledge of the rules to be tested</li> <li>- students do written practice exercises, e.g. filling in blanks in grammatical phrase or sentence- level exercises, or translate into TL especially selected phrases or sentences contain the grammatical usage concerned</li> <li>- Students regularly do "proses" i.e. passages for translation to or from the TL</li> </ul> | <ul style="list-style-type: none"> <li>communicative activity in the TL</li> </ul> |
|--|--|---|--|

**Table 2.1.1.: the Grammar- translation method (Hawkey, 2004, p.3)**

## **2.2. The Direct method**

In contrast to the GTM, the Direct Method did not support translation. In other words, the direct method basic rule is "No translation is allowed ". In fact, the Direct Method meaning is conveyed directly in the target language with no recourse to the students' native language (Diller, 1978 as cited in Freeman, 2004, p.23). This method is also called by the words of Patel and Jain 'Natural Method' because it is learnt naturally such the mother tongue or first language. It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning. So, its main focus was on the exclusive use of the target language in the

classroom (2008, p. 78). Proponents of the Direct Method introduced it in France and Germany (it was officially approved in both countries at the turn of century), and it became widely known in the United States (Richards and Rodgers 1986, p.9). The major principles for practicing this method at the classroom are pointed by Richards and Rodgers as follows:

- The classroom instructions were given in the TL.
- Only everyday vocabulary and sentences were taught by using some visual and concrete aids, in addition to teaching the grammar inductively.
- Focus on listening and speaking skills by organizing an interaction tasks between the teacher and students such as question-and-answer exchanges.
- Correct pronunciation and grammar were emphasized (ibid).

Accordingly, Franke (1884) assumed that "a language could best be taught by using analytical procedures that focus on explanation of grammar rules in classroom teaching; teachers must encourage direct and spontaneous use of foreign language in the classroom. Learners would then be able to induce rules of grammar." (as cited in Richards and Rodgers, ibid). That is to mean, the teacher's direct use of foreign language in the classroom enables the learners to find out the rules of grammar by themselves. Therefore, Patel and Jain (2008) specified some characteristics for the Direct Method which are listed as follows:

#### **Characteristics of Direct Method**

- There is no interference of mother tongue.
- In this method, there is direct bond of target language. Child thinks into target language and express into target language.
- Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context.
- Direct Method is full of activities. The teacher shows object or performs the action to clear his concept.

- Direct Method is interesting and, natural for learners.
- Teacher shows the meaning of the sentence with help of gestures, postures and action. It enables student to establish direct bond between words and expression.
- The teaching learning process is carried out in English environment (p. 79).

In addition, the main features, objectives, activities, and problems of the direct method are summarised in the next table:

| Approach | Objectives  | Sample classroom activities  | Problems   |
|----------|---|--|--|
| Direct   | <ul style="list-style-type: none"> <li>- to recreate L1 learning conditions, where understanding comes mainly through listening, speaking through actually speaking</li> <li>- to encourage direct association of TL words and sentences with objects, notions and actions without the mediating use of L1</li> <li>- to provide practice in aural- oral skills before reading and writing</li> <li>- to facilitate learning of grammar through practice and inference rather than explanation</li> <li>- to ensure learners can function in the TL early, orally and in writing</li> </ul> | <ul style="list-style-type: none"> <li>- T. Addresses students in TL and expects them to reply in it</li> <li>- T. Talks in TL, about classroom objects, asking questions, giving orders; students obey orders and tell class in TL what they are/ have been doing</li> <li>- T. Uses pictures to describe activities and events in TL</li> <li>- T. Demonstrates meanings of new action or relational words by miming</li> <li>- students repeat new words and phrases in TL</li> <li>- students to form own TL sentences according to what they have heard</li> <li>- students read aloud passage of related content after the teacher, chorally then individually</li> <li>- T. Asks questions about passage in TL, students reply</li> </ul> | <ul style="list-style-type: none"> <li>- learners expected to express themselves in TL too soon with too little structural knowledge</li> <li>- inaccuracy and vagueness in learner TL performance</li> <li>- need to learn by induction suits some students more than others</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>in TL</p> <ul style="list-style-type: none"> <li>- difficulties of vocabulary or structure explained in TL</li> <li>- students make TL notes</li> <li>- students write in TL, mainly on what has been covered in listening and speaking activities</li> <li>- lesson ends with songs in TL</li> </ul> |  |
|--|--|--|--|

**Table 2.2.1: The Direct method (Hawkey, 2004, p.4)**

### **2.3. The Audio-lingual approach**

It is also known as the Army Method or Aural-Oral Method. It was developed during the World War II. According to Richards and Rodgers, the Audio-Lingual Method emerged as a consequence to the increased attention given to FL in the United States toward the end of the 1950s in order to prevent Americans from becoming isolated from scientific developments made in other countries. They also argued that a number of learning principles had been emerged and became the psychological foundations of Audiolingualism. Among the more central are the following:

- Foreign language learning is a process which is based on habit formation which is formed by giving right responses and memorization minimizing making mistakes, enhancing the opportunity of well production.
- The target language is learned effectively starting by speaking before writing, and Aural-Oral training is important to develop other language skills.

- Drills can enable learners to form correct analogies which involve the processes of generalization and discrimination. Hence, within this approach teaching grammar rules is basically inductive.

- Meanings can be learned only in a linguistic and cultural context and not in isolation. For that, teaching a foreign language requires teaching the cultural aspects of the native speakers of that language (1986, p. 61-65). It is also stated by Terrell in his article about *the role of grammar instruction in a communicative approach* that with Audio-Lingualism, instructors were not supposed to spend much more time talking directly about target language grammar patterns; instead they were teaching the students drilling grammatical forms and structures (1991, p. 53). All in all, the Audio-Lingual approach adopts the behavioural psychology trend ideas which are represented in the principle of habit-formation and reinforcement. In the following table the known foundations of the Audio- Lingual Method and behavioural approach are presented:

| <b>Approach</b> | <b>Objectives</b>  | <b>Sample classroom activities</b>   | <b>Problems</b>  |
|-----------------|--|--|--|
| Audio Lingual   | <ul style="list-style-type: none"> <li>- to develop listening and speaking skills as the foundation for reading and writing skills</li> <li>- to use grammar as a means to an end, not an end in itself</li> <li>- to enable learner to communicate in TL</li> </ul> | <ul style="list-style-type: none"> <li>- students repeat sentences in TL in chorus, imitating the pronunciation and intonation, of T., then in groups, then individually</li> <li>- context, usually dialogue, perhaps with A/V support, based on every day incidents in life of students in TL country</li> <li>- students act out conversational interchanges in peers</li> <li>- students practise reading together after the teacher what they have just been repeating</li> <li>- students repeat several times after the teacher pattern sentences continuing key structure</li> </ul> | <ul style="list-style-type: none"> <li>- emphasise on drilling structural patterns</li> <li>- mechanical and non- individual</li> <li>- TL used artificial and restricted</li> <li>- reading and writing skills delayed</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>- students repeat other sentences of identical structure but with minimal change of vocabulary</li> <li>- on cue words from T, students construct slightly different sentences on same structural pattern</li> <li>- T. Gives cues to small groups, then individually to make sure that all have assimilated the uses of the structure being drilled</li> <li>- students asked to write out drill they have been repeating aloud, adding lexical variants of their own choosing</li> </ul> |  |
|--|--|---|--|

**Table 2.3.1.: The Audio- lingual method (Hawkey, 2004, p.8)**

## **2.4. The Communicative language teaching approach**

It is known that communication is a necessary skill that should be improved to ease the interaction between people. The Communicative approach emerged in the 1960s. This approach supports the idea of using language to communicate with others in the TL. Harmer (2001, p. 86) assumed that the Communicative Approach or Communicative Language Teaching (CLT) has now become generalised ‘umbrella’ terms to describe learning sequences which aim to improve the students’ ability to learn the language in the sake of communication instead of learning just for the language itself. In other words, learning the language is to use it as a means of communication and not learning it just as a language. This idea is also agreed by Murcia who assumed that the goal of language teaching is to enable learners to communicate in the TL and the content of a language course include semantic and social functions. She also states that it emphasizes working in groups and pairs in which learners share the knowledge that they have with others and the classroom activities presented with authentic

materials that reflect real life situation. In this approach the teacher works as a facilitator and corrector of errors. As well as the teacher should be able to use the target language fluently and appropriately (2011, p.8). So, this approach encourages learners to work together and enhances interaction in the classroom; whereas, the teacher works just as a guide. In his studies in language testing, Hawkey states that CALT messages as demonstrated in curricula and materials following its principles and approaches may be summarized as follows: If we try to help our learners develop their competence to fulfil their communication needs for their academic or occupational, as well as, their social purposes on the topics and in the settings with which they wish to operate, then we should try to ensure their experience and use the notions, functions, micro- skills and activities defined as typical of the domains concerned (2004, p. 14). So, the next figure clarifies some objectives and principles of that approach to teaching:

| Approach      | Objectives  | Sample classroom activities   | problems  |
|---------------|---|---|---|
| Communicative | <ul style="list-style-type: none"> <li>-to develop in learning the ability to communicate in TL according to their needs</li> <li>- to help learners develop relevant communicative notions, functions, and micro- skills</li> <li>- to provide access to relevant authentic TL text and tasks</li> <li>- to develop communicative fluency</li> </ul> | <ul style="list-style-type: none"> <li>- T. And learners agree appropriate simulation project (e.g. promotion of a local product)</li> <li>- T. And learners discuss project media and modes</li> <li>- learners groups work on an aspect of the promotion (e.g. leaflet, broadcast, ad)</li> <li>-T. And learners meet to discuss progress and problems, including T. Advice on TL in the project</li> </ul> | <ul style="list-style-type: none"> <li>- neglect of usage at the expense of use</li> <li>- neglect of accuracy for fluency</li> <li>- difficult activity and learning management</li> </ul> |

**Table 2.4.1.: The Communicative approach to language teaching (Hawkey, 2004, p.17)**

## **2.5. The Task-based language teaching approach**

Many perspectives are appeared to discuss Task-Based Language Teaching Approach because of its importance and usefulness in those days. The idea of Task-Based Learning (TBL) was greatly popularised by N. Prabhu who assumed that with this approach students are presented with a task they have to perform or a problem they have to solve. In other words, Task- Based Learning is considered as a performance activity or problem solving procedure. Willis and Willis (2012) stated that proponents of Task-Based Teaching (TBT) argue that the most effective way to teach a language is by engaging learners in real language use in the classroom by designing tasks that require learners to use language for themselves (p.1). In that context, this approach aims at helping learners to use FL in real situation. Accordingly, Long (1985, p.89) frames his approach to Task-Based Language Teaching in terms of target tasks, arguing that a target task is:

A piece of work which is undertaken for oneself or for others, freely or for some rewards. Thus examples of tasks include painting a fence, drawing a child, filling out a form ...etc. In other words, 'task' means the hundred and one thing people do in everyday life, at work, at play and in between (as cited in Nunan, 1989, p.5)

In doing a research on the use of Technology in Task-Based Language Teaching by Hartmann and Dittfurth, Van den (2006, p.4) defines a task as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language." (as cited in Thomas, 2010, p.18). This definition is also agreed by Breen (1987) who assumed that a 'task' refers to a range of work- plans which have the overall purpose of facilitating language learning \_ from the brief simple exercise type to more complex and lengthy activities (as cited in Willis and Willis, 2012, p. 12). So, a task has some goals that are related to ease the usage of language learning in specific context and with specific activities.

Broadly speaking, (Richards et al. 1986, p. 289) states the following definition for the term 'task'

... An activity or action which is carried out as the result of processing or understanding language (i.e. as response). For example, drawing a map while listening to a tape or an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of different tasks makes language teaching more communicative (as cited in Nunan, 2004, p.2)

Moreover, it is an approach that focuses on providing learners to work out for the language in a natural context, as it is mentioned by Freeman who states that a Task Based Approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meanings. By doing that, they have to check if they have comprehend correctly and at times, they have to seek clarification (2004, p. 144). In other words, TBLT is emphasised on the tasks and activities that are carried out by learners in the classroom and which are guided by the teacher in order to obtain a successful interaction and communication with the foreign language. In that sense, Task- Based Language Teaching has strengthened the following principles and practices stated by Nunan:

- Needs- based approach to content selection.
- An emphasis on language to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

- The linking of classroom language learning with language use outside the classroom. (2004, p. 1). So, the creation of tasks has the objective to ease the learning process of foreign language.

In another context, (Willis and Willis, 2012, p. 34) stated that “... we create tasks to facilitate meaningful activities in the classroom. Tasks are not a substitute for interesting topics which engage learners’, but they can enhance that engagement and interest.” they also declared that one of the advantages of the Task- Based classroom is that it enables us to escape the restrictions of the classroom, and involves learners in different types of extended discourse. It provides an arena for informal spontaneous interaction... In carrying out these tasks, learners will find themselves doing many things that we do in spontaneous language use outside the classroom.”(ibid, p. 136). Therefore, a Task- Based Approach focuses mainly on language as a mean of interaction and communication between people; particularly, inside the classroom.

## **Conclusion**

To sum up, according to this overview, we have seen that different approaches appeared to discuss the issue of teaching the language; in particular, teaching second and foreign languages including teaching some of its aspects such teaching grammar with different methods. In this chapter we have dealt with two main emerged parts. The first one is about methodology of teaching in which the most known and useful terms such as approach, method, technique, design, and procedure are presented. Whereas, the second part specified the most common approaches to teaching, in particular the approaches that have dealt with teaching grammar like GTM, DM, ALA, CLTA, and TBA.

# **Chapter Two**

# **The Inductive approach in the teaching of grammar**

## **Introduction**

Grammar is one of the main foundations aspects of foreign languages. Therefore, it is necessary for teachers to know what to teach to their learners, in addition to learners who learn that language in order to master the grammatical rules and their principles. Learning grammar inductively is a method that focuses on how students induce rules by themselves from some given examples. So, the inductive approach is a part from English grammar teaching strategies that should be taken into consideration by both the teachers and learners. Hence, this chapter is entitled the inductive approach in the teaching of grammar. It includes two parts, the first one is about grammar, its definition, grammar as form and as a function, types of grammar (descriptive vs. prescriptive), and the relation of grammar with other aspects of the language. Whereas, the second part discusses the definition of the inductive approach, its characteristics, and the role of that approach in teaching grammar, in addition to its advantages.

## **1. Teaching grammar**

### **1.1. Definition of grammar**

Grammar is a broad concept that has been defined by many researchers and scholars. Accordingly, Hartwell (1985, pp. 352- 353) offers five different definitions of our understanding of the term grammar which they are summarized here:

- A set of formal patterns or rules in which the words of a language are arranged to convey a larger meaning.
- The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.
- Linguistic etiquette.
- School grammar or the names of the parts of speech.

- Grammatical terms used in the interest of teaching writing (as cited in Williams, 2005, p. 1).

This term is also described in the Collins Concise English Dictionary (1982) as the abstract system of rules in terms of which a person's mastery of his native language can be explained. Also, it is a branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics. In addition, it is considered with the systematic description of the grammatical facts of a language (as cited in Edwardes, 2001, p.6).

In other words, grammar is a principle aspect in teaching the language. In accordance to the words of Murcia (2011 a) who claims that for thousands of years, grammar was the centre of language pedagogy. Language teaching was equated with grammar teaching and grammar was used as content as well as an organizing principles for developing curriculum and language teaching materials (as cited in Nassaji and Fotos, 2011, p.2). It was believed that grammar rules are important in constructing the language and those rules are helpful in enabling the learners to learn that language for communication. Fronkin (2010) defines grammar as : " the knowledge speakers have about the units and rules of their language- rules for combining sounds into words (called phonology), rules of word formation (called morphology), rules for combining words into phrases and phrases into sentences (called syntax), as well as the rules for assigning meaning (called semantics). The grammar, together with a mental dictionary (called a lexicon) that lists the words of the language which represent our linguistic competence. To understand the nature of language we must understand the nature of grammar "(p.13). So, grammar is a set of rules that learners should learn to master the language in order to use it in real situation as a means of communication and interaction between them.

Moreover, grammar was defined by Kim (2007) in his article about *grammar and composition* as a discipline that studies the structure of sentences in human languages (e.g. English). He mentioned five senses of grammar which are listed as follows:

1- Usage grammar referring to the grammatical rules of Standard English.

2- School grammar which is the grammar taught in the schools in language arts and English classes.

3- Stylistic grammar which is used in writing varied and stylistically matures sentences.

4- Cognitive grammar which refers to the grammar in our head, the internalized system of rules (linguistic competence vs. performance).

5- The Grammarians' grammar that explains in a systematic way that speaker of English knows about English sentences (p.2). Moreover, Williams states a concise but that is sufficiently broad definition of grammar to include a wide range of language features and forms that is "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions"(2005,p.2). It is also claimed by Williams that until modern times, grammar was the most important part of a young person's education (ibid.). Therefore, it is agreed that grammar is a set of rules that help learners to form and combine an ordered and meaningful sentences, as it was mentioned by Thornbury (1999, p.1) "grammar is the study of what forms (or structures) are possible in a language. Thus, grammar is the description of the rules that govern how a language sentences are formed". Grammar has an effective role in teaching and learning the language. It helps in improving the learners' level of knowledge and absorption of the rules that govern that language. According to Ur a knowledge of grammatical rules; whether implicit or explicit knowledge, is essential for the mastery of a language as a whole, not as an end in itself (1988, p.4).

Therefore, teaching grammar has been a main issue which is discussed in learning a foreign language. Besides, grammar is viewed as the study of syntax and morphology of sentences." (Thornbury, 1999, p.2).

## 1.1. Syntax

It is one component in the study of grammar. *Syntax* is defined as "the subfield of linguistics that studies the internal structure of sentences and the relationships among their component parts." (Akmajian, 2010, p. 15). It is also defined by Huddleston and Pullum as "the study of the principles governing how words can be assembled into sentences. For example, *I found an unopened bottle of wine* is admissible but \* *I found a bottle unopened of wine* is not (2005, p. 6). In other words, this field is concerned with sentences structure and words order. In that sense, Kim (2007, p. 13) defines the term 'syntax' as the way in which words are ordered and grouped together and how each group of words functions in a sentence as a syntactic phrase. Accordingly (Thornbury, 1999, p.13) agreed that this term is "...the way through which words can be combined in order to form meaningful sentences ". Besides, syntax is the way of how words can be combined and organized to make sentences that lead to successful communication whether in writing or in speech (Harmer, 2001, p. 13). So, syntax is a subfield of grammar that studies order and organization of words in sentences and utterances in order to form meaningful speech.

## 1.2. Morphology

Morphology is the study of how words are formed. Accordingly Akmajian et al, 2010, p.14) stated that morphology is the subfield of linguistics that studies the 'internal structure of words' and the relationships among them. Huddleston and Pullum agreed with this idea by stating that *morphology* deals with the internal form of words (*unopened* has the part *un*, *open*, and *ed*, and those parts cannot be combined in any other order) (2005, p. 6). It is also claimed that morphology is concerned with the use of morphemes to change the meaning or grammar of a word (Harmer, *ibid*). In other words, it studies the morphemes and how they are combined to form a word and convey meaningful utterances when using the language. Morphemes are defined as "the smallest meaningful part of the word building in a language; they cannot be broken down any further into recognizable or meaningful parts."(Akmajian et al, 2010, p. 19).

In addition, Hatch agreed with this definition by saying that "a morpheme is a meaningful linguistic unit that contains no smaller meaningful unit. This minimum

form is called a morpheme; the meaning of the unit is called a sememe” (1995, p.261).For instance, ‘interdepartmental’ is consisted of three morphemes: "inter-" " department " " - al ", each part of this word conveys a meaning and cannot be divided into other meaningful units. In linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structures and how they are formed (Aronff and Fudeman, p.1). Therefore, Lieber agreed that morphology is "the study of word formation, including the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences" (p. 2).

## **2. Grammar as form and grammar as function**

### **2.1. Grammar as a form**

Sentences are building up of words. According to Williams, these words which he calls them "form" are classified in terms of noun such as "table", verb such as "jump" and so on. Theoretical grammar has described eight possible forms of words in English: noun, verb, adjective, adverbs, conjunctions, pronouns, prepositions and articles (2005, p.53). So, language exists in reality as sentences not as individual words. Besides, Long (1991) proposed an approach which he termed focus on form (FonF),and which is a kind of instruction that draws the learner’s attention to linguistic forms in the context of meaningful communication (Cited in Nassaji and Fotos, 2011, p. 11). However, grammar is about form and one way to teach form is to give students rules, it is about much more than forms, and its teaching is ill served if students are simply given rules. (Freeman as cited in Murcia, 2011, p. 251). In other words, in addition to forms, grammar is about functions and uses.

### **2.2. Grammar as a function**

Studying grammar as a function is seemed more necessary and useful than studying it as a form. In his book *How to Teach Grammar* Thornbury states that the relation between grammar and function became an important issue for teachers who try

to move the focus away from the learning of grammatical structures independent of their use and on to learning how to function in a language, how to communicate. It would be useful, it was argued; to match forms with their functions (1999, p. 6).

Moreover, Williams (2005) defines "function" as the state of putting words into sentences to work together in several ways (p. 54). However, in accordance to, Thornbury's words one form can express different functions as well as one function can be expressed through many forms. For instance, a conditional sentence form *if...., will* may express different functions and meanings such as 'if you do that, you will be in trouble' and 'if you lie down, you will be better'. The former sentence functions as a warning, whereas, the latter functions as an advice (1999, p.7). In that sense, Williams (2005) believes that forms and functions can be related in several possible ways; knowing one of them would sometimes help us to determine the other. To sum up, grammar does exist neither without form nor without function, because both of them supplement each other to express the rules of grammar.

### **3. Descriptive vs. prescriptive grammar**

Teaching grammar rules may be through Prescriptive or descriptive rules. In order to understand the language, teachers may follow one of those ways to teach the grammar rules of that language. According to Peter (2014) "Grammar is both descriptive and Prescriptive. Linguists approach grammar as descriptive; they analyze and describe the way native speakers actually use English language teaching, on the other hand, they tend to treat grammar as Prescriptive which refers to a set of rules that must be followed.

#### **3.1. Descriptive grammar**

Grammar is viewed as descriptive rules. This view is supported by (Greenbaum, 1988, p. 26) who says that descriptive rules are "generalizations based on observations of the data ", and is "accurate or inaccurate, depending on whether they accurately reflect the data ". He also claimed in 1991 that they describe how people use their

language based on evidence from the knowledge English speakers have about their actual use of that language (as cited in Dakhmouch, 2008, p. 49). Another perspective supported by Palmer (1984) who says that " It [grammar] describes what people do when they speak their language ; it is not something that has to be found in books, written down or learnt by heart " (p.14). In other words, descriptive rules concerned more with spoken language rather than the written one.

### **3.2. Prescriptive grammar**

Prescriptive rules specify which usage to be adopted or avoided based on evaluations of what is correct or incorrect, for examples " avoid splitting an infinitive ", do not begin a sentence with and " or " it is wrong to say : between you and I ". They do not provide only "rules for disputed usages in standard English" but also include "all grammar instruction that stipulates what language should be used, what should be avoided, and what should be preferred" (Greenbaum, 1988, as cited in Dakhmouch, 2008, p. 49). In that sense, prescriptive grammar refers to how language is constructed by rules regardless of the different accounted innovations.

In another context, Swan agrees that prescriptive rules are "... linguistic regulations"and"rules which individuals devise in the belief that their languages need regulating, tidying up, or protecting against change ". One of many features of Prescriptive rules is that they focus more on the written language than the spoken one (2005, p. 66).

So the distinction between the descriptive and Prescriptive approach to grammar teaching is explained by saying that the former is concerned with how learners ought to speak and write; whereas, the latter means how people actually do speak and write (Huddleston and Pullum, 2005, p. 5). In other words, the difference between them is presented in their goals and objectives.

## **4. Grammar and other aspects of language**

Grammar is linked to all the aspects of language: phonology, vocabulary, and semantics. Accordingly, Leech, Deuchar, and Hoogenraad think that grammar is a central part of language which relates sound and meaning of message which is conveyed by the language and which has to be converted into words according to grammatical rules, and these words are conveyed by sound (1982, p. 4).

### **4.1. Grammar and phonology**

Phonology is defined by Greenbaum as "... the usual term for the sound system in the language." (1988, p. 1). In addition, phonology is the study of how sounds are organized and used in natural languages. It is just one of several aspects of language (Loos et al. 2004). Another definition suggested by Akmajian et al. in their work about *linguistics, language and communication*, they stated that "phonology is the sub-field of linguistics that studies the structure and *systematic* patterning of sounds in human language. The term *phonology* is used in two ways. The first refers to a description of the sounds of a particular language such English, German...etc. and the rules governing the distribution of those sounds. Whereas the second is concerned with the general theory of human language" (2010, p. 109).

So, as it is linked to all the aspects of language, grammar is related to phonology. It enables FL learners to improve their communicative skills (speaking, listening) by using the language sounds. In addition, foreign language learners try to use the rules of grammar which govern the language sounds more accurately.

### **4.2. Grammar and vocabulary**

Grammar and vocabulary are related aspects of language because vocabulary refers to set of words within a language; whereas, grammar is the rules of language which govern the combination of those words. So, foreign language learners should pay attention to those both aspects. They should learn the grammatical rules accurately, in

addition, they should be aware about the lists of vocabulary in order to communicate the language meaningfully and successfully.

Vocabulary is defined as all the words in language that a person knows or uses (Oxford, 2011). Besides, Hockett (1958) argued that "... vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom" (as cited in Nunan, 1991, p.117). In addition, Rivers (1983, p.125) has argued that " the acquisition of an adequate vocabulary is essential for successful second language use because without vocabulary structures and functions that learners may learned would be useless for comprehensible communication"(as cited in Nunan, *ibid.*).

So, vocabulary is an important aspect that refers to the words which any language composed of and which they form structures of that language referred by grammar rules and how to use them in appropriate situations.

### **4.3. Grammar and semantics**

Semantics is the study of meaning expressed by elements of a language, characterised as a symbolic system (Filip, p. 3). In other words, it is the study of meanings of words (Oxford, 2011). For instance, *this is 2680239, we are at home right now, please leave a message after the beep*. The sentence 'We are at home right now' is possible. This sentence is grammatically well-formed, but it does not make sense in this context. So, grammar communicates meanings of a very precise kind at the lexical level, or word level. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking (Thornbury, 1999, p. 3-4). All in all, grammar rules need meaningfulness and clarity in order to be understood by EFL learners who are in need to communicate in FL. Besides, EFL learners need grammar in many situations to communicate meaningful thoughts taking into consideration the aspect of language which is called 'meaning'. In other words, meanings are conveyed through grammar (Harmer, 2001). Grammar is roughly defined as "the way a language

manipulates and combines words (or bits of words) in order to form longer units of *meaning*" (Ur, 1988, p 4).

As it is known by all, grammar deals with language and its rules. In that sense, Akmajian et al. clarified that if grammar describes a language, part of it must describe meaning, and thus the grammar must contain a semantics or meaning (2010, p. 225). So, meaning and grammar are two aspects of linguistics that complete each other. In the words of Thornbury (1999, p. 1-3), grammar is not only the study of what forms is possible in a language, but also the study of the meanings that these forms convey (as cited in Okurková, 2008, p.12).

## **5. The Inductive approach**

### **5.1. Definition of the inductive approach**

The inductive approach is defined as " an approach that starts with exposing students to examples of language use or even an immersing them in the use of the target language items and then prompts students to generalize the patterns of the language " (Thornbury et al 1999 as cited in Wong, 2011, p. 180). In an inductive approach, without having the rule, the learner studies examples and from these examples derives an understanding of the rule (Thornbury, 1999, p.49). So, in that approach learners induce grammatical rules from the instances. Accordingly, Azmi and Hanna have written in their article which is entitled *the effects of deductive and inductive approaches of teaching on Jordanian university students' use of the active and passive voice* (2008, p.3) that the inductive approach refers to the style of introducing language context containing the target rules where students can induce those rules through the context and practical examples. In other words, the sequence in this approach goes from creating a situation and giving examples to the generalizations of patterns which students should discover by themselves or with the teacher's help. In that sense, Mautone (2004) says that " with an inductive approach, teachers show their students a series of examples and non- examples, then guide them toward noticing a pattern and coming up with the generalization or concept rule." (as cited in Azmi and Hanna, 2008, p.3).

Most experts argue that teaching grammar inductively is an important method to master grammatical rules. They also argued that the inductive approach can be also called "rule- discovery learning ". According to Harmer recent theory and practice have included the introduction of *discovery* activities where the students are required to ‘discover’ facts about language for themselves rather than have the teacher or the book tell them (1998, p. 32). In that sense, Rutherford (1987) and Sharwood (1988) also support the inductive approach which is known as " discovery learning " through presenting different models of ‘ grammar consciousness raising’ and the role that can played in FL acquisition (as cited in Hedge, 2000, p. 160). For instance, Harmer (2001) clarifies that instead of explicitly teaching the present perfect tense, it’s better to expose students to examples and then allow them to induce the rules by themselves and know how to use them (p.75).

Hence, inductive teaching is a more student-centred approach to learning through which they come up with grammatical rules referring to some examples of the language. It is an approach that helps learners to discover grammar rules by themselves. This approach has some characteristics such as discovering the rules from the instances, enhancing the learners’ self independence and reliance, and other ones which are listed next.

## **5.2. Characteristics of the inductive approach**

It is believed that inductive approach is a method that enables learners to find out rules of grammar referring to set of examples. Ellis argued that the inductive learning "facilitates the acquisition of the grammar knowledge needed for communication" and he pointed out a number of features that characterizes that approach which is presented as follows:

- 1- There is an attempt to isolate specific linguistic features for focused attention.
- 2- The EFL learners are provided with data which illustrate the targeted features and they may also be supplied with an explicit rule describing or explaining the feature.
- 3- The learners are expected to utilize intellectual effort to understand the targeted features.

4- Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description/explanation.

5- Learners may be required (although that is not obligatory) to articulate the rule describing the grammatical structure. So, inductive approach means to move from specific to general (1994, p. 6). In other words, this approach is concerned with acquiring the rules of grammar which are helpful in communication process between learners. It is specifically starts with particular examples to end up with a generalization of rules induced by learners.

According to Kehas illustrated that the inductive approach to English grammar teaching can be roughly characterised in four steps:

Step 1: students are given a representative set of sentences about an area of English grammar;

Step 2: students are asked to generalize a grammatical rule to account for the set of English sentences;

Step 3: students are asked to check and test the grammar rule against new sentences about the same area of English grammar.

Step 4: students are asked to revise the grammar rule to accommodate the new sentences(2008). So, this approach is known by enabling learners to work out for them and motivating them to learn grammar rules.

### **5.3. The Role of the inductive approach in teaching grammar**

What is the role of the inductive approach in teaching grammar? And how it can enhance foreign language learners to master the grammatical rules? In accordance to the words of Hedge (2000) teaching grammar inductively is important and beneficial for learners to discover the rules. He said that rules learners discover for themselves are more likely to fit their existing mental structures that rules they have been presented with this in turn will make the rules more meaningful, memorable, and serviceable. In addition, the mental effort involved ensures a greater degree of *cognitive depth* which, again, ensures greater memorability. Teaching grammar inductively involved learners

to work actively in the learning process, rather than being simply passive recipients, they are therefore likely to be more attentive, motivated and worked things out for themselves; it prepares students for greater self-reliance and is therefore conducive to learner *autonomy*(p.54). It is also agreed by Chomsky (2002) that an inductive approach can help students to rediscover their subconscious knowledge of English grammar and bring it to consciousness as the grammar of language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation. So, this approach is a way for developing learners' own abilities to find the grammar rules by themselves(as cited in Wong, 2011, p.178). Accordingly, Widodo claimed that "this approach involves learners' participating actively in their own instruction. In addition, it encourages a learner to develop his/her own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher " (2006, p. 127). Therefore, the inductive approach to English grammar teaching has some major advantages.

### **5.3.1. Advantages of the inductive approach**

According to Ke this approach has some benefits which are summarised as follows:

a) The inductive approach is based on English native speakers' (or near-native English speakers' or even advanced English learners') subconscious knowledge of English grammar and makes use of their grammatical judgements about the sentence formation and sentence structure to "rediscover" and establish a set of conscious grammatical rules that underlie their grammatical competence.

b) It actively involves students in their grammar learning process, because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

c) This inductive approach helps students to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent (2008, p.16-17).

Hence, Gollin (1998) states that an inductive approach is a bottom- up approach that gives learner's greater responsibility for their own learning (as cited in Mallia, 2014, p. 222). In this context, it can be said that inductive approach involves students to be active rather than passive participants. It inquires clarity, simplicity, and understanding of the grammar rules. Among several studies supporting the idea that the inductive approach has provided its success in achieving students' retention or memory and deep understanding, Yonie's (1974) also states that students tend to remember when learning occurs inductively. Some teachers support such idea and believe that engaging with the meaning of forms and words through an inductive approach leads to better understanding and retention (as cited in Azmi and Hanna, 2008, p.3).

So, in teaching the grammar using the inductive approach, the teacher is working as a guide by giving set of instances to the students who are required to induce the grammatical patterns.

## **Conclusion**

To conclude, it is not easy to give a specific definition for the term grammar because it is understood in different ways by linguists, teachers and learners as well. The question of whether learners' mastery of grammar rules can be enhanced by the inductive approach or not has been discussed by many linguists and researchers. Many teachers adopt this method in their classes due to its effectiveness in helping learners to induce and rediscover rules by themselves from examples in order to remember them when they come to practise. So, in that chapter we have dealt with the inductive in the teaching of grammar which includes two parts. In the first one, we have focused on definition of grammar, its study as form and function, types of grammar, and the relation of grammar with other aspects that represent the basics of the language.

However, in the second part we have seen the definition of the inductive approach, its characteristics, and its role in the teaching of grammar with its advantages.

# **Chapter Three**

## **Field work: Analysis and interpretation of data collected**

### **Introduction**

At the university level, students who learn foreign languages are required to learn first the rules of that language. Learning English as a foreign language is an important process. In doing so, the learners are in a need to learn the basics of that language in order to communicate and interact either with their teachers or their colleagues. Grammar is a necessary aspect in teaching and learning English. It is concerned mainly with principles and patterns (Rules) linking to both the usage and to the structure of any language. However, how to teach grammar with the inductive approach is varied from one teacher to the other. Some of them choose to teach grammar inductively; that is to say, they attempt to give some examples or kind of tasks to learners, guide them, and then ask them to induce the rules. Teaching grammar through the use of the inductive approach aims at obtaining several objectives. The most common one is to develop learners' abilities to find out the rules by themselves, and that leads to enhance learners' self-reliance.

Because of the necessity of the present study, it is important to elicit teachers' and students' perspectives about learning grammar through the use of inductive approach. Since mastery grammar rules and inductive approach are the main variables of the study, for this purpose, two questionnaires are addressed to both teachers and students in the sake of knowing their opinions about that subject.

The teachers' questionnaire is intended to get data about their views concerning the use of inductive approach in teaching grammar and the importance of teaching grammar in the curriculum. It is also aims at knowing the place of grammar in teaching English language. Whereas, the students' questionnaire aims at finding out their opinions about learning grammar, the difficulties they face in learning grammar, and the method their teacher uses to teach the grammar of language. In addition to whether they consider learning grammar through the use of inductive approach as a useful method.

Students' questionnaire is very crucial because it determines their views about their knowledge about what grammar is, kind of mistakes they made, and the useful grammar learning method they prefer to use (inductive or deductive), and so on.

## **1. The Teachers' questionnaire**

### **1.1. The Sample**

The teachers who answer on this questionnaire are teachers of grammar at the department of English, university of Biskra. Eight (08) teachers receive the questionnaire hand by hand, and all of them are returned.

### **1.2. Description of the questionnaires**

The teachers' questionnaire consists of 11 questions. 08 of the questions are close-ended, and in 03 questions which were open-ended questions; the teachers were requested to give explanations or clarifications. The questionnaire was divided into three sections.

#### **Section one: General information (Q1 to Q4)**

The aim of this section is to obtain information about the teachers in terms of their degree, how long they have been teaching English, and grammar, in addition to knowing the responsible in preparing the program of grammar. The aim of (Q1, Q2) is to know the experience of the teachers in teaching English as a second language, because the experience plays a great role in knowing the abilities and the method that each teacher follows and uses. (Q3) concerns the number of years in teaching grammar tends to know if the teacher has long experience in teaching grammar or he teaches it for short period and the last question (Q4) aims to know the responsible about preparing the curriculum of grammar, and know whether the teacher uses his personal experience or he follows the instruction setting up by the ministry in order to teach grammar.

## **Section two: Teachers' perspective about teaching grammar (Q5- Q6)**

In this section, the objective is to get the teachers' perspective about whether teaching grammar is obligatory or not (Q5), and which skill (speaking, writing, reading, or listening) grammar can enhance according to their priority (Q6).

## **Section three: The Inductive approach (Q7 to Q11)**

This section focuses on the inductive approach; the questions involve which approach teachers use in teaching grammar (whether inductive, deductive, or both) (Q7), then they are asked to give explanation about the causes they are teaching grammar with such method. In (Q8) they were requested to specify which method they use in presenting the rules of grammar and how they explain them (Q9) (whether explicitly or implicitly). The question (Q10, Q11) were designed to know if teaching grammar inductively enhances learners' mastery of grammar rules, and how it can be an effective method.

### **1.3. Analysis of the results**

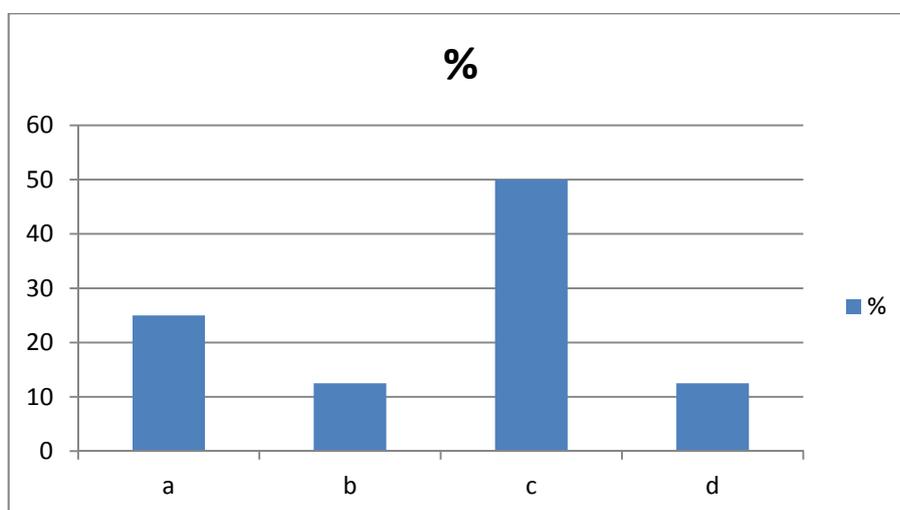
#### **Section one: General information**

1. Degree

- BA (Licence)
- Master
- Magister
- PhD (Doctorat)

| Options        | N  | %    |
|----------------|----|------|
| BA (Licence)   | 02 | 25   |
| Master         | 01 | 12.5 |
| Magister       | 04 | 50   |
| phD (Doctorat) | 01 | 12.5 |
| Total          | 08 | 100  |

**Table 1.3.1.: the Teachers' degree**



**Graph 1.3.1.: The Teachers' degree**

The table 1.3.1 shows that half of the teachers (04 teachers) have Magister degree 50%; whereas, 02 teachers (25%) have Licence degree, 01 teacher (12.5%) has Master degree and 01 teacher (12.5%) has phD (Doctorat) degree.

2. How long have you been teaching English?

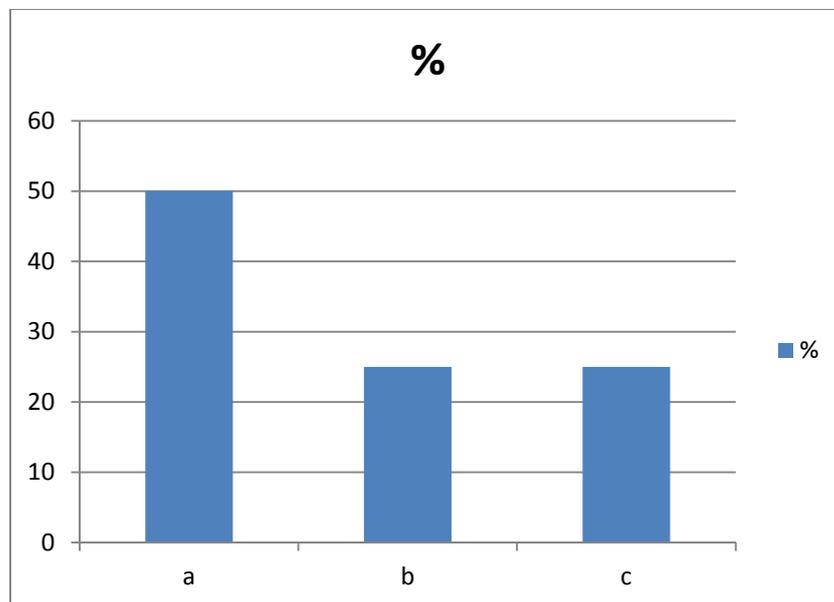
a- Less than six years

b- Six to ten years

c- More than 10 years

| Options | N  | %   |
|---------|----|-----|
| A       | 04 | 50  |
| B       | 02 | 25  |
| C       | 02 | 25  |
| Total   | 08 | 100 |

**Table 1.3.2.: Teachers' experience in teaching English**



**Graph 1.3.2.: Teachers' experience in teaching English**

In this question 04 teachers (50%) have been teaching English less than six years. 02 of them (25%) have been teaching English from six to ten years, and 02 teachers (25%) have the experience of more than 10 years in teaching English.

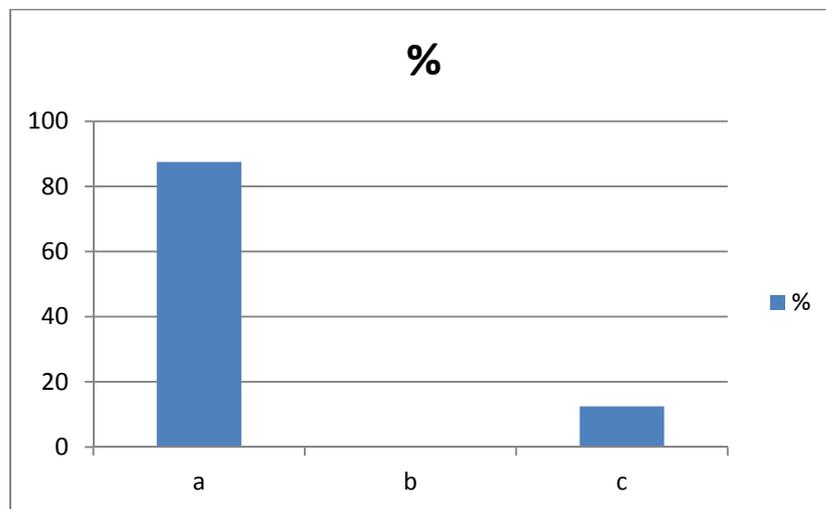
3. How long have you been teaching Grammar?

a. Less than six years

- b. Six to eight years
- c. More than 08 years

| Options | N  | %    |
|---------|----|------|
| A       | 07 | 87.5 |
| B       | /  | /    |
| C       | 01 | 12.5 |
| Total   | 08 | 100  |

**Table 1.3.3.: Teachers’ experience in teaching grammar**



**Graph 1.3.3.: Teachers’ experience in teaching grammar**

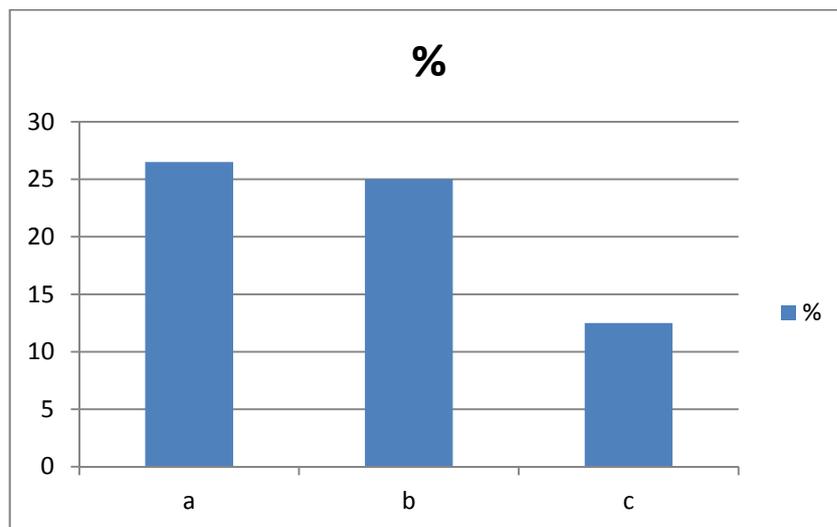
The majority of the surveyed teachers (87.5%) have been teaching Grammar less than six years; thus, they have a short experience in teaching that module at the university. However, we have found just one teacher who has been teaching grammar more than eight years (12.5%). In other words, he has a long experience in teaching grammar

4. Who does usually prepare the program of Grammar?

- a. The teacher
- b. The ministry
- c. Both

| Options | N  | %    |
|---------|----|------|
| A       | 05 | 62.5 |
| B       | 02 | 25   |
| C       | 01 | 12.5 |
| Total   | 08 | 100  |

**Table 1.3.4.: The Responsible on preparing the program of grammar**



**Graph 1.3.4.: The Responsible on preparing the program of grammar**

According to 05 teachers (62.5%), preparing the program of Grammar is the responsibility of the teacher. In other words, the teacher's experience may play an important role in creating a useful program to teach grammar. 02 teachers (25%) have

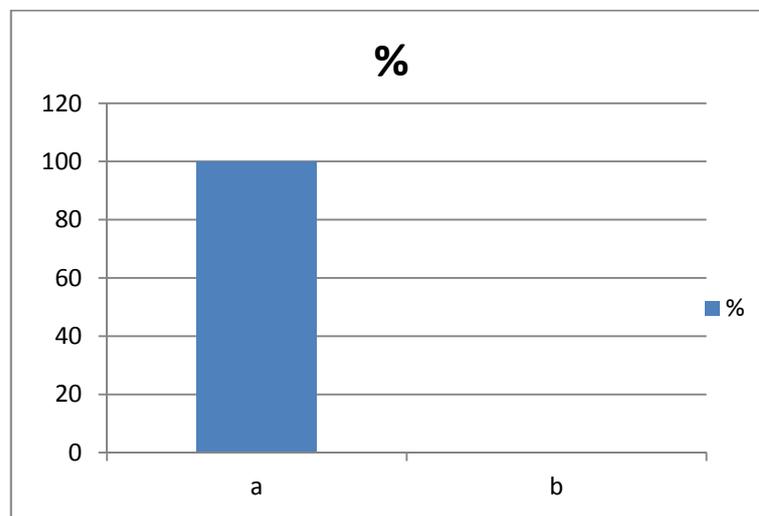
agreed that it is prepared by the ministry, and one teacher (12.5%) answers that preparing the program of Grammar is prepared by the collaboration of both, the teacher and the ministry.

## Section two: Teachers' perspectives about teaching grammar

5. Is teaching Grammar?
- a. Obligatory
- b. Not obligatory

| Options      | N         | %          |
|--------------|-----------|------------|
| <b>A</b>     | <b>08</b> | <b>100</b> |
| <b>B</b>     | /         | /          |
| <b>Total</b> | <b>08</b> | <b>100</b> |

Table 1.3.5.: Teachers' perspectives about the necessity of teaching grammar



Graph 1.3.5.: Teachers' perspectives about the necessity of teaching grammar

For this question all the teachers (100%) have agreed that teaching Grammar is an obligatory process in teaching the language, since grammar is a basic aspect in any language.

6. Does Grammar enhance?

- a. Speaking
- b. Writing
- c. Reading
- d. Listening
- e. All of them

| Rank        | N  | %    |
|-------------|----|------|
| 1           | 02 | 25   |
| 2           | 03 | 37.5 |
| 3           | /  | /    |
| 4           | /  | /    |
| All of them | 03 | 37.5 |
| Total       | 08 | 100  |

**Table 1.3.6.a.: Rank of speaking**

| Rank        | N  | %    |
|-------------|----|------|
| 1           | 02 | 25   |
| 2           | 02 | 25   |
| 3           | /  | /    |
| 4           | 01 | 12.5 |
| All of them | 03 | 37.5 |
| Total       | 08 | 100  |

**Table 1.3.6.b.: Rank of writing**

| <b>Rank</b>        | <b>N</b>  | <b>%</b>    |
|--------------------|-----------|-------------|
| <b>1</b>           | /         | /           |
| <b>2</b>           | /         | /           |
| <b>3</b>           | <b>05</b> | <b>62.5</b> |
| <b>4</b>           | /         | /           |
| <b>All of them</b> | <b>03</b> | <b>37.5</b> |
| <b>Total</b>       | <b>08</b> | <b>100</b>  |

**Table 1.3.6.c.: Rank of reading**

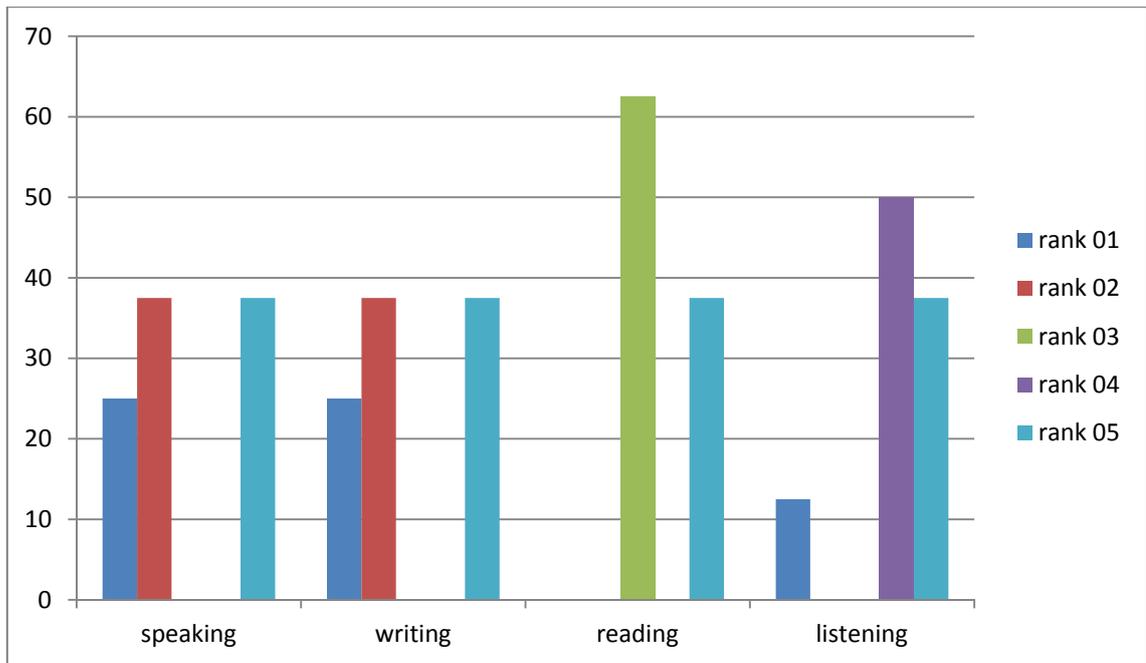
| <b>Rank</b>        | <b>N</b>  | <b>%</b>    |
|--------------------|-----------|-------------|
| <b>1</b>           | <b>01</b> | <b>12.5</b> |
| <b>2</b>           | /         | /           |
| <b>3</b>           | /         | /           |
| <b>4</b>           | <b>04</b> | <b>50</b>   |
| <b>All of them</b> | <b>03</b> | <b>37.5</b> |
| <b>Total</b>       | <b>08</b> | <b>100</b>  |

**Table 1.3.6.d.: Rank of listening**

The table below summarised the results (in percentage) obtained for the four skills

| <b>Options</b>   | <b>Rank 01</b> | <b>Rank 02</b> | <b>Rank 03</b> | <b>Rank 04</b> | <b>All of them</b> |
|------------------|----------------|----------------|----------------|----------------|--------------------|
| <b>Speaking</b>  | <b>25%</b>     | <b>37.5%</b>   | /              | /              | <b>37.5%</b>       |
| <b>Writing</b>   | <b>25%</b>     | <b>37.5%</b>   | /              | /              | <b>37.5%</b>       |
| <b>Reading</b>   | /              | /              | <b>62.5%</b>   | /              | <b>37.5%</b>       |
| <b>Listening</b> | <b>12.5%</b>   | /              | /              | <b>50%</b>     | <b>37.5%</b>       |

**Table 1.3.6.e.: The Importance of skills that grammar enhances**



**Graph 1.3.6.e.: The Importance of skills that grammar enhances**

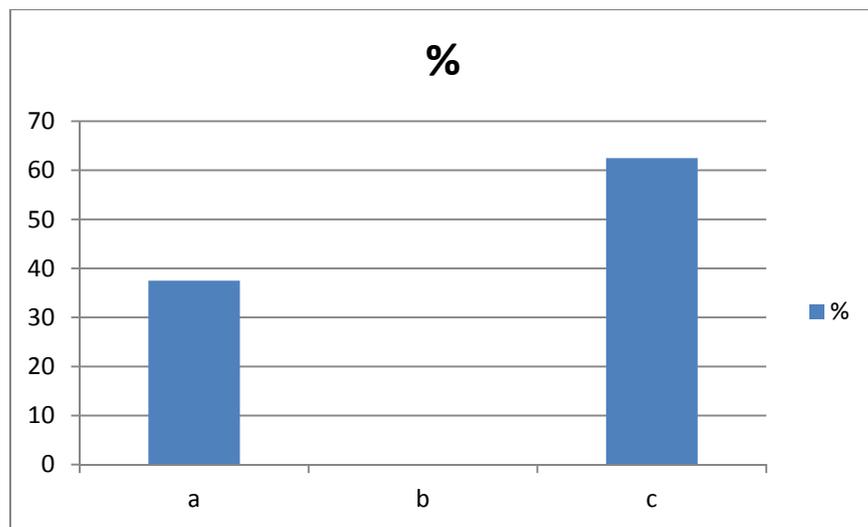
The previous table 1.3.6.e. shows that; in rank 01, speaking and writing are more enhanced by grammar (25%), followed by listening (12.5%), and no importance for reading (0%); whereas, some teachers (03) have been agreed that all the skills have the same importance (37.5%). So, grammar enhances mostly all the skills, but in particular speaking and writing skills.

### Section three: The Inductive approach

7. In teaching Grammar, do you use?
- a. Inductive approach
  - b. Deductive approach
  - c. Both

| Options | N  | %    |
|---------|----|------|
| A       | 03 | 37.5 |
| B       | /  | /    |
| C       | 05 | 62.5 |
| Total   | 08 | 100  |

**Table 1.3.7.: Teachers' useful method**



**Graph 1.3.7.: Teachers' useful method**

More than half of the teachers 62.5% are combining both deductive and inductive approaches in teaching grammar. However, 37.5% are teaching Grammar inductively.

– Please, explain

.....

– 02 teachers have explained that teaching grammar depends on the lesson objectives.

– According to the teachers' experience, they think that students can easily learn and keep grammatical rules (03 teachers).

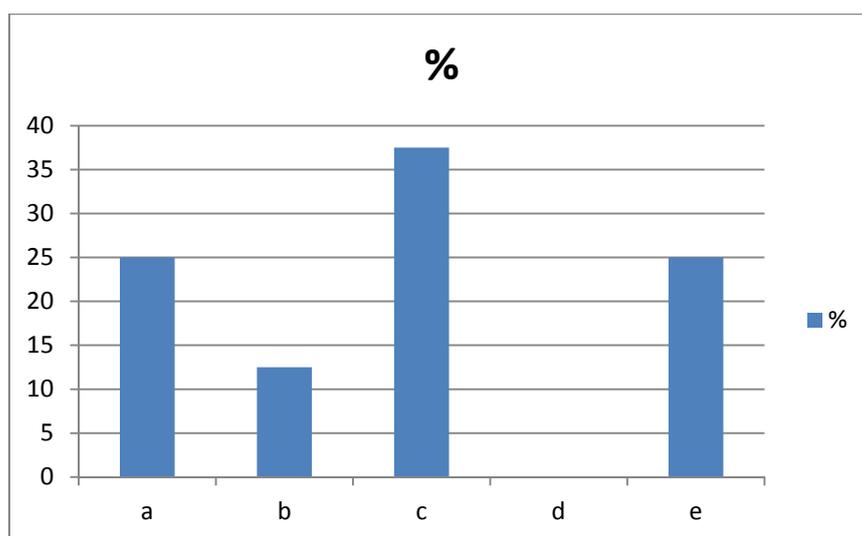
- Grammar should be taught in terms of examples in order to avoid condensation of the rules with each other (02 teachers).
- Using different methods that suit the variety of learning styles. Therefore, it is better to combine the two approaches.

8. Which method do you use in presenting the rules of Grammar?

- a- Classroom discussion
- b- PPP procedure
- c- Task- based learning
- d- Visual aids
- e- All of them

| <b>Options</b> | <b>N</b>  | <b>%</b>    |
|----------------|-----------|-------------|
| <b>A</b>       | <b>02</b> | <b>25</b>   |
| <b>B</b>       | <b>01</b> | <b>12.5</b> |
| <b>C</b>       | <b>03</b> | <b>37.5</b> |
| <b>D</b>       | <b>/</b>  | <b>/</b>    |
| <b>E</b>       | <b>02</b> | <b>25</b>   |
| <b>Total</b>   | <b>08</b> | <b>100</b>  |

**Table 1.3.8.: The Used method in presenting grammar rules**



**Graph 1.3.8.: The Used method in presenting grammar rules**

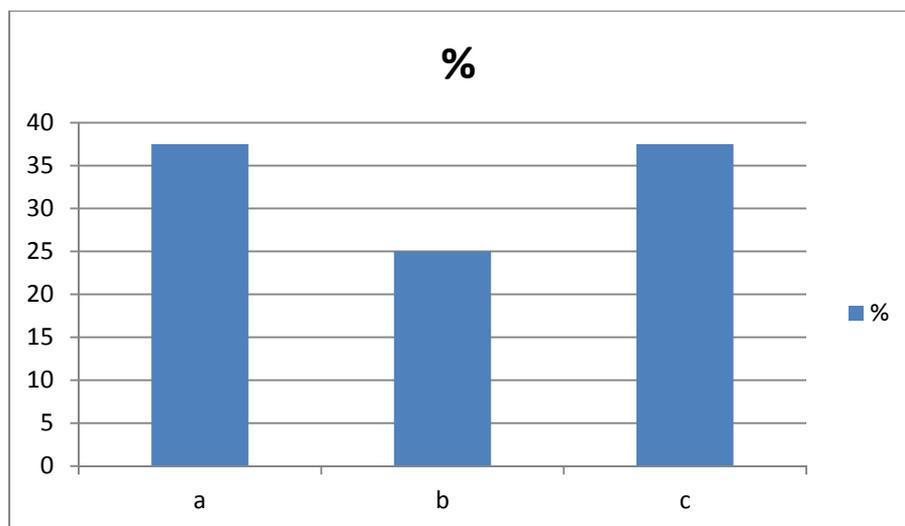
In presenting the rules of Grammar, 03 teachers (37.5%) prefer to use Task-Based learning method. 02 teachers (25%) have used classroom discussion procedure, 01 teacher (12.5%) uses PPP procedure, and 02 teachers (25%) have used all the methods, i.e. they are varying the use of methods.

9. How do you explain the rules of Grammar?

- a- Explicitly
- b- Implicitly
- c- Both

| Options      | N         | %           |
|--------------|-----------|-------------|
| <b>A</b>     | <b>03</b> | <b>37.5</b> |
| <b>B</b>     | <b>02</b> | <b>25</b>   |
| <b>C</b>     | <b>03</b> | <b>37.5</b> |
| <b>Total</b> | <b>08</b> | <b>100</b>  |

**Table 1.3.9.: Teachers' way of explaining the rules of grammar**



**Graph 1.3.9.: Teachers' way of explaining the rules of grammar**

The table 1.3.9 illustrates that (37.5%) of the teachers prefer to explain the rules of Grammar explicitly, 25% of them have explained the rules of Grammar implicitly. Whereas, 37.5% combine both methods when they are explaining the rules of Grammar for their learners.

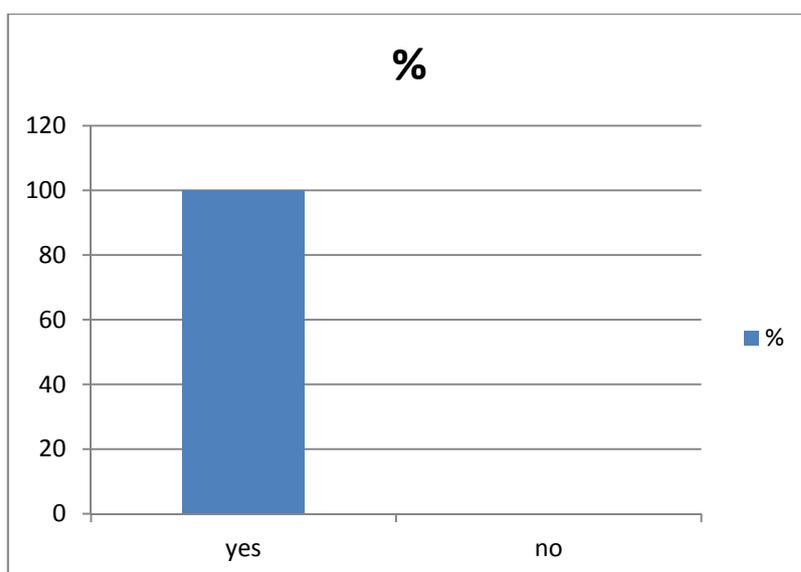
10. Can teaching Grammar inductively enhance learners' mastery of Grammar rules?

a- Yes

b- No

| Options      | N         | %          |
|--------------|-----------|------------|
| Yes          | 08        | 100        |
| No           | /         | /          |
| <b>Total</b> | <b>08</b> | <b>100</b> |

**Table 1.3.10.: Teachers' attitude about the role of teaching grammar inductively on learners' mastery of grammar**



**Graph 1.3.10.: Teachers’ attitude about the role of teaching grammar inductively on learners’ mastery of grammar**

100% of the respondents, as it is shown in table 1.3.10 have agreed that teaching Grammar inductively enhances learners’ mastery of Grammar rules.

– If yes, please clarify

.....

- It enables and enhances learners to memorise Grammar rules that leads them to be aware of its importance when are practising them (04 teachers).
- Prepares their minds/ brains to think and work well. So, they will be able to solve the problems (02 teachers).
- The teacher is just a guide, he gives explanations when it is necessary, and the rest is done by the student, that is why they remember the rules of Grammar easily (02 teachers).

11. How can teaching Grammar inductively be an effective method?

- It provides learners with the required information about the rule and its use (01 teacher).

- If it is taught depending on some useful and helpful methods (01 teacher).
- It depends on objectives of the lesson and the task (02 teachers).
- It can be useful if the examples are simple and clearly stated and organised (01 teacher).
- It is related to the students' level and interest, as well as learning conditions (01 teacher).
- It makes students discover rules by themselves. So, they do not forget them at all (01 teacher).
- It helps the students to solve the problems by themselves and intensifies their self confidence (01 teacher).

## **2. The Students questionnaire**

### **2.1. The Sample**

The students who have responded this questionnaire were chosen randomly among the total number of the first year LMD students' population (towards 544 students) at English department, at the University of Biskra. (50) Questionnaires; which represent our sample, have been submitted to students. 29 copies have distributed with the help of a teacher of grammar during his lecture; whereas, 21 copies have distributed at random.

### **2.2. Description of the questionnaires**

The questionnaire includes 12 questions were divided into two sections (see appendix II). The questionnaire comprises close- ended questions which were in terms of either a multiple choice or yes/ no questions. In addition to open- ended questions where students were requested to mention some explanation about their choices.

## **Section one: Students' perspectives about learning grammar (Q1 to Q5)**

This section aims at knowing the students' opinions about learning grammar involving their views about some difficulties they face in learning grammar if there are (Q1), their understanding of the rules (Q2), whether they make mistakes while practice grammar rules and which kind of mistakes they were making (Q3, Q4). It also aims at getting their opinions about the issue that leads them to do such mistakes (Q5).

## **Section two: Learning grammar inductively (Q6 to Q12)**

The purpose of this section is to obtain data about the students' views on learning grammar inductively, which method their teacher uses (Q6), and which method they think is useful with giving an explanation to their choice (Q7). This section also aims to know whether teaching grammar through the use of Inductive Method help students in understanding the rules of grammar (Q8), and if the practice of grammar using that method is easy, difficult, or in between (Q9). It is also aims to elicit the students' attitudes towards which kind of tasks they consider most appropriate in learning grammar (Q10), and whether they receive any feed-back either it was positive, negative, or motivating (Q11, Q12).

### **2.3. Analysis of the results**

#### **Section one: Students' perspectives about learning grammar**

1. Does learning Grammar?

a- Easy

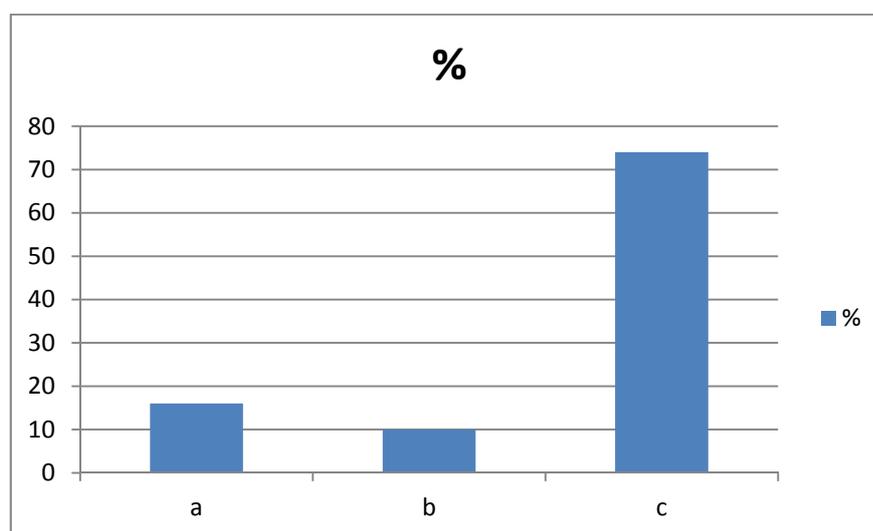
b- Difficult

c- In between

| <b>Options</b> | <b>N</b> | <b>%</b> |
|----------------|----------|----------|
|                |          |          |

|              |           |            |
|--------------|-----------|------------|
| <b>A</b>     | <b>08</b> | <b>16</b>  |
| <b>B</b>     | <b>05</b> | <b>10</b>  |
| <b>C</b>     | <b>37</b> | <b>74</b>  |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.1.: Students' perspectives about learning grammar**



**Graph 2.3.1.: Students' perspectives about learning grammar**

The table 2.3.1 shows that most students consider learning grammar as neither easy nor difficult. For that 37 from 50 students said that learning grammar is in between (74%). However, 08 students consider learning grammar as an easy process (16%), and 05 students consider it as a difficult process (10%).

- If (b), please mention some difficulties

.....

05 students have chosen option (b), and they have mentioned some difficulties that they face in learning grammar:

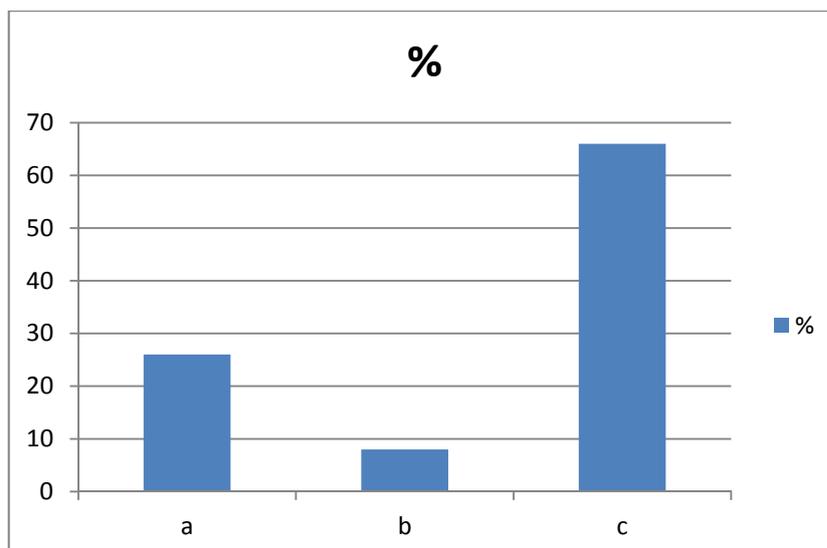
- It is difficult to deal with phrases and the use of tenses (01 student).
- It is difficult to learn by heart phrasal verbs and irregular verbs (02 students).
- The complexity of grammar rules makes them difficult to memorise and remember (02 students).

2. Do you often understand the rules?

- a- Easily
- b- Face difficulties
- c- In between

| <b>Options</b> | <b>N</b>  | <b>%</b>   |
|----------------|-----------|------------|
| <b>A</b>       | <b>13</b> | <b>26</b>  |
| <b>B</b>       | <b>04</b> | <b>08</b>  |
| <b>C</b>       | <b>33</b> | <b>66</b>  |
| <b>Total</b>   | <b>50</b> | <b>100</b> |

**Table 2.3.2.: Learners' understanding of the rules**



**Graph2.3.2: Learners' understanding of the rules**

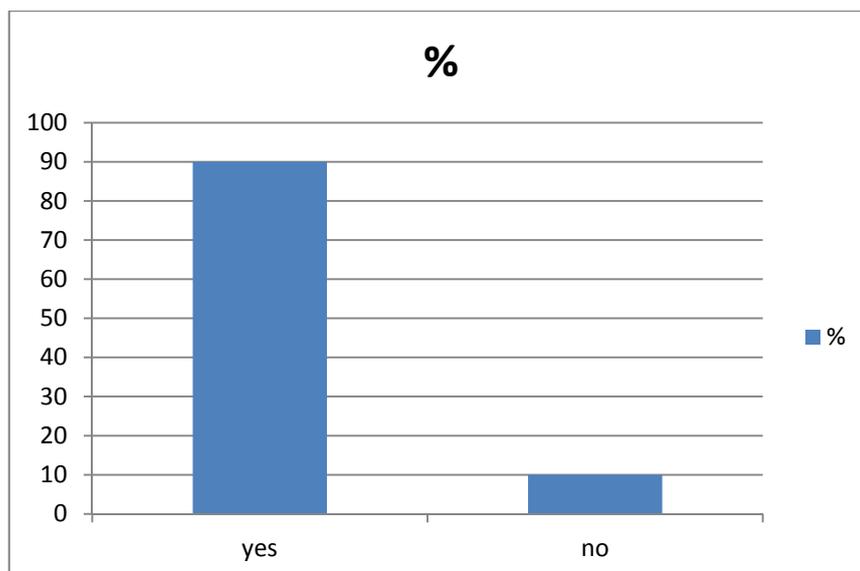
For this question, 26% devoted for understanding the rules easily; whereas, 08% face difficulties in understanding those rules, but most of the students (33 students) consider their understanding of grammar rules in between 66%. In other words, learners' understanding of rules is neither easy nor difficult.

3. In practice Grammar rules, do you often make mistakes?

- a- Yes
- b- No

| Options      | N         | %          |
|--------------|-----------|------------|
| <b>YES</b>   | <b>45</b> | <b>90</b>  |
| <b>NO</b>    | <b>05</b> | <b>10</b>  |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.3.: Students' making mistakes**



**Graph 2.3.3.: Students' making mistakes**

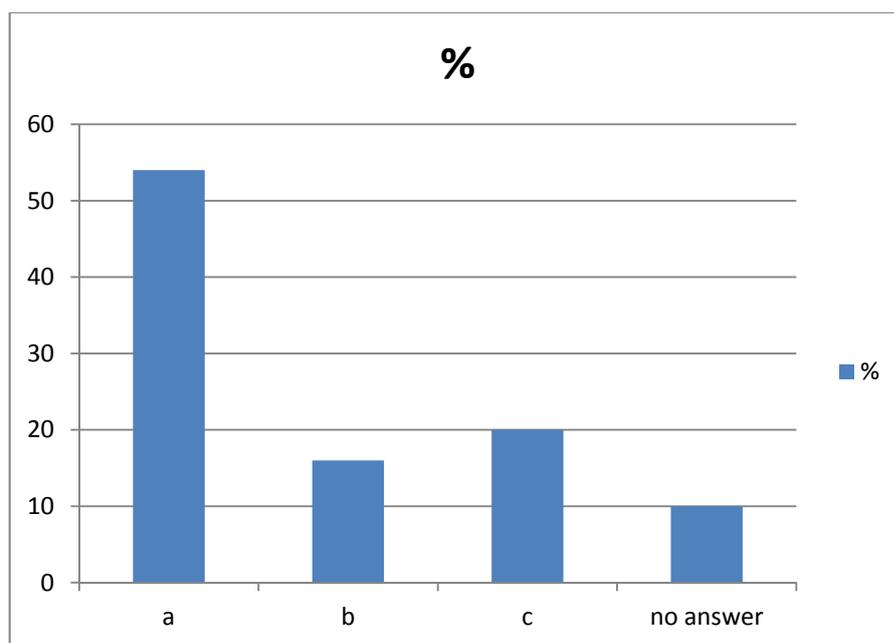
In practice grammar rules, 90% from students make mistakes, and 10% of them apply those rules correctly.

4. If (a), which kind of mistakes?

- a- Misuse of tenses
- b- Word order in sentences
- c- Spelling mistakes

| <b>Options</b>   | <b>N</b>  | <b>%</b>   |
|------------------|-----------|------------|
| <b>A</b>         | <b>27</b> | <b>54</b>  |
| <b>B</b>         | <b>08</b> | <b>16</b>  |
| <b>C</b>         | <b>10</b> | <b>20</b>  |
| <b>No answer</b> | <b>05</b> | <b>10</b>  |
| <b>Total</b>     | <b>50</b> | <b>100</b> |

**Table 2.3.4.: Kind of mistakes**



**Graph 2.3.4.: Kind of mistakes**

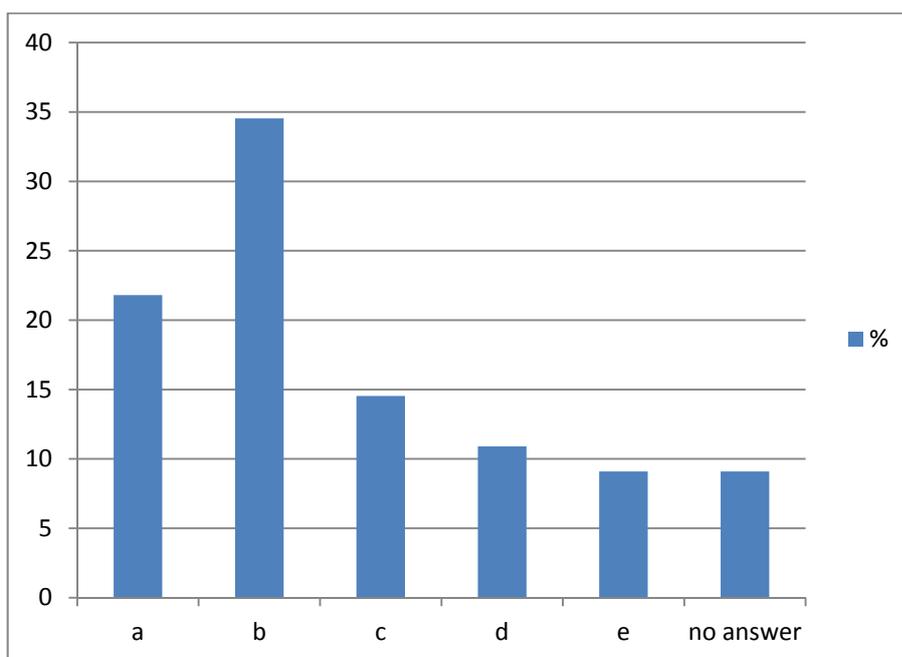
In the previous question (Q3), 45 students have chosen option (a). Table 2.3.4 specified kinds of mistakes that learners have done when they practise grammar rules. 54% think that when they apply the rules of grammar they misuse the tenses. Others, 16% face difficulty in ordering the words in sentences, that reason leads them to make mistakes when practice. However, 20% consider spelling mistakes a cause of doing mistakes in practice grammar rules.

5. In your opinion what is the issue?

- a- The teacher's method
- b- Memory problem
- c- Classroom conditions
- d- Language
- e- Time devoted to Grammar session

| Options      | N         | %          |
|--------------|-----------|------------|
| A            | 12        | 24         |
| B            | 17        | 34         |
| C            | 07        | 14         |
| D            | 05        | 10         |
| E            | 04        | 08         |
| No answer    | 05        | 10         |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.5.: The Issue of making mistakes**



**Graph 2.3.5.: The Issue of making mistakes**

As the table 2.3.5 shows, 34% of the students are faced memory problem, 24% consider that the issue of doing mistakes when they practice the rules of grammar is the teacher's method. Whereas, others consider that the problem is in the inappropriate

classroom conditions (14%), language (10%), and time devoted to grammar session (08%). However, (10%) of the students did not answer that question and they represents those who do not make mistakes or face difficulty when practice the grammar rules.

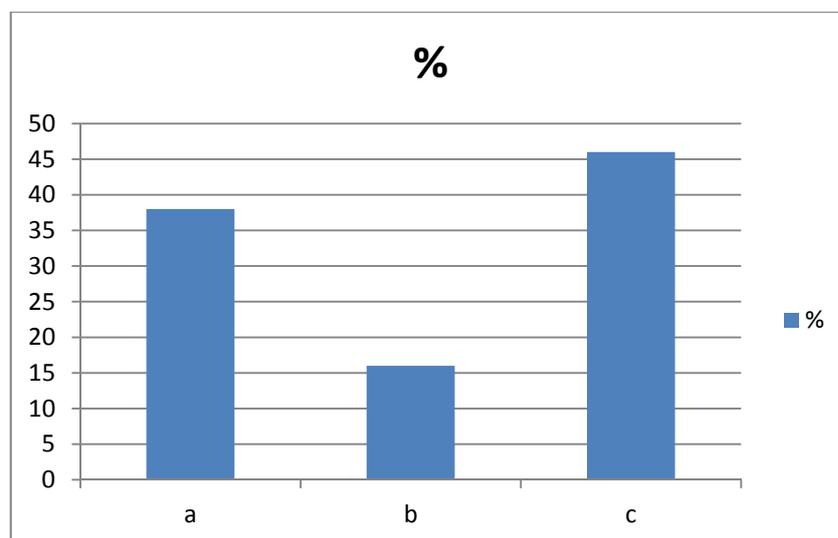
## Section two: Learning grammar inductively

6. What methods your teacher uses?

- a- Deductive method
- b- Inductive method
- c- Both

| Options      | N         | %          |
|--------------|-----------|------------|
| <b>A</b>     | <b>19</b> | <b>38</b>  |
| <b>B</b>     | <b>08</b> | <b>16</b>  |
| <b>C</b>     | <b>23</b> | <b>46</b>  |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.6.: Methods used by the teacher**



**Graph 2.3.6.: Methods used by the teacher**

46% of the students have shown that their teacher combine the use of deductive and inductive method when teaching them the rules of grammar.

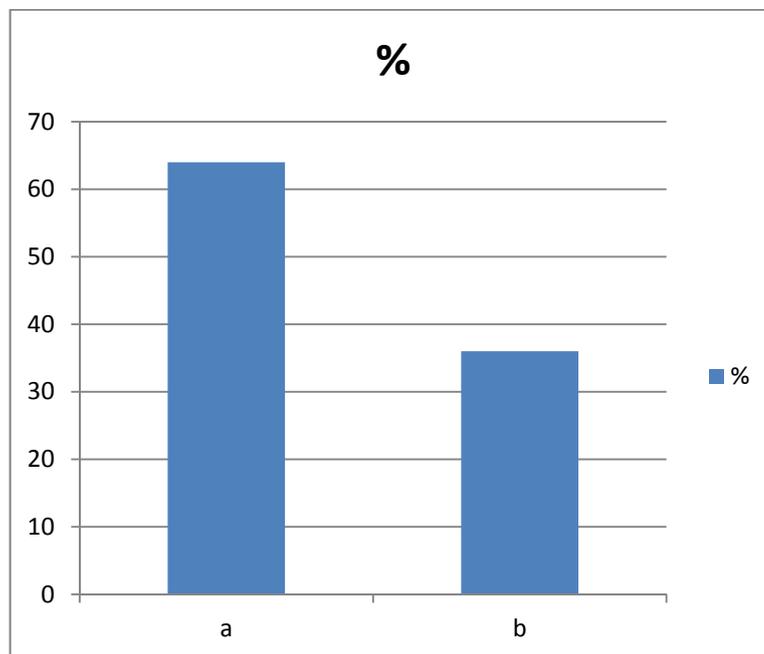
7. Which method you think is useful?

a- Learning the rules, then practise

b- Doing set of practices, then discover the rules by yourself

| Options      | N         | %          |
|--------------|-----------|------------|
| <b>A</b>     | <b>32</b> | <b>64</b>  |
| <b>B</b>     | <b>18</b> | <b>36</b>  |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.7.: The Useful method in learning grammar rules**



**Graph 2.3.7.: The Useful method in learning grammar rules**

Out of 64% from the students prefer to learn grammar rules at first, then practices them. Whereas, 36% of them like to do set of practices, and after that they try to discover the rules by themselves.

- If (a) or (b), please explain

.....  
Among the 50 students who have answered the questionnaire, 32 students have chosen option (a), and they have explained their choice as follows:

- Most of the students have agreed that this method helps them to understand the rules better, and then it will be easy for them to practise (08 students).
- Memorise and keep the rules in their minds (15 students).
- Rules are the basic of grammar. So knowing those rules reduces making mistakes when doing practices. In other words, knowing the rules make their application easier (06 students).
- It enables students to avoid time wasting and stress (03 students).

The other 18 students have answered (b), and they have clarified their response by saying that:

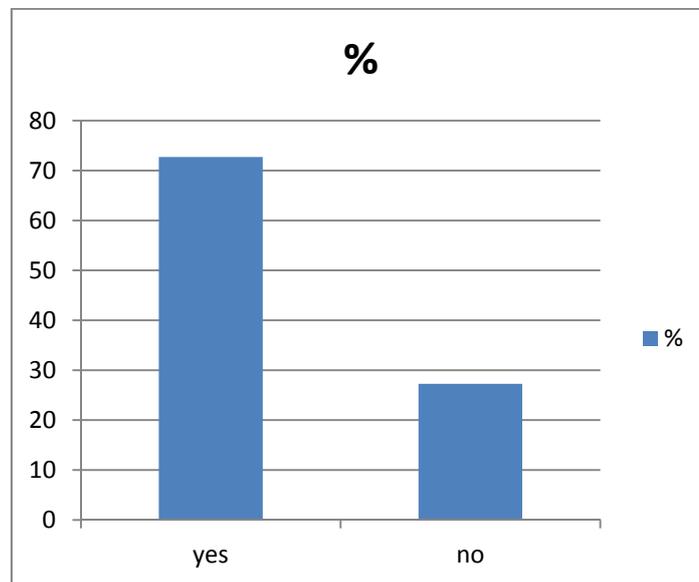
- Doing many practices, and then find out the rules allow them to remember them and keep them in their minds (09 students).
- Analysing the examples is easier for learners to find their mistakes (07 students).
- It is a good method to learn and understand the lectures, with some help from teacher who gives the learners concise and precise instructions (02 students).

8. Does inductive method help you in understanding the rules of Grammar?

- a- Yes
- b- No

| <b>Options</b> | <b>N</b>  | <b>%</b>   |
|----------------|-----------|------------|
| <b>YES</b>     | <b>37</b> | <b>74</b>  |
| <b>NO</b>      | <b>13</b> | <b>26</b>  |
| <b>Total</b>   | <b>50</b> | <b>100</b> |

**Table 2.3.8.: The Role of inductive method in learners’ understanding of the rules of grammar**



**Graph 2.3.8.: The Role of inductive method in learners’ understanding of the rules of grammar**

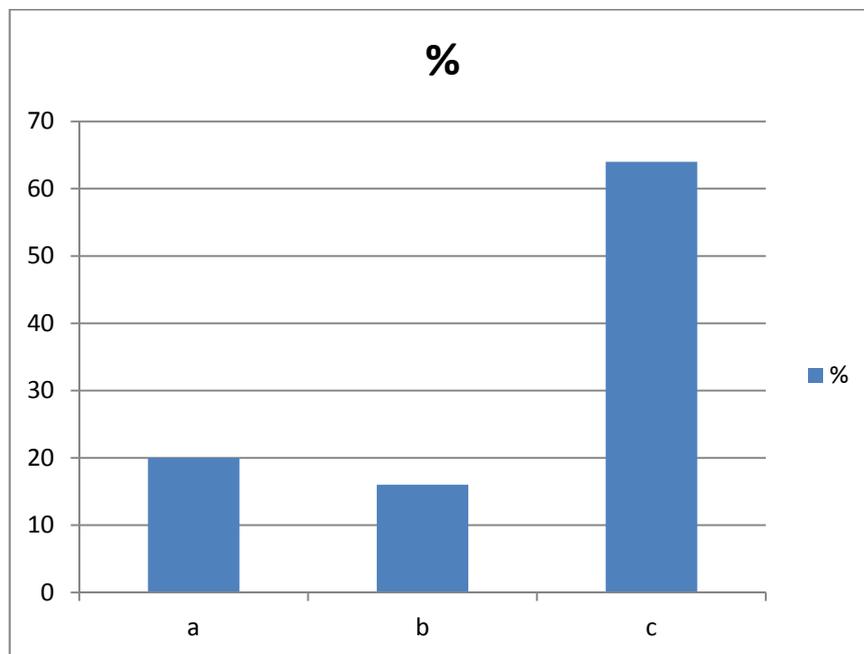
Out of 74% of the students have agreed that Inductive method helps them in understanding the rules of Grammar.

9. Is practice using inductive method?

- a- Easy
- b- Difficult
- c- In between

| <b>Options</b> | <b>N</b>  | <b>%</b>   |
|----------------|-----------|------------|
| <b>A</b>       | <b>10</b> | <b>20</b>  |
| <b>B</b>       | <b>08</b> | <b>16</b>  |
| <b>C</b>       | <b>32</b> | <b>64</b>  |
| <b>Total</b>   | <b>50</b> | <b>100</b> |

**Table 2.3.9.: Learners' thoughts about practice using inductive method**



**Graph 2.3.9.: Learners' thoughts about practice using inductive method**

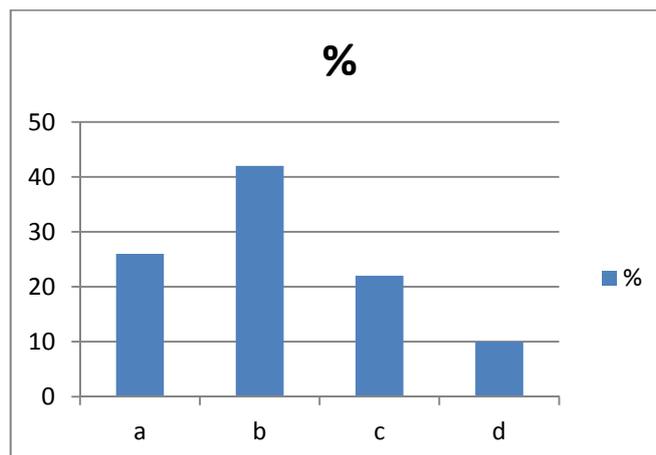
Table 2.3.9 shows that (64%) of the students think that practice using Inductive method is in between, i.e. it is neither easy nor difficult. (20%) consider it as an easy task, and (16%) think that practice using Inductive method is difficult.

10. Which kind of tasks do you consider most appropriate?

- a- Information gap
- b- Classroom discussion tasks
- c- Vocabulary tasks
- d- Audio- visual tasks

| Options      | N         | %          |
|--------------|-----------|------------|
| A            | 13        | 26         |
| B            | 21        | 42         |
| C            | 11        | 22         |
| D            | 05        | 10         |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.10.: Learners' consideration of the most appropriate task**



**Graph 2.3.10.: Learners' consideration of the most appropriate task**

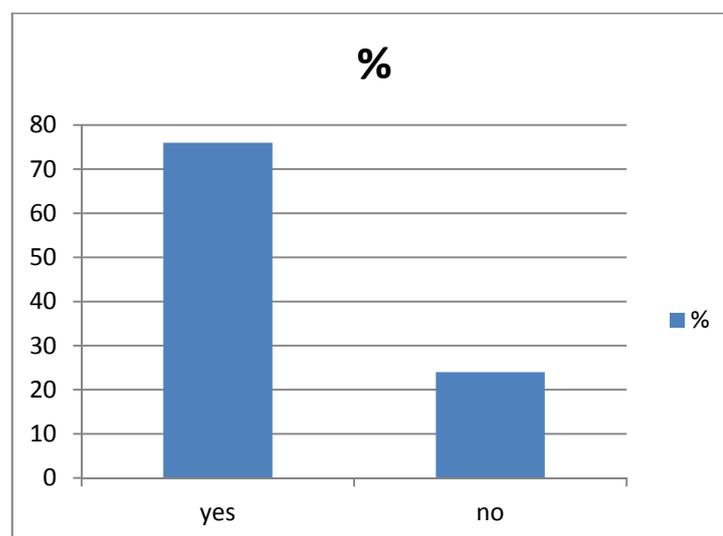
42% of the surveyed students (21 students) consider classroom discussion as an appropriate task in practicing Grammar by the use of Inductive method, 26% of them think that information gap is the useful one, 22% answer with vocabulary games; however, just 10% who think audio- visual tasks may be appropriate when practice Grammar inductively.

11. Do you receive any Feed- back?

- a- Yes
- b- No

| Options      | N         | %          |
|--------------|-----------|------------|
| <b>YES</b>   | <b>38</b> | <b>76</b>  |
| <b>NO</b>    | <b>12</b> | <b>24</b>  |
| <b>Total</b> | <b>50</b> | <b>100</b> |

**Table 2.3.11.: Learners' receiving feed- back**



**Graph 2.3.11.: Learners' receiving feed- back**

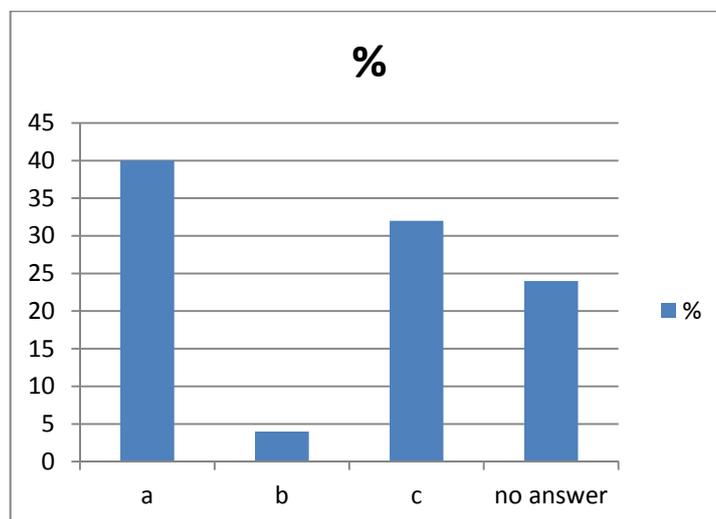
The majority of the students (76%) received feed- back; whereas, 24% answer that they did not receive feed- back.

12. Is it?

- a- Positive
- b- Negative
- c- Motivating
- d- No answer

| Options          | N         | %          |
|------------------|-----------|------------|
| <b>A</b>         | <b>20</b> | <b>40</b>  |
| <b>B</b>         | <b>02</b> | <b>04</b>  |
| <b>C</b>         | <b>16</b> | <b>32</b>  |
| <b>No answer</b> | <b>12</b> | <b>24</b>  |
| <b>Total</b>     | <b>50</b> | <b>100</b> |

**Table 2.3.12.: Types of Feed- back**



**Graph 2.3.12.: Types of Feed- back**

40% of the students believe that feed- back they were receiving was positive, 23% of them were motivated when they were receiving feed- back, and 04% of the students consider it as a negative. However, (24%) have answered that they did not receive any kind of feed- back.

### **3- Discussion and implication**

The analysis of the teachers' questionnaire shows that teaching grammar through the use of the inductive approach is an effective method that may help EFL learners to improve their mastery of grammar rules.

- In the first section, the analysis reveals that most of the teachers have experienced teaching grammar less than six years; however, in the second section they think that it is preferable to prepare the program of grammar by the teachers including their personal experience and knowledge about grammar.
- In the third section, most teachers' answers show that they prefer to teach grammar inductively because they consider that approach as a useful method that may help learners to improve their abilities to master the rules of grammar. They indicate that they focus on that approach because it eases students learning and understanding of grammatical patterns. They also confirm that teaching grammar should be in terms of giving examples in order to avoid condensation of the rules. Moreover, they prefer to present those rules by using Task- Based Learning as a helpful technique for learners to grasp the rules of grammar accurately. However, in other situations the teachers are trying to explain the rules of grammar explicitly.
- The last two answers show the teachers' positive attitude towards teaching grammar inductively. They strongly agree that inductive method is an effective way to enhance learners' mastery of grammar rules. All of them agree that using this method enables the learners to prepare their minds to understand and think about the given examples, after that they would be able to easily induce the rules of grammar.

- At the end of the results, teachers think that teaching grammar inductively should be effective if it depends on some objectives. They confirm that this method can be useful if the examples are simple and are stated in an organized and clear way. Also, they relate its effectiveness with the students' level and interests, in addition to learning conditions. That leads improving learners' self reliance and ability in solving learning problems.
  
- The analysis of the students' questionnaires shows that learning grammar inductively would really enable them to understand and remember the rules of grammar they induce.
  
- The results of section one indicates that most of the students consider learning grammar as a process that is neither easy nor difficult, i.e. it is in between. Consequently, that will affect positively on their ability to grasp the grammar rules.
  
- The second part's answers analysis has shown that most of the students do not face problem in understanding the rules of grammar. However, when they practice those rules, they often make mistakes and the most common kind of mistakes was their misuse of tenses. In fact, the students are aware of these mistakes and they consider that the issue is memory problem in addition to the teacher's method. The role of the teacher here is to choose best and appropriate method for learners to enable them to learn grammatical rules better and decrease their made of mistakes.
  
- In section two, results show that the students consider that when they do set of practices at first and then find out the rules by themselves would allow them to remember and keep those rules in their minds. Also, they think that analysing the examples is helpful for them to find their mistakes. However, they have received some feed- back; the majority of the students think that this feed- back was both positive and motivating for them to learn the rules of grammar.

## 4- Recommendation

Grammar is the core of language learning process. Teachers need to adopt an appropriate and effective method such as inductive approach in the sake of enabling the learners to improve their abilities to master the rules of grammar. So, we are going to set some suggestions for using that approach effectively.

- At first, the students have a neutral attitude towards grammar learning. They believe that it is neither easy nor difficult, and that often leads them to make mistakes. However, teacher of grammar should give them opportunities to understand and analyse some examples in order to discover their mistakes and find out the suitable rules of grammar.
  
- Secondly, the students prefer to learn grammar deductively. However, once they try to use inductive approach, it will enhance their ability of grasping and finding out the grammar rules. The teacher's role is just a guider and giver of instructions in order to help them to do such tasks.
  
- Teachers need to vary their use of methods and activities to meet the learners' requirements and levels to practise the rules of grammar more accurately and effectively.
  
- Students should concentrates on the examples and tasks given by their teachers in order to increase their chances to master the foreign language in general, and the rules of grammar that language builds on in particular.

All in all, inductive approach can enhance the students' ability to induce the rules of grammar effectively.

## **Conclusion**

This chapter is concerned with the practical study of the presented work in which we have analysed the gathered data from the distributed questionnaires on both the teachers of grammar and the first year LMD students at the English department at the university of Biskra in order to investigate their perspectives concerning teaching and learning grammar using the inductive approach . It aims at testing our hypothesis which states that the use of the inductive approach by EFL teachers would enable the EFL learners to master the rules of grammar effectively. In this part we have described both teachers' and students' questionnaires. The gathered answers reveal a positive attitude towards mastering grammar rules through the use of the inductive approach. In addition to the analysis of results, the chapter also includes a part in which we have tried to discuss and shed light on the issue of using the inductive approach and its effectiveness in enabling the EFL learners to master the rules of grammar. Therefore, we states some implications about what the teachers should be done while teaching grammar using the inductive approach. The important issue is to teach grammar effectively by choosing a useful and appropriate method for the learners to improve their abilities to learn grammar. At the end, we have found that inductive approach has a great necessity in teaching and learning grammatical rules.

## **General conclusion**

To conclude, this research has aimed at shedding light on the effective role of using the inductive approach in mastering the rules of grammar and how that approach helps the learners to induce those rules by themselves. In order to investigate this study we have hypothesised that if the inductive approach is used by EFL teachers as a method of teaching, it would be helpful for EFL learners to learn and master the rules of grammar effectively.

Based on investigating this hypothesis, we have started by a theoretical part including two chapters. The first one has concerned with a historical background about approaches to teaching. However, we devoted the second chapter to the inductive approach in the teaching of grammar. The second part contains one practical chapter. This latter is composed of a description of the questionnaires submitted to both the teachers and learners. Besides, it includes the analysis of the gathered data, its discussion and implications, in addition to some offered recommendations.

Actually, the main concern of that study is to investigate whether the use of the inductive approach can enhance the learners' mastery of grammar rules. In fact, because of the large number of the first year LMD students (towards 500 student), it was difficult to deal with the whole population. So, we have chosen a sample of (50) students at random to answer the received questionnaire, in addition to (08) teachers who received also another questionnaire. The stated hypothesis has been confirmed by the results obtained from the questionnaires' analysis which reveals that both teachers and learners consider grammar as a crucial aspect of language. Therefore, teaching grammar depends on some specific methods; in particular, a method that is helpful for learners and which enables them to search for the rules of grammar by themselves; however, the teachers' role is to give instruction and guide the learners. This illustrates the effective role of the inductive approach in helping the learners to grasp the rules of grammar.

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# Appendices

# Appendix I

## Teachers' questionnaire

### Introduction

Dear teachers;

This questionnaire is a part of an investigation on learning grammatical rules through the use of the Inductive Approach. It aims to find out the teachers' perspectives about the importance of learning grammar inductively.

I would be so thankful if you could answer on this questionnaire. Please, tick (✓) the appropriate answer or give a full statement when necessary.

I extremely appreciate your help to finish that work.

Kerbaa Fatma Zohra

Thank you

### Section One: General Information

1. Degree

- BA (Licence)
- Master
- Magister
- PhD (Doctorat)

2. How long have you been teaching English?

- a. Less than six years

b. Six to ten years

c. More than 10 years

3. How long have you been teaching Grammar?

a. Less than six years

b. Six to eight years

c. More than 8 years

4. Who does usually prepare the program of Grammar?

a. The teacher

b. The ministry

## Section two: Teachers' Perspectives about Teaching Grammar

5. Is teaching Grammar?

a- Obligatory

b- Not obligatory

6. Does Grammar enhance?

a- Speaking

b- Writing

c- Reading

d - Listening

- Rank them according to their priority

### Section Three: the Inductive Approach

7. In teaching Grammar, do you use?

- a. Inductive approach
- b. Deductive approach
- c. Both

- Please, explain

.....

.....

.....

8. Which method do you use in presenting the rules of Grammar?

- a- Classroom discussion
- b- PPP procedure
- c- Task- based learning
- d- Visual aids

9. How you explain the rules of Grammar?

- a- Explicitly
- b- Implicitly

10. Can teaching grammar inductively enhance learners' mastery of Grammar rules?

- a- Yes
- b- No

- If yes, please clarify

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11. How can teaching Grammar inductively be an effective method?

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## Appendix II

### Students' questionnaire

Dear students,

You are kindly requested to answer on this questionnaire to express your points of view toward the use of the Inductive Approach in mastering grammatical rules. Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, tick (√) the choice that is appropriate to your answer.

Kerbaa Fatma Zohra

#### **Key terms:**

**Inductive approach:** method of teaching Grammar in which teacher gives set of examples and asks the learners to discover the rules.

**Deductive approach:** the teacher gives the rules, and then asks the learners to practice them.

#### **Section one: Students' Perspectives about learning Grammar**

1. Does learning Grammar?
  - a- Easy
  - b- Difficult
  - c- In between

- If (b) please, mention some difficulties

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.....  
.....

2. Do you often understand the rules?  
a- Easily   
b- Face difficulties   
c- In between
3. In practice Grammar rules, do you often make mistakes?  
a- Yes   
b- No
4. If (a), which kind of mistakes?  
a- Misuse of tenses   
b- Word order in sentences   
c- Spelling mistakes
5. In your opinion what is the issue?  
a- The teacher's method   
b- Memory problem   
c- Classroom conditions   
d- Language   
e- Time devoted to Grammar session

## Section Two: Learning Grammar Inductively

6. What methods your teacher uses?  
a- Deductive method   
b- Inductive method

c- Both

7. Which method you think is useful?

a- Learning the rules, then practise

b- Doing set of practices, then discover the rules by yourself

- If (a) or (b), please explain

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8. Does Inductive Method help you in understanding the rules of Grammar?

a. Yes

b. No

9. Is practice using inductive method?

1. Easy

2. Difficult

3. In between

10. Which kind of tasks do you consider most appropriate?

a- Information gap

b- Classroom discussion tasks

c- Vocabulary games

d- Audio-visual tasks

11. Do you receive any Feed-back?

a- Yes

b- No

12. Is it?

a- Positive

b- Negative

c- Motivating

Thank you for your collaboration.

## ملخص

لقد تمت دراسة موضوع تعلم النحو بطرق مختلفة بسبب أهميته كمجال من مجالات اللغة. فقد حاول بعض الباحثين دراسة النحو بشكل واضح و صريح عن طريق إتباع المنهج الاستنباطي، أما آخرون فقد درّسوا النحو ضمناً بواسطة المنهج الاستقرائي. إنّ هذه الدراسة المقدّمة تهدف إلى البحث في دور استعمال المنهج الاستقرائي في اكتساب قواعد اللغة النحوية، كما تطمح إلى اختبار آراء الطلبة حول تعلم النحو باستعمال المنهج الاستقرائي الذي يمكنهم من اكتساب قواعد اللغة النحوية ويشجعهم على تعلمها. للبحث في هذا العمل افترضنا أنّ استعمال أساتذة اللغة الانجليزية للمنهج الاستقرائي يمكن الطلبة من إتقان القواعد بطريقة فعّالة. و للتحقق من صحّة هذه الفرضية تمّ توزيع استبيانين. الأول ورّع على أساتذة قسم اللغة الانجليزية، و على وجه الخصوص الذين كانت لهم الخبرة في تدريس علم الصّرف و النّحو. أمّا الثاني فقد وُجّه لطلبة السنة أولى نظام (ل. م. د.) تخصّص لغة انجليزية. لقد تمّ تقسيم هذا البحث إلى ثلاثة فصول، الأوّل يتناول لمحة حول أغلب نظريات التّعليم الشّائعة، أمّا الثاني فيعالج دراسة المنهج الاستقرائي في تعلم النّحو، بينما الفصل الأخير فهو مخصّص لتحليل المعلومات التي جُمعت من الإجابة على الاستبيانين الذين ورّعا على العيّنة محلّ الدراسة. و في الأخير نجد أنّ تحليل النتائج المتحصّلة من الاستبيانين قد بيّن لنا أنّ المنهج الاستقرائي يعزّز من اكتساب الطلبة لقواعد النّحو، كما يمكنهم من اكتشاف، حفظ و استذكار هذه القواعد.