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Teaching Grammar:

The Deductive Approach versus the Inductive Approach

Case of Study: First Year LMD Students of Mohamed Kheider University of Biskra

Dissertation submitted to the department of foreign Languages in partial requirement for the fulfillment of Master degree in English language: Sciences of Language.

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May 2015

Dedication

I dedicate this work,

To my beloved parents.

To my brothers and sisters.

To my brothers-in-law and my sisters-in-law.

To my nieces and my nephews.

I dedicate this work to all my friends promotion of

(2015) Mohamed Kheider University of Biskra

especially my friend Amna Benmeddour. Dalal

, Amina, and Mariem.

Acknowledgements

I am very grateful to my supervisor Mrs “Aichaoui” for her guidance and pieces of advice.

I am deeply indebted to my examiners Mr “Meddour” and Mr “Slimani” for making things clearer for me.

I thank all teachers who answered my questionnaires and provided me with precious pieces of information.

I thank all the library crew of Mohamed Kheider University of Biskra for their assistance.

Finally, I present my deeper acknowledgments to all the teachers who taught me during the five years.

Thank you infinitely....

Abstract

In fact, language learning and grammar are closely associated. Nevertheless, different learners' learn language differently and at different rates. Accordingly, language teaching pedagogies have seen hotly debated theories about how to teach grammar in EFL contexts. Therefore, the aim of this study was to explore English grammar as a pedagogical aspect and to investigate approaches related to it in terms of effectiveness and applicability. In order to realize the highlighted objectives of this paper; two questionnaires were administered to two different types of participants, namely two groups of first year EFL learners and nine EFL grammar teachers at Mohamed kheider University of Biskra. After collecting the two questionnaires and analyzing them, the finding revealed not only the significance of grammar in learning the foreign language, but also, they indicate that the eclectic approach may lead to the development of learners' abilities better than the use of each approach in isolation. With regard to the eclectic approach on one hand, learners will experience language via the use of their cognitive capacities. On the other hand, learners have the chance to practice what they have been discovered deductively. The results provided a significant implication in the use of the eclectic approach to teaching grammar.

List of Acronyms and Abbreviations

FL: foreign language

L1: first language

L2: second language

EFL: English as a foreign language

ESL: English as a second language

TOFL: Test of English as a foreign language

ICT: Information and communication technology

GMT: Grammar-Translation Method

DM: Direct Method

ALM: Audiolingual Method

E.g. : example

PP : pages

Q : question

%: percentage

VS: versus

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General Introduction

Learning English as foreign language is a long and complex process. The fact that teachers and students generally struggle to achieve language proficiency still a far reached goal. Concurrently, learners with different levels suffer greatly from a defect in their acquaintance of English. Indeed, learning English is nothing without understanding its components; grammar and vocabulary which stand for the core of this language and two vital aspects for learning it. As Stern (1983, p.470) expresses it, "... Learning a language is a process of acquiring conscious control of the phonological, grammatical, and lexical patterns... as a body of knowledge". Basically, English grammar as a field of study has its origins in many prior attempts. These enquiries have involved the concern of number of controversial views. These views have tried to explain in what way it makes sense to talk about the dilemma of English grammar and to what extent the language teaching theory gives precedence to grammar aspect. It is generally agreed that grammar is an illustration of language use, and students through grammar get a deeper knowledge of how language works. Indeed, the mastery of particular grammatical system requires total commitment and total involvement in teaching learning operation. Therefore, current issues in English grammar teaching may be initially in why do we teach grammar? And how can it be taught? These questions have been posed to identify grammar phenomenon as well as to provide different methods for teaching it. Thus, many scholars sought to provide a detailed guidance for teaching it in terms of usefulness and applicability. For instance, the deductive and the inductive approaches the concern of this study which have the same objectives but differ in the starting points.

Statement of the problem

Some EFL learners feel frustrated when they are engaged in whatever productive tasks. It is perceptible that during the language tasks students keep silent while the teacher is explaining; they rarely or it can be said never intervene. They represent no more than passive recipients. It is assumed that this prohibition is due to the lack of vocabulary or the lack of grammar constructions. This latter and the two approaches to teaching it represent the central concern of this research.

Objective of the study

Therefore and based on the observed phenomenon, this study aims to enquire into the nature of English grammar as a pedagogical construct like any other teaching subject and to attain adequate background on it. Besides, it investigates issues and approaches relevant to it, in order to show how its objectives might be practically specified, as well as what kind of instructions should be opted to accomplish its purposes. In addition, this research will clarify the distinction between the deductive and the inductive approaches to teaching it, and will identify the efficient approach that enhances learners' attainment and leads to their involvement in language tasks as well.

Research hypothesis

It is hypothesized that teaching grammar inductively may enhance learners' attainment better than teaching it deductively.

Research questions

- What is the nature of English grammar? And does it affect learner' productive skills?
- What teaching approach works better? And do the two approaches have great deal in common?
- What are the explicit and implicit grammar presentations?
- What is an eclectic approach? And is it effective in teaching grammar?

Research methodology

This research endeavors to explore, describe English grammar, and to compare the deductive and the inductive approaches to teaching it; therefore, the research is mainly qualitative in design and opts two questionnaires as collecting data instruments. Thus, one questionnaire was administered to teachers in order to recognize their perceptions and evaluations about teaching grammar and the two approaches as well. Whereas, the second questionnaire was administered to students in order to check their ideas and attitudes towards the two approaches and the role of grammar in learning the foreign language.

Limitation of the study

In order to get a reliable and valid data, one specific context was chosen randomly, namely two groups of first year LMD EFL students. The second context is nine (09) English grammar teachers of Mohamed Kheider University of Biskra.

Structure of the study

The current research consists of three main chapters .The first chapter represents a theoretical part which provides a general overview on English grammar and some relevant issues related to the subject matter such as, its components, terminologies ,and other relevant issues . The second theoretical chapter is devoted to closely investigate the deductive and the inductive approaches in terms of definitions,advantages, drawbacks, and their common similarities and differences. Finally, the last chapter is a practical part that represents an interpretation of the two questionnaires and the obtained results.

Chapter One: Theoretical perspective on English Grammar

Introduction

As Michel De Montaigne declares “The greater part of this world’s troubles are due to questions of grammar” (qtd.inYule, 1998, p.1). A common way to begin a discussion of English grammar is to provide a definition of the concept. This strategy is very important to clarify the nature of the concept; however, it seems to be not easy to choose a single definition in one sentence from different perspectives. The evidence is, does this sentence cover or interpret the criteria of English grammar as it is needed, or is it sufficient as a way to understand the true nature of grammar and its issues. Most researchers in the filed of teaching highlight the importance of teaching grammar as a fundamental basis of teaching any language, but what is meant by grammar? Thus, this chapter will provide a combination of definitions of grammar and some interrelated issue sketched from different views.

1. Describing the nature of English Grammar

Various scholars have taken English grammar in consideration. For example, Crystal (1995) states that, “grammar is the study of sentence structure, especially with reference to syntax and morphology” (p.453). He refers also to the concept as the systematic study of the rules that govern any language. In addition, Crystal (2004) provides another definition to the term grammar as the ability to construct and to connect words to formulate correct sentences (p.18).

Ellis and Larsen-Freeman (2009) declare, " We see grammar as a network built up from the categorized instances of language use". (p.5) That is, grammar is made up from basic units that create different meanings from the specific to the more general.

Radford (1997) states that grammar does not only provide a description of how words are connected furthermore, it includes knowing how to interpret these combinations to understand meaning (p.340). Other scholars such as Ur (2012) believe that grammar is no more than a question of correctness; therefore, all the constructions must carry a certain meaning in order to be grammatically accepted, and to express various states for example, time (tenses), place (prepositions), persons (pronouns), etc (pp.76-77).Singh (2007) points out, grammar is the scientific analysis of how language works, and it represents a remedy that maintains language and prevents errors to occur (p.171).

According to Thornbury (1997) knowing grammar of the language means being aware about how language is formed .And what are the markers for tense, person, place ,case and all what is concerned with the combination of the correct structures of sentences(p.12).

Another researcher Widdowson (1990) reports a similar definition to the concept grammar, and he sees it as the mechanism by which words and phrases are linked together to accomplish certain meaning. Widdowson states, that grammar acts as a mediator between speech and its context (pp.81, 98). Balanced against the previous views,Chomsky (1966) sees the term grammar identical to what he introduced as 'competence'. For him the two concepts are interchangeably and they do not have any differences. He argues that grammar is what people know about their language and what allows them to be competent and fluent speakers of that language. He believes that grammar represents the main resource needed for language performance (cited. in Sternberg, Nagata,&Aline, 2001, p.373).

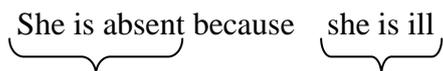
Grammar as a description of language constructions acts as a scaffold in language learning. It requires the involvement of the total independent cognitive processes of learners. Hence, teaching grammar can help learners to discover language complexities; it can also facilitate the other learning tasks. Nevertheless, grammar in certain levels represents a difficult task; however, it may be a strong support for learners in elaborating language endlessly. Moreover, grammar tasks can support learners' achievement by helping them to recognize the main parts that constitute language so that they can use them in their communication. At this point, the question that should be posed here is what are the main parts that constitute the syntactic structure of language?

1.1. Grammatical terms

Accordingly, language researchers do provide an answer to the previous question by indicating the various parts that take place in our language. For instance, Ur (1999) distinguishes the grammatical items exclusively as follows:

1.1.1. The sentence. Represents a number of interrelated words that constitute a meaningful unit. Linguistically speaking, a correct sentence comprises a subject, verb, and the rest (predicate) as well as, it should start with a capital letter and ends with one of the following (full stop, question, or exclamation mark).

1.1.2. The clause. Represents a part within a sentence. One sentence may include two or more clauses. It is defined as a chain of joined words that have a sense. For example,



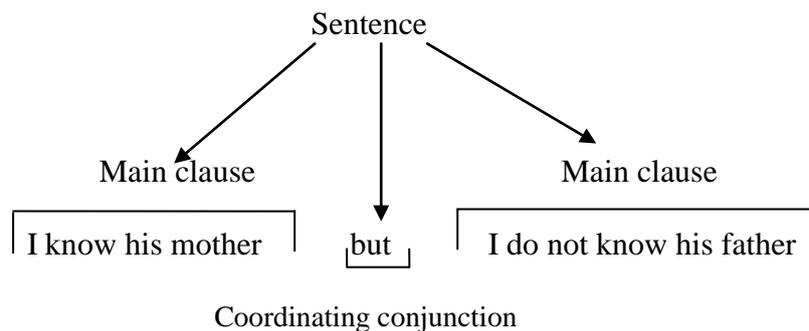
1.1.3. The phrase. Is a small piece in a clause that acts as a single word. For example, the verb phrase takes the role of the verb (e.g. was going), or it can be a noun phrase that denotes a single noun or pronoun such as (a big house).

1.1.4. The word. Is a set of letters that express a particular meaning.

1.1.5. The morpheme. Is a little distinctive component of the word e.g. « dog » and the 's 'represent the two morphemes of the word « dogs ». As it exists in English grammar one morpheme word such as « book », «door », etc (pp.31-32).

Thornbury (1997) reports an identical definition to the sentence, and he states that, a sentence is a set of attached words that express a request, order, command,etc .Usually, it contains a subject, verb and predicate and of course,it begins with a capital letter and ends with period or relative marks(p.183).Subsequently,Langacker (2008) mentions another type of sentences; that is,the complex sentence as a grammatical construction which includes two or more clauses. These clauses are associated together via a coordinate or subordinate conjunction .One part is referred to as main clause, the other part represents the subordinate clause(p.406).

According to Crystal (1995) a distinction should be done to differentiate between the compound and the complex sentences. The former contains two or more main clauses related by a coordination such as 'but', 'or', 'and'. Each of these clauses can independently stand on its own. The following tree diagram shows more details.



Tree diagram01:the compound sentence.

Concerning the latter, or the complex sentence which represents a combination of two or more clauses linked by a subordinate such as because, since, while, when, etc. In contrast, to the pervious type in this case one clause or what is called, the subordinate is

1.2.4. The complement. Is something that provides the reader or the listener with more information about what is said about the other parts of the sentence.

1.2.5. The adverbial. Is the indicator of time, place, or manner. It reports more information about the situation in which events take place (Tornbury, 1997, p.187).

Crystal (2004) suggests another crucial element of the sentence “The pronoun” which represents a word that can replace the noun, noun phrase or mentions the speech situation. Basically, there are three categories of pronouns in English language:

- Personal pronouns: I, me, you, she, he, they, we.
- Reflexive pronouns: Myself, yourself, herself, itself, ourselves, yourselves, themselves, himself.
- Possessive pronouns: Such as mine, yours, his, hers, its, ours, theirs.

Moreover, English language contains other kinds of pronouns referred to as definite and indefinite pronouns, they include the reciprocal pronouns such as each other, one another, and the relative pronouns like who, whose, which, and what, etc. In addition to, some interrogative ones such as who, what, which, etc. The last kind in this type is the demonstrative pronouns such as this, that, these, etc. Adding to, the infinite pronouns that can be expressed in the following words every, some, any, all, both, each, few, etc (p.244).

Scholars have all tried to define English grammar in a satisfying manner. These definitions may take the form of short statement, but may mean more than what is included within these short sentences because grammar covers a wide section in language. Thus, grammar refers to the total pattern of using the language. Apparently, a foreign language teaching should focus on the use of grammar as teaching strategy for the aim of enhancing learners' achievement by providing the appropriate input that stimulates the learners' needs.

2. Basic grammatical terminologies

2.1. *Syntax*

It is the association between the different items in one sentence. Customarily, in grammar words are categorized as parts of speech such as pronouns, verbs, articles, etc. In short, syntax can be defined as word order (Long, Wood, Littleton, Passenger & Sheehy, 2011, p.212). According to Thornbury(1997) syntax is the ability to recognize word order and how sentences are formulated(p.12). Radford (1997) states, syntax is the combination by which words are put together in order to form phrases and sentences (p.1).

2.2. *Morphology*

Morphology as defined by Radford(1997) is the study of how morphemes are linked together to form a word, and knowing how to combine such arrangement (p.1). In his other book 'English syntax: An introduction' (2004) Radford defines morphology as an investigation into word combination. He explains how the addition of affixes can affect and change word meaning by deriving new one. Such as the "s" morpheme which is used to change meaning from singular to plural(p.360).

2.3. *Pedagogical Grammar*

Stern (1983) states that a pedagogical grammar, is the association between the program of foreign language and its purposes. He claims that a pedagogical grammar should contain specific items that lead to the highlighted objectives, and should be selected according to psychological, educational, and the linguistic criteria(p.186).

As Thornbury (1997) writes, a pedagogical grammar is a group of rules organized and selected to assist foreign language learners in reaching their aims. These rules should be as simple as much as possible as well as applicable and easy to memorize (pp.144-145).

2.4. Prescriptive versus Descriptive Grammar

As Bauer (2007) mentions, a prescriptive grammar focuses on telling people some rules to express themselves. This grammar provides some ways such as what speakers should say in a specific discussion or area. Prescriptive grammar considers that there exists a unique form of sentences. This indicates that there is only one form which is right and all the other ways are wrong. This leads people to consider that language is a fixed system and this rule or way is the only one available to be followed. However, a recent studies show that languages are not fixed and modern languages, such as English, are flexible in terms of usage. For example, the following sentences differ widely in structure but imply the same meaning.

A -

- I have no money.
- I haven't any money.
- I don't have any money.
- I haven't got any money.

B -

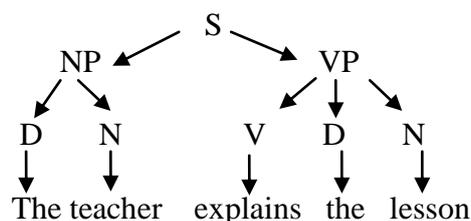
- This is the man I met yesterday.
- This is the man that I met yesterday.
- This is the man whom I met yesterday.

As a result, it can be said that the idea of one single correct answer that people should follow is incorrect. The evidence is that language is varied, and it can have a various forms. This variation is due to many factors such as level of education, type of discussion whether it is formal or informal, origins and kind of language as dialect for example. By contrast, descriptive grammar attempted to provide a scientific description of how language is used whether in spoken or written forms rather than telling people what they should say. This approach attempted to answer the question of why languages are structured in the way they are (pp.22-23).

Summing up, prescriptive grammar is that type of the grammar, which provides learners with some rules to follow. These rules reflect what learners are expected to say or to write. On the other hand, descriptive grammar aims to provide an explanation about languages' structures and to answer why these structures are put in such way or in such order.

3.Purposes for teaching grammar

As far as, grammar is considered as a description of language and how words are combined to fulfill a specific objective, Harmer (2001) insists that grammar teaching has been a necessity for successful learning in EFL classes. He argues that grammar rules assist learners in their language learning in terms of providing them with an infinite number of sentences such as the use of active and passive forms to express the same idea in different structures. Consider the following sentence:



Learners may change it from the active form to the passive form without violating its meaning. For example, the lesson is explained by the teacher.

The ability of manipulating grammar rules leads to language creation and makes the learner a good language communicator. Harmer refers to this ability as “competence” and “performance”. He also notes that, successful language learners know that adding morphemes to words may give them new meanings .For example the morpheme “s” with the third person denotes the present tense (pp.12-13).

As noted above, the grammatical awareness contributes mainly in mastering the foreign language .Other scholars such as Singh (2007) suggests a numerous objectives for teaching grammar and he summarizes them in the following points:

- 1- It develops the scientific understanding of language rules.
- 2- It enhances learners’ cognitive processes towards the use of correct form of language without rote learning.
- 3- It provides some assumptions about the appropriate use of foreign language properties.

In the other hand, Singh argues that teaching grammar has some drawbacks that may affect learning process negatively for example, learning the rule may prevent the spontaneous acquisition of language that occurs in real communication because it does not provide him with enough data such as how to use the language rules to express his thoughts and ideas (p.175). Thornbury (1997) argues that linguistic competence is knowing what verbs and nouns are, and what complement is. Having the ability to combine these elements together in correct form is one area of communication. Thornbury claims that grammar is an important basis for language learning; however, it is not sufficient for language acquisition (p.138).

Crystal (1995) argues that the purpose behind knowing grammar is a matter of making sense, he believes that if two speakers or more want to communicate successfully, they have to share the controlling rules of the used language; if they do not share the controlling rules the conversation will be broken down. As a result, the speaker and the listener will not understand each other. Crystal maintains that people are curious to understand the world around them, and this cannot be realized without using language. This latter is no more than mastering the linguistic items which embody grammar aspects. He sees grammar as the ability of creating an infinite number of sentences that help people to express their feelings and thoughts (p.190).

In fact, teaching grammar is a conscious process, Crystal writes. This process leads to better understanding of the rules that govern the language. And this is a good starting point where learners are mentally aware about how to use it effectively. Consequently, knowing grammar may help learners to discover language ambiguities and to distinguish between what is wrong and what is correct while using the language (p.191).

Before tackling the next point in this paper, it would be better to discuss what is said about aims of teaching grammar. It is advisable that grammar objectives should be fixed in advance. This strategy is commonly used to facilitate language tasks. Once these aims are highlighted, teachers know how to exploit their learners' cognitive abilities. As the learners advance in their critical thinking, the language structures become clearer for them. Moreover, they will comprehend and evaluate grammar lesson. So that, learners can control the data being taught as well as they can use this new input in its correct context.

4. Grammar and some interrelated issues

4.1. Grammar and speech

Several assumptions have discussed the role of grammar in enhancing speaking skill. Based on recent study Williams (2005) argues, that grammar instructions are crucial and an inevitable teaching subject. He writes many different approaches have adopted drills techniques and exercises to teach grammar instructions. At this stage, learners are required to repeat grammatical properties until they memorize them. Subsequently, teachers provide an intensive practice of what was being taught to check their learners' attainment as well as their ability in distinguishing the different parts of speech. However, an opposing point of view claims that, being competent in such activities does not create fluent speakers. The evidence is that learners generally in such activities can do them without integrating speaking skill. At the end of this discussion Williams comments, unfortunately there are no classes that cover grammar and speaking skill at once (p.20).

4.2. Grammar and writing

According to Williams (2005), some language theorists and scholars have emphasized the role of grammar in writing. Writing teaching approach stresses the form and structure in good writing. However, it could be argued that things nowadays are changed. Teachers instead of evaluating learners' writing according to its form, they rather focus on content and style factors. The indication is that writing is something related to personality and there is not wrong or right in self- expressive writing. Consequently, this consideration leads to ask over what is a good style in writing. It is often said that, a good style occurs in authentic writing where the writer describes the reality in the correct form. Williams reports that, mistakes appearance in writing may be acceptable in some cases; however,

good writers are those who can control their works and produce a free - mistakes pieces. He adds providing free-mistakes pieces mean that the writer is aware about the writing conventions as well as about grammar formulations. Undoubtedly, teaching grammar does not guarantee the creation of good writers, but may develop learners' abilities and performance (p.20-25).

Since the 1970s, language teaching saw a noticeable shift from teaching grammar rules to how to use language whether in spoken or written forms. Researchers sought to make language use and usage a necessity in language teaching pedagogies. However, these suggestions encountered a serious problem consists in grammar properties. These rules represent an obstacle in language use. Generally speaking, EFL teachers claim that their learners fail in using the grammatical rules in their output though they know them. Moreover, teachers believe that errors correction is highly recommended in communicative tasks. Furthermore, teachers argue that errors correction will necessarily enhance their learners' accuracy and fluency (Al-Mekhlafi, 2011, pp.71,80).

4.3. Written versus Spoken grammar

Several investigations were carried out to examine the notion of English grammar, seeking to interpret it in terms of spoken and written forms. Thornbury (2005) states that grammar of speech and grammar of written texts are dissimilar in various points. Firstly, written grammar is often considered more planned and formal; however, spoken grammar is less formal and unplanned. Another distinguishing element is the division of the utterance parts into head, body and tail, while, inwritten structure is likely to be subject, verb, and complement. Secondly, there are other differences, which have significant use in spoken grammar rather than in written one such as vagueness expressions, which are used to fill pauses and to reduce certainty about statements. Moreover, Thornbury mentions

many other differences between spoken and written grammar. For example, spoken grammar tolerates ellipsis, pauses, hesitations, repeats, and incomplete utterances. These significant features of speech are namely called “performance effects”. The following table provides some distinguishing elements between written and spoken grammar (pp.20-21).

Written	Spoken
- Sentence is the basic unit of construction.	- Clause is the basic unit of construction.
- Clauses are often embedded (subordination).	- Clauses are usually added (co-ordination).
<ul style="list-style-type: none"> - Subject+verb+object construction. - Reported speech favoured. 	<ul style="list-style-type: none"> - Head+body+tail construction. - Direct speech favoured.
- Precision favoured.	- Vagueness tolerated.
- Little ellipsis.	- A lot of ellipsis.
- No question tag.	- Many question tag.
- No performance effects.	-Performance effects.
	<ul style="list-style-type: none"> - Performance effects, including : * hesitations* false starts* repeats. * incompletion * syntactic blends

Table 01: written vs. spoken grammar adopted from (Thornbury, 2005, p.21).

4.4. Grammar versus Vocabulary

There is an indivisible relationship between the two dichotomies of language grammar and vocabulary. As David Wilkins claims, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (qtd. in Thornbury, 2002, p.13). The term grammar is widely used in language teaching, and learners seem to be capable of distinguishing it from vocabulary. Broadly speaking, grammar represents only one component of language. Scholars are rather vague about what they mean by “grammar” and this fact makes it a hotly debated subject for a long time. Some of them seem to use the term to describe the abstract feature of language. This emphasis on grammar leads to the ignorance of the other major component that is, vocabulary.

Crystal (2004), comments vocabulary is another major component of language. He claims that grammar does not mean the entire issue in learning language rather than it represents one entity in language learning. Crystal argues that when it comes to language production whether speaking or writing learners must master both components of language. Moreover, he insists on the idea that not only grammar mastery allows being a good speaker or writer, but also the existence of vocabulary is crucial as well (p.17).

As noted above, learners must master both components in order to be able to transmit their thoughts and ideas in either case, written or spoken forms. Indeed, grammar and vocabulary are the two pillars of any language; therefore, grammar without vocabulary does not express our thoughts as they are required, and vocabulary without grammar does not convey much sense and meaning. The influence and intervention of the two components can be exemplified as follow:

- Vocabulary without grammar: Guide, wait, car, six, etc.

- Grammar without vocabulary: The, will, be, ing, with, at, etc.

The combination of grammar and vocabulary results in meaningful sentence: The guide will be waiting with a car at six (p.17). Consequently, it would be better to correlate the two major parts of language in order to write and speak successfully.

As a result, it can be said that vocabulary is as important as grammar in language learning. Accordingly, EFL learners are asked to accumulate as much as possible of words in addition to grammar awareness in order to be able to use language appropriately (accurately and fluently).

5. Factors affecting grammar learnability

It is possible for EFL learners to acquire and to develop a basic understanding in English grammar. However, as some psycholinguists argue, many factors may hinder their progress. A study conducted by Ellis (1997) classifies, describes and illustrates some of these factors.

5.1. Resilient and fragile features

This factor may affect the greater part of EFL learners. As Ellis (1997) points out this factor is divided into two parts. Resilient factors which comprise various syntactical features such as word order structure. Ellis claims that, these features are found in all languages, and they are acquirable as a part of communication. While, fragile features represent the morphological side of language, these features are not easily acquirable at primary stage. Overall, it can be said that resilient features are more learnable than fragile features. Thus, teaching a foreign language should adopt grammar instructions that focus on fragile features to make learning operation progress (p.67).

5.2. Saliency

It is another factor influencing grammar learnability. According to Ellis (1997), this factor denotes learners' ability in noticing and understanding intentionally the grammatical structure in the available input. In other words, learners are required to consciously listen to a comprehensible input in order to acquire the target language. The evidence is that learners with conscious attention will acquire better than others. Hence, salient language items are easier to acquire. For example, the use of 'no' in communication is frequent and salient in English therefore, its acquisition is expanded more than the use of 'not'. Accordingly, Ellis notes that EFL learners are in need to be taught less salient elements (pp.67-68).

5.3. Frequency

Frequency is another possible factor that influences grammar learnability. It is the items' occurrence in the input. Ellis (1997) believes that if an item happens all time, or often, its acquisition will be better. This factor may interact with other factors such as saliency; consequently, learners will acquire much more items via the available input. It should be noted that some items such the English articles "a" and "the" are difficult to learn though they are frequent; however, "ing" form is easy to acquire because of its frequency and saliency in the language (p.68).

5.4.Redundancy

It makes perfect sense to say or to write the needed words. As Ellis (1997) declares if a word occurs in way, where it does not contribute in encoding the meaning; in this case, the word becomes redundant. In grammar, some features may be acceptable as redundant

items if they complete the meaning. Moreover, in some contexts, this feature is overused though the existence of other elements that complete the intended meaning (p.68).

5.5. Scope and reliability

Scope determines the amount of items in particular rule; however, reliability represents the degree of exception of certain rules. Hulstijn and De Graaff (1994:103) point out that a rule can be considered as large in scope if it covers more than 50 cases. Then again, it is high in reliability if it reaches the level of 90 % of cases. For example, the use of plural 's' in English is high in scope because there are more than 50 nouns receive it to form its plural. As well as, it is high in reliability because it covers more than 90% of English nouns (cited. in Ellis, 1997, p.68).

5.6. Marked versus unmarked features

The notion of markedness is largely confused. Ellis (1997) writes there is no basis to show which features are noticeable and which features are not. This concept is utilized to clarify and to explain why some structures resist to be acquired and to be learnt. In some cases, marked properties such as the passive construction and relative pronouns help learners to learn other grammatical properties, which are not easy to acquire naturally (p.68).

5.7. Linguistic complexity

There is no single sentence definition to this factor. However, Ellis (1997) maintains that the distinction can be made on the basis of explicit and implicit learning. Each strategy stresses item complexity from different perspective. The previous features such as saliency, redundancy, and markedness are supposed to be complex with regard to implicit learning. However, explicit learning involves other factors such as the difficulty of presenting the

rules ;for instance, the ‘s’ plural rule is easier than explaining how articles work .Green and Hecht (1992) claim that clear and direct rules fit better explicit instruction.Ellis argues that grammar teaching must focus on complex rules because they require a considerable effort while simple ones are acquirable via the available input(cited. in Ellis,1997, pp.69-70) .

5.7.Items versus rules

Hulstijn and De Graaff (1994) state that grammatical items can be acquired through isolated items or via systematic rule teaching .For instance, L2 French learners in order to distinguish between feminine and masculine nouns can learn them by memorizing items or by applying the rule. Just like French, English language requires both techniques because some grammatical features necessarily need systematic learning such as articles; however, verb complementation requires item learning. The conflicting views about teaching grammar is continuing, while some argue that item learning requires explicit teaching and rule learning needs implicit teaching ,others claim that explicit instruction fits better rule learning(cited. in Ellis,1997,p.70) .

5.9.Congruence with L1 forms

EFL learners from different languages may encounter some problems during their career. Ellis (1997) claims that these problems can be expressed in terms of differences between the target language and learners’ L1 rules .For instance, learning adverb position which vary from one language to another .Non congruent structures on the other hand, do not represent a problem in all cases.Forexample, Japanese learners do not face such difficulty in learning English word order though it is totally different from their L1.Consequently, grammar instructions should focus on congruent and non-congruent features(p.70).

5.10. Developmental and variational features

In some cases, grammatical structures need to be processed and learnt gradually through phases. However, it exists other grammatical structures that can be acquired at any time and implies learners' motivation towards learning the language itself. Instructions that need developmental sequence do not work unless learners are psycholinguistically ready. However, instructions at the level of variational features are not restricted with such limits; therefore, the success is likely to be better (pp.70-71).

As shown, Ellis (1997) identifies some factors that may affect the learnability of grammatical constructions. The awareness of these factors enables learners and teachers to carry out some elements that may help in learning grammatical features easily. Ultimately, the learners' ability will be enhanced, and their cognitive abilities will improve to induce and notice some grammatical features which are not easy to be understood and to be learnt.

6. Approaches and methods to language teaching

The domain of foreign language teaching occupied a central place in language methodologies. Over the last few decades, several theories have been proposed. Linguists sought to distinguish which approaches and methods reflect and suit the foreign language objectives. They offered some theoretical principles, and outlined a range of different procedures and strategies to implement these theories in foreign language classes. Thus, these theories represent no more than a description of how these languages should be taught. Hence, this research will focus on three common approaches and methods that have had the most influence on grammar teaching.

6.1. Grammar -Translation Method (GTM)

Brown (2000) illustrates the reform in language methodology in the 19th century, that is, the transformation of the classical method into grammar-translation method. This method has inspired its principles from the previous one. It considered teaching a foreign language identical to teaching Latin or Greek languages in the western world. It focused on teaching grammatical structures, rote learning, and memorization besides the overuse of translation strategy. Learners are asked to translate written texts into their mother tongue as well as to learn as many vocabulary items as possible in foreign language.

The main objective of this method is to create foreign language learners with high reading proficiency rather than fluent communicators. Therefore, it has paid insufficient attention to oral skills (pp.15, 16).

The above account is close to the one given by Hall Hally and Austin (2004). The two linguists have also provided a similar definition to grammar-translation method. They describe it as a “mental discipline” where, teachers attempt to exploit their learners’ cognitive abilities to facilitate the foreign language learning. Through analyzing grammatical structures and written texts translation. The acts of rote learning and memorization are two of the basics of grammar-translation method activities. They involve translation of foreign language items into mother tongue. This definition can provide wider range of features that characterize this method (p.36).

6.1.1. Characteristics of Grammar-Translation Method

- It involves the presentation of the target language’ grammatical structures with all the exceptions.
- It provides a bilingual list of vocabulary items.

- Learners should translate and practice exercises to demonstrate their understanding of the target rules.
- A comparison should be done between the target language structures and the learners' L1 structures.
- The instructions are about language and not practiced in the language aim of study.
- Grammar is taught deductively.
- Listening and speaking are seldom practiced.

6.1.2. Assessment in Grammar-Translation Method. According to Hall Hally and Austin (2004) learners, in grammar-translation method are assessed and evaluated through a range of practiced questions and exercises. For example, learners are provided with a set of necessary and sufficient vocabulary and asked to give the exact definition to each entity in isolation. These words belong to different fields of study such as math, science, and social works. Basically, reading and understanding a text implies eliciting and inferring its meaning which allows learners to answer the posed questions. As a last step, assessing learners' abilities necessitates language production in terms of reproducing rules of the target languages such as nouns and plural formulation(p.36).

During the early of twentieth century, language methodology experienced another transformation in language teaching. At this time, language was a subject to an increasing interest of many scholars. These scholars aimed to regulate and organize language teaching theories. They designed programs and theories to fit language change and education development. Thus, these scholars have felt the need for other approaches. Consequently, the direct method emerged as an alternative to grammar-translation method.

6.2.The Direct Method (DM)

Historically, the so-called direct method was emerged in France and Germany. Most views on the nature of foreign language teaching have had in common a belief in teaching it without translation and without using the first language. These views argued that a foreign language teaching is better practiced in classrooms where spontaneous interaction takes place between teachers and learners. This interaction is organized in lists of questions and answers where great focus is given to pronunciation. Grammar is taught inductively and vocabulary is introduced through different strategies such as miming, demonstration, and pictures. Despite, its dependent on teachers who were native speakers or native like proficiency, direct method has attempted to encourage oral communication in the foreign language (Richards & Rodgers, 1986, pp.9-10).

According to Hall Hally and Austin(2004) the direct method was intended to represent a similar way as the one by which children acquire their first language through picking it up from its users.

6.2.1.Characteristics of the Direct Method

- Teaching a foreign language depends largely on teacher's actions and miming.
- Using objects and pictures that reflect the target culture.
- Translation is avoided.
- New vocabulary is elicited from teacher-learner interaction.
- More emphasis is given to pronunciation and oral communication.
- Grammatical structures are taught inductively.
- Lesson presentation is done in the foreign language.

6.2.2. Assessment in the Direct Method. Formal and informal assessments are used in evaluating and assessing learners' progress in foreign language learning. Extensive input leads to available output. Learners are asked to perform and to demonstrate their grasping of the knowledge provided by the teacher in meaningful production such as reading texts and singing in the target language (pp.37-39).

As mentioned earlier in scholars' views about the direct method, teaching a foreign language demands teachers who are native, or who are native like proficiency. These teachers are supposed to implement the direct method principles by adopting several strategies. For example, they create variety of topics using different objects such as landmarks, geometric items then describe in the foreign language these items. As part of the teaching experience, teachers ask their learners questions based on what they have taught them in a kind of classroom interaction which allow them to induce and analyze grammar concepts. The increasing interest in foreign language teaching especially in other parts of the world such as USA leads to the emergence of the Audio-lingual method.

6.3. The Audiolingual Method (ALM)

During the World War II, the United States felt the need to be not in isolation from the scientific progress of other countries. Towards the 1950, it established new methodologies and programs to teach and train learners in the foreign language. This led to the emergence of the audiolingual method. This method attempted to train students to become proficient in different foreign languages. This program exploits the verbal behavior of native speakers through imitation. According to the audiolingual method, learning represents a habit formation technique in which teachers use dialogues and drills to make their learners acquire language. Mistakes are avoided at any cost, and language skills are taught via aural-oral training. In addition, this method adopts reading-based approach, and

grammar is taught inductively. Teachers use authentic texts to help learners induce grammar concepts gradually by themselves. (Richards & Rodgers, 1986 pp.44-51).

A further explanation about the audiolingual method features has been provided by Hall Hally and Austin (2004) as follow:

6.3.1.Characteristics of the Audiolingual Method

- The method focuses on spoken language.
- It adopts the drills pattern to learn and memorize language items.
- It represents a habit formation and considers language as verbal behavior.
- Learners are supposed to elicit language rules through dialogues, and grammar is taught inductively.
- It emphasizes teaching text-comprehension.
- There is no use of the first language, and foreign language is taught over stimulus-response techniques.

6.3.2.Assessment in the Audiolingual Method. In the audiolingual method, learners are given the opportunity to listen, or to read some extracts from authentic material on wide and varied range of topics. After having been exposed to the previous activities, teachers ask their learners to rewrite or to retell what they have been taught(pp.39-40).

The three behaviorist theories, grammar-translation method, direct method, and the audiolingual method have been rejected in favor of the new approaches and methods to foreign language teaching. In spite that, they represented a strong basics for language methodology.

Conclusion

To summarize, this chapter was devoted to spotlight on English grammar in terms of definitions, terminologies, some interrelated issues such as spoken and written grammar, and the interrelation between grammar and vocabulary. In addition to, it investigated some factors that affect grammar learnability, and some theories to language teaching. This chapter provided somewhat theoretical interpretations of some scholars' views about the subject matter in terms of basics and applications. These views were separately selected but jointly discussed. Fundamentally, it was not easy to understand and to elaborate these views. However, this paper sought to determine the highlighted issues from different perspectives.

Chapter Two: The Deductive approach versus the Inductive approach

Introduction

The increasing interest in teaching grammar leads to a serious and growing problem. This problem can be expressed at the level of approaches to teaching it. Some scholars say that grammar is better taught deductively. However, others assume that grammar can be successfully taught inductively. Initially, EFL learners with different levels and different objectives learn the language differently. Some learners desire to experience language by themselves rather than receiving rules and applying instructions. On the other hand, others count widely on teachers' transmission of knowledge, in other words, they prefer the deductive or explicit teaching. Hence, the next step in this paper will be devoted to closely examine the deductive and the inductive approaches.

1. Previous studies

Over the past few decades, some investigations established on Spanish learners to distinguish the two approaches. According to Nagata (1997), the results of these studies have shown that deductive approach is more much efficient when the target rules are different, identical or more complex than those of the mother tongue. However, inductive approach symbolizes the opposing scheme; that is to say, inductive approach is requisite when the foreign language rules are identical or less complex than the first language rules despite the fact that they may be in some cases different. These researchers assert that some rules are in nature more complex than others, and they fit more with deductive teaching especially with adult learners. Some researchers have widely discussed the complexity of structure. Krashen (1981), for example, provides an enlightenment of rule complexity in terms of formal and functional concepts (cited. in Nagata, 1997, p.7). In

accordance with the previous viewpoint, a deductive teaching is required when rules of foreign and first languages are dissimilar to certain extent; however, induction is not effective unless the rules are easy and learners are highly motivated.

According to Ranalli (2001), a survey of the scholarly journal has shown a great debate about teaching English grammar in Korean schools. This survey shows that, Korean student's prefer a deductive teaching over the inductive one. Hence, grammatical knowledge is more important than communicating the language in Korean schools. However, this Korean tendency to deductive approach does not mean that all Korean students prefer the explicit teaching. Some scholars assume that inductive teaching is more effective in transmission of language in new context; on the other hand, deductive approach is more effective in teaching rules. Similarly, another study conducted on a sample of Korean participants who were upper-intermediate learners shows a great-preference of the use of inductive approach over the deductive one (pp.5-9).

As Ur (2012) explains, as a prior step, teachers are supposed to select the grammatical items that fit their learners' needs as well as the educational system objectives. Once these items are selected and gradually sequenced, teachers put in their consideration the approach adaptation. Unlike Krashen's view (1999) in which he claims that grammar is better taught implicitly through comprehensible input. Recent studies done by some researchers, for example, Norris and Ortega (2001) show in a survey that learners who have been taught grammar explicitly are more likely to be better performers of the language than others. The two scholars declare through the same survey that the grammatical instructions with full explanation act as a support that affects positively learners' ability in language production. Explicit teaching is distinct by some features such as using drills, and exercises. Despite, the fact that the deductive approach relies fundamentally on extensive exercises, learners keep making grammatical mistakes. Starting from this point, one can

ask if teachers should stop practicing grammar! On the contrary, to this views, other scholars such as Ellis (2001) argues that raising learners' self awareness about the grammatical rules is adequate even without making them practice the target rule .Ellis refers to this strategy as consciousness-raising(cited. in, Ur,2012,pp.78-79).

2. The deductive approach

2.1. Definitions

As Pajunen(2007) defines it, a deductive approach is an approach in which teachers offer an explicit presentation of the grammatical rule. And, then supplement it with some practical tasks including drills and translation. A deductive approach starts from generalized situations into specific ones. Traditionally, teachers in this approach attempt to explain and interpret language forms to facilitate tasks on learners rather than allowing them the opportunity to make their own productions. As oneresearcher concluded it Smith (1990), this approach can lead to extensive learning instead of helping natural language acquisition. Moreover, this approach hinders learners to become active learners adding the use of mother tongue in explaining the rules. Moreover, this approach wrongly accentuates the belief of learning a language exclusively in learning grammatical rules (cited .in Pajunen, 2007, p.7).

According to Ebrahimi, Shabanam, and Dodman(2013) a deductive learning is an approach in which learners receive some grammatical rules of given language. Teachers introduce these rules and items in early stage before any other language properties. Nonetheless, this approach has some opposing views; it remains the mostly adopted approach in grammar teaching(p.46).

As Wajnryb (1992) states, a deductive approach indicates the conception of presenting some grammatical rules pursued by some data about language which allow learners to utilize what they have been taught in their language use(p.85).

According to Widodo (2006), a deductive approach is making use of knowledge from general to specific. In teaching grammar, this approach is called rule- driven approach as well. In this type, grammar knowledge is explicitly imparted then; teachers explain and reinforce their learners' comprehension with some practical activities. According to Widodo as well, in deductive approach learners feel comfortable while doing their exercises because they feel safe from committing grammatical errors. Nevertheless, in such approach the only chance offered to learners to use the language is via practicing activities.

Widodo points out the characteristics of rules in such deductive approach as follow:

- Rules should be true, clear, simple, and refer to the different situation in which they are appropriate.

- Words should be relevant and familiar to learners' background (p.126)

Thornbury(1999) states that the deductive approach or “rule- driven” approach is introducing some rules as prior step by teachers, and then setting up a complete clarification to these rules in way that learners comprehend and pick them up. As subsequent step teachers conclude their explanation by practical tasks to check their learners' understanding to these grammatical constructions (p.29).

Other researchers Sarosdy, Farczadi, Bencze, Poor, and Vadnay (2006) assume that the deductive approach implies an explicit, overt way or the teacher-led presentation. In this explicit presentation, teachers attempt to simplify the grammatical structures. Giving examples of the rules and explaining what they mean and how they work allow learners to develop their understanding and use these structures in sentences of their own (p.74).

2.2. Steps for teaching grammar explicitly

Some steps used in teaching grammar deductively these steps are summarized in the following points (Sarosdy et al., 2006, p.75):

2.2.1. Lead-in phase. In this stage, teachers should initiate or provide a complete knowledge about the context in which the new language is used .The context may have three types:

2.2.1.1. The students' world. This context covers the nearby settings in which students are present such as the students' home, the classroom, and other situations.

2.2.1.2. The outside world. This kind implies using existent life situation or invented world such as using stories, and other situations that stimulate students' attentions.

2.2.1.3. Formulated information. At this level, teachers may employ some elements to present the target structures for instance, timetables, and statistical charts, etc. Accordingly, teachers can exploit these elements to present the meaning of the target structure in different ways as follow:

-Visually by using visual aids .This strategy is the easiest, and the clearest way in presenting grammatical constructions. Teachers use objects, pictures, and classroom items in giving examples to ease their learners' achievement in grammatical rules.

- Through a situation.Sometimes presenting the target structure visually does not allow obtaining the lesson's objectives. Thus, teachers have to reflect and adopt other ways such as real situations to clarify the rules. These situations may be from the outside, but practically used by people as well as, teachers may use unreal or created situations.

- By contrasting structures. This way is usually, used to differentiate two structures. It does not only provide the knowledge of the structure but also it determines the different possibilities in which learners can exploit this knowledge. For example, these strategies particularly are used when contrasting tenses in order to call attention to the difference between them. Take the case of, distinguishing the past simple and the present simple , teachers are expected at this point to show that action in the former is finished, while, the action in latter tense is happening at the present / actual time.

2.2.2. Elicitation. This strategy is essentially used to be acquainted with learners' ability in using the new structure in their own production or if they are familiar with it. From this point, teachers decide if they should move on to further point or not .If they feel that learners have problems , and need much more explanation they go back to the previous stage aiming to solve these problems. Consequently, practical tasks will be postponed later on.

2.2.3. Explanation. In this phase, teachers focus on the target language formulation and emphasize how its elements are jointed together in order to arrange a significant construction. Simultaneously, the learners' attention will highlight language features, forms as well as how to use them.

2.2.4. Accurate reproduction. (controlled and semi- controlled practice). This is the level of learners' reproduction. In this case, learners are intended to reproduce the new structure according to what they have been taught. The focus here is on learners' accuracy where the teacher immediately corrects learners' mistakes. Initially, at this phase learners repeat and practice examples of the target structure by using coral and individual repetition using different kinds of drills such as substitutional and transformational drills.

E.g. 1- Peter went to school / to the shop.

2- It is sure that Peter went to school or Peter must have gone to school.

2.2.5. Immediate creativity. In this stage, teachers' objective is being confident that their learners have grasped the target language structure. These learners are supposed to demonstrate their understanding of the language formulation by giving examples from their own production whether in written or spoken language. If teachers discover that their learners make many mistakes, it is their duty to repeat again their explanations. If learners' development is visible, teachers should keep on doing further activities (p.76).

Summing up, Sarosdy et al.(2006) point out that grammar rules which are taught deductively give more opportunities to learners to use the target structure easily. Because in deductive teaching the almost of the teaching- learning operation falls on teachers part who provides in- depth explanation followed by practical examples of the language forms.

2.3. The effectiveness of an explicit knowledge

According to Widodo (2006), explicit knowledge enhances and supports implicit language learning. This knowledge helps in monitoring the output. Explicit knowledge corresponds to the grammatical rules that have been taught in formal settings. Learners with this faculty are consciously aware about the correct use of language properties. However, these learners even though, they master the target rules; may face some problems in speaking or writing. Widodo assumes that explicit knowledge designates language use and usage. In explicit teaching, learners are exposed to the target language in controlled instructions. Moreover, explicit knowledge is available in the process of error and correction. Where learners have the opportunity to process the rules cognitively (p.125).

As Ellis (1997) maintains, explicit learning is conscious and requires more attention to language forms. The learners' attention is directed in ways that, they acquire language properties through integrating reasoning and memorization techniques. These techniques are used when, learners attentively preserve the new knowledge in their brain such as memorizing verb conjugation and gender nouns. This knowledge is exploited whenever, learners sought to work out L2 forms (p.84).

As shown, teaching grammar explicitly may enhance learners' ability in language performance. Hence, explicit teaching focuses on in-depth explanation and practice via drills. Therefore, teachers will have the opportunity to correct their learners' mistakes such as pronunciation. What is taken against this approach is that some learners depend mainly on the presented examples rather than acquiring how the language works in such instances. Teachers, therefore, are challenged to make their learners engage themselves in new material produced on their own.

2.4. Pros and cons of the deductive approach

According to Widodo (2006) the deductive approach has some pros and cons like any other teaching approach. These advantages and disadvantages are summarized exclusively in the following points:

2.4.1. Advantages of a deductive approach

- 1- A deductive approach is considered as time-saving approach because it goes directly to the point.
- 2- In a deductive approach, rules are simple and clear which help learners to perceive rules' patterns from simple examples.

- 3- A great proportion of practices is used to supplement the target rule in the deductive approach.
- 4- The deductive approach considers the cognitive capacities of adult learners.
- 5- It affirms learners' analytical anticipations about their learning.

2.4.2. Disadvantages of a deductive approach

- 1- It may not represent the best choice especially for young learners because they do not prefer starting their lesson with grammar presentation.
- 2- Some grammatical terminologies are very hard to be understood for young learners.
- 3- Because, the greater part of the lesson falls on teachers, learners' chance of interaction or involvement is reduced.
- 4- The deductive approach stresses the role of grammar rule rather than the language itself (pp.126-127).

3. The inductive approach

3.1. Definitions

Theorists' controversy about whether rules may frustrate or help learners' acquisition lead to hot debates about the effectiveness of the inductive approach. Chomsky (2002) states that the inductive approach assists learners in realizing their unconscious awareness about the English grammatical structures and makes them conscious about it. He argues that grammar is acquired via abstracting a list of grammatical rules from language rather than via imitation (cited in Henry, Evelyn & Terence, n.d., p.178).

This approach represents a reaction to the deductive approach. According to Pajunen (2007) it emphasizes the learners' abilities in comprehending and generalizing rules from practiced examples. It commences from specific to general illustrations. Learners practice

some contextualized examples in order to comprehend how language works in different contexts. Just as, Audiolingual method, this approach focuses on intensive practice until this operation becomes automatically processed. That is, rules will be permanent in the brain and learners will remember them. Regardless, its advantages, the inductive approach cannot be considered as the best way to teaching grammar. Because it requires much time as well as it greatly depends on an extensive amount of exercises (p.8).

The inductive approach indicates many reasoning aspects such as observing, measuring and collecting data. It is also referred to as rule-discovery. It emphasizes the use of examples and sentences to develop learner' understanding. This opportunity offer to learners a chance to induce the grammatical rules by themselves. Many researchers consider the inductive approach a motivating strategy that allows learners to discover their mental capacities through manipulating examples. In short, this approach encourages learners and involves them in the grammatical tasks with the aim of making them explore the rules on their own (Widodo, 2006, p.128)).

According to Wajnryb (1992), the inductive approach represents the opposing way to the deductive one. In this approach, teachers focus on teaching communication rather than some separated rules. Consequently, learners use language to induce its properties by themselves (p.85).

Other researchers Ebrahimi et al.(2013) comment that an inductive approach is useful in classes where learners depend mostly on their interpretations to make certain generalities about the different concepts .These concepts do not exist in learners' background before ;however, they will perceive them through their analytical thinking(p.46). In accordance with the former views, Wilson (2005) believes that the learners' cognitive capacities involved in an inductive learning lead to automatic

assimilation of language properties and forms in their long-term memory even without verbalizing them directly (p.2).

Thornbury(1999) defines the inductive approach as the rule-discovery path .This approach implies manipulating a number of examples prior to knowing the target rule .From this exposure learners will find out some rules by themselves (p.49).

Eventually, the inductive approach is likely to be used in classes where learners use their observations and their interpretations to make certain generalities about different concepts. In this approach, learners do not have a previous data about these concepts, however, they will detect them through their analytical thinking. Some researches argue that this approach involves learners in grammar tasks and makes them dynamic learners.

3.2. Steps for implicit grammar presentation

In implicit grammar presentation of the target structure, teachers start by providing a meaningful context. Teachers postpone any kind of explanation until learners induce the target structure. In such kind of presentation, teachers may use factual life objects to illustrate the structure. For example, Savage, Bitterlin, and Price (2010) suggest the use of the following contexts to support students learning:

3.2.1. The classroom context.In such cases, teachers have the opportunity to use the surrounding context to make their demonstrations. Take the example of, teaching the present continuous. The teacher may describe the actual situation by saying:

E.g. -I am teaching now. I am not eating, or

- José is listening to the teacher now. He is not writing.

- We are studying English now. We are not dancing.

- José and Ana are listening to the teacher. They are not writing (p.17).

3.2.2. Visuals contexts. In this type of presentation context, teachers may use pictures, images to introduce their target structure of grammar. For example, the picture used to describe the owners of a house while they are trying to finish it. Then ask their students to give their opinions about what the owners should do.

E.g. - They should fix the roof.

-They should plant flowers

From this examples learners figure out the model structure and how they should use it. In addition, teachers may use other sources such as recording dialogues to assist their students' grasp of the target structure (p.18).

3.2.3. Personal lives as contexts. Teachers and learners may exploit their personal anecdotes or real life experiences to make their presentations. For instance, introducing the present and past tenses by something factual.

E.g. -I am ESL teacher now. I was a piano teacher before.

- My wife is a piano teacher now. She was an elementary teacher before.

Savage et al. (2010) maintain whether teachers provide an explicit or an implicit presentation, they should check their learners' acceptability of the lesson and measure to what extent they have succeeded in making their learners learn the target structure. These researchers provide many ways to check students understanding of the grammar lesson. For example, in present continuous, teachers provide some instructions to be practiced such as filling the blanks:

E.g.: She (Work) now? Moreover, instructors may use some visuals such as two different pictures one from the past and the other in the present time about the same person or place and ask their students to describe the two situations (p.18).

3.3. The effectiveness of an implicit knowledge

According to Widodo (2006), implicit knowledge provides more opportunities to learners to monitor spoken written skills. It represents an easy process as it occurs instinctively during language tasks. This kind of presentation occurs in natural situations. It is primarily considered to be like the way by which children acquire their first language rules. For example, children have the ability to process their mother tongue rules even before they learn them at school. There is a controversial view about whether the explicit knowledge can change to become implicit knowledge for EFL learners. Krashen (1981) argues that the two types can never become similar. The evidence in Krashen' point of view is that each one occurs in different part of the brain. Conversely, other ideas claim that the two types can interfere and support each other (cited .in Widodo., 2006 ,p.126).As Ellis(1997) states L2 words and formulas are learned via learners exposure to L2 input .These items occurs naturally and frequently in most cases .In classes ,learners are exposed to L2 instructions and expressions as a daily routine that allow them to performcommunicative tasks.Ellis argues that ,input can become an implicit knowledge provided that ,learners can notice ,compare ,and assimilate it in their memories(pp.84-85).

3.4. Pros and cons of an inductive approach

In this approach learners depend mainly on their own abilities, they are autonomous learners with great familiarity with rule- discovery strategy.Therefore, it encompasses certain features that differentiate it; Widodo (2006) cites them as follow:

3.4.1. Advantages of an inductive approach.

- 1- In an inductive learning, learners exploit their cognitive capacities autonomously.
- 2- Learners represent a dynamic actors rather than being passive receivers.
- 3- Learners are highly provoked and challenged with great interest in problem-solving activities.
- 4- The chance of exploiting language skills is accessible in inductive approach via group- interaction or peer-interaction activities.

3.4.2. Disadvantages of an inductive approach

- 1-This approach gives more opportunity for learners to participate. This feature makes it time-consuming approach.
- 2-The learners may face wrong expectation of the rules aim of study, which make them lose motivation.
- 3-This approach may affect learners' styles and their previous learning experience negatively. In addition, they may fail to make a systematic correlation between their past and current learning situations(p.128).

4. Comparing the two approaches

In either case, both approaches are valuable in teaching. Some researchers report in comparing the two approaches that, both approaches are main ways for teaching English grammar, and both have advantages and disadvantages. These two aspects may reflect the differences between the two approaches. Initially, the deductive approach is mainly associated with grammar-translation method; however, the inductive approach is closely coupled to the Audio-lingual method where grammar teaching focuses more on meaning

and the target structure is worked out from extensive practices. Secondly, the two approaches differ widely in their teaching procedures. While a deductive approach begins with an arrangement of the target rule and ends with some practices, the inductive approach involves preceding a context or a situation that leads to rule discovery. Thirdly, the deductive and inductive approaches are distinguished from each other according to their grammar presentation; explicitly or implicitly, while, explicit teaching requires rule explanation as a starting step in using the language, implicit presentation involves using the language to induce the rules. The fourth difference is student's age, while deductive suits more mature students; inductive approach is more effective in teaching young students. The fifth difference is time ; in spite that, it is not exactly determined, some scholars, for example, Younie (1974) states that a deductive approach is time-saving and more effective in presenting facts and concretes however, allowing learners the opportunity to induce the rule consumes more time at the expense of practice. The sixth different aspect is the involvement of learners in language tasks. In inductive teaching learners are likely to be active participants rather than being passive recipients as in the deductive approach. Researchers argue that in the deductive approach learners' interaction and communication is decreased. The seventh difference appears in terms of simplicity and difficulty, easy or complex rules. The differences and similarities between the foreign language rules and students' L1 rules may represent a problem. In fact, teaching grammar deductively is considered easier to control, and more efficient, but it can make the task boring for learners. However, inductive approach is considered more motivating and interesting, despite it requires more time and effort to control. Fischer (1979) points out that teaching a foreign language rules that are simpler to ones L1 fits better with inductive approach, on the other hand if the target rule is identical or more complex than L1 rules, a deductive approach will be the best choice(cited. in Azmi Adel,& Abu Jaber, 2008,pp.4-6).

According to Pajunen (2007) from the different views about the two approaches to grammar teaching, it is visible that researchers differ widely about their effectiveness. Both approaches have many points in favor and others against. Many studies were conducted to highlight the difference between them in terms of effectiveness and applicability. However, the received results do not give more opportunity to one approach over the other. In many cases, learners with explicit teaching demonstrate an advanced level of accuracy; however, this ability does not prove their comprehension of the rule being taught. Moreover, learners with deductive learning are anticipated to present a high degree of maintenance of the rules and how to process them otherwise they will not memorize them. Balanced against this view, in the inductive approach learners consume much more time in classes in processing and comprehending language in order to induce certain rules. Certainly, this strategy assists memorization and retrieving rules when required. Finally, for the betterment of teaching grammar Pajunen (2007) concludes that a correlation between the two approaches must be done (p.8).

5. Learners variables affecting an explicit or an implicit presentation

Learners differ widely in their ways of learning. These variables act as mediator for teachers and help them to settle on adopting explicit or implicit presentation. Savage et al. (2010) in their citation offer different factors that may affect the explicit and implicit presentations in the coming summary.

5.1. Language level

In explicit presentation of the target language, teachers should be alert of their learners' level because lower-level learners are not yet able to understand the structure explained in another language.

5.2. Educational background

The limitation of the educational level of students in their first language may affect their grammar learnability negatively. This type of learners who are not aware about their mother tongue grammatical structure may encounter problems in grasping the foreign structure. Thus, adapting an implicit presentation may have good impression on this type of learners. However, learners with high abilities in first language structures have much more chances to grasp the foreign structure through explicit presentation. Furthermore, learners who have been taught English in their countries via grammar- focused approach, may confront some problems such as feeling the need to be taught grammar in formal explanation.

5.3. Goals for studying English

Objectives of learning a foreign language differ from one learner to another. For example, some learn it to make a progress in their jobs or to adapt with the new community. This type of learners aim to communicate in the target language thus grammar structures are not significant for them. Therefore, using implicit presentation would have great effect on them; while, the other type of learners, who aim to reach certain academic goals, the use of explicit presentation would be sufficient to learn the target rules. As Ellis (1996) points out academic and vocational goals such as writing and speaking, proficiency requires explicit instruction presentation (cited. in Savage et al., 2010, p.19).

6. The eclectic approach

In fact, different learners with different backgrounds may have the tendency towards an approach over the other. Therefore, the need to incorporate the two approaches may be a good strategy. Xin (2012) declares that in teaching grammar opting an eclectic approach

would have a great impact on learners. On one hand, in inductive teaching, learners will discover the grammatical items through manipulating the language. Furthermore, in the inductive approach, learners are intentionally aware about applying the induced rules .This consciousness leads to the betterment of grammar acquisition .On the other hand, after teaching grammar inductively, teachers provide their learners with opportunities to practice the rules deductively. As a result grammar acquisition becomes more effortless and flexible(p.1514). Savage et al.(2010) report that presenting grammar rules in meaningful context in addition to full explanation will probably be fruitful for learners. In the following chart, these scholars describe and explain how anecdotic ‘hybrid’ approach rule should be presented:

<i>Step</i>	<i>Sample activities</i>	<i>Example</i>
Provide examples of the target grammar in meaningful context	Use the target grammar in sentences based on: <ul style="list-style-type: none"> - What is happening in the classroom. - Visual. - The teachers’ and learners own lives. 	T - draws a time- line on the board with a past date (1979) on the left, the word ”now” on the right, and several other dates in between. Below the year (1979), he writes piano teacher, and below the current date he writes English teacher. He then forms sentences about

		<p>himself: I am an English teacher now. I was a piano teacher before. He writes the sentences on the board and underlines the verbs <u>am</u> and <u>was</u></p>
<p>Check that Ss understand the meaning of the examples.</p>	<ul style="list-style-type: none"> - Ask” yes / no” questions. - Ask” or ” questions. - Ask “ wh” questions 	<p>T -underlines “is” and asks, when Ss -respond, “Now” . T-repeat with “ was” . Ss- respond “ before” T- asks one S about his experience Daniel what is your job now? Daniel: Hotel worker. T -what was your job in Mexico? Daniel: baker. T- to class: tell me about Daniel. Class: Daniel is Hotel worker now. He was a baker before.</p>

Table 02:Steps and activities in a “hybrid” grammar presentation T = teacher, Ss=students
 adopted from (Savage et al., 2010, p.20).

6.1. Eclectic procedures for teaching grammar

Widodo (2006) suggests five steps to teaching grammar in EFL contexts with reference to the deductive and inductive approaches. These procedures are summarized in the following points:

6.1.1. The rule initiation. In this procedure, grammar teachers provide some examples and then begin questioning their learners about some grammatical items, which are already highlighted in previous step. The use of question-response strategy allows learners to use their speaking skill. Consequently, learners will be more confident and can communicate effectively what they have been taught. Teachers are not supposed to mention the rules aim of study rather than they may use some hints or cues to facilitate learning tasks. Just like, what the inductive approach proposes, questions directed to students should occur in full account with an emphasis of the underlined items. Implicitly, learners will notice the whole from and use it in their classroom interactions. For example, teaching the present perfect tense using the yes/no question.

E.g.- **Have** you **had** a break fast?

- **Have** you **finished** your homework?

In addition to, principal questions, teachers may use some sentences with underlined items target of study and ask them to predict what grammatical patterns they will learn.

E.g. -We **have gone** to Singapore.

- He **has** recently written some letters.

As final step in this procedure, the teachers name the highlighted items being taught. The most important point at this level is the denial of the idea, which segregates grammar from communicative tasks.

6.1.2. The rule elicitation. At the level of elicitation, Widodo (2006) states that, learners are required to figure out the grammatical functions. The learners will be provided with full explanation of the rules so that they can use them appropriately in their communication. In such instructions, teachers show an explicit presentation of sentence patterns, such as the verb, subject and tenses in order to make their learners ready for practicing some activities. Moreover, this second procedure supports the previous one by raising learners' self-confidence about their expectations. For example, the teacher explains how the present perfect can be used and supports his illustration by an example. For instance, the present perfect expresses an action or event happened recently, and it often may have a result in the present.

E.g.-He **has broken** the glass.

6.1.3. The rule practice. At the level of this procedure, teachers attempt to make their learners recognize the different grammatical items used. They introduce some examples to check their learners' understanding and in order to involve them in the task. Such examples may help learners to write correct sentences as responses to teachers' questions. For instance, the teachers ask their students to give a complete answers to the following questions:

E.g. - How many letters has she written this month?

-How long have you studied here?

As a completing exercise, teachers use the verb completion such as change the words in brackets with the appropriate form.

E.g.-We have not (take) the TO EFL test.

-I (not be) (see) you for a long time.

Or using tense-based transformation such as change the following sentences into the present perfect form.

E.g.-She does not go to school yet.

-They read these books.

In short, this strategy counts largely on checking learners' comprehension of the target rules. Hence, learners will experience language forms and functions, which permit them to communicate what is being taught.

6.1.4. Checking student' comprehension or rule activation. In such type of activities, teachers aim to evaluate their learners' understanding of the target rules. They adopt sentence construction strategy. As a result, learners might use their prior experiences about the rules to formulate their own production. This step helps much more teachers to decide which grammar strategy they will adopt to make the tasks easier for their students. For example, make a sentence using present perfect with the following signals: already, recently, during, since, just, etc.

6.1.5. Expanding students' knowledge or enrichment. This step is considered as reinforcement phase where, teachers integrate new activities to assist their students' grasp of the rules. This assistance can take the form of homework to do individually. In this case, teachers may ask their students to identify some grammatical items from a text or passage.

Learners at this level are required to use their cognitive abilities to apply rules. Another strategy used by teachers to assess their learners' comprehension is the inter-pattern comparison, which allows students to analyze and distinguish between concepts.

E.g. - of inter-pattern comparison:

-Identify the clauses or sentences using present perfect in the passage and underline the verbs?

E.g. of inter-pattern comparison in meaning as differentiate a couple of sentences based on aspects of meaning:

1-

- a) – She has had breakfast
- b) – She had breakfast.

2-

- a) – He has broken the cup.
- b) – He broke the cup.

6.2. Advantage and disadvantages of the proposed procedures

6.2.1. Advantages of the proposed procedures

- 1- It involves the learners' communicative abilities in grammar tasks.
- 2- Learners are required to discover rules on their own, and to rely on themselves.
- 3- Learners' cognitive capacities are exploited in the learning contexts.
- 4- Learners are dynamic participant in the learning tasks.

5-It emphasizes problem-solving and pattern-recognition and measures learners' development. As well as it, makes an association between the previous knowledge and the introduced one.

6.2.2. Disadvantages of the proposed procedures. This proposal has some drawbacks such as time consuming as well as it requires teachers with extensive knowledge to plan and select materials for teaching. As last inconvenient of this proposal, learners may feel not comfortable while learning grammar especially those who prefer to be provided by the rule directly (Widodo, 2006, pp.131-139).

Conclusion

In short, this chapter sought to provide some insights about the different approaches to teaching grammar exclusively, the deductive and the inductive approaches in terms of definitions, effectiveness, types of presentations, strategies and advantages as well as drawbacks .It is noticed from the above account that researchers with different ideologies were hardly debating in order to establish the best approach to teaching grammar. Despite the fact that, these attempts were contradictory; however, they agreed on one viewpoint that is, learners' benefits, and how they can exploit these theoretical procedures to facilitate the foreign language learning.

Chapter Three: The field work

Introduction

As it was mentioned previously, this research opted two questionnaires as collecting data tools. These questionnaires sought to collect teachers' and learners' perceptions about the significance of English grammar and the two approaches to teaching it. There are common points between these research instruments. Both comprise close-ended questions such as Likert scale. In addition to yes/no, multiple choices, and open-ended questions. While, close-ended questions aimed at rating participants' preferences towards an issue over the other, the open-ended questions were used to interpret participants' perceptions and attitudes concerning some issues. In addition to, enriching this research with further suggestions and ideas about the subject matter. Thus, the following chapter will provide a systematic description about the two questionnaires as well as it will outline participants' responses statistically and qualitatively in types of statistical tables, figures, and analytical interpretations.

1. Population and sampling

First year LMD EFL learners of Biskra University represent the whole population of this study. The total number of students is (557) divided into ten (10) groups. We have chosen randomly two groups as a sample. The sample participants are from different socio-economic backgrounds and with different levels, ages, and genders as well. Our second sample consists of nine (9) grammar teachers at the level of English department of Mohamed Kheider University of Biskra. This sample includes experienced and novice teachers with different degrees and experiences. We have to reveal that we have administered fifty-two questionnaires only, and we have received fifty copies.

2. Pilot study

The students' questionnaire was delivered as piloting study to check its reliability. We have administered ten (10) questionnaires to see whether they are straightforward and understood by students. We have noticed that some items need to be clarified in terms of vocabulary, whereas other items need to be reordered. In addition to, some simple clarifications were done orally as just as students respond the questionnaire.

3. Description of the questionnaire for teachers

Firstly, teachers' questionnaire contains (22) questions, it begins with two (2) focal questions as personal information. The first question is designed to know teachers' academic degree. However, the second question concerns the teachers' experience. The remainder questions are divided into four (4) sections. The first section comprises four (4) questions ranking from three to six (3-6).

These questions sought to know teachers' perceptions about teaching grammar as strong basics in learning a foreign language. The second section consists of three questions grading from seven to nine (7-9). These questions are designed to check teachers' perceptions about their learners' attitudes towards grammar lessons. The third section is used to detect teachers' perceptions about the deductive and the inductive approaches as well as the explicit and implicit grammar presentations in terms of effectiveness and learners' preferences. This section comprises questions from ten to seventeen (10-17) (eight questions). Section four includes six questions starting from eighteen to twenty-two (18-22). These questions were delivered to collect data about teachers' evaluation about grammar teaching, as well as to check teachers' awareness about their learners' problems

in grammar lessons, and to see what teachers do to overcome these difficulties. However, the last question is an open-ended one designed for further suggestions.

3.1. Results and interpretations

Q 01: Teachers' academicdegrees.

English grammar teachers of Mohamed Kheider University of Biskra differ widely in terms of academic degree. For example, only one teacher has the PhD(doctorate) degree, while an other teacher has the BA(licence), whereas two other teachers have the master degree. The remaining teachers five (5) have the magister degree.

Q 02: Teachers' work experience.

This question has been posed to identify experienced teachers from novice teachers, and have an idea about their different perceptions about teaching grammar and its two approaches. The results of this question show that teachers work experience vary between 2 to 24 years. Three teachers have (2) years of work, however other teachers have the experience of (4) years. Those teachers are considered as novice .However, experienced teachers (5) their career is exclusively limited between (9 -24) years of work. What is noticeable concerning this question is that all teachers whether novice or experienced are aware about the role of grammar in learning the foreign language as well as its two approaches.

Q 03: To what extent do you think grammar is important in learning EFL?

Options	Numbers	Percentage
a-very much	07	77.77%
b-much	02	22.22%
c-little	00	0%
d-not important	00	0%
Total	09	100 %

Table 03: the importance of grammar in learning EFL.

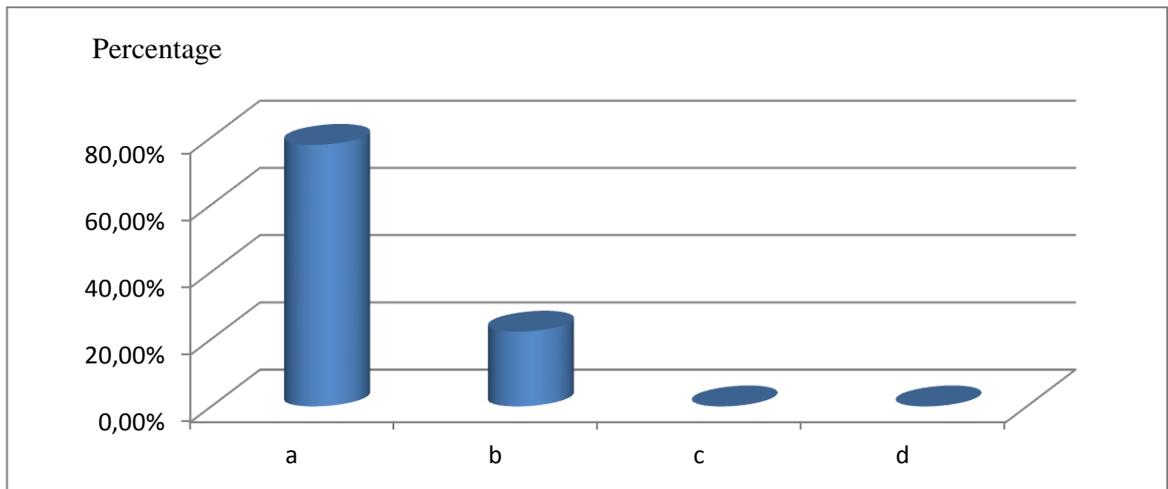


Figure 01: the importance of grammar in learning EFL.

The results of the question number three about the teachers’ perception of the role of grammar in learning the foreign language show that seven teachers (77.77%) among the overall number agree that grammar teaching is very much important in learning the language while only two teachers in percentage of (22.22 %) see that grammar is much important in learning the foreign language. These results show a total agreement among teachers about the importance of grammar in learning the foreign language, the only difference consists in the degree of importance.

Q 04: Do you agree that grammar will enhance your learners’ achievement in EFL?

Options	Number	Percentage
a- Yes	09	100%
b- No	00	0 %
Total	9	100%

Table 04: the role of grammar in enhancing learners’achievement.

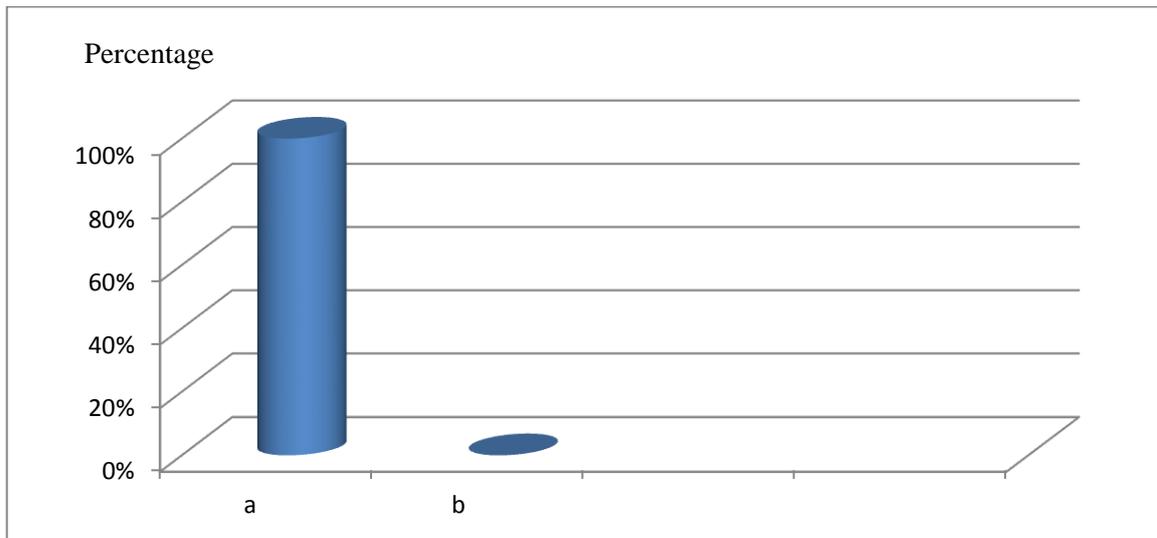


Figure 02: the role of grammar in enhancing learners’ achievement.

Results of the question number four show that there is a total agreement among English grammar teachers that grammar has a great impact on learners’ achievement in the foreign language at rate of (100 %).

Q 05: To what extent correct grammar is significant in speaking /writing effectively?

Options	Numbers	Percentage
a-so much	09	100 %
b-much	00	00%
c-little	00	00%
d-not at all	00	00%
Total	09	100 %

Table 05: the significance of correct grammar in writing and speaking.

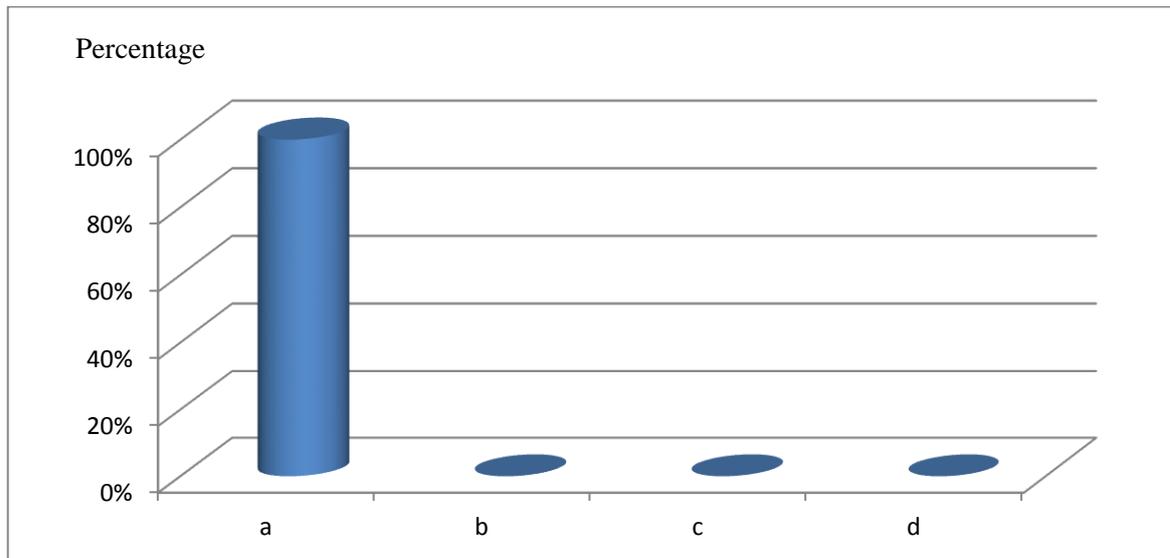


Figure 03: the significance of correct grammar in writing and speaking.

All grammar teachers agree that correct English grammar has a significant role in enhancing writing / speaking learners' abilities in rate of (100 %).

Q 06: Does grammar need to be taught? Or it can just be picked up?

What is noticed about this question is that all teachers claim that grammar is a teachable aspect and need to be organized and planned like any other teaching subject. Teachers argue that grammar concerns dealing with the basics of language .Therefore, teaching it will assist learners with the different uses of the specific patterns of language .An other teacher declares grammar is the skeleton of language and its teachability is inevitable. Generally, teachers agree that grammar should be taught in an organized and developed manner and they describe it as matter of study,practice,and guidance besides learners' efforts. We have to mention that only one teacher claims that grammar as it can be taught it can be picked up through exposure to the target language.

Q 07: To what extent do you think your students value grammar

Options	Number	Percentage
a- very much	03	33.33 %
b- much	03	33.33 %
c- little	03	33.33 %
d- not important	00	00 %
Total	09	100 %

Table 06: teachers' opinions about their learners' appreciation of grammar lesson.

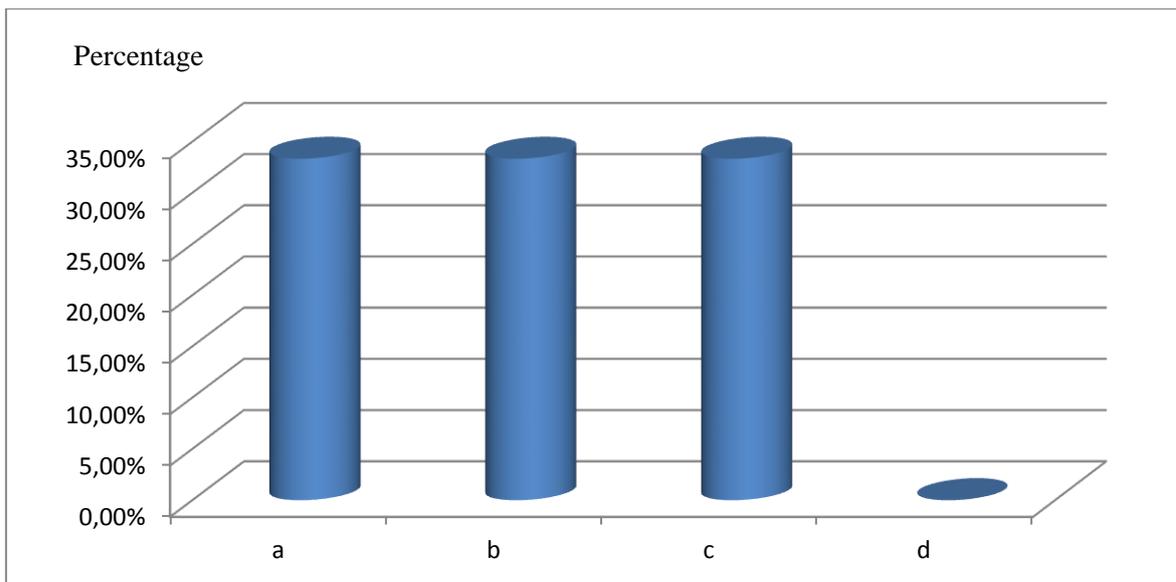


Figure 04: teachers' opinions about their learners' appreciation of grammar lesson.

The results from the above table show that teachers vary about their learner's value about grammar lesson. While three teachers agree that learners' value grammar lessons very much at rate of(33.33 %). Other three teachers (33.33%) assume that their learners' much value grammar lessons, however, other three of them (33.33%) see that their learners' little value grammar lesson.

Q 08: During grammar classes, do you feel that your students are motivated?

Options	Number	Percentage
a- yes	06	66.66 %
b- no	03	33.33 %
Total	9	100%

Table 07: students' motivation during grammar classes.

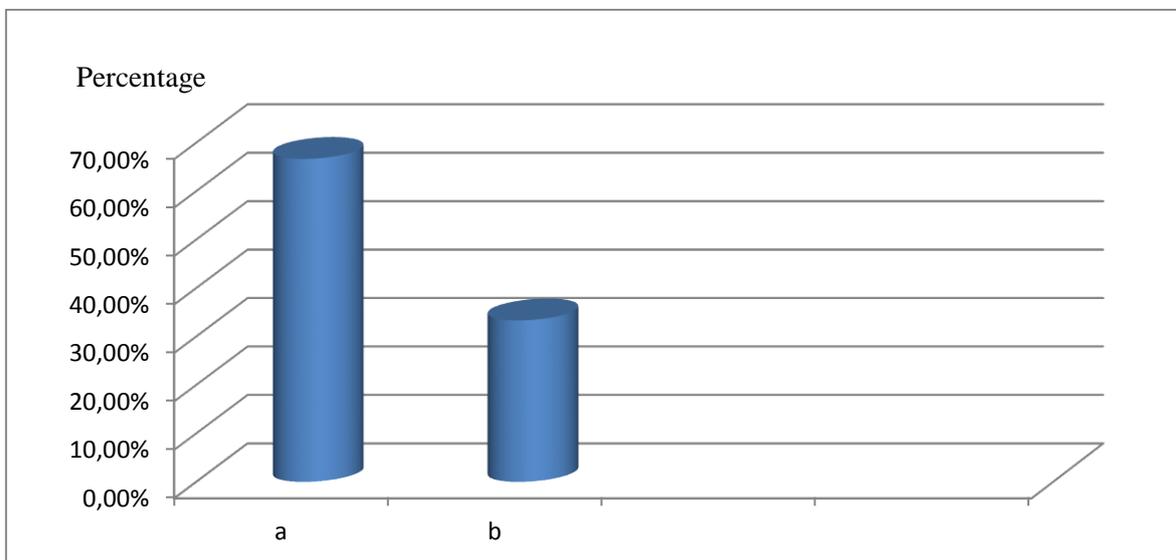


Figure 05: students' motivation during grammar classes.

This question was posed to identify learners' attitudes towards grammar lessons. And to see whether, students are motivated or not because motivation is very important in learning the language. Because motivated students will acquire better than others. The results in the table above show a rate of (66.66 %) six grammar teachers declare that their learners enjoy grammar lessons, which make them psychologically prepared to acquire the rules easily. However, three teachers with rate of (33.33 %) believe that their learners are not really motivated during grammar lesson which makes the lesson difficult to learn.

Q 09: What can teachers do to make grammar lesson interesting and enjoyable?

Options	Number	Percentage
a-give opportunities to their learners to express their ideas	04	44.44%
b-allow them to ask and answer questions	05	55.55%
Total	09	100%

Table 08: teachers' role in motivating their learners.

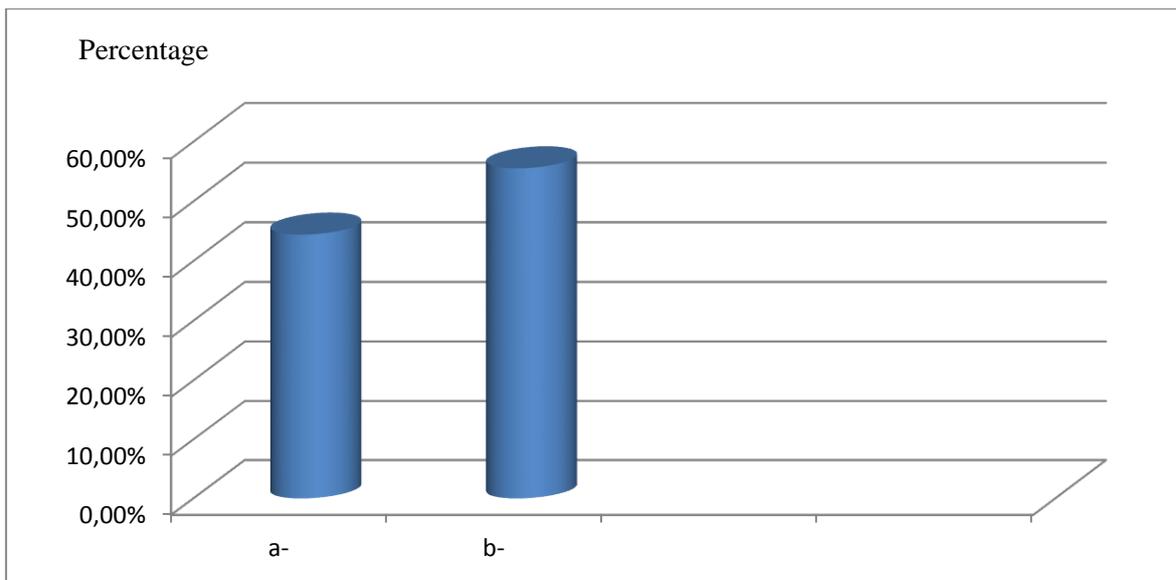


Figure 06: teachers' role in motivating their learners.

Concerning this question teachers differ in their answers while four teachers (44.44 %) prefer to engage their learners in the lessons by providing some opportunities to express their ideas. Possibly this opportunity will help learners to depend on themselves and produce their own output. The remaining five teachers in rate of (55.55 %) prefer permit their learners to ask and answer questions which lead to class interaction and real use of the target language (communication). This chance will give learners the opportunity to exploit

the taught rules in direct communication .Consequently; teachers will correct their learners’ errors at the same time. Some teachers go further and provide additional suggestions such as using different techniques such us ICT tools to much their learners’ needs. Other teachers prefer to let their students free in order to discover their abilities by themselves. Another teacher answersthe second part of the question by saying that teachers should provide funny examples related to the lectures topics.

Q 10:When teaching grammar, which approach would you consider more useful?

Options	Numbers	Percentage
a-deductive	01	11.11 %
b-inductive	02	22.22 %
c-eclectic	06	66.66 %
Total	09	100 %

Table 09: the more useful approach.

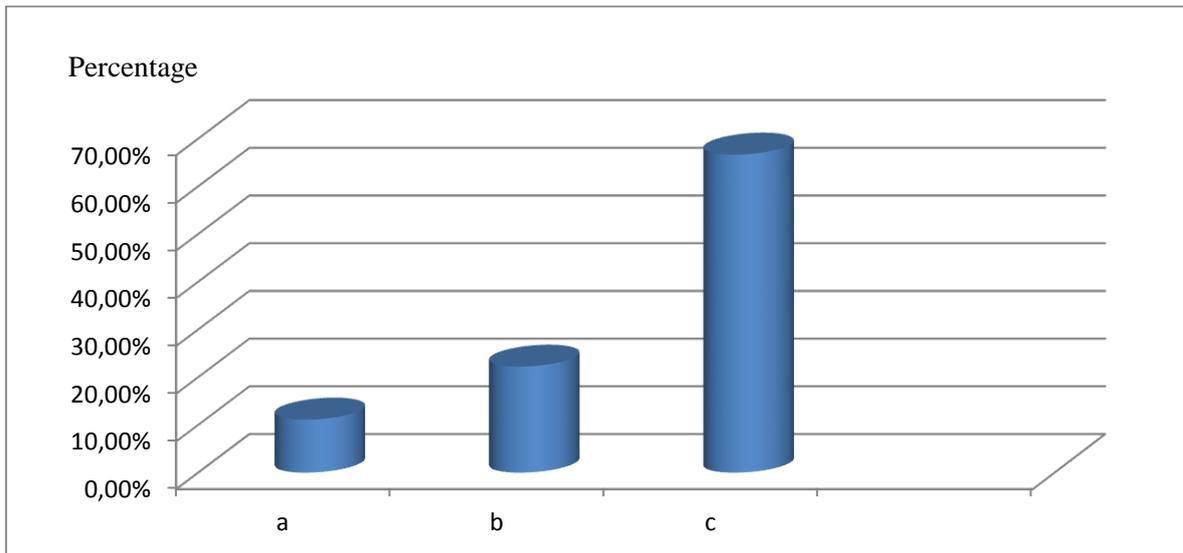


Figure 07: the more useful approach.

From the results above, we find that only one teacher opts the deductive teaching in rate of (11.11 %), however, two teachers rely mainly in teaching grammar on the inductive

approach in rate of (22.22 %). While six grammar teachers (66.66%) agree that an eclectic method fits better all types of learners, especially average learners because the techniques used in this method help learners better to discover and master the rules as well as it requires different competences. Teachers argue that this approach fits all types of learners and with different levels.

Q 11: When using the deductive approach, do you think your students .

Options	Numbers	Percentage
a-highly motivated	01	11.11 %
b-motivated	05	55.55 %
c-less motivated	03	33.33 %
d-not motivated	00	0 %
Total	09	100 %

Table 10: learners' attitudes towards the deductive approach.

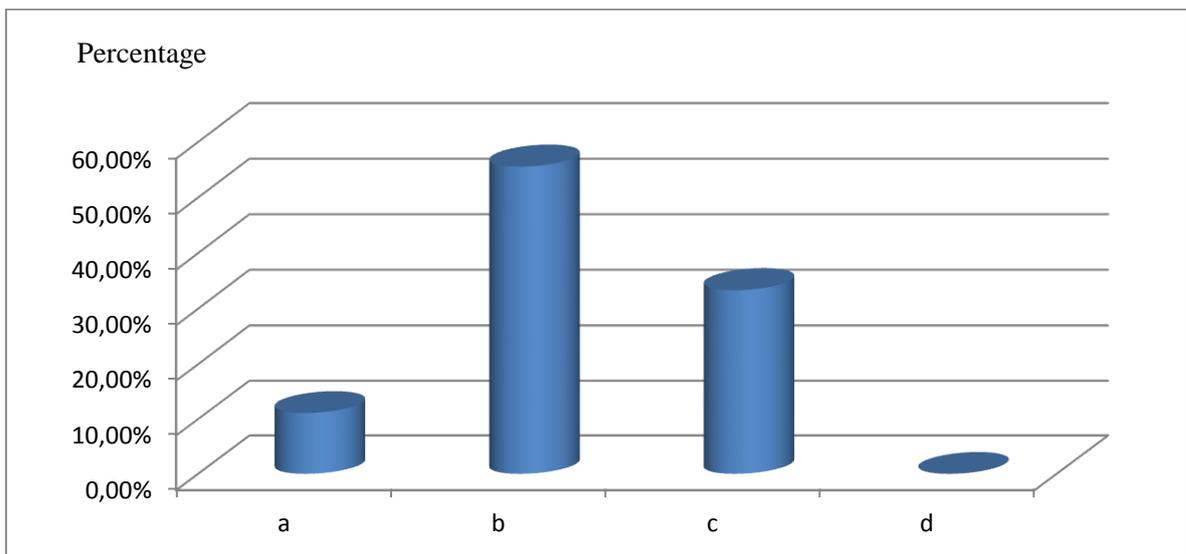


Figure 08: learners' attitudes towards the deductive approach.

According to the results reported in the table above five teachers (55.55%) state that the deductive approach makes their learners' motivated maybe this satisfaction is due to

the simplicity and clarity of the rule in the deductive teaching .Whereas, three teachers(33.33%) claim that the deductive approach make their learners’ less motivated perhaps because some learners do not prefer to be passive recipients while their teachers talk all the time .In the other hand only one teacher (11.11%) reports that deductive teaching makes his learners highly motivated.

Q 12:What is your impression about the effectiveness of the deductive approach?

Options	Numbers	Percentage
a-effective	04	44.44 %
b-very effective	05	55.55%
c-not effective	00	00 %
Total	09	100 %

Table 11: the effectiveness of the deductive approach.

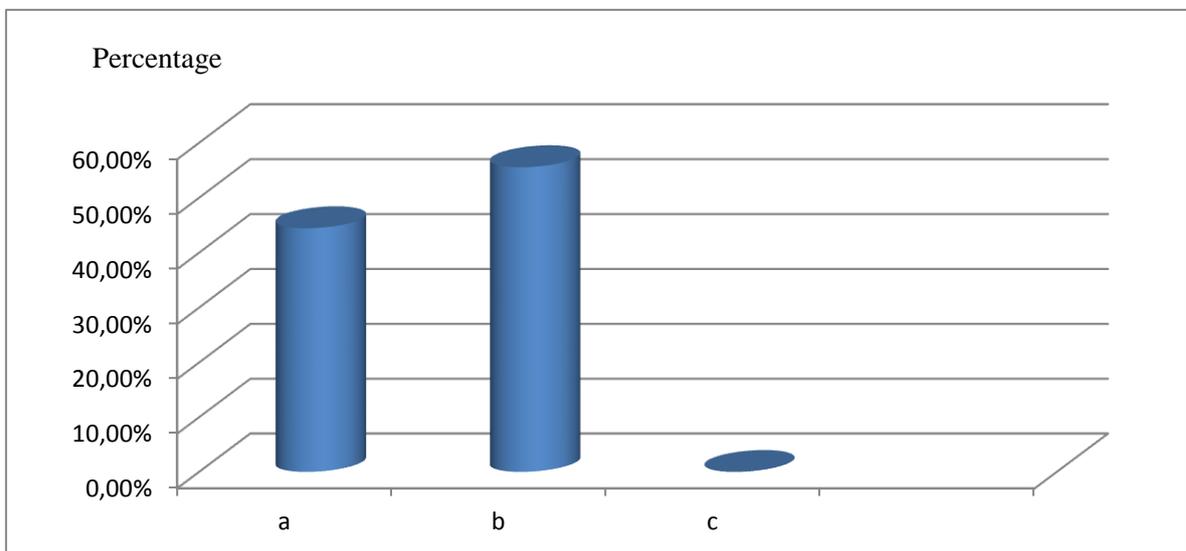


Figure 09: the effectiveness of the deductive approach.

From the results in the table above we find four teachers in rate of (44.44 %) consider the deductive approach as an effective way for teaching grammar, however five(55.55%) other teachers consider it as very effective approach to teaching grammar.

Q 13: What kind of learners do you think are suitable for an inductive learning?

While three(33.33%) of teachers see that good learners are more suitable with the inductive approach because it enables them to detect the possible answers until they get the correct rules on their own as it helps them to express freely themselves and decreases anxiety. On the contrary, the remaining five (55.55%)teachers claim that inductive approach fits better average learners because it helps them to discover new things about the foreign language and this will assist them in acquiring it. However, only one teacher claims that inductive teaching fits both types average and good learners because techniques used in this approach challenge learners and engage them in the tasks.

Q 14: What is your impression about the effectiveness of the inductive approach.

Options	Numbers	Percentage
a-effective	06	66.66 %
b-very effective	03	33.33%
c-not effective	00	00 %
Total	09	100 %

Table 12: the effectiveness of the inductive approach.

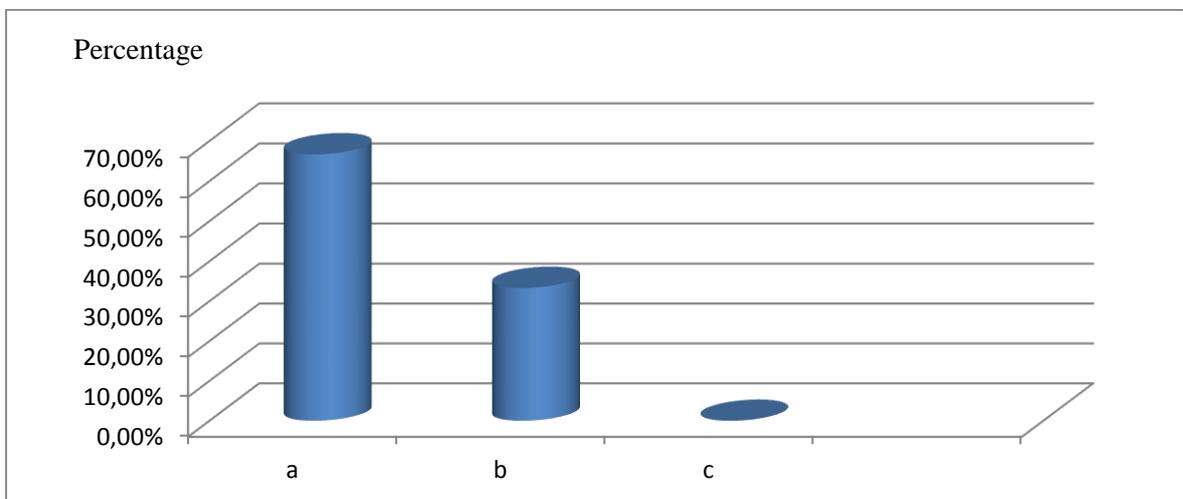


Figure 10: the effectiveness of the inductive approach.

From the results, it is noticeable that the majority of teachers six teachers in rate of (66.66%).consider the inductive approach effective. Whereas, three (33.33%) say that the inductive approach is very effective in teaching grammar especially for those who prefer discover things on their own.

Q 15: Does the inductive approach offer advantages over the deductive one.

Options	Number	Percentage
a- yes	03	33.33 %
b- no	06	66.66 %
Total	9	100%

Table 13: superiority of the inductive approach.

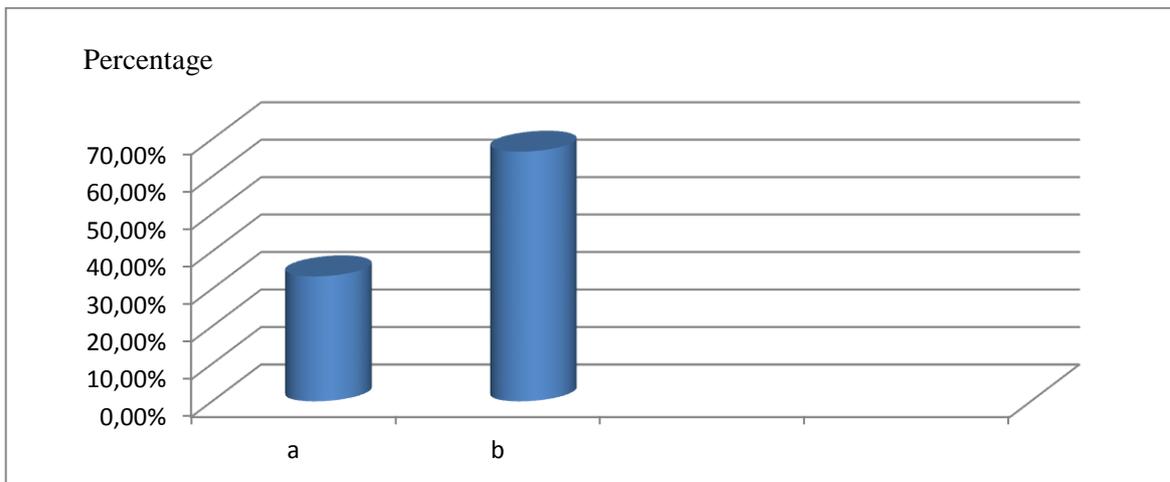


Figure 11: superiority of the inductive approach.

Concerning this question, teachers differ widely in their responses. While three teachers answer by saying that, the inductive approach offers more advantages over the deductive approach in rate of (33.33 %). The rest six of teachers (66.66%) do not find any advantages in the inductive approach that makes it superior than the deductive approach.

Q 16: Do you find any differences between the two approaches?

Options	Number	Percentage
a- yes	06	66.66 %
b- no	03	33.33 %
Total	9	100%

Table 14: differences between the two approaches.

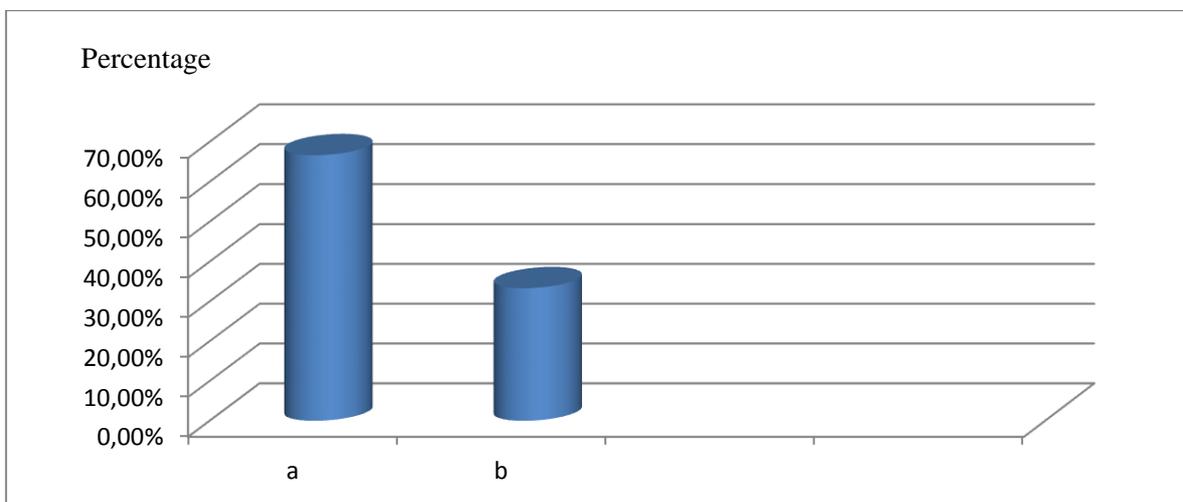


Figure 12: differences between the two approaches.

The results above show that six teachers in rate of (66.66 %) believe in the existence of differences between the two approaches, however three teachers (33.33 %) do not find any differences. And say that the two approach are complementary .Concerning the second part of the question teachers who said that both approaches are different express these differences in terms of the way of dealing with the lesson. Other teachers answer by saying that the deductive approach implies explicit presentation, while the inductive approach implies implicit presentation. Another teacher explains his point of view about the disparity between the two approaches in two points. The first is that the inductive approach gives more chance to students to solve problems than the deductive one, this notion much with problem-solving techniques expressed by scholars previously in the

theoretical part. Second point, is that in deductive approach the explicit presentation makes the lesson boring especially at the level of university.

Q 17: What type of presentation should teacher adopt?

Options	Numbers	Percentage
a-explicit	03	33.33%
b-implicit	02	22.22 %
c-both	04	44.44 %
Total	09	100 %

Table 15: types of presentations.

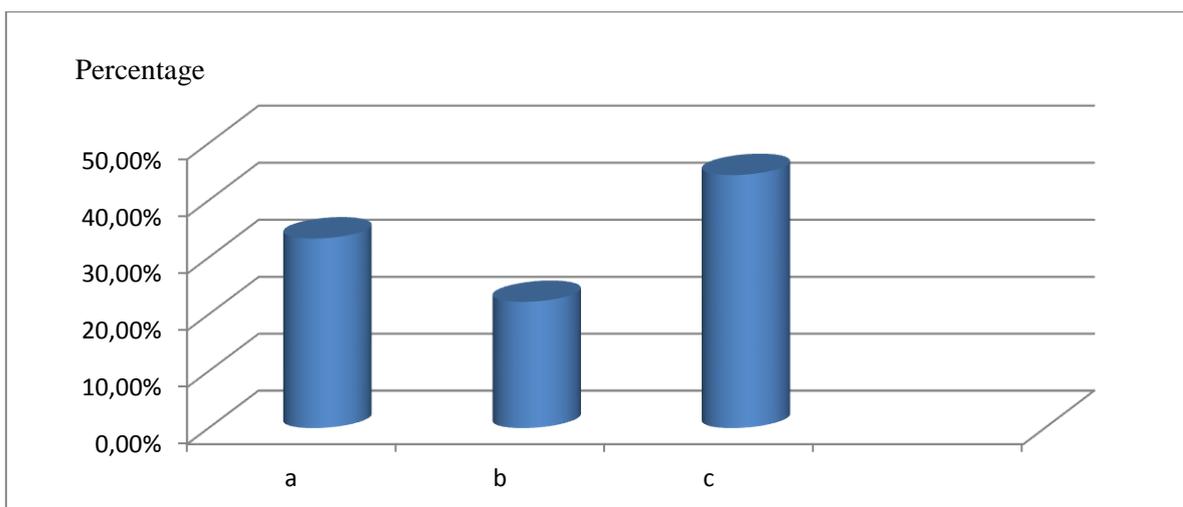


Figure 13: types of presentations.

The results above show that only two teachers in rate of (22.22 %) prefer implicit presentation, while three teachers opt to use explicit presentation in rate of(33.33 %), however, the rest of teachers(four) in rate of(44.44 %) choose to use the eclectic approach to grammar presentation in order to involve their learners in the lesson tasks. As shown previously by(Savage et al.,2010) an eclectic presentation starts by implicit presentation

which allows learners to manipulate language in order to induce the rule, then learners’ practice the induced rules deductively until they master them.

Q 18: Does your students have problems in using the rules?

Options	Number	Percentage
a- yes	09	100 %
b- no	00	0 %
Total	9	100%

Table 16: students’ grammar problems.

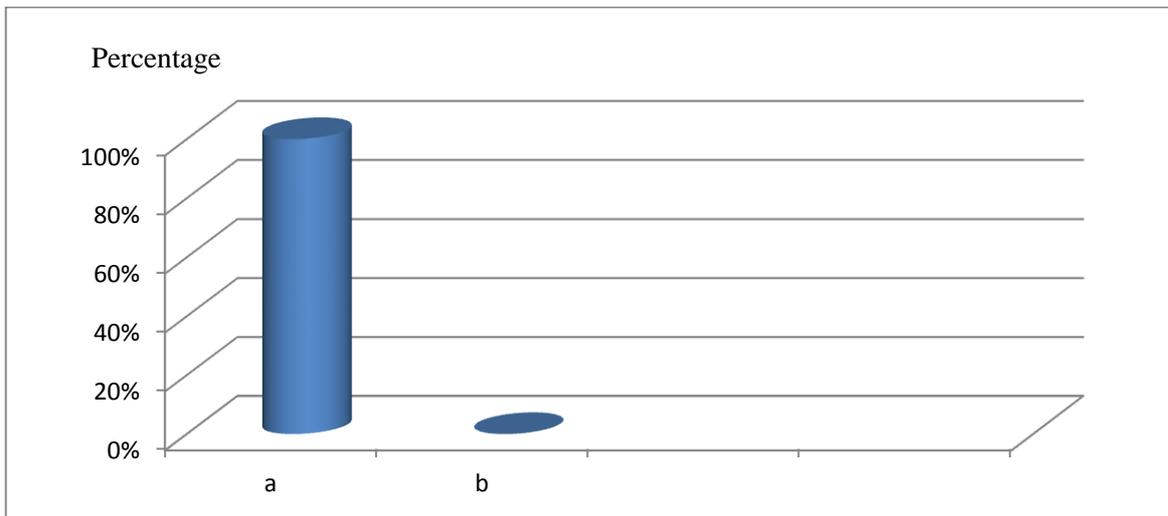


Figure 14: students’ grammar problems.

Concerning this issue all grammar teachers (100%) agree that their learners’ have problems when using the target rules. Teachers document these grammar problems in subject verb agreement, tenses. Other teachers mention vocabulary and spelling mistakes as apart of language problems. As teachers expressed it, learners have linguistic problems in general. Some teachers assume that these problems are due to the students’ fear of making mistakes or misuses of grammatical rules as well as the mixing between the

identical items, whereas, another teacher thinks that learners are lazy and they do not work harder to improve their levels.

Q 19: Are the students who face such problems?

Options	Numbers	Percentage
a-excellent students	00	00 %
b-good students	02	22.22 %
c-average students	04	44.44 %
d-less able students	02	22.22 %
e-most of them	01	11.11 %
Total	09	100 %

Table 17: types of learners who face the grammatical problems.

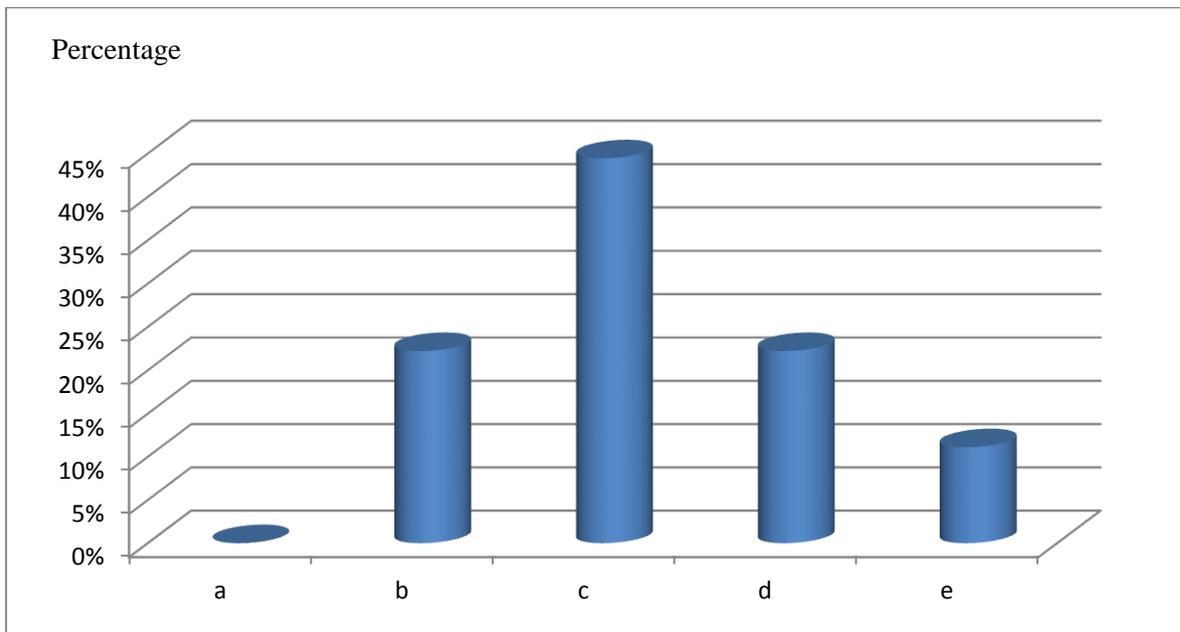


Figure 15: types of learners who face the grammatical problems.

The table shows different teachers ideas about the learners who face some problems in using the language. For example, teachers agree that excellent learners do not face such problems, however two teachers (22.22 %) see that good students are exposed to such

problems. Four teachers in rate of (44.44 %) think that overage learners are more exposed to some problems while using the language. Only one teacher (11.11 %) reports that most of his students with their different levels have grammatical problems.

Q 20: What should teachers do to overcome such problems?

Options	Numbers	Percentage
a-providing more time for practicing the rule	03	33.33%
b-changing the method	01	11.11%
c-both of them	05	55.55%
Total	09	100 %

Table 18: how these problems can be solved.

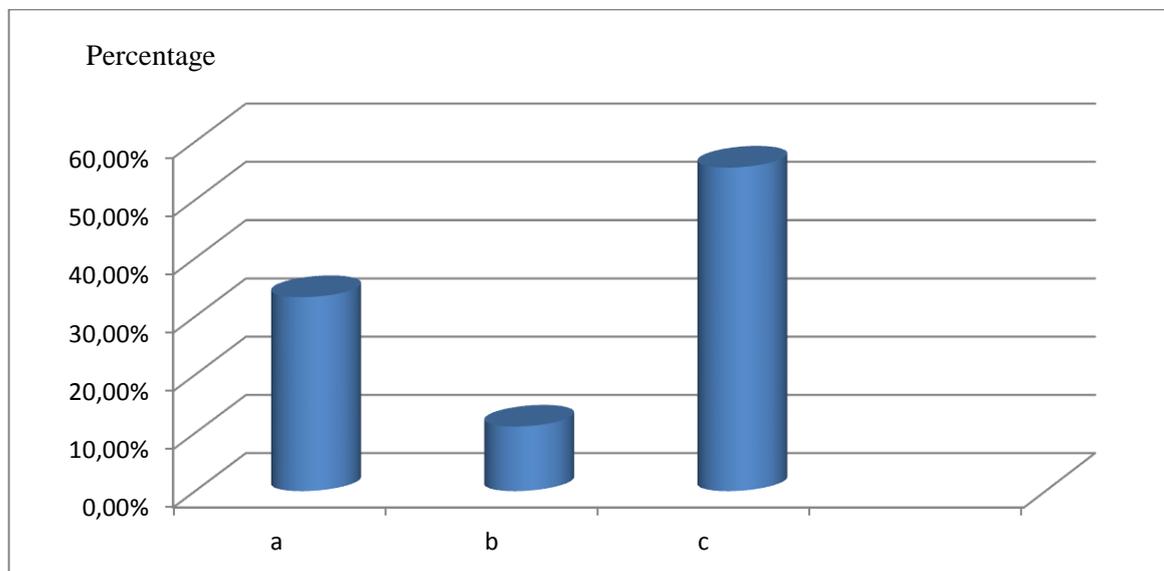


Figure 16: how these problems can be solved.

The results above show that three teachers in rate of (33.33 %) prefer to provide more time for practicing the rules, while only one teacher (11.11 %) sees the solution is changing the method, however, five teachers (55.55 %) opt to combine the two previous solutions in order to overcome their learners' problems. Teachers see that learners will not

improve their levels unless they work harder, as well as they must be motivated, in addition to providing less crowded classes in order to make error correction possible.

Q 21: How often do you check your students understanding of grammar rules?

Options	Numbers	Percentage
a-never	00	00 %
b-rarely	00	00 %
c-often	06	66.66 %
d-always	03	33.33%
Total	09	100 %

Table 19: teachers' verification of rule comprehension.

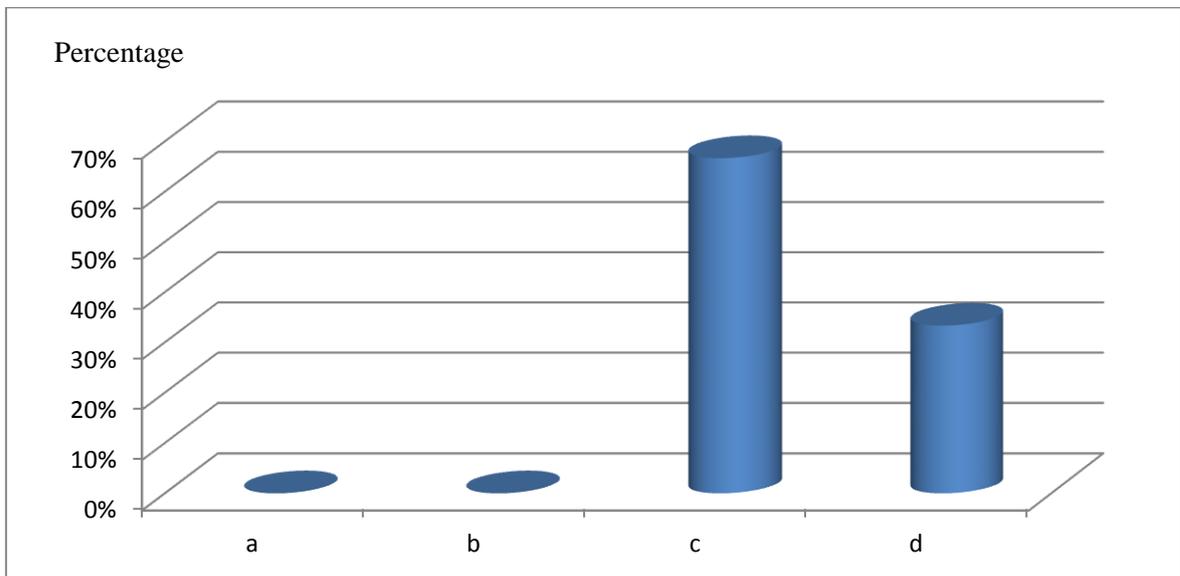


Figure 17: teachers' verification of rule comprehension.

Approximately, six teachers in rate of (66.66 %) often check their learners understanding of grammar rules, however only three teachers (33.33 %) regularly check their learners comprehension in grammar rules.

Q 22: What further ideas do you suggest to enhance your students grammar acquisition?

Teachers emphasize the role of reading and communication as two means of acquiring grammatical rules, in addition to teaching grammar in context because teachers notice that learners are perfect when dealing with grammar in isolation, but when they appear in context they fail and lose control to use these rules appropriately. Other teachers suggest as a solution to provide more practice as much as possible and learners should rely on themselves. Another point is that, teachers should create and elaborate ways to challenging and engaging their learners in the tasks. One teacher suggests the use of situational-focused Approach in teaching.

4. Description of the questionnaire for students

The questionnaire consists of sixteen (16) questions divided into three sections. The first section includes five questions from one to five (1-5). These questions are designed to check learners' awareness about the role of grammar in learning the foreign language. The second section comprises four questions ranked from six to nine (6-9). These questions aimed to document learners' knowledge about the deductive and the inductive approaches as well as the explicit and implicit grammar presentation. Concerning the third section (10-16) is devoted to seek information about learners' levels and attitudes towards grammar errors as well as their teachers' behavior towards these problems. This questionnaire was delivered to the participants one week after the piloting study.

4.1. Results and interpretations

Q 01: Do you agree that grammar lesson is very important in foreign language learning.

Options	Numbers	Percentage
a- strongly agree	45	90 %
b- agree	02	04 %
c- neither agree or disagree	02	04 %
d- strongly disagree	01	02 %
Total	50	100 %

Table 20: the importance of grammar lesson in FL learning.

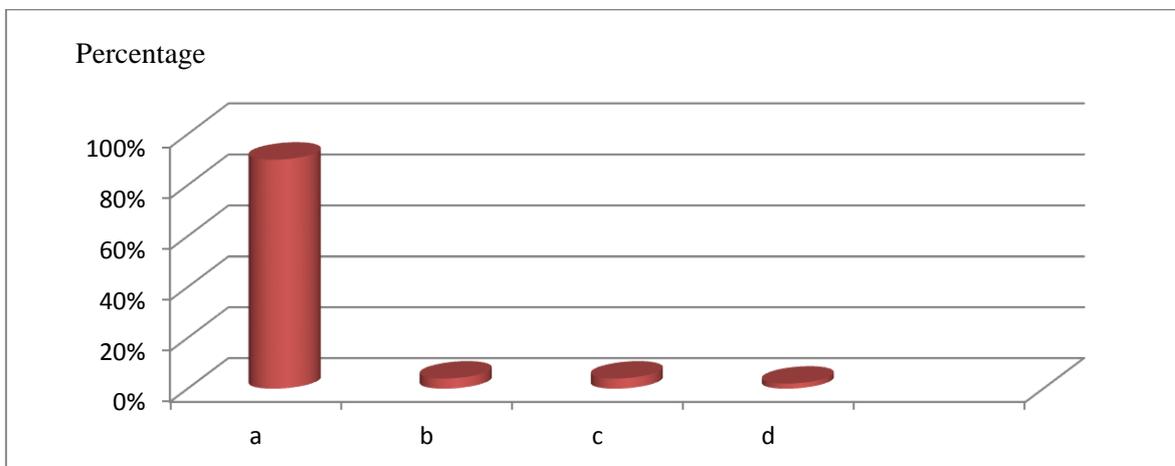


Figure 18: The importance of grammar lesson in FL learning.

We can deduce from the results shown in the table that forty-five students (90 %) strongly agree about the importance of English grammar in learning the foreign language. While only two students (4%) agree on the importance of grammar in learning it. Other two (4%) student are neutral, they neither agree nor disagree about the importance of

grammar. However, only one students strongly disagree about the importance of grammar in learning the foreign language.

Q 02: When learning grammar you find the task.

Options	Numbers	Percentage
a-difficult	11	22 %
b-useless	09	18 %
c-easy	10	20 %
d-useful	20	40 %
Total	50	100 %

Table 21: degree of grammar difficulty.

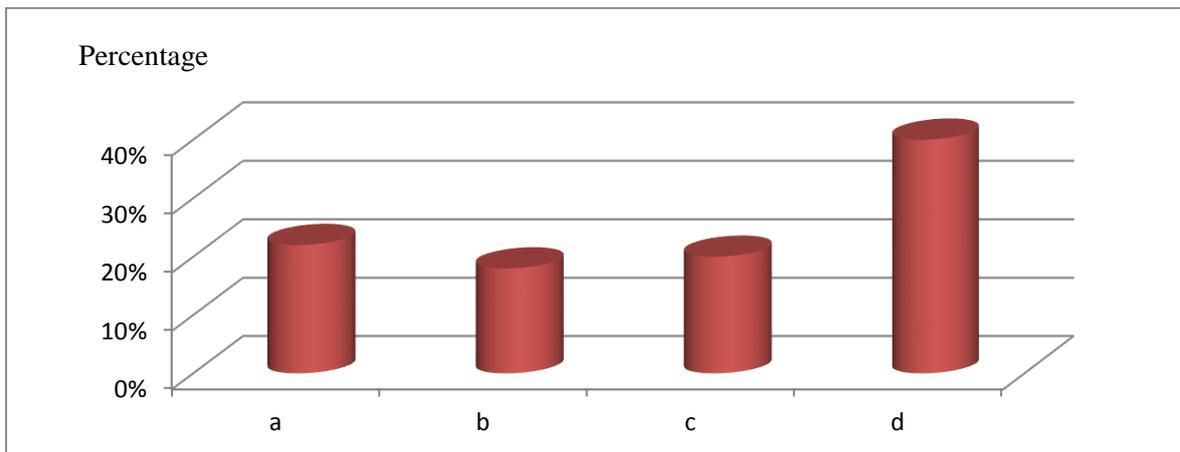


Figure 19: degree of grammar difficulty.

From the above results, we understand that eleven learners in rate of (22%) find grammar tasks difficult maybe the used approach does not fit their needs. While nine students (18 %) think that grammar tasks are useless and they do not contribute in learning the foreign language. On the other hand, ten learners in rate of (20 %) see grammar as an easy task. The rest of students twenty students (40 %) maintain that grammar tasks are

useful and they provide learners' with enough data about language properties. These learners approximately symbolize the half of our sample.

Q 03: Do you think learning grammar can be?

Options	Numbers	Percentage
a-an interesting activity	42	84 %
b-compulsory activity	04	08 %
c-boring activity	04	08 %
Total	50	100 %

Table 22: students' perception about learning grammar.

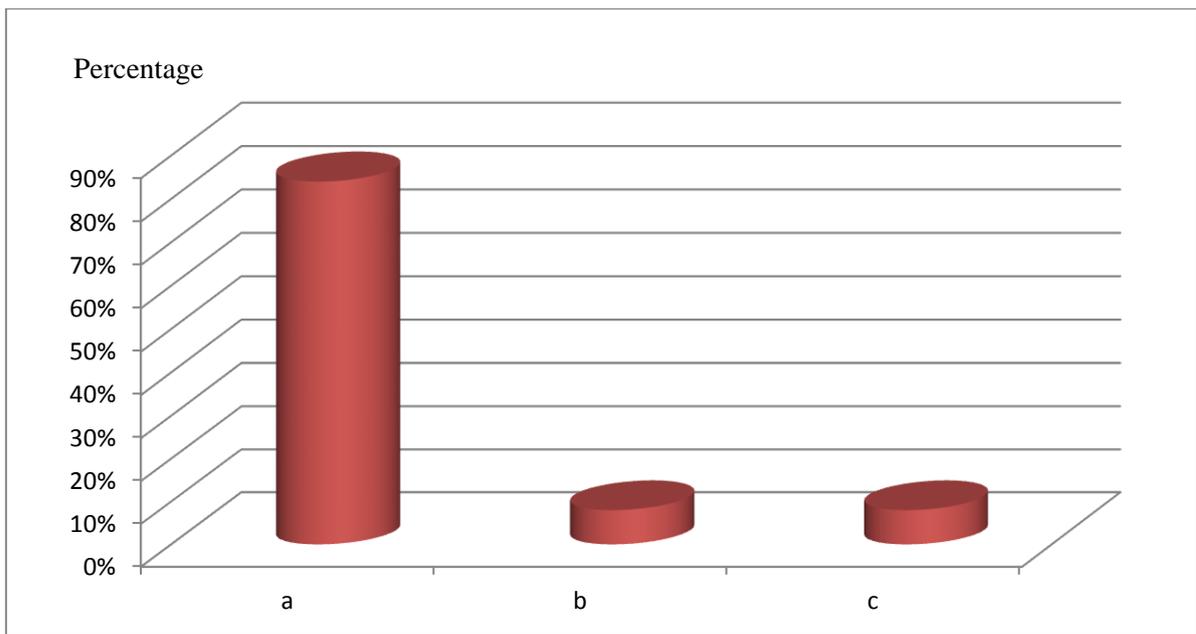


Figure 20: students' perception about learning grammar.

From the results above, we can figure out that the majority of students forty-two students (84 %) see grammar as an interesting activity which means that learners are motivated while studying it. However, only four students (08 %) see grammar as

an obligatory activity, likewise other four students (08 %) consider grammar lesson as a boring activity.

Learners provide some precise causes to their answers. Some of them claim that grammar is an interesting task because it helps in speaking and writing with correct forms. This interest will make learners motivated to acquire its rules and to seek teachers' correction to their errors. Others consider grammar the basic component of language, therefore; they are intended to know more about it in order to become good learners. Other learners see grammar as a compulsory activity because they feel themselves obliged to learn it as basic step in enhancing their levels.

Only four students express that grammar is a boring activity because they see no need to learn grammar at the beginning of their studies because they are not able to memorize rules about a new language that they have only some hints about it. Others state that they fear correcting their errors and suffer a lot from the grammatical rules exceptions because they are not able to master them at the present time and level.

Q 04: Does your teacher create a good atmosphere during grammar classes?

Options	Number	Percentage
a- yes	47	94 %
b- no	03	06 %
Total	50	100%

Table 23: teachers' role in creating good atmosphere in classes.

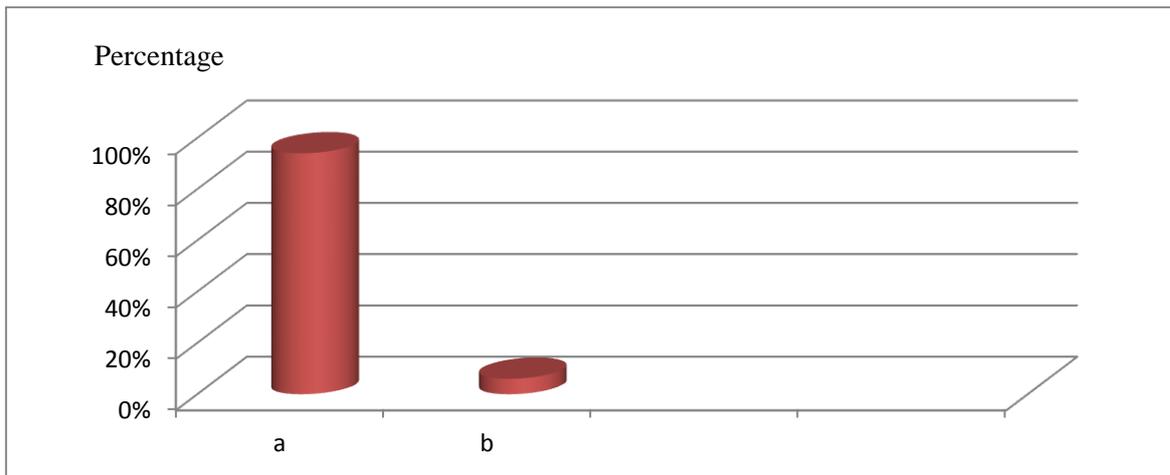


Figure 21: teachers’ role in creating good atmosphere in classes.

It is noticeable that the majority of students agree about their teachers’ role in creating a good atmosphere during grammar classes. We find forty-seven students (94 %) declare that their teachers are good atmosphere creators however, only three students (06 %) do not agree about their teachers’ role in providing good conditions in grammar classes.

The results of second part of the question will appear in the table below.

Options	Number	Percentage
a-maintains a good relationship with students	24	48 %
b-praises his students	02	04%
c-involves them in the task	09	18 %
d-allow them to ask and answer questions	15	30 %
Total	50	100%

Table 24: how teachers can create a good atmosphere.

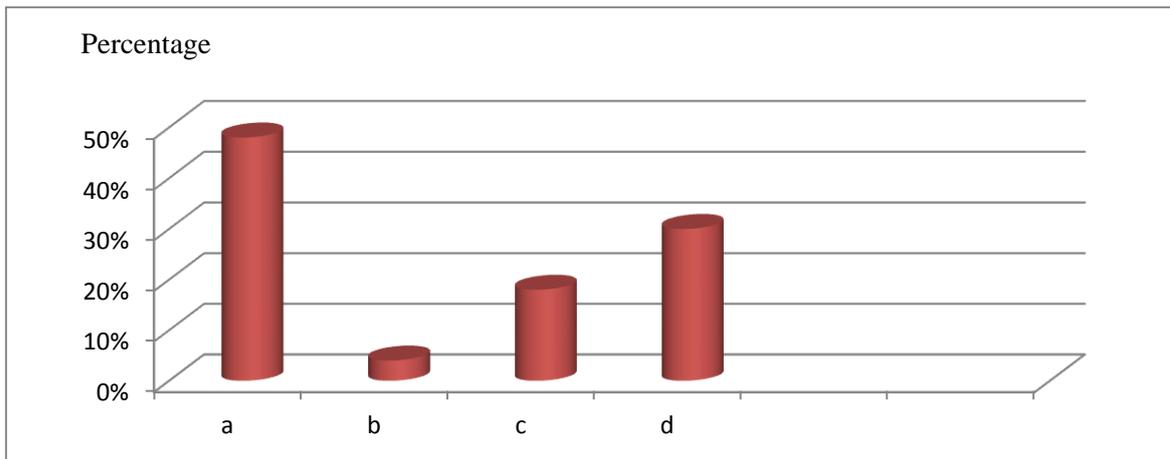


Figure22: how teachers can create a good atmosphere.

As shown in the table above twenty-four learners (48 %) claim that their teachers create a good atmosphere in grammar classes because they establish good relationships between students, which make learners motivated and more confident. Two students (04%) think that praising has great impact on learners’ involvement. While nine students (18 %) claim that creating good conditions occur when teachers involve their students in the tasks. The last category of fifteen students in rate of (30%) consider their teachers role in creating a good atmosphere in allowing them to speak (use the target language) by asking and answering questions. This opportunity permits class-interaction about and in the language itself.

Q 05: Which skills do you improve through grammar activities?

Options	Number	Percentage
a- speaking	26	52 %
b- reading	03	06 %
c- writing	16	32 %
d- listening	05	10 %
Total	50	100 %

Table 25: The skills improved via grammar activities.

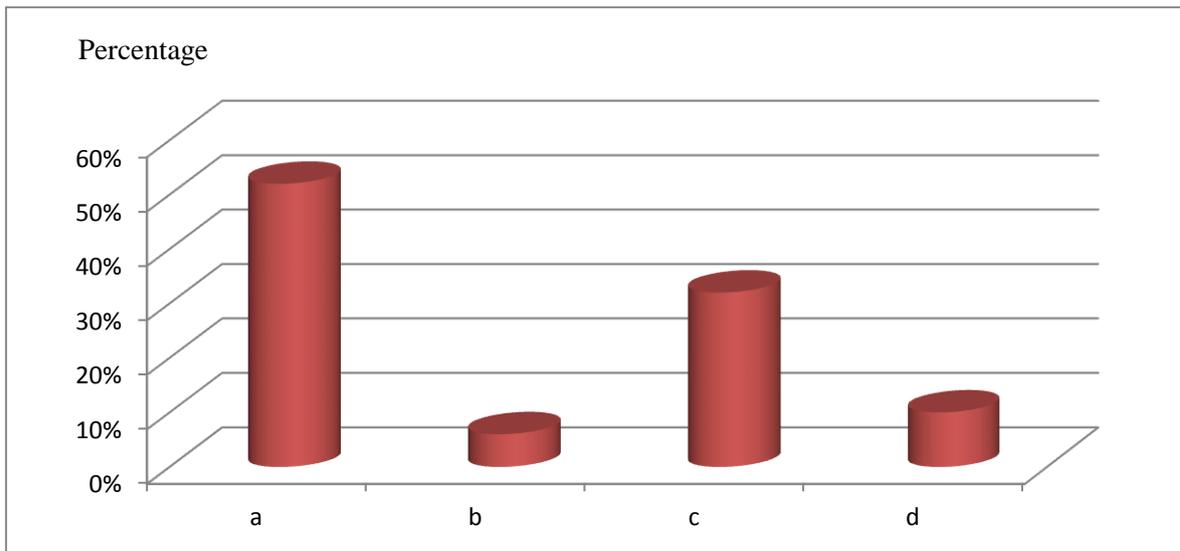


Figure 23:the skills improved via grammar activities.

As show in the results the greater rate (52 %) of twenty-six students state that grammar helps them in improving their speaking skill. If we make a connection with the previous question in which learners answer that their teachers allow them to ask and answer questions, this will act as an evidence to the speaking skill improvement. However, a rate of (32 %) of sixteen learners think that grammar tasks develop their writing skill this can be expressed in terms of providing the correct forms of language in shapes of sentences. Three students of (06 %) think that learning grammar helps much in making them good readers. The rest of students five (10 %) state that grammar lesson helps them in improving their listening skill maybe because they listen to teacher-students interactions or their classmates participations or maybe they only grasp the language though their teachers' explanation of the lesson.

Q 06: Do you learn grammar better when the teacher?

Options	Number	Percentage
a- does not give the rule, but guides you to get the rule by yourself	05	10 %
b- gives the rules, explain it then gives the activities	17	34 %
c- combines the two methods	29	58 %
Total	50	100%

Table 26: the best way for learning grammar.

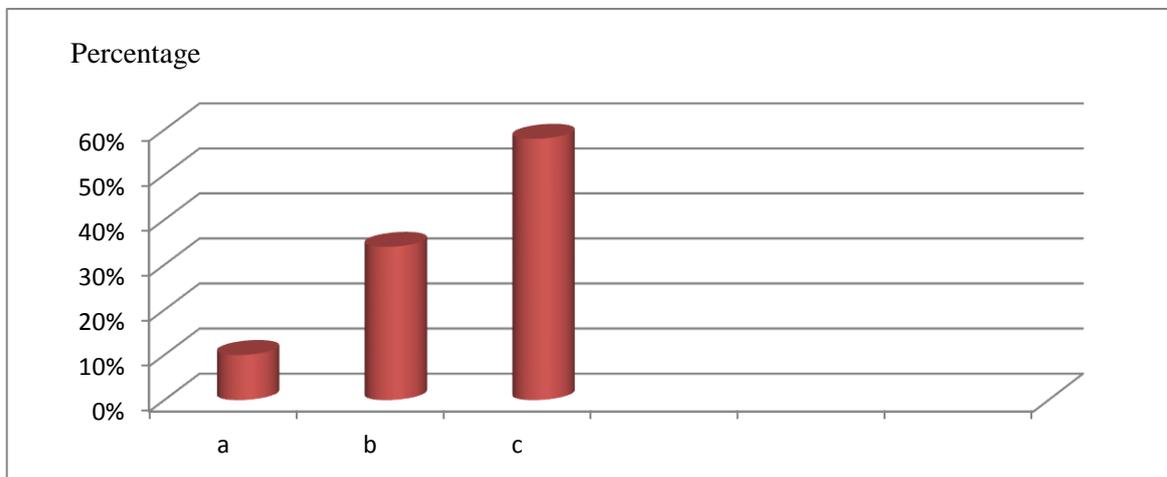


Table 24: the best way for learning grammar.

From the results shown in the table, it is noticeable that the majority twenty-nine (58%) of students prefer the eclectic approach in which teachers provide the target language examples and give their learners the opportunity to figure out rules on their own, then practice the induced rules deductively. The second group of students seventeen

(34%) prefer the deductive teaching ,where teachers provide in-depth explanation to the target rules as a first step, then allow their learners to practice the rules in order to make them memorize. The remaining group of learners five (10 %) have the tendency to the inductive approach. This type of learners prefer to manipulate language and explore it by themselves.

Q 07: Which type of presentation engages you in using the foreign language?

Options	Number	Percentage
a- explicit	06	12 %
b- implicit	0	0 %
c- both of them	44	88%
Total	50	100%

Table 27: the effectiveness of explicit and implicit presentations.

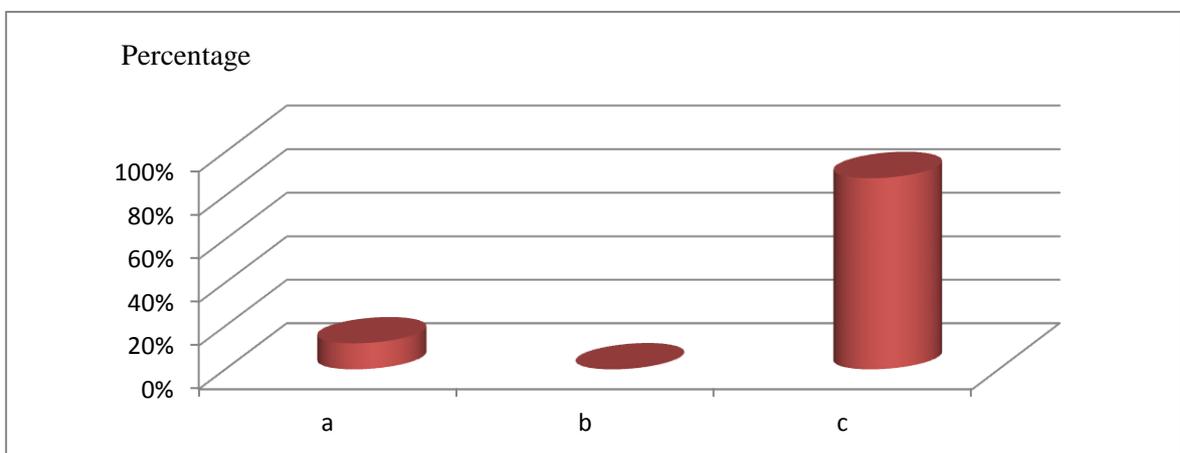


Figure 25: the effectiveness of explicit and implicit presentations.

This question was addressed to students in order to confirm that learners’ previous answers were done with a great attention. The results obtained affirm that learners were aware about what they have said before. The confirmation is that approximately all learners forty-four (88 %) have a great preference to the eclectic presentation because; they

think it engages them to use the target language when they explore grammar properties. The second part of learners six of rate (12 %) prefer the explicit presentation maybe, these learners are not autonomous learners and depend mainly on their teachers to provide the target structure, and they feel that explicit way fits better their needs.

Q 08: What approach do you consider more useful in enhancing your grammar achievement?

Options	Number	Percentage
a- deductive	07	14 %
b- inductive	05	10 %
c- eclectic	38	76 %
Total	50	100%

Table 28: the useful approach that enhances students' achievement.

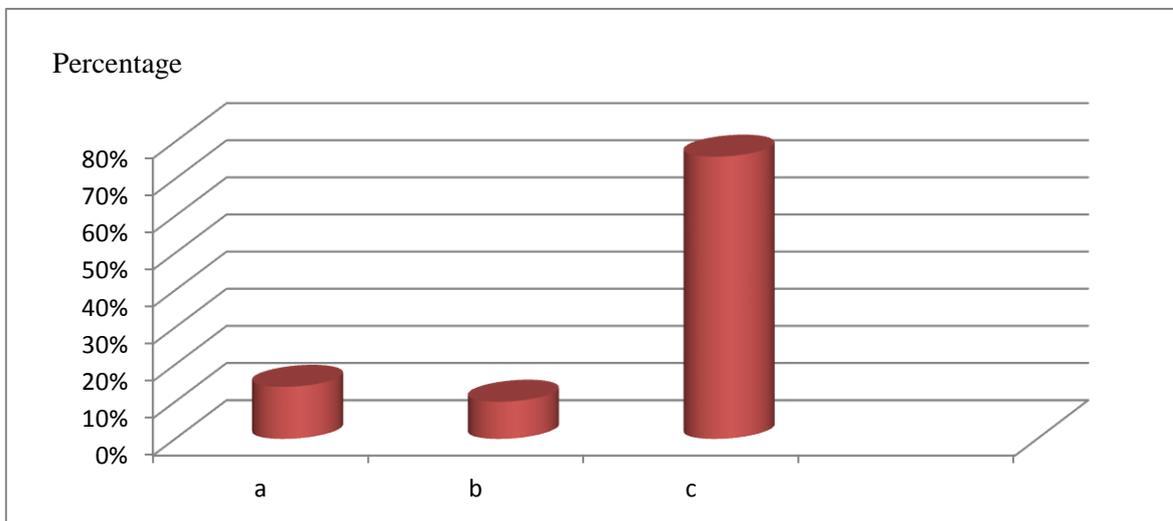


Figure 26: the useful approach that enhances students' achievement

According to the results reported in the table above, thirty-eight learners (76 %) this high proportion desire the combination of the two that is, the eclectic approach. They think this way of teaching leads to better grammar achievement. However, only four learners in

rate of (14%) prefer the deductive approach as a method to teaching whereas, the remaining number five learners (10%) like the inductive way of teaching.

Q 09: Do you think this approach of teaching?

Options	Number	Percentage
a- helps you to express yourself	13	26 %
b- engages you in language tasks	19	38 %
c- teaches you how to speak and to write correctly	18	36 %
Total	50	100%

Table 29: how this approach can help you.

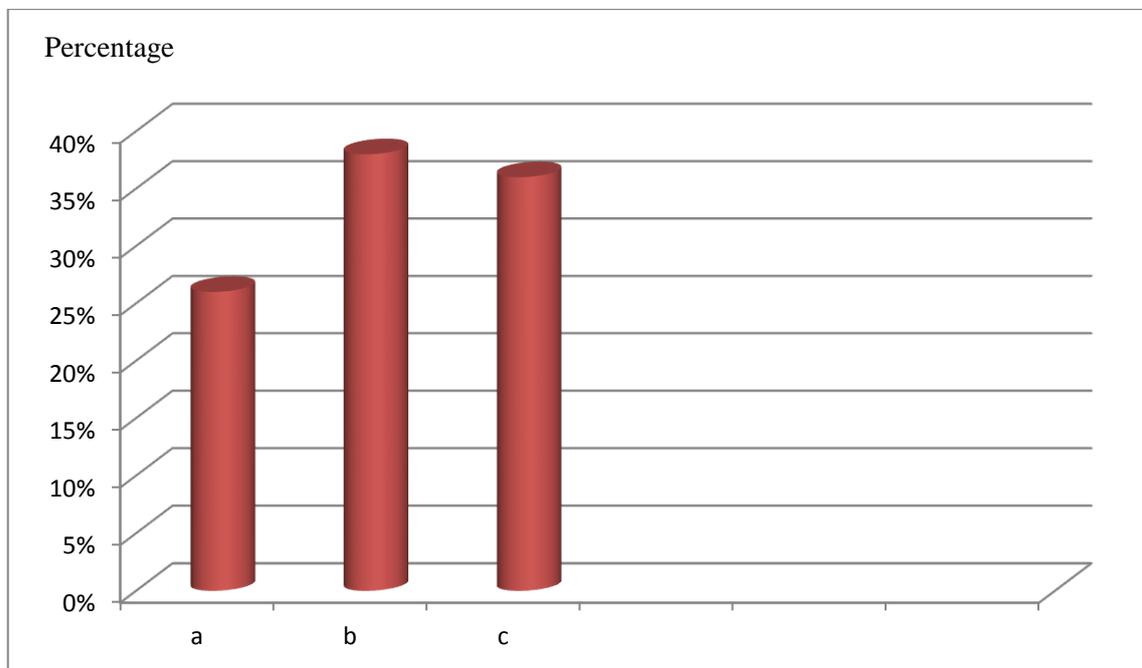


Figure 27: how this approach can help you.

It is noticed from the results that learners' answers were according to their approach preferences we find that thirteen (26 %) of learners record that their preferable method "deductive" helps them to better express themselves. However, the second group nineteen in ratio of (38 %) demonstrated that their preferable "inductive" approach engages them in language tasks. Whereas, eighteen (36 %) learners prefer the eclectic approach because it helps us to know how better to write and speak language, as well as it enhances their achievement in the different language uses. In the second part of the question learners tried to express how these approaches help them to get what they have recorded previously, some of them answer that this approach helps us to acquire the correct combination of words which lead to correct forms of language while others feel that their preferable approach gives them the opportunity to experience the foreign language.

Q 10: Do you think your level in grammar is?

Options	Number	Percentage
a- excellent	02	04 %
b- good	24	48 %
c- average	20	40 %
d- poor	04	08 %
Total	50	100%

Table 30: learners' grammar levels.

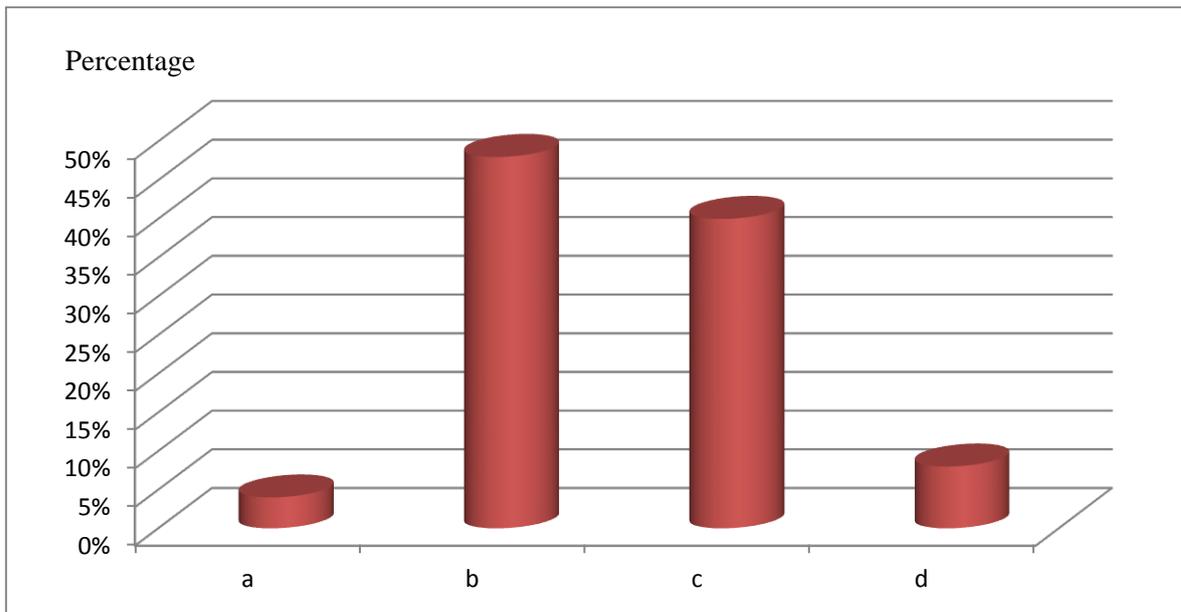


Figure28: learners' grammar levels.

From the results above, it is apparent that learners differ widely in their levels. While twenty-four (48 %) of students declare that their level is good, other twenty ones (40 %) think that their level is average, whereas two (4 %) see their level is excellent. The rest of students four (8 %) evaluate themselves as poor level students.

Q 11: How often does your teacher ask you to give examples from your own to check your understanding?

Options	Number	Percentage
a- always	12	24 %
b- sometimes	23	46 %
c- rarely	10	20 %
d- never	05	10 %
Total	50	100%

Table 31: frequencies of learners' comprehension testing.

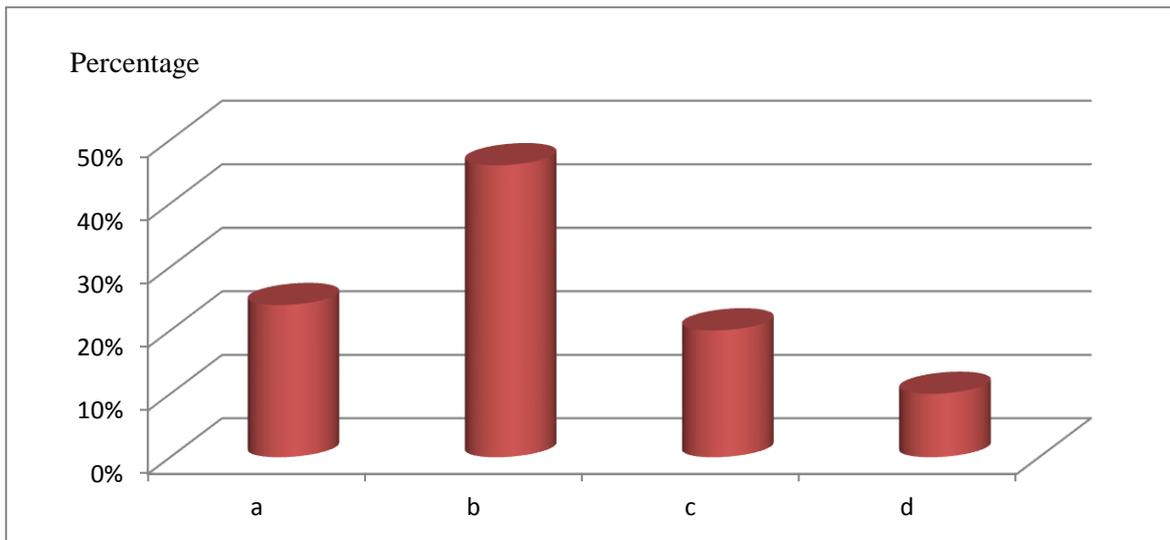


Figure 29: frequencies of learners' comprehension testing.

It is noticed that approximately the half of the participants or twenty-three (46 %) of students confess that their teachers sometimes ask them to participate in the class and provide personnel examples this as means that teachers are willing to make their learners exploit their speaking / writing skills in grammar lessons. While twelve learners (24 %) respond that, their teachers always ask them to do so. Concerning the two other options ten students in ratio of (20 %) report that their teachers rarely ask them to speak or to write examples from their own;whereas the rest of students five (10 %) say that their teachers never ask them to provide their examples in classes.

Q 12: Whenever your teacher asks you to speak or to write, do you feel that you are not able to use the language?

Options	Number	Percentage
a- yes	26	52 %
b- no	24	48 %
Total	50	100%

Table 32: learners' ability in using the target language.

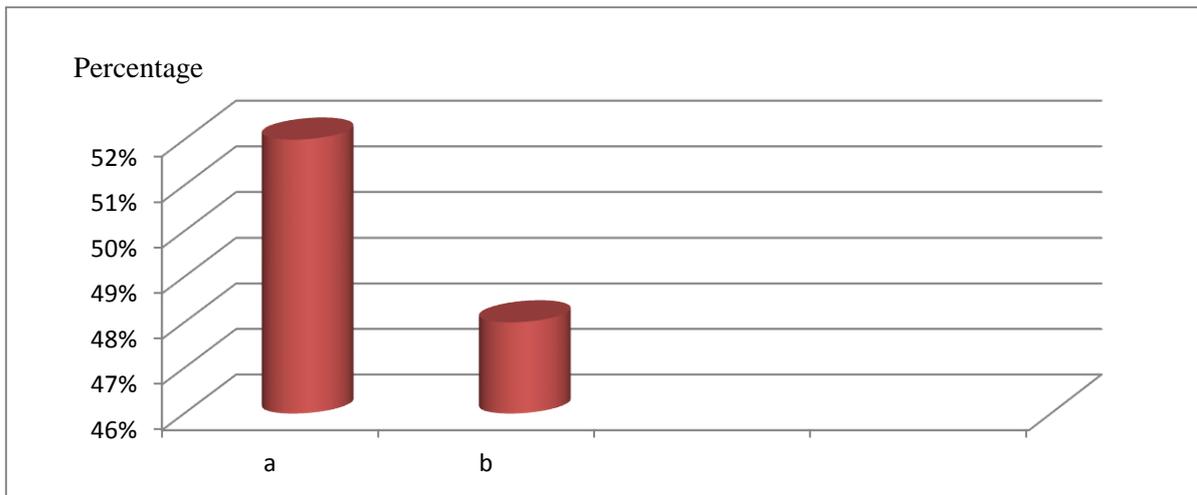


Figure 30: learners' ability in using the target language.

As it is apparent twenty-six learners in ratio of (52%) respond that they are able to use the language in grammar tasks, these results consolidate the previous question where students claim that their teachers involve them in the lesson by asking them to provide their own examples. This means that they have a positive attitude towards grammar tasks. Whereas, twenty-four in ratio of (48 %) of students declare that they are not able to use the language. This disability maybe is due to psychological aspects such as shyness or lack of self-confidence or due to pedagogical aspect such as the opted method in teaching the lesson it self.

When students were asked to clarify the cause of their incapability to use the language, they answer as follow:

Options	Number	Percentage
a- lack of grammar constructions	23	46 %
b- lack of self-esteem	07	14 %
c- lack of vocabulary	20	40 %
Total	50	100%

Table 33: causes of learners' failure in using the language.

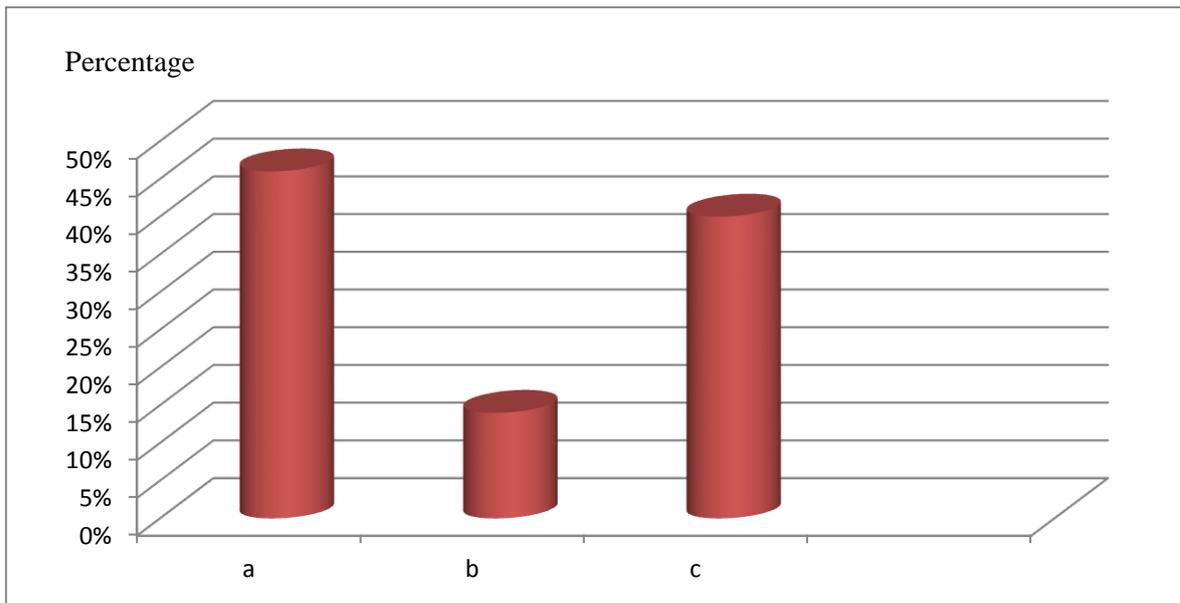


Figure 31: causes of learners' failure in using the language.

The results show that twenty-three learners in ratio of (46 %) are not able to use the language because of the lack grammar constructions. However, twenty learners in ratio of (40 %) declare that they suffer from lack of vocabulary. The rest of students seven in ratio of(14 %) suffer from lack of self-confidence.

Q 13: Do you often think that you know most of grammar rules, but you skill make mistakes?

Options	Number	Percentage
a- yes	36	72 %
b- no	14	28 %
Total	50	100%

Table 34: do students make mistakes though they know the rules.

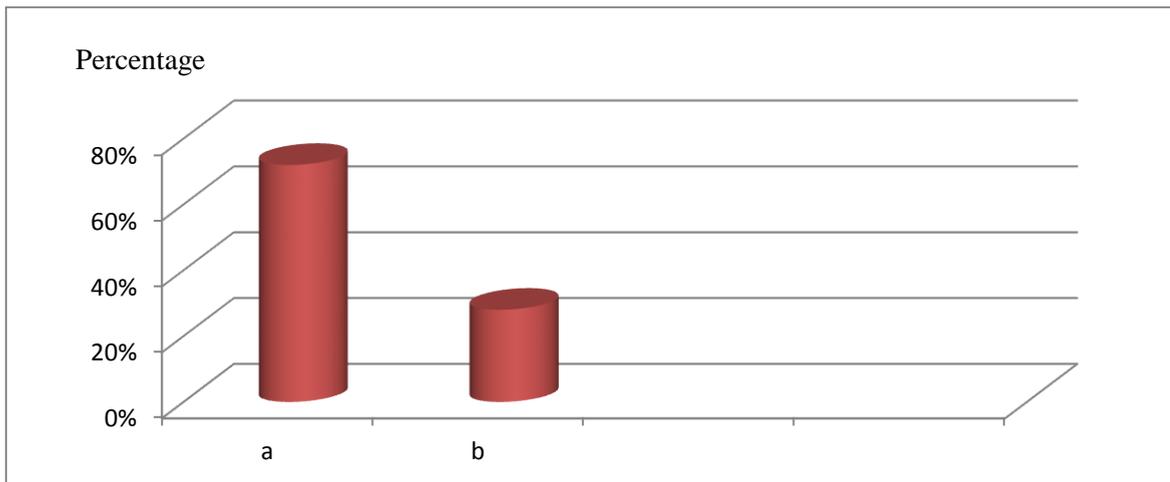


Figure 32: do students make mistakes though they know the rules.

As shown in the table the majority of students thirty-six in ratio of (72 %) commit mistakes in their language use though they know most of grammar rules, however, fourteen (28 %) of them feel themselves confident while using the language.

When students were asked to provide the causes of their defect in using the correct forms of language. Some of them report that their failure is due to their rare revision of lessons which lead to forgetting most of the rules. Others think that grammar rules are difficult and confused and they are not able to distinguish between them. Other students claim that they have no time devoted to practice these rules in daily conversation; therefore, they are exposed to loose them easily. Other students inform that they do not understand the teachers' explanation all the time.

Q 14: Should teachers correct all your grammatical mistakes?

Options	Number	Percentage
a- yes	32	64 %
b- no	18	36 %
Total	50	100%

Table 35: teachers' correction of their learners' mistakes.

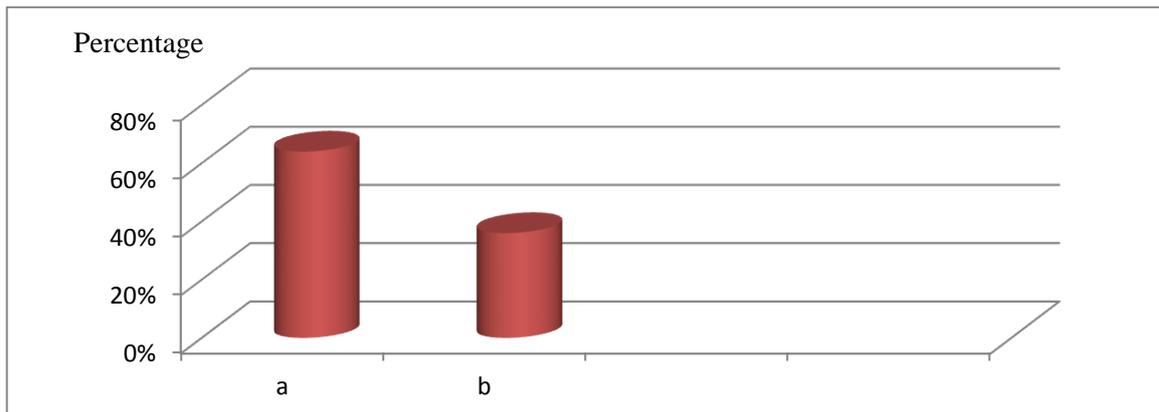


Figure 33: teachers' correction of their learners' mistakes.

The majority of students, thirty-two in ratio of (64 %), report their need to be corrected by their teachers, whereas, eighteen (36 %) of learners think they do not need to be corrected.

Most of students claim that their grammar mistakes should be corrected whether in spoken or written forms this refer to what(Al-Mekhlafi, 2001) said concerning the role of errors correction in enhancing learners' achievement. Students think that when their mistakes are corrected, this will give them another chance to practice the rules as well as it will enhance their level. Others assume that teachers' corrections make them conscious about their errors in order not to commit them next time.

Q 15: When mastering grammar rules you feel yourself.

Options	Number	Percentage
a- satisfied	26	52%
b- strongly satisfied	03	06 %
c- confident	16	32 %
d- strongly confident	05	10 %
Total	50	100%

Table 36: learners' self-evaluation.

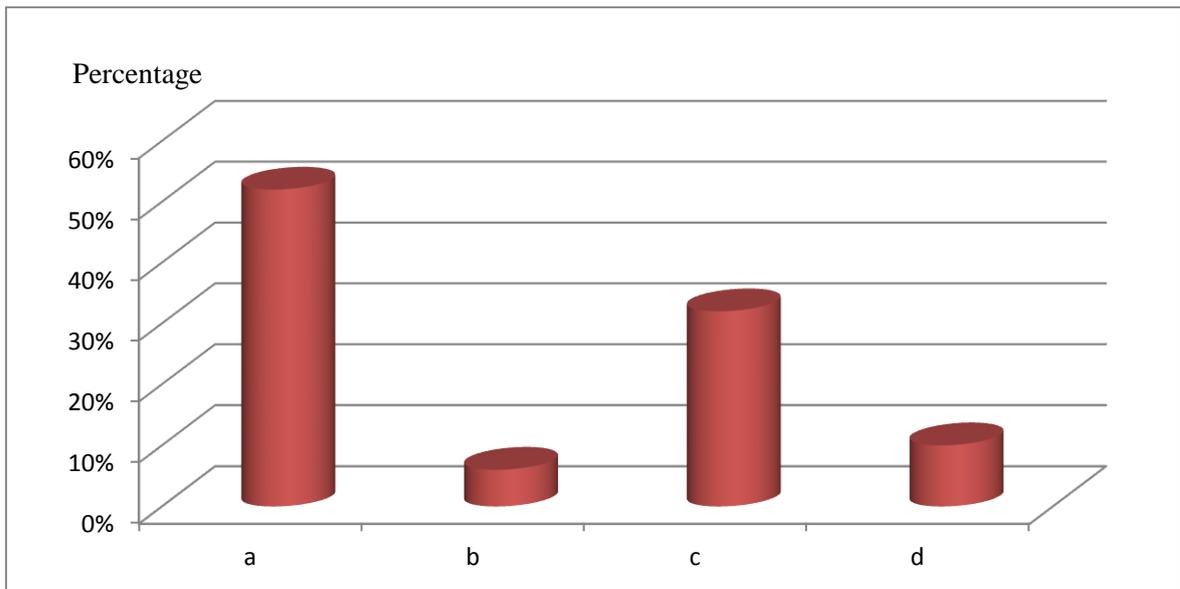


Figure34: learners' self-evaluation.

From the results obtained in the above table, it is noticed that nearly the half of students twenty-six in rate of (52 %) feel themselves satisfied when mastering grammar rules; whereas, sixteen in ratio of (32 %) of them feel themselves confident. The minority of students three in ratio of (06 %) think they will be strongly confident if they master grammar rules while the last five learners in ratio of (10 %) feel strongly confident if they master grammatical aspects.

Q 16: Are there any ideas that should be mentioned in this subject and you would add?

Concerning this question learners express that grammar is the best subject and we are obliged to learn it whether in primary, high schools or at the level of university because it helps us to be good in speaking and writing the language. In addition, as students recorded, teachers should opt the best method to teach grammar that fits all their students' needs. Other students suggest that teachers must provide more time to practice grammar rules otherwise they will forget what they have learnt.

5. Discussion and recommendations

In accordance with the documented results in the questionnaires, we conclude that our two contexts, teachers and learners agree about the significance of English grammar as a basic element in foreign language learning. Therefore, grammar teachers should make their learners intellectually conscious about its role. Moreover, English grammar teachers (100%) recorded that grammar is very important in speaking/writing effectively which lead to learners' achievement. In the other hand, teachers are supposed to engage their learners in grammar tasks by making it interesting and enjoyable. Involving learners in grammar tasks means that teachers are intended to opt the best method that fits all their learners' tendencies, as well as fulfill all their needs. As numbers and percentages demonstrated, all teachers and learners prefer the eclectic approach as teaching method. This approach dominates the majority of teachers and learners preferences with rate of (66.66%) for teachers and rate of (76%) for students. This high proportion is probably due to the nature of this method and its effectiveness. Therefore, the results can be an argument against our hypothesis that assumes that teaching grammar inductively may enhance learners' attainment better than teaching it deductively. Hence, the total agreement of the two contexts about the eclectic approach makes it the preferable approach to grammar teaching in EFL classes. As a concluding step, this research will provide some recommendations about grammar and how better to teach it from teachers' and learners' perspectives.

- Grammar should be taught in an organized and developed manner in order to make learners more investigative and reflective in exploiting their cognitive processes.
- Teachers should be comprehensive concerning their learners' needs and preferences in order to make teaching grammar reaches the highlighted objectives. As well as they should use meaningful activities so that learners will be intrinsically motivated.

- Creating a good atmosphere, by establishing a good relationships between teachers-students and students-students probably may engage learners in language tasks.
- Students should be involved in language tasks by creating interesting activities, which will increases learners' motivation.
- Opting the best approach and the best method of presentation according to learners' preferences. Hence, this will lead to better grammar attainment.
- Teachers should consider the role of error correction to make learners intentionally aware about the grammatical properties in order to decrease the level of mistakes and make their learners more confident.

Conclusion

In short, as reported by teachers and learners grammar is one fundamental basic of language that should be emphasized. It is concluded from the overall agreement that grammar is significant in developing speaking/ writing skills. Therefore, it must be taught, and teachers should devote more time for practice and error correction in order to strengthen their learners' language achievements. Consequently, learners become better speakers and better writers in English as a foreign language.

General Conclusion

As far as a foreign language is concerned, grammar represents a crucial issue in learning it. In fact, producing fluent and accurate EFL learners challenge language theorists and scholars. Undoubtedly, learners' ability to learn the target rules depend to great extent on their way of perceiving the provided knowledge .Thus, theorists sought to determine the best way that makes grammar lesson accessible and applicable for all types of learners. As it was outlined in this research, teaching grammar will certainly engage EFL learners in the process of making meaning of the target language properties, as well as it will enhance their attainment. Hence, this dissertation sought to explore English grammar as any other pedagogical subject, and it involved a comparison between the deductive and the inductive approaches to teaching it. Moreover, this paper attempted to highlight the best approach that leads to better learners' engagement in the language tasks as well as, to better attainment of the target structure starting from the assumption of considering the inductive approach may enhance learners' attainment better than the deductive approach. In order to, get data to confirm or reject the highlighted issue, this research opted two questionnaires as data gathering tools .These tools were administered to both English grammar teachers and EFL learners. Apparently, the obtained results show a great preference of both contexts to eclectic approach. However, these results cannot be generalized because our sample does not really represent the whole population of EFL learners of first year LMD at Mohamed Kheider University of Biskra.

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Appendices

Appendix A:

Questionnaire for teachers

Dear Teachers,

We would be so grateful if you answer the following questionnaire by giving your opinions about teaching grammar in EFL classes and your attitudes concerning the use of the deductive and the inductive approaches. Your answers will be very helpful for the research project we are undertaking. Please choose only one answer for each question. Put (X) in the corresponding box, and provide full answer when necessary. Thank you for your precious contribution.

Personal Information

1. Degree

a- BA (licence)

b- Master

c- Magister

d- PhD (doctorate)

2. Work experience.....

Section one: Teachers' perceptions about teaching grammar.

3. To what extent do you think grammar is important in learning EFL?

a- Very much

b- Much

c- Little

d- Not important

4. Do you agree that grammar will enhance your students' achievement in English as a foreign language?

a- Yes

b- No

5. To what extent do you think that correct grammar is significant in speaking /writing effectively?

a- So much

b- Much

c- Little

d- Not at all

6. Does grammar need to be taught? Or it can just be picked up? Would you please explain?.....

.....

Section two: Teachers' Perception of the Learners attitudes towards grammar lessons.

7. To what extent do you think your students value grammar lessons?

a- Very much

b- Much

c- Little

d- Not important

8. During the grammar class do you feel that your students are motivated?

a- Yes

b- No

9. What can teachers do to make grammar lessons interesting and enjoyable?

a- Give their students opportunities to express their ideas

b-Allow them to ask and answer questions

If there are others, can you specify please.....

.....

Section three: The Teachers' perceptions about the deductive and the inductive approaches to grammar teaching

10. When teaching grammar, which approach would you consider more useful?

a-Deductive.

b- Inductive.

c-Eclectic.(combination of the two)

11. When using the deductive approach, do you think your students are?

a- Highly motivated

b- Motivated

c- Less motivated

d- Not motivated

12. What is your impression about the effectiveness of this approach?

a- Effective

b- Very effective

c-Not effective

13. What kind of learners do you think are suitable for inductive learning?

a-Good learners

b-Average learners

Why

.....

14-What is your impression about the effectiveness of this approach?

a-Effective

b-Very effective

c-Not effective

15. Does the inductive approach offer more advantages over the deductive one?

a-Yes

b- No

16. Do you find any differences between the two approaches?

a- Yes

b- No

- If there are, would you please mention them

.....

17. What type of presentation should teachers adopt to engage their learners in the lesson?

a- Explicit presentation

b- Implicit presentation

c-Both of them

Section four: Teachers' evaluation of grammar teaching

18. Do your students have problems when using the target rules?

a- Yes

b- No

If yes, what are these problems? Can you specify please

.....

.....

19. Are the students who face such problems?

a- Excellent students

b- Good students

c- Average students

d- Less able students

e-Most of them

20. What should you do to solve such problems?

a-Providing more time for practicing the rules

b -Changing the method

c-Both of them

If there are other ways, can you specify please.....
.....

21. How often do you check your students understanding of grammar rules?

a- Never

b- Rarely

c- Often

d-Always

22. What further ideas do you suggest to enhance your students' grammar acquisition?

.....
.....
.....
.....

Thank you for your contribution in this questionnaire

Appendix B:

Questionnaire for students

Dear Students,

You are politely requested to help in responding to this questionnaire that aims to collect your ideas and attitudes about English grammar and the common ways of teaching it; the deductive and the inductive approaches. We hope that you will answer with full attention, and interest. You are required to choose only one answer. To answer the questions put (X) in the box correspondent to your answer. Thank you

Section one: Students opinions about the role of grammar in foreign language learning.

1. Do you agree that grammar lesson is very important in foreign language learning?

a- Strongly agree

b- Agree

c- Neither agree nor disagree

d- Disagree

e- Strongly disagree

2. When learning grammar you find the task.

a- Difficult

b- Useless

c- Easy

d- Useful

3. Do you think learning grammar can be?

a- An interesting activity

b- Compulsory activity

c-A boring activity

Can you be more precise about your answer, please?.....

.....

4. Does your teacher create a good atmosphere during grammar classes?

a- Yes

b-No

If yes, what does he do?

a-Maintains good relationship with students

b- Praises his students

c-Involves them in the tasks

d-Allows them to ask and answer questions

5. Which skills do you improve through grammar activities?

a- Speaking

b- Reading

c- Writing

d- Listening

Section two: student's opinion about the deductive and the inductive approaches.

6. Do you learn grammar better when the teacher:

a- Does not give the rules, but guides you to get them by yourself through activities.

c- Provides the rules explains them and then gives you the activities.

d- Combines the two methods.

7. Which type of presentation engages you in using the language?

a-Explicit

b-Implicit

c-Both of them

8. What approach do you consider more useful for enhancing your language achievement?

a Deductive (providing rule then practice)

b- Inductive (using activities to induce the rule)

c- Eclectic (combination of the two methods)

9. Do you think this approach of teaching?

a- Helps you to express yourself confidently

b-Engages you in language tasks

c-Teaches you how to speak and write language correctly

If there are other benefits please cite them?.....

.....

Section three: Students' attitudes towards grammar errors

10. Do you think your level in grammar is?

a-Excellent

b- Good

c- Average

d- Poor

11. How often does your teacher ask you to give examples from your own in order to check your understanding in grammar tasks?

a- Always

b-Sometimes

c-Rarely

d- Never

12. Whenever your teacher asks you to speak or to write, do you feel that you are not able to use the language?

a- Yes

b- No

If yes, this is because of:

a-The lack of grammar constructions

b-The lack of self-esteem

c-The lack of vocabulary

13. Do you often think that you know most of grammar rules, but you still make mistakes?

a- Yes

b- No

If yes, why?

.....

14. Should teachers correct all your grammatical mistakes?

a- Yes

b- No

If yes why?

.....

.....

15. When mastering grammar rules you feel yourself.

a- Satisfied

b- Strongly satisfied

c- Confident

d- Strongly confident

16. Are there any ideas that should be mentioned in this subject and you would add please
you have the opportunity to express yourself.

.....
.....
.....

Thank you for your participation in this questionnaire.

Appendix C:

Sample lesson in Deductive Teaching

Nouns, adjectives and adverbs

1 * Subject and object pronouns

Subject pronouns

I	you	he	she	it	we	you	they
---	-----	----	-----	----	----	-----	------

Object pronouns

me	you	him	her	it	us	you	them
----	-----	-----	-----	----	----	-----	------

- The subject is the person or thing doing the action:

I left early.

She went home.

We said goodbye.

- The object is the person or thing receiving the action:

She telephoned me.

I hit him.

We saw her.

Write the correct pronouns for these sentences:

1 telephoned yesterday. (she)

She telephoned yesterday.

2 We watch for hours. (he)

We watched him for hours.

3 Hasn't arrived yet? (she)

4 don't understand. (I)

5 Are you talking to? (I)

6 Don't ask doesn't know. (she/she)

7 This is Julia: have known for years. (we/she)

8 Nobody told the bus was leaving. (they)

9 Why didn't ask to come? (she/ they)

10 Don't askask(I/he)

11 think doesn't like (I/he/I)

12 asked to invite (they/he/we)

(from Walker and Elsworth *Grammar Practice for Intermediate Students*, Longman, 1986. Cited in

Thornbury, 1999, p.31)

Appendix D:

Sample lesson in Inductive Teaching

Teaching the present simple

1 * find the rule:

Look at these sentences:

You **know** Norma and Joe, don't you?

They **work** every day.

Joe **talks** to tourists, and Norma **writes** letters.

We always **go to their** travel agency.

The agency **offers** tours to many different countries.

I **like** the service there too.

➤ There is a final **S** on the verb only with certain subjects. What are they?

I you he she it we they

Now apply the rule

Circle the right verb.

I see / sees Norma almost every day, or she call / calls me. She and Joe sometimes.

Come / comes to my house on weekends.

Joe usually tell / tells us some funny stories.

(from Maple, R. New Wave 1. Longman, 1988. Cited in Thornbury, 1999, p. 53)

Résumé

En fait, l'apprentissage de la langue et de la grammaire sont étroitement associés. Néanmoins, différents apprenants apprennent la langue différemment et à des rythmes différents. En conséquence, des pédagogies d'enseignement des langues sont vu théories débattues sur la façon d'enseigner la grammaire dans des contextes étrangers. Par conséquent, l'objectif de cette étude était d'explorer la grammaire anglaise comme un aspect pédagogique et d'enquêter sur les approches qui lui sont liés en termes d'efficacité et l'applicabilité. Afin de réaliser les objectifs mis en évidence de ce document ; deux questionnaires sont été administrés à deux contextes différents, deux groupes de première année apprenants l'anglais comme une langue étranger et neuf enseignants de grammaire à Mohamed Kheider Université de Biskra. Après avoir recueilli les deux questionnaires et de les analyser, le constat a révélé non seulement l'importance de la grammaire dans l'apprentissage de la langue étrangère, mais aussi, il indique que l'approche éclectique peut conduire au développement des capacités des apprenants mieux que l'utilisation de chaque approche isolement. En ce qui concerne l'approche éclectique sur une main les apprenants connaîtront la langue via l'utilisation de leurs capacités cognitives, de l'autre main, les apprenants ont la chance de pratiquer ce qu'ils ont été découverts déductivement. Les résultats ont fourni une implication significative de l'utilisation de l'approche éclectique à l'enseignement de la grammaire.

ملخص

إن تعلم اللغة وقواعدها يرتبطان ارتباطاً وثيقاً. ومع ذلك، فمختلف الطلبة يتعلمون اللغة بدرجات متفاوتة. ونتيجة لذلك، شهدت مناهج تعليم اللغة و نظريات التعليم نقاشات واسعة حول كيفية تدريس قواعد اللغة في سياق اللغات الأجنبية . لذا، كان الهدف من هذه الدراسة هو استكشاف قواعد اللغة الإنجليزية باعتبارها جانباً تعليمياً والتحقيق في المناهج المرتبطة بها من حيث الفعالية وإمكانية تطبيقها. لتحقيق الأهداف الواردة في هذه الدراسة ؛ قمنا بتوزيع استبيانين إلى مجموعتين مختلفتين، وهما قسمان من طلبة السنة الأولى انجليزية و تسعة أساتذة لقواعد اللغة الإنجليزية بجامعة محمد خيذر بسكرة. بعد جمع كل من الاستبيانين وتحليلهما، كشفت النتائج ليس فقط على أهمية المنهج الانتقائي في تعلم اللغة الأجنبية، ولكن النتائج تشير أيضاً إلى أن المنهج الانتقائي قد يؤدي إلى تطوير قدرات المتعلمين أفضل من استخدام كل من المنهج الاستقرائي و المنهج الاستدلالي منعزلين. إن المنهج الانتقائي يمنح المتعلمين تجربة اللغة من خلال استخدام قدراتهم الإدراكية، و من ناحية أخرى يقدم لهم فرصة ممارسة ما تم اكتشافه و استنتاجه. إن النتائج المتحصل عليها تعد دليلاً واضحاً على أهمية استخدام النهج الانتقائي لتعليم قواعد اللغة الإنجليزية.