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Adopting a Deductive Approach to Grammar Teaching:

Case of 3rd Year Pupils at Ain Skhouna Secondary School, Saida

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Dedication

I dedicate this work

To my father "Arbi" may God have mercy on him,

tomy greatmother, my sisters , brothers ,all my

friends. Especially, people who made a best

memories in my life.

Imane

Dedication

I dedicate this work to

My dear parents

Nouria

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those who contributed to this research.
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Abstract

Learning grammar has the greatest important in language teaching and learning that iswhy has a multiple and different approaches of teaching and learning, some scholarshave studied grammar deductively, and others have tried to study it inductively. This study aims to investigate the effects of using a deductive approach in teaching grammar. It also aims to explore and discover the learners' perspectives towards learning grammar through the use of that approach and how it provides them to learn and master the grammatical patterns. Still, a comparison between the deductive and the inductive approach was made in this research. More, it attempts to shed light on the obstacles and the difficulties which are faced by learners in grammar learning. Therefore,a case study was conducted at Ain Skhouna Secondary School in Saida. In order to investigate this study, we have carried out the investigation by submitting two questionnaires; the teachers' questionnaire and the students' questionnaire. The results revealed that teaching grammar depends on some specific methods, and the teacher is the decision maker at this case to select the appropriate method whichenhance the learners' mastery of grammar rules, and through this investigation the using of the deductive method was enough to serve the learners' interest and needs.

Key words: deductive approach, inductive approach, Grammar difficulties, secondary school learners.

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List of Abbreviations and Acronyms

CBA Competency Based Approach.

CBLT Competency-based Language Teaching.

EFL English as a Foreign Language.

ELT English Language Teaching.

EFL English as a foreign language.

GTM Grammar-Translation Method.

3.A.S Active structure.

General introduction

General introduction

General Introduction

Teaching learners English as a foreign language depends on teaching them it structures and how to use them appropriately. In that sense, it is necessary for them to learn grammar which is one of the basic aspects of teaching and learning a foreign language. It is so important aspect in learning and teaching EFL.

Grammar has a great effect in teaching and learning process. It has various approaches and methods to teach such as; deductive and inductive approach which have a different instructions; the first one teacher move from general to specific. While the other approach the teacher move from the specific to the general to enable learners discover the rule by themselves in order to remember it.

In the Algerian schools; in particular at the secondary school level, grammar has always been one of the most challengeable matters in teaching English language. Most teachers teach grammar deductively according to the traditional approach(GTM) that focuses on teaching the language through analyzing its grammar rules and then applying them to build sentences and texts. On the other hand, teaching grammar inductively is one approach that insists on the learners' ability to discover the rules of grammar by themselves.

This study aims to investigate the effectiveness of using the deductive approach in mastering grammatical rules. It also intents and testes the teachers' and learners' perspectives towards the deductive approach in teaching and learning grammar at the secondary school. This study addresses the following questions:

1. Is the deductive approach effective in learning grammar?
2. What kind of grammar difficulties do learners face?
3. How can teachers facilitate and improve theEnglish grammar instruction?

In conducting this research, we set the following hypotheses:

1. Using the deductive approach by EFL teachers would enable the EFL learners to master the rules of grammar effectively.

General introduction

2. Secondary school students may have prior knowledge about English grammar but still face various difficulties at all grammar points.

3. A combination between the deductive and the inductive approach would help learners improve their grammar learning.

Through our research we try to find answers to such issues. Teaching grammar using the deductive approach may help students to find out or decrease the faults in grammar. Therefore, we set two questionnaires for both teachers who had experienced teaching grammar and 3.AS students as investigation tools.The research is conducted at Ain-Skhouna Secondary school in Saida, to get the effectiveness of using the deductive approach in mastering the rules of grammar, for 3.A.S. students in.

This study is divided into three main chapters.The first chapter includes an overview about grammar and the approaches in grammar teaching. It deals with the main key terms of methodology of teaching, in addition to the most common approaches and methods that adopt the issue of teaching grammar, and the status of grammar in each method.

The second chapter deals with the English language teaching generally and grammar teaching at the Algerian secondary schools particularly. Besides, this chapter provides a description of grammar programme in the learners' textbook New Prospects.

The third chapter represents the practical study and includes the description of the questionnaires and discusses the analyses of the obtained results. In-depth analyses of the findings are provided in this chapter.

Chapter one

Approaches and Methods of Teaching Grammar

1.1. Introduction

Grammar is one of the main foundations aspects of foreign languages. Therefore, it is necessary for teachers to know what to teach to their learners, as well as, they have to facilitate the grammar structures and patterns to make them clear to learn.

Learning grammar deductively or inductively is a method that focuses on how students induce rules by themselves from some given examples. So, the inductive approach is a part from English grammar teaching strategies that should be taken into consideration by both the teachers and learners.

This chapter includes two parts; the first one is about grammar, its definition, grammar as aform and as a function, types of grammar (descriptive Vs prescriptive), and the relation of grammar with other aspects of the language. Whereas, the second part discusses the definitions of the deductive and the inductive approaches in grammar teaching. Besides, this chapter showcases the different teaching methods and the status grammar in each method.

1.2. Grammar Defined

When we talk about teaching Grammar, it's necessary to know what does the term "Grammar "mean. Grammar has been defined by many scholars and researchers. Grammar is a part of language that helps the learners express themselves. Hatwell (1985,p.352-353) defines of the term grammar in five different definitions which are:

- A set of formal patterns or rules in which the words of a language are arranged to convey a larger meaning.
- The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.
- Linguisticetiquette.
- School grammar or the mains of the parts of speech.
- Grammatical terms used in the interest of teaching writing (as cited in William,2005, p.1).

According to Penny Ur (1998,p.75) grammar is **"The way words are put to gather to make correct sentences".**The term grammar is also described in collins concise English dictionary(1982) as the abstract system of rules in terms of which a person's mastery of his native language can be explained. Also, it is a branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics. Additionally it is considered with the systematic description of the grammatical facts of a language (as cited in Edwardes, 2001,p.6).   Harmer (2001,p.14-16) explains that" **people usually use the written and spoken language in a different way because grammar of speech has its own constructional principles and therefore it is organized differently from writing"**

   In addition, the complexity of providing a convenient definition to the term "grammar" can stem from the fact that:

> **Grammar is not the kind of concept that can be given a „correct"**
> **definition, even professional grammarians cannot agree, and have**
> **no prosper of even finding some kind objective facts which would**
> **push us to an agreed definition. This doesn't mean that grammar**
> **itself is vague and subjective…but simply that it has no natural**
> **boundaries waiting to be discovered.**

(Purpura, 2004,p.42)

In this sense, grammar has been defined and viewed in different ways from a language specialist to another. As for grammar rules, Longman Active study dictionary defines "rule" as follows :

- A principle or order which guides behavior, says how things are to be done etc…

- The visual way that something happens.

- With accordance to grammar, there are two types of rules the first is prescriptive, the second is descriptive rule

Actually, grammar serves learners to improve their capacities, they enhance their writing and speaking skills by following its rules. It helps them to write a well organized and meaningful sentences, paragraphs and compositions.

The teacher has to explain the grammar rules in a very simple way to their students through enriching his presentation with examples to make them understand

how to build new language structures. The teacher should take into consideration- when teaching grammar- the form, the meaning, and usage without forgotten the learners needs and variation of their levels of understanding.

1.3. Types of Grammar

The linguists distinguish between descriptive and prescriptive grammar, they are categorized to written and spoken grammar.

1.3.1. Prescriptive Grammar

People who write prescriptive grammars adduce better language users, better language and better information systems as authorities for preferring one usage over another. Prescriptive rules exist only to express and prefer for one structure or usage or linguistic item over another. Hundson (1980) states that **"A prescriptive will not contain rules that tell you to put articles before nouns. Prescriptive rules are reserved for places where speakers have choice and they exist to limit those choices."**

Prescriptive grammarians tend to classify between correct and in correct use of language, the prescriptive grammar focuses on the rules as they should be used. In contrast, the grammatical rules used in daily life by native speakers in different ways. Hudson(1980) clarifies that there is a distinction between the use of grammar,which does not only lead to different types of grammar but also leads to distinction in society in terms of prestige. It is supported by Cristal (1997) as manual that focuses on constructions were usage is divided, and lays down rules governing the socially correct use of language.

Perspective rules specify which usage to be adopted or avoided based on evaluation on what is correct or incorrect , for examples **"**avoidsplittinganinfinitive ", do not begin a sentence with and "or" it is wrong to say : between you and I " . They do not provide *only* **"rules for disputed usages in standard English " but also include "all grammar instruction that stipulates what language should be used , what should be avoided ,and what should be preferred."**(Greenbaun,1988,as cited in Dakhmouch , 2008 , p.49).This means that , prescriptive grammar is based on the construction of language by rules , it focuses on how to use a rule.

Besides, Swan (2005,p.66), agrees that prescriptive rules are "…linguistic regulations " and rules which individuals devise in the belief that their languages need regulation, tidying up, or protecting against change. One of many features of prescriptive rules is that they focus more on the written language than the spoken one In that sense, perspective rules are different guidlines or instruction which individuals follow to produce correct or good language.

1.3.2. Descriptive Grammar

Descriptive rules on the other hand , as stated by (Greenbaun , 1988,p.26) are " generalizations based on observations of the data " , and are " accurate or inaccurate , depending on whether they accurately reflect the data." In other words, it is a description of the usage of language irrespectively of grammar instructions. He also claimed in 1991 that they describe how people use their language based on evidence from the knowledge English speakers have about their actual use of that language (as cited in Dakhmouch,2008,p.49).

In other words, the descriptive grammar describes the usage of language by native speakers. It attempts to describe the usage of native speakers. It assumes that the only authority for what is exists in a language is what its native speakers accept and understand as part of their language. In other sense, descriptive grammar is produced by native speakers.

Further, descriptive grammar describes the language, its structure, and syntactic rules that govern sentence and phrase construction (GreenbaunanaQuik , 1990). For instance, descriptive grammar examines the production of sentences and words according to many rules by speakers. Furthermore, a descriptive study of grammar is non-judgmental, and it does not have the goal of determining what represent good or bad, correct or incorrect structures, or grammatical or ungrammatical forms (Leech, Deuchar, and Hoogenraad, 2006).

Among other considerations, a good descriptive grammar also takes into account cultural and social variables that. In many cases, determine how language is produced and understood. In an academic sense, a descriptive grammar of a language is a theory that has attempt to explain how a particular language works (Leech, Deuchar, and Hoogenraad, 2006). It also seeks to formulate syntactic rules that are

based on the way a language is actually used for communication, but not what these rules should be.

In other words, descriptive grammar concerned more with spoken language rather than the written one. Unlike, prescriptive grammar avoids making judgments about correctness, and focuses on describing and explaining the way people use language in daily life (Nuanan,2005). It does not deal with what is right or wrong in language use; forms and structures which may not be included in system called "standard English" might be structures which may not be included in language system.

1.4. Approach, Method, Technique, Design, and Procedure

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

1.4.1. Approach

Antony (1963) defines this term as "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. It describes the nature of the subject matter to be taught" (as cited in Kumaravadivelu, 2006, p.84). However, Richards and Rodgers stated that the term approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching (1986, p.16, as cited in Harmer, 2001, p. 78). Therefore, an approach is about the language itself and language learning and teaching. In that sense, Harmer (2001, p.78) affirms that an approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning that focuseson structural language. So, an approach provides a description of how people acquire, learn the language and help them to know how to use that language successfully.

1.4.2. Method

A method is an umbrella term referring to a broader relationship between theory and practice, it is the plan, that the teachers prepare at home to apply it in their classrooms by selecting their objectives. Accordingly, Antony (1963,p.65)identified a method as: **An overall plan for the orderly presentation of language material, no**

part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural." In other words, a method is the application of the theories of language teaching and learning as it is mentioned by Harmer (2001,p.78) who stated that: **"a method is the practical realization of an approach. It includes types of activities, roles of teachers and learners, the kinds of helpful material and various procedures and techniques"** In other words, a method is teachers' and learners' guide, it leads each one of them to decide what he/she should do in a particular time.

Patel and Jain stated that a Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc." (2008, p.71). It is also agreed by W.E Mackey who claimed that "A Method must include four things; Selection of Linguistic Material, Gradation of Linguistic Material, Techniques ofpresentation and Practice by people**.**" (as cited in Patel and Jain, 2008,p.73). So, the term method is mainly concerned with how to plan and select an appropriate language materials and subjects following a particular practical techniques and strategies for the teaching process.

1.4.3. Technique

A technique is defined as "A particular trick, stratagem, or contrivance used to accomplish an immediate objective." (Antony,1963,p.66 as cited in Kumaravadivelu,2006,p.85). That is mean; a technique is what happens in the classroom. For instance, the use of colors.multiple choice, and asking variety questions are some useful techniques used by teachers in their classes following certain goals. According to Antony (1963) "A technique must be consistent with a method; therefore, in harmony with an approach as well. To conclude the three terms are hierarchical in the sense that approach informs method, and method informs technique (Cited in Kumaravadivelu, ibid).This indicates that a technique is a method's element.

1.4.4. Design

According to Richards and Rodgers (1982, p.154) design specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional setting (as cited in Kumaravadivelu, 2006,p.86). They also debate that design is the level of method

analysis in which we consider the objectives of a method, the language selected and organized content, the types of learning tasks and teaching activities, the role of both the learners and the teacher and finally the role of the instructional materials (1986, p. 29). In other words, design combine between some factors such the language, content, types of tasks, the teachers' and learners' role, in addition to the materials that clarify the method in language learning which is implemented in a specific setting.

1.4.5. Procedure

The way in which tasks are carried out in class always depends to some extent on the tasks themselves. Not every task requires the same form of preparation or preparation at all for fulfilling the task. Richards and Rodgers (2007,p.238). It is similar to a technique in Antony's framework. To progress means to move forward or from one step to another one. It was mentioned by Harmer (2001,p.79) that 'procedure' is an ordered sequence of techniques which can be described in terms such as first you do this, then you do that... it is smaller than method and bigger than a technique. Accordingly, Richards and Rodgers proposed that procedure is the description of a method realization in classroom behavior.

At this level, the concerns are the activities and how they integrated into lessons for teaching and learning. Richards and Rodgers have mentioned also three dimensions within the procedure which are the use of teaching activities such as drills, dialogues, gap activities in different aspects of the Target Language (TL). In addition, the ways in which particular teaching activities are used for the practice of language, and the used techniques in giving feedback to learners concerning the form or content of their utterances (1986, p.9 35).

According to Richards and Rodgers (2007,p.240), the pedagogical value of tasks "for promoting communication and authentic language use in second language classrooms" is widely and generally accepted. The role of authentic material will be also considered, if realia are used to mainly teach certain language structures.

1.5. Grammar and Methods

For many years, teaching foreign language has done through different methods, and every method has its own objectives, principles and procedures. Furthermore, grammar has neglected or appreciated by each method.

1.5.1. Grammar Translation Method

The Grammar Translation Method (GTM) is an oldest pedagogical teaching approach used for teaching EFL, it is the offspring of German scholarship. It emerged between the late nineteenth and early twentieth century and was advocated by Roger Ascham. The reason behind adopting this ancient approach was to teach both languages; Greek and Latin. It is based on the use of translation as a teaching procedure through translating texts into source one and vice versa. Grammatical rules of the foreign languages are learnt by heart to facilitate students' application for them and to help them to understand it. The emphasis of this approach was put to on accuracy rather than fluency.

On one hand, the GTM teacher is considered as guide in the classroom. He/she guides his learners to manipulate the different parts of the foreign language such as pronunciation, syntax and morphology. On the other hand, GTM students are restricted to memorize infinite number of grammatical rules and vocabulary via the process of translation.

However, the emphasis of Grammatical Teaching Approach was put on accuracy rather than fluency i.e. stressing reading and writing skills and neglecting speaking and listening skills. This method was focus more to enable students read literature in the target language, and it gives more importance to reading and writing than communication i.e no attention paid to speaking and listening skills. Translation and doing grammar exercises are the main activities in classroom and the use of mother tongue. Richard and Rodger pointed out that:

> **Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of, the target language.**

(Richards and Rodgers 1986,p.3)

In short, this indicates that GTM was based on grammar; it is presented deductively and pupils were obliged to memorized grammar rules.

1.5.2. The Direct Method

This method was development as a response to the GTM .It was not support translation .In fact, in the Direct Method meaning, is conveyed directly in the target language with no resource to students' native language (Diller,1978 as cited in freeman ,2004,p.23). Communication and thinking in target language are the goal of this method. No translation; thus the students are not allowed to use their mother language. The teacher should explain the ununderstood vocabulary in other words in the target language, do not use the mother tongue and she/he should be a partner of student.

The grammar rules are taught inductively; not taught in any way. This method focuses more on speaking and reading this makes the students obtain knowledge of grammar unconsciously. Richard and Rodger stated that "Grammar was taught inductively " and " correct pronunciation and grammar were emphasized."(Richards and Rodgers 1986,p.10).

1.5.3. The Audio-lingual Method

It is also known as Army Method or Aural-oral Method. The emergence of this method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950 (Richard and Rodger,1986).This method is focused more on developing and improving listening and speaking skills; it aims to communicate in the target language and it uses the assumption that language learning is the acquiring of a set of correct language habits. It based on various exercise that teachers use to make pupils able to produce the grammatical patterns spontaneously. The teacher use only the target language in classroom. Richard and Rodger stated that:

> **Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and arc thought to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.**

(Richards and Rodgers 1986,p.51)

In other words, this approach supports speaking and listening by teaching grammar through drill; grammar rules are taught inductively. The method considers that after some time grammar will become automatic.

1.5.4. The Communicative Language Teaching

The primary function of language use is communication. Thus, communicative word has dominated discussion of teaching methodology for many years.Its primary goal for learners is to be more communicative in English and make use of real-life situations that need communication.

Communicative Language Teaching (CLT) is to be found in the late1960s and early 1970s. It is worldwide used approach emerged as a reaction to the Grammar Translation Approach.Larsen-Freeman D. (2000,p.122) states that 'Communicative Language teaching aims broadly to apply the theoretical prospective of the Communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.' The aim of CLT approach is simply put, communicative ability and developing its competence. According to Nunan (1949), the aim of communicative language learning is developing the four macro skills to achieve language proficiency.

The preparation of students for different types of communicative situations in given social context is the goal of this method, it is a reaction that opposes the Grammar Translation and Audio-lingual Methods. The use of language properly by learner is emphasized by this method, this emphasize is replace by using of authentic language, it is language used in real context.The teacher is the facilitator, guider and should create a relaxed class atmosphere and help, advice the pupils during the activities. As well as, he/she should use games activities, role play, and problem-solving tasks. Finochiano and Brumfit (1983,p.91-3) stated that:"communicative competency is the desired goal(i.e the ability to use the linguistic system effectively and appropriately."(As cited in Richards and Rodgers 1986,p.67)

This means grammar is taught inductively, the goal of this approach is not the knowledge of grammar rules; thus, the mistakes do not correct by teachers all the time during the class activities. All the grammar and vocabulary that pupils learn fallow from the function and the situational context.

1.5.5. The Competency-Based Approach

It is a curriculum designer provides an experience that will tap learner's value and ideas, It is defined also as " a skill or characteristic of a person which enable himor her to carry out specific or superior actions at a superior level of performance" (Hedge, 1996).Competency-based Approach (CBA) syllabus is based on a priori needs-analysis of the students (Richards and Rodgers, 2001). This might be taken to entail that there are no ready-made syllabuses to be used for all batches of learners and that it is learners' needs and expectations and actual knowledge-to-skill competencies that determine to a great extent what category of lessons to incorporate into the syllabus and what lesson sequencing to adopt for any particular class of learners.

In fact, competency –based approach it is an approach which enhance and leads the learning process to the possession of   know – how skills and it is a process that enables learners to be autonomous and self-orienting individuals. As far as, it trains learners to cope with the various learning tasks in the classroom and applied it in their life in successful ways and it focuses on skills, knowledge, and attitudes required for effective performance in real life, tasks activities…etc, in addition developing the learner abilities to observe, discover, apply, control and integrate their own learning(pair/ group)work are recommended. Thus, this approach based on problem solving situations in which learners are engaged in activities and tasks related to solving a problem.

1.6. Approaches to Teaching Grammar

There are different teaching methods that can be applied to the teaching of grammar. According to Nunan(2005), there are two basic ways to introduce new grammar item, deductively and inductively. In inductive method, the teacher presents the grammar rule and then gives student exercise in which they apply the rule. In inductive approach, the teacher present sample of language, and the student have to come to an intuitive understanding of the rule.

1.6.1. The Deductive Approach

Teaching grammar deductively means that the teacher supplies learner first with the grammar rule then applying it in examples.

Deductive approach is defined as a process that proceeds from the presentation of a rule by a teacher to the provision of examples in which the rule is applied (thronbury,1999 ; Norris and Ortega, 2000 ; cited in Erlanm , 2003) followed by language practice that students can engage in. It involves applying a general rule to specific intances (Gollin ,1998). The explicit transmission of information required is usually provided by the teacher or textbook (Thornbury , 1999).

Further, the deductive approach of teaching English grammar has been defined by different theorists as a moving from general to specific or from introducing part to applying part refers to thestyle of teaching students in grammatical rules first. This means that a teacher starts from the more general to the more specific in a deductive approach called "top down" approach. Decoo (1996) understands education as a process that goes from the general to the specific.

In the deductive approach a grammatical rule is first presented explicitly by the teacher and examples applying the rule will follow. Next the students practice the rule with various kinds of exercises, for example drills and translation into and out of the target language, and it's concerned also with developing a hypothesis based on existing theory, and then designing a strategy.

The deductive approach is also often compared with other more traditional methods of grammar teaching. It aims at teaching various grammatical rules one at a time through presentation and explanation by the teacher. Moreover, it helps learners to facilitate the acquisition of knowledge by making learners notice structures that they might not otherwise have noticed" (Ellis 1993, 1995, as quoted by Ruin 1996,p.104).It is done by giving the learners explicit interpretations and time to internalize the rule instead of making them to use or produce structures they cannot yet fully master. Also, as the approach gives the teacher a simple and quick way for teaching the rules, there will be more time for practicing the structure.

The deductive reasoning is a process of reasoning from one or more statements to reach to a certain conclusion. In contrast with inductive reasoning (Top-down) and (Bottom-up), in deductive reasoning a conclusion is reached reductively by applying general rules , which hold over the entirety of a closed domain of discourse,

narrowing the range under consideration until only the conclusion. (Scott Thornbury,1999,p.29).

As for the advantages of the deductive approach, one can cite :

• The Deductive approach goes straight forwardly to the point and can, therefore, be time-saving.

• A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.

• A number of direct practice/application examples are immediately given.

• The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.

• It confirms many learners' expectations about classroom learning, particularly for those who have an analytical style. (ScottThornbury,1999,p.30)

1.6.2. The Inductive Approach

The inductive approach refers to the style of introducing language context containing the target rules where students can goes from creating a situation and giving examples to the generalization and discover such generalization by themselves or with the teacher's help. Mautone (2004) says that with an inductive approach, teachers show their students a series of examples and non-examples, then guide them toward noticing a pattern and coming up with the generalization or concept rule ,the inductive approach, in its turn, moves from specific to general. According to Thornbury, the *Inductive Approach* is defined as*:*

> **an approach that starts with exposing students to examples of language use or even an immersing them in the use of the target language items and then prompts students to generalize the patterns of the language " In an inductive approach, without having the rule, the learner studies examples and from these examples derives an understanding of the rule.**

(Thornbury, 1999, p.49)

In the inductive approach , grammar rules are taught indirectly. It is based on specific experiments or experimental learning exercises. It increases students' motivation through involving them in thinking. In this respect, Purpura, (2004,p.2) says: **"students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions".** In other words, during a lesson student are meant to deduce the rule bythemselves depending to their knowledge and competency with the help of their teacher throughout providing them with examples.

Learners first deal with many examples that contain a certain grammatical structure in different contexts and they have to work out the rules by themselves. Next the learners apply the rules with various exercises and in different contexts to learn how they actually work in real language use. According to Scott Thonrbury(1990,p.54-55), an inductive approach togrammar learning has many advantages*:*

- The inductive approach will bring about a greater learning outcome as students have been intensively working on the rule for a rather long time.

- Students, however, are activated and become familiar with inductive reasoning, which is beneficial for future learning.

- Induction stimulates an "active and independent" attitude towards grammar.

- Students will become less dependent on instruction and eventually will no longer think 'grammar is hard, and only a teacher can tell me how to do it

- Making mistakes also occurs in learning a language naturally.

- Students learn how to deal with linguistic concepts, though not specifically with the terms related to it. It is incorrect to think that the abstract form is 'the real rule. Linguistic terms can be given after the induction process has been completed The rule will then make sense to students.

As for the disadvantages of inductive approach, one can cite the following:

- The inductive approach is rather time consuming the deductive approach is faster.

- The inductive approach takes a lot of needless effort (students will think 'just give us the rule')

- The teacher will make him or herself redundant in the long run when applying the inductive approach.

• Teachers constantly have to be aware of incorrect rules students can come up with inductively.

• Students are not familiarised with linguistic terms when using the inductive approach. (Scott Thornbury,1999,p.54).

1.7. Deductive VS Inductive Approach

Both approaches are used in teaching, both approaches are main ways for teaching English grammar, and both have advantages and disadvantages. First, the two approaches have different teaching procedures. While a deductive approach begins with supplying learners with the rule then practice it. However, the inductive approach starts with examples then the learner discover the grammar rule.

The deductive and inductive approaches are differed from each other depending on their grammar presentation; explicitly or implicitly, whereas, explicit means rule explanation in the beginning of a course in using the language, implicit presentation includes using the language to discover the rules.

More, another difference is student's age and level. While inductive accords more mature students; the deductive approach is more potently in teaching young students. The fifth difference ,is time ; 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.

Besides, another distinction lies in the involvement of learners in language tasks. In deductive teaching, learners are passive recipients rather than being active participants as in the inductive approach. Inductive approach is more learner-centered.

Further, simplicity and difficulty, easy or complex rules are other elements that make the differences between these two approaches. In fact, teaching grammar deductively is considered easy and efficient, but it can make less motivated and this make the task boring for learners. While, teaching it inductively is considered more motivating and interesting, despite it is more time consuming and effort to control. Fischer (1979) stats 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,p.4-6).

Furthermore, learners with deductive approach will memorize the rule, they anticipate to present a high degree of maintenance of the rules and how to process them. However, in the inductive approach learners make effort to analyze, notice and induce the rule. Certainly, this strategy helps memorization rules when required. lastly, for the improvement of teaching grammar Pajunen (2007,p.08) concludes that a correlation between the two approaches must be done.

1.8. Conclusion

Indeed, any simple method will be functionally feasible in the hands of any average teacher. The ultimate aim of Methodist is to lay down the most practical guidelines for the teacher to follow in order to make language teaching more effective.

In this chapter we dealt with various issues related to grammar and grammar teaching. In fact, many concepts were described according to previous studies conducted by scholars. More importantly, the deductive and the inductive approaches the methods used in grammar teaching were identified.

Chapter Two

Grammar Teaching at the Algerian Secondary Schools

2.1. Introduction

This chapter deals with the English curriculum of the 3AS syllabus. It aims to give a general description of 3AS textbook and the importance of grammar in it and to illustrate the state of English language in Algeria and in the curriculum.

More, this chapter highlights the content which includes time load and coefficient of English language compared with the other subject-matters and the main activities includes in the syllabus in order to improve the learners' skills and enable them to master the English language. Then moving to the description of teaching and learning situation in the secondary school.

2.2.Grammar Teaching

Learning a new language always means that learning its grammar. Teaching grammar has been considered as a determinate to the ability to use language. It has an important place in language teaching, especially in English as a foreign language and English as a second language. With grammar knowledge learners may improve their language accuracy.

Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns (Savage 2010,p.2). Further, grammar is thought to develop the basis for the language four skills. Doff (2000) stats that by learning grammar, students can express meaning in the form of phrase, clauses and sentences. For Frank Palmer, the central part of a language is its grammar, and this should be of vital interest to any intelligent educated person.(Wang 2010, p.313-319)

Both the role of the language teacher and grammar teaching have been reached in the field of   second language acquisition (SLA) and (TEFL) teaching English as a foreign language research quite a lot. Over decades, researchers   have concentrated on how and when second language learners acquire specific grammar systems and addressed the effects of the teaching methods on grammar learning. One possible way of defining grammar teaching is that

> **Grammar teaching involves any instructional technique that**
> **draws learners' attention to some specific grammatical form**
> **in such a way that it helps them either to understand it meta-**

> **linguistically and/or process it in comprehension and/or production so that they can internalize it**.

(Ellis, 2006,p.84)

This means that, grammar teaching process must help learners to reflect, analyse, and deduce the rule by themselves. The instructional techniques refer to the methodology used by the teacher and the effect of the technique that have been used. Through teaching grammar, or teaching languages in general, teachers are faced with endless amount of decisions that they make either consciously or unconsciously. Each teacher has own preferable method, techniques and procedures to present a grammar lesson to involve learners.

2.3.Roles of an EFL Teacher

During a lesson, the teacher play many roles in the classroom in different ways ; this means he needs to act in different ways in particular stages of a lesson . In other words, in classroom, the role of the teacher may change from one to another according to each situation or activity. Richard and Rodgers pointed out that :

> **In Audio-lingualism, as in Situational Language Teaching, the teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.**

(Richard and Rodgers ,1986,p.56)

This indicates that the teacher plays an effective role in teaching and learning process, he/she has the responsibility to improve his /her learner performance by controlling, correcting and monitoring them. he/she must use different activities to make learner concentrate and practice as much as possible numerous grammar structures during a lesson . An EFL teacher may act as :

2.3.1. Controller

Is the first role of an EFL teacher in order to make sure that his learners are following him in all what he does and says.However , only the good teachers can act this role with the help of many techniques and should have some experiences. Harmer stated that **: "Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom."** (Harmer,2007,p.108). EFL learners need their teachers all time during a lesson.

2.3.2. Organizer

Is one of the main roles that teacher must behave during teaching process , he/she should tell learners what they will do first and what they should do next through some instructions. This type of role means that teacher should instruct and engage the learner in the beginning of a lesson .Harmer noted that :

> **One of the most important tasks that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information , telling them how they are going to do the activity , putting them into pairs and groups and finally closing things down when it is time to stop.**

(Harmer ,2007,p.111)

This indicates that organizing students is a useful activity that helps teachers to present their lesson in a very organized way.

2.3.3. Promoter

Sometimes, in some activities learners need their teacher's help during an activity , in this kind the teacher should know the correct way and time to make his/her learner remember the vocabulary which he/she wants to say. Harmer pointed out that:

> **In such situation we (teachers) want to help but we do not want, at that stage , to take charge . This is because we are keen to encourage the students to think creatively rather than have them hang on our every word.**
>
> (Harmer,2007,p.109)

In other words, the teacher should give learners chance to be creative when he/she lose his/her ideas or vocabulary during an activity. The teacher should support and encourage the learner in the right moment. This make the learner more comfortable during a lesson.

2.3.4. Participant

The teacher was stank back during learner discussions, role plays or group decision-making activities then interfering later to give them feedback or remakes to correct their mistakes. But sometimes teachers should be participant in some learners activities. On other hand, the teacher should be participant, and assimilates in an activity not only as a teacher. According to Harmer

The danger when teacher act as participant, of course, is that they can easily dominate the proceeding .This is hardly surprising since teachers usually have more English at their disposal than their student do. (Harmer,2007,p.109)

This means teachers should not participate in an activity as a teacher and dominate the proceeding, should give chance and opportunities to learners more than them , this teacher's role make students feel that they are friends with their teachers and there are no limits between them and they overcome their fear and shyness.

2.3.5. Resource

The learner should be competent in his/her job. When learners want or need to know something more about anything in their lessons, they are going to ask their teacher so he/she should help them and explain the unclear points in the lesson and make them more clear than before, of course there is no one knows everything but at least should be competent. Harmer stated that:**" When we are acting as a resource , we will want to be helpful and available , but at the same time we have to resist the urge to spoonfeed our students so that they become over-relation on us ."** (Harmer,2007,p.110). In other hand , although the teacher should act as a resource , and he/she should will be helpful and available , however , this relation between the teacher and learner should have some limits to not make learner seeks for the easy way to know something , they have to do some effort in their learning process .

2.3.6. Tutor

This kind of role is not easy for the teacher to behave , it is linking between two roles , promoter and resource . Harmer stated that :

> **It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of controller and organizer .However , when students are working in small groups or in pairs , we can go round the class and , staying briefly with a particular group or individual , offer the sort of general guidance we are describing.**

(Harmer,2007,p.110)

This indicates that, the teacher must walk around the class when learners are working in order to help them and explain some difficult points in their activities.

In addition to promoter and resource , the EFL teacher guides and directs his/her learner to do their activities and projects , by working with them , individuals and small groups .Thus , the EFL teacher is certainly need to be able to switch between the various roles , they need to make decisions to move from role to another in the correct time.

2.4. Description of the Teaching-Learning Situation

Secondary education lasts three years and constitutes a formal preparation for the Baccalaureate examination (the BAC) held at the end of the third year. An objective, that learners aim to success, with taking in account the prominence of each exam for their future. This latter considered as a key to higher education and the grade of achievement in examination. While the learners success requires efforts from the learner himself with number the assistance of their teacher, the syllabus, the teaching conditions, and the materials used to accomplishes the lesson objective.

But what is the most important, the teacher's teaching process and how they treat the learner, since "**Teaching is more or less effective on how (directly)**or **(indirectly) teaching influenced learners' behavior"**(Allwright&Bailey,1996,p.10). In other words, the teacher have many roles should to act during a teaching process, and not to play an effective role in his/her learners' learning process ,in order to make

a lesson more learner-centered than teacher-centered and make the learner active not passive.

2.4.1. School

The teaching process and motivating learners play a necessary role for the achievement of the teacher's task. These probably include the class size, shape of the room, the light, the blackboard, decoration...etc. Actually, as noted by Dubin and Olshtain (1988,p.32) **"The actual physical environment of the classroom (light, shape of the room, etc) is also significant and may affect the learning process positively or negatively" .**In other words , the classroom environment impact the learning process , it should be more comfortable and well prepared in order to affect that learning process positively.

2.4.2. The Teaching Material

Most of teachers depend on their learners' textbook and the teachers' guide. **Good coursebooks are carefully prepared to offer coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CDs and other accessories such as video/DVD material, CD-ROMs and extra resource material.**

(Harmer, 2007,p.181)

In this sense, the textbook or a coursebook should include procedures to present a lesson, also must offer teacher suggestions, alternatives and activities to ensure and facilitate students' understanding.

The library is also other important teaching aid in this situation. It provides teachers and learners with an additional sources apart from their own and thusly, gives them the opportunity to vary their ways of assessments. It would be at the same time the knowledge resource, if learners are used to benefit from the books which are available at the library. But, unfortunately, the number of learners interested in English books at the library is limited , compared to the other subject-matters.

2.4.2.1. The Textbook

The textbook is considered as teaching material consists series of activities which fit with the learners' needs. In this respect, Ur (1996) states that:

> **The textbook represents a clear frame work, and helps teachers to regulate and time the programme; perhaps paradoxically provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas.**

 (Ur, 1996,p.193)

Furthermore, a textbook considers as a framework and aids the teacher to manage his time; the textbook plays many roles including :

- A resource for presentation materials (spoken/written)

- A source of activities for learner practice and communicative interaction

- A reference source

- A syllabus

- A resource for self-directed learning or self-access work

- A support for less experienced teachers. (Cunningsworth 1995: 7)

Although, one cannot deny that textbook materials help the teacher rather than the learner, they usually offer a grammatical and a functional framework, that presumed completes learners' needs. Grant (1987:8) posits that: **"Like a map for a traveler in an unknown territory, a textbook is a reassurance for most students. It offers a systematic revision of what they have done, and a guide to what they are going to do".**   In other words, a textbook is a learners' guide that allow them to revise what they have been studied, and provide them with what they are will do.

2.4.2.2. Coursebooks

The vast majority of teachers reject a coursebook-free approach and instead use them to improve their learner's level, what's more, to give structure and direction to their own teaching and guiding them into the content of the course. Which mean that the objective of teachers through using coursebook is to engage students with the content they are going to be dealing with. In other way arousing the students' interest in a topic, and making them have an idea about what they want them to do before they get them to open their books and disappear, heads-down in the pages, while they are still trying to talk to them. Harmer stated that **"many teachers want to use their coursebooks as a kind of springboard for their lessons , rather than as a manual to be sliveshly followed "** (Harmer, 2007,p.182**).** This indicates that teachers always

change, re-order or replace some activities in the coursebook, they reserve the right to decide when and how to use its constituent parts. There are two main ways they can do this:

 a/ **Omit and Replace**: The teacher should decide whether to use a specific coursebook lesson or not. If the answer is 'no', there are two possible courses of action. The first is just to omit the lesson and neglect it altogether. The teacher have the right to replace or omit in coursebook lesson according to their students needs and wants.

b/ **To Change or not to Change:**The teacher can use coursebook lesson without changing the presented way. However, he might use a modified lesson to be more appropriate for students. According to Harmer:

> **If the material is not very substantial, we might add something to it - a role-play after a reading text, perhaps, or extra situations for language practice. We might re-write an exercise we do not especially like or replace one activity or text with something else, such as a download from the Internet or any other home-grown items. We could re-order the activities within a lesson, or even re-order lessons (within reason).**

   (Harmer, 2007,p.183)

In other words, if the coursebook lesson is not important the teacher can promote it with some changes as adding extra situations or re-writing an activity to make it easy or in accordance to his/her students field or replacing some texts or activities with another ones, he/she also re-order the activities or lessons. Lastly, the teacher should use coursebooks appropriately to serve the students needs or to make a lesson clearer than before.

2.5. English in the Curriculum

Nowadays, English is the dominant foreign or second language in the syllabus of many educational programs all over the world. In the Algerian schools much importance has been given to teaching EFL, and therefore the English language became obligatory subject-matter in the syllabus in all schools in the country with a simple difference in the time load and coefficient.

In the last few years, Algeria has made some new educational reforms. The English language was perceived on wider range on the view of the reform objectives, thusly, syllabus designer view that:

The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity. This means a fully complete participation in a rising linguistic community of people who use English in all types of transaction. This participation must be based on sharing and exchanging ideas as well as experiences in the fields of science, culture and civilization. This will make it possible to know oneself and the other.

(Programmed'Anglais 3 AS, 2006,p.2).

In other words, needless to say that English is an international language language nowadays, so studying English help our community to integrate in modernity.

2.5.1.EFL at the Secondary School

Algerian pupils before entering university learn English for seven years : they are studied the English language in the first year middle school, and learn it for four years before passing the national exam (BEF). Then, three years at the secondary school, these three years enable pupils to obtain knowledge along the previous years and prepare them for the "Baccalaureat" exam. Held at the end of 3AS, that is a statistical index of the educational achievements in secondary schools and a final step to move to higher education.

At the level of 3AS, the teacher provides learners with some discourse patters and grammar rules that give learners the opportunity **"...to process content relating to their lives and backgrounds and to develop both fluency and accuracy**" (Teacher's Guide, 2007,p.59). These students needed to know better the different types and styles of discourse in order to speak and write correctly.

The learners are expected to acquire an ample knowledge of English that may enable them to have the ability to express themselves by speaking fluently and writing a meaningful and correct English compositions inside the classroom or outside, these

abilities must be achieved at the end of secondary education. They are then, considered to **"be prepared to interact with various language situations they will encounter in real life"** (Teacher's Guide,2007,p.60). It is more supposed that the teacher should use whatever materials which help them to make their learners understand and get the target language inside the classroom.

2.5.2. Learners' Textbook: New Prospects

New Prospects, the formal textbook of 3AS learners is the final series of three textbooks, planned to meet the requirements of the new approach (CBA) at the level secondary school: At the Cross Road, Getting Through and New Prospectsfor the three levels in the secondary. New Prospects is created for the National Curriculum for English issued by the Ministry of Education in June, 2006. The target of this teaching tool is to improve in learners three main competencies: interpreting that enable learner to interpret authentic texts; interacting where allow learner to react orally in English and producing when learner have the opportunity to produce oral and written texts . It is allows teachers and learners to treat different familiar topics. In New Prospects learners may rich new useful vocabulary in speaking and writing tasks, while dealing with the different proposed topics.

Concerning grammar, the necessary language forms are assumed to be acquired by learner in their first and second year that are repeated throughout the textbook, to allow acquire appropriate grammar knowledge through repetition. Although grammar is emphasized in the learner's textbook .Grammar in *"New Prospects"* is aimed instill through listening and reading passages, syllabus designers assume that :

> **New Prospects provides a large number of effective learning tasks through which students are brought to notice, reflect and analyse how English is used… Most of these tasks involve the use of „discovery learning" (inductive learning), and are intended to enhance individual learning as well as learning with peers.**
>
> (Teachers" Guide, 2007,p.59)

In other words, in *New Prospect* the suggested new learning tasks that make learner discover the grammar and improve their individual competency throughout inductive teaching and learning.

New Prospects consists six main units, they are related to different themes : Ancient Civilizations , Ethics in Business , Education in the World , Advertising Consumers a Safety , Astronomy and the solar system and Feelings and Emotions. All of them have the same structure .Each unit deals with a number of tasks aiming at providing subject-matter knowledge, cognitive and metacognitive skills, reading strategies and compositionalskills.

The six main themes programmed in the syllabus. Between the six suggested themes, each stream is presumed to occupy with only four compulsive unites:

Themes	Maths/Tech-Maths/Sc Exp/Gestion-Economie	Literature and Phelosophy Literature and foreign languages
1- Ancient Civilizations		+
2- Ethics in Business	+	+
3- Education in the World		+
4- Advertising Consumers a Safety	+	
5- Astronomy and the solar system	+	
6- Feelings and Emotions	+	+

Table: 2.1: The Suggested Units for each Stream

(Curriculum of English 3AS ,2007,p.137)

The table above illustrates that, there are some units that taught to a specific stream whereas they are not taught for another, this means that there is a difference between the syllabus of each field.

Every unit in New Prospects contains the presentation and practice of grammar, with the four skills. This practice is related to the theme discussed in the unit and in each unit the learner evaluate with grade in order to check their progress. It tests the learners' ability to use the skills and strategies throughout reading passages/texts that contain at the end of the textbook. Each unit is structured as follows: first, Presentation of the project outcome contain two sequences and each one including two or three sections divided in into rubrics.

Moreover each single unit, make learners able to master a numerous grammar structures, which are concerned to build-up the learners' communicative ability. A sample of the grammatical structures planned in one of the obligatory units is shown in the table below:

Themes	Functions	Grammatical structures
Ethics in Business	Describing	-Present simple -Present continuous -Passive
	Advising	-Should/Ought to/Could/Had better+infinitive
	Expressing Obligation	-Must / Musn"t / Have to + Stem
	Expressing Causes	-Due to / For/ As / Since
	Expressing Results	-So + adj + that - Such + adj + that -So / As a result / Consequently/ Thus
	Making Hypotheses	-As long as / Provided tha t -If type 2 conditional statement
	Expressing Opinion	-I think / I believe -For me / - In my opinion +

Table 2.2: A sample of Language Outcomes: Unit: 2

(English Curriculum (3AS), 2007, p. 19)

As illustrated in the table, pupil have to learn a number of language items, that are presented thematically all along the unit to enable them to express particular language functions. In New Prospects (the learners' official textbook), the proposed grammatical structures are assumed to be learned by the pupil   within a communicative frame work.

As well, the learners are meant in each unit to introduce, organize and present a project, that is presumed to be :

> **"The visible and assessable manifestation of the students' competencies, i.e. the end result of their command of language and of the skills and strategies they have acquired throughout the unit**"

(New Prospects, Teacher's Guide, 2007,p.68).

This implies that at the end of each unit the learner will be master the different grammar structures that they have been already studied. At the end of each unit the learner is required to present a project in which the leaner should manifesting the acquired skills and competencies during the unit study, this project is related to main theme in the unit.

In this sense, there are two or three hours among the twenty-two hours devoted to every pupil to present his/her project in order to expose the skills and strategies have been acquired throughout the unit. The process of conducting and presenting the results of their research requires the learner to make an efforts outside classroom and find himself engaged in the process and depend on their own competencies to accomplish his /her work .Consequently, the learner become responsible and this increases their self-confidence.

2.5.3. Time Load

English is mandatory subject-matter in accordance with other subjects for the 3AS learners, during the three years of their secondary education . Needless to say that, the time available for the acquisition of the target language is of a paramount importance, as it**"…is a key factor and can easily be determined since any planning takes into account the available hours per week in the school year."**(Dubin & Olshtain,1988,p.32)

This indicates that, the available hours for teaching any subject-matter effect the teaching and learning process. On what concerns the 3AS Literature and foreign languages stream classes, the weekly teaching time is officially of six hours a week for the last year. The following table   illustrates the time allotted to the teaching of English in the learners time table.

Hours	Sunday	Monday	Tuesday	Wednesday	Thursday
8-9	French	History & Geography	History & Geography	Spanish	French
9-10	French	Spanish	History & Geography	Spanish	Philosophy
10-11	Islamic science	Spanish	Islamic science	Sport	Arabic
11-12	**English**		Arabic	Sport	Arabic
13:30-14:30	Arabic	Philosophy		**English**	Spanish
14:30-15:30	Arabic	**English**		French	Spanish
15:30-16:50	Math	Math			**English**
16:30-17:30	Philosophy				

Table 2.3: Time allotted to the Teaching of English for 3AS Learners (LFL stream)

As shown in the table above , English taught to LFL learner for four hours per week , it is not given any special importance although it is a global language compared with Spanish language that is taught six hours per week , this makes learners focuse more on the Spanish language.

2.5.4. Sequence Description

Each unit divided into sequence organized as follows**:**

2.5.4.1. Sequence One

Each unit in the textbook includes presentation of the project outcome and the part two contains two sequences, each one of them consists two or three sections divided into rubrics.

This section deals with **listening comprehension**, it aims to enable learners to listen and paying attention to an aural text and answer it orally or in writing with appropriateness. This type of task is supposed to help learners to enhance the listening skill. This section includes two rubrics. First, **Getting started,** is considered as preparation to the next rubric, the learner will first see a thematic pictures and discuss the topic with each other then response the followed related questions. This task supposed to make the learner use his/her background knowledge.

The next rubric is **Let's hear it**, in which, the teacher provides learners with questions first then reads the text, and learners listen carefully and try to answer the questions. **Around the text** is also a rubric that focuses on specific features of grammar, vocabulary, pronunciation and spelling. In which provides learners with different tasks are typically intended for matching statements , identifying the function of words , reflecting on word order and morphology , using content and function words correctly , filling the gaps with appropriate items.

The followed rubric is **Pronunciation and spelling,** is organized to develop the learners' understanding of the sound spelling relationships that characterize English , in order to train their ears' of English pronunciation such as stress and intonation because communication in foreign language implies a good listening ability. The last rubric is about the interaction of students student and student teacher it is, **Think, pair, share,** it means that the learner work individually, pairs and with other peers in a group. And everyone writes a dialogue, a short article, a description, narration or a poem, etc and present it orally to their classmates.

2.5.4.2. Section Two

In other hand, **section two** of the unit contains five rubrics, it includes a large number of extra materials for inclusive reading in the resource portfolio. The rubric **Language outcomes** as it is in sequence one, it consists no task, only remind learners of the linguistic aims that meant to be achieve at the end of the section. **Getting started** is the second rubric, it is as brainstorming session, the focused topic is debated in order to activate the learners background knowledge. Throughout this activity the learner will build a necessary strategy to understand the text.

The third rubric, **Taking a closer look,** in which learners read the text silently and individually, then answering comprehension questions, those questions may be referential or inferential. The studied text supplies two types of activities, grammar explore and vocabulary explore. The fourth one is **Pronunciation and spelling,** it deals with language –related tasks. The learners' attention paid to discover contradictions between pronunciation system and spelling system in English language and note them through their teachers reading text loudly.

Moreover, **Think, pair, share**, rubric focus on the individual, pair and group work and generates interaction between group members. Whereas, the teacher behave as a facilitator and guide in the class when necessary. **Take a break**, this make learners relax before starting the next section, it is the end of section two. In this rubric, learners introduce light jokes, proverbs, songs ,etc

However, sequence two contains five sections. First, **Research and report,** deals with behavioural outcomes. The students homework in pairs, individually or in groups, either for feedback or lead-in to classroom activity. As think, pair, share the research report section empower interaction /negotiation of meaning, and preparation for the final task i.e the project.

In addition to, Listening and speaking that consists some rubrics. **Skills and strategies outcomes**, it examines the logical relationships between sentences in a text that allow learners found the connotative import of discourse. Then**, Before listening**, prepare learners for understanding an aural text through pre-listening activities and make then expect the content through a series of questions. **As you listen**, it contains

activities requesting learners to listen and check their expectations, confirm or reject them.

After listening, is a post-listening rubric, it deals with bottom-up listening and enable learners to give significance to the text, after this activity, other skills can be practiced such as speaking, reading and writing. In other hand, **Saying it in writing**, is follow-up to the previous, receive stage, as it builds learners' confidence through the production of material related to the listening content. Also **Reading and writing** started with skills and strategies outcomes, it defines the aim to be reached by the learner, and the levels of reception and produce an expected message. **Before reading** focuses on the use of skimming and scanning students skills.

2.6. Grammar in New Prospects

Through the textbook, different language forms that pupils learn purpose to elevate their awareness about how the English language is used. To achieve any objective, learners are introduced to different grammar structures which have already been instilled in listening and reading passages, to assist them notice the grammar rules and, recognize it to its appropriate function.

Based on this, the listening and reading passages are followed by learners in order to introduce a particular grammatical point, they are enable learners to use the grammatical structures in question. This draws attention of the learner to grammatical terms and forms. This is objectively purposed to help them enhance their speaking and writing.

Apparently, it looks that grammar has a much importance in the learners textbook. It is explicitly supported by syllabus designers in the Teachers' Guide (2007), who point out that**: "... we haven't made it an end itself, but a means to an end particularly through a constant "translating" of grammar rules into language functions"** (Teacher's Guide, 2007,p.59)

The New Prospect gives the opportunity to learners to revise grammatical structures by themselves. The Grammar Reference rubric that made by the new prospect allow the learner to practice grammar by coming back to it "**a section which contains in fact all grammatical lessons"** (the foreword of learners' book,p.5)

It is apparently that there is some grammar points are repeated in the units in the New Prospect. This means, learners revise and practice them repeatedly in each unit, this opportunity make learners memorize spontaneously the different grammar rules by repetition. A case of the grammatical points relevant to one of the suggested units in New Prospects are as follows:

Theme	Function	Grammatical structures
2.Ethics in Business	**Describing**	− Present simple − Present continuous − Passive
	Advising	− Should/ought to /could/had better +infinitive
	Expressing obligation	− Must/have to/Mustn't
	Expressing causes & effects	− Due to/for/as/since − So+adj+that − Such+adj+noun+that − So/as a result/cousequently/thus
	Expressing condition	− As long as/provided that,providing that -If-conditional statements (type2)
	Expressing opinion	-I think/ I believe/ -For me/ in my opinion+statemet
	Expressing wishes & regrets	-I wish/if only -It's high time+subject+past simple & past perfect

Table 2.4: A sample of Language Outcomes

(English curriculum (3AS),2007,p.19)

As indicated in the table, grammar in given an importance in the New Prospects .Each unite includes a number of grammar lessons that enable learner to acquire and muster as much as possible different English grammar structure in order to improve their skills.

On the other hand, the types of grammar activities relevant to the 3AS-LFL curriculum are as follows:

Grammar activities	Typical instruction
a-Combining statements with connectors provided	Connect each pair of sentences with one of the words given. Make changes were necessary
b-Asking questions to the underlined words	Ask the questions which the underlined words answer
c-Paraphrasing with prompts given	Rewrite sentence B so that it means the same as sentence A
d-Supplying the correct form (s) of the verbs in a given passage	Give the correct form(s) of the verbs in brackets

Table 2.5: The Type of Grammar Activities Related to the 3AS-LFL Syllabus

Grammar is checked through an evaluation degree that **"reviews students' knowledge of the language items presented in the unit and tests their ability to use the skills and strategies..."** (Teacher's Guide, 2007,p.60). It is expected that by using tests or any evaluation procedure, the pupil should be responsible for his/her own self-evaluation and have awareness of his/her own progress.

2.7. **Conclusion**

Throughout what we have seen in this chapter, teaching grammar is an important point to learn foreign languages. It is a language part that should be given a great emphasis in order to improve the learners' performance and competency. Add to a description of the educational content where English is taught.

As well as, the New prospects which has been designed to instill in learners ease and confidence in their communicative use of English. The units of the textbook give pupils different activities enable the students to practice English in creative ways. Their consolidation of skills and competencies, is to be achieved through a number of activities. The aims of such activities are identified and explained at each stage of learning/teaching.

Chapter Three

Research Methodology and Data Analyses

3.1. Introduction

The aim of this chapter is to discuss the effects of using the deductive approach in teaching grammar in 3AS classes at secondary school in Algeria. The data of this research were collected from a questionnaire administered to the teachers and 3AS literature and foreign languages pupils at the secondary of *Chikh Mohamed Belkbir* in Saida.

This chapter includes a description of both teachers' and students' profile and provides information about the research instruments. Moreover, it deals with the data analysis and interpretations of the results obtained from the teachers' and students' questionnaires. Lastly, the gathered results were discussed in a final step in order to assess whether or not the effect of the use of deductive approach is benefits for 3A.S classes in secondary school.

3.2. Research Aims

The general purpose of this research is to consider the effectiveness of using the deductive approach in mastering grammatical rules. It also aims at examining the learners' perspectives towards the deductive approach learning in English as a foreign language. Therefore,this research aims at:

1-Investigating and illustrating the methods and approaches that can help the teacher facilitate an English grammar to the learner.

2-clarify the deductive approach effective in learning grammar rules.

3-Identifying the contextual variables that influence the teaching / learning of EFL grammar at the secondary school.

3.3. Research Methodology

This research was conducted at Chikh Mohamed Belkbir secondary school in Saida in the form of case study in order to provide their perspectives toward the necessity of learning grammar in general, and learning grammar deductively, by representing the practical study which describes the questionnaire and analyzes the obtained results. The researcher in his investigation depend on tools of study which help him to facilitate his work, and in this work the questionnaire is the tool of investigation, which contained variety of questions open –ended and close-ended questions and the multiple choices.

The close –ended questions will require answers with "Yes" or "No". The multiple choices questions involve the set of responses .Closed-ended and multiple choice questions will provide quantitative data, and the advantage is that they are answered quickly and are analyzed easily. In the other way, open-ended questions will provide a long answer and the respondents will have to give their opinion to the giving question. It is provide qualitative data and not analyzed easily as in close-ended and multiple choice questions. So, the research based on the both of quantitative and qualitative analyses were used to prove the efficiency of the EFL teaching.

3.3.1.Sample Population

To well inquest the issue presented in this study, the researcher addressed two different plentiful populations as an attempt to examine and to collect as much as possible amount of useful information. In this study, the sample populations constitute a determinant tool to access the required data and to gain an accurate results. In this view Smith (2004) stats that:

> **A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population….Sampling should also determine the best representation of the population, so as to allow for an accurate generalization of results**

(Smith, 2004, p. 84)

 This implies that it is a number of particular people in particular place to investigate them by using one of the research tools, for example: *Chikh Mohamed Belkbir* secondary school in Saida Third year level ; 3 A S.

In this study, students and teachers were selected to participate during the process of data collection. For the questionnaire to be completed, subjects were three teachers and 3AS literature and foreign languages pupils in the secondary school.

3.3.1.1. Teachers' Profile

Concerning 3AS teachers in Chikh Mohamed Belkbir secondary constitute of six teachers, two of them have Licenced'Enseignementd'Anglais and one have master degree , but differ in terms of age, teaching experience at the secondary school level.

These teachers claim that despite their continuous efforts invested in teaching English in general and grammar in particular, the results, especially at the Baccalaureate exam are acceptable in every year. They are emphasis that their learners are polite respectful inside and outside the classroom and they love them.but they complain their motivation and English language. They also complain the difficulty of the content of their syllabus.

3.3.1.2. Learners' Profile

The pupils are the centre of any teaching/learning situation. And, their role in the investigative study is importance. In this regard, Allwright and Bailey (1996) note that: "**Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated**" (Allwwright& Bailey, 1996,p.73).

Thus, to reach such target, we have chosen third year pupil LFL. The subjects of the study are twenty (20) literary and foreign languages (LFL) stream BAC candidates, from Chikh Mohamed Belkbir Secondary School in Ain Skhouna . Nearly they all belonged to the same age group (18-20) years old. They study eight (8) subject-matters with difference in coefficient and in time load for each subject matter.

The choice of secondary school learners instead of university students for many reasons. First, it was decided that a secondary school learner was more probably to ensure a larger sample size than a university population. Then secondary school learners were obliged to attend classes, unlike the university students they can choose whether or not to attend. The group of learners intended for the present study was not chosen randomly. They were chosen in order to see how much the English language is important for them among the other foreign languages which they are learn, most of these learners differ in their language abilities and language proficiency level that ranges from low to high intermediate and the questions in this questionnaire are interpreted as follows :

3.3.2. Research Tools

The researcher makes use of a questionnaire as data collection tools that are generally professed as an important types of research instruments to gain valuable data, the main instrument used in this research is the questionnaires that **"...are useful**

for collecting data from large groups of subjects" (Seliger&Shohamy, 2000,p.124). They are also useful as they help:

> **… collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. They are also used to collect data on the processes involved in using language and to obtain background information about the research subjects, such as age, previous background in language learning,…and years of studying the language.**

(Seliger&Shohamy, 2000,p.172)

Which means that is an approach that gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Data collection enables a person or organization to answer relevant questions, evaluate outcomes and make predictions about future probabilities. The findings of the questionnaires have been chosen as a research tool, because it can form an important source of information and can be both time and effort saving.

3.3.2.1. Teachers' Questionnaire

The teachers' questionnaireinvestigates the teachers' views concerning the effect of the use of deductive approach in teaching grammar and the importance of teaching grammar in the curriculum. It also aims to know the status of grammar in teaching English language, but the focus more on the research participants' own experience in order to obtain the needed results. It contains twenty-three (23) questions, sampled into two main categories of questions.

3.3.2.2. Learners' Questionnaire

The students' questionnaire aims to find out their opinions about learning grammar, the difficulties they face in learning grammar, and the method their teacher uses to teach the grammar English of language. In addition to whether they consider learning grammar through the use of deductive approach as a useful method. It includes fifteen (15) questions, in order to help the researcher to collect valuable information about learners. These questions are divided into two categories; the first one consists of questions related to EFL learners' age and gender. The second one includes questions aiming to collect general information about EFL students state in Classrooms.

3.4. Students' Questionnaire Analyses

The students' questionnaire can be analysed as follows :

Question 1 : Gender

The answers	Responses	Percentage
Male	09	45%
Female	11	55%
Total	20	100%

Table 3. 1 : Students' Gender

According to the table, the female participants are 70%, while 30% of the participants are males.

Question 2 : Age

Most of the participants their age is between 18 to 19 years and two of them are 20 years.

Question 3 : How many years have you been studying English ?

The answers	Responses	Percentage
7 years	04	20%
8 years	14	70%
9 years	02	10%
Total	20	100%

Table 3.2: Pupils' English Learning.

According to the results, most of the students 70% , are studying for 7 years and 20% of them are studying English for 8 years, while 10% are studying English for 9 years.

Question 4:Do you like English ?
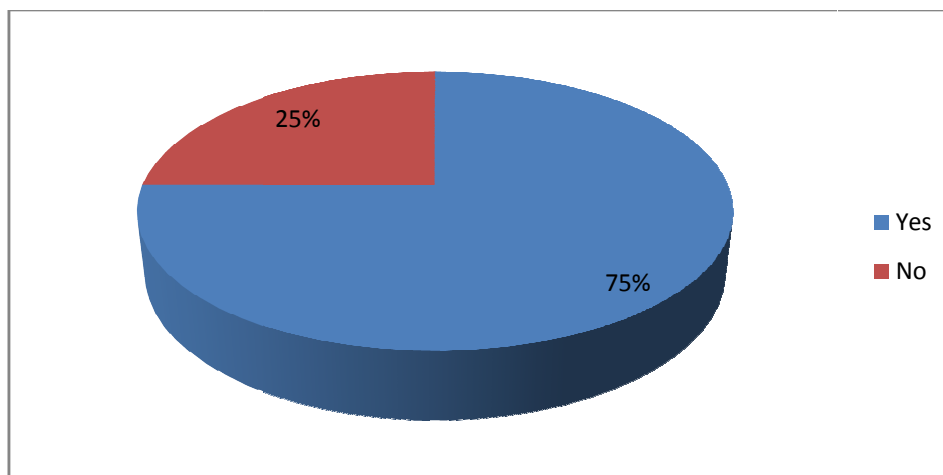
Pie-chart 3.1: learners' attitude towards the English language

Thegraph above shows thatthe majority of the participants 75% like the English language whereas, some of them 25% they dislike it.

If yes, it is because

The answers	Responses	Percentage
I love it's teacher	04	27%
It is the most useful language(universal language)	06	40%
Easy to learn	05	33%
Total	15	100%

Table 3.3: Learners' Positive Attitudes towards English

According to the table above, 40% of the participants like English because it is the most useful language (universal language).However, 33% of them they like it because it is easy to learn, while 27% of the participants like it because they love it's teacher.So, we can observed that they are interesting with theEnglish language as universal language and its easy of learning more than the teacher wish express that the teacher or the gender o teacher does not matter.

If no it is because

The answers	Responses	Percentage
I dislike it's teacher	02	40%
I do not like it	00	00%
Difficult to learn	03	60%
Total	05	100%

Table 3.4 Learners' Negative Attitudes towards English

As shown in the table. Five of the participants are dislike the English language, threeof them they do not like it because it is difficult to learn. However two others are dislike it because they do not like its teacher. Which mean that facilitating of the course is important in addition to the teachers attitude with students.

Question 5: How do you consider your level in English ?
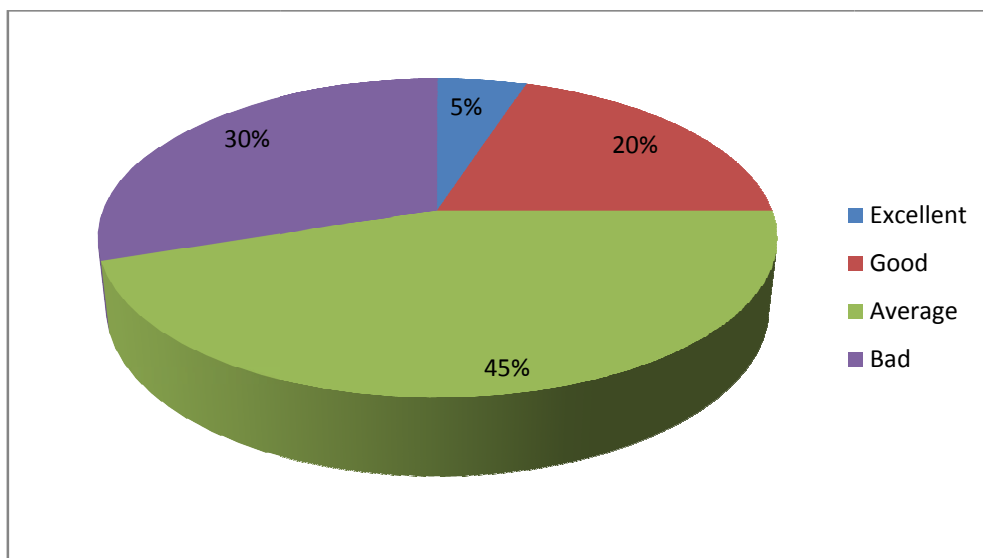
Pie-chart 3.2: Learners' Level in the English Language.

The graph shows that most of students 45% consider their level in English as average, 20% of them are good and one of them is excellent, while six of them are bad in English.

Question 6 :Do you prefer to learn grammar
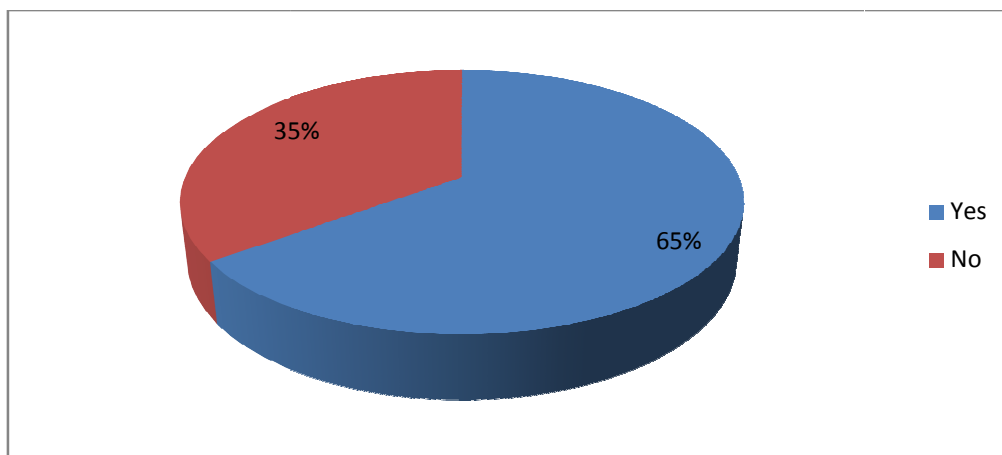
Pie-chart 3.3: Learners' Attitudes about Learning Grammar

According to the pie-chart above, the majority of the students,65% prefer to learn grammar, because it is facilitate the use of language and makes it easy to be spoken and written correctly. However,35% of them they do not, because they find it difficult and a lot of rules to be kept.

Question 07: Do you think that grammar is important to EFL learning?
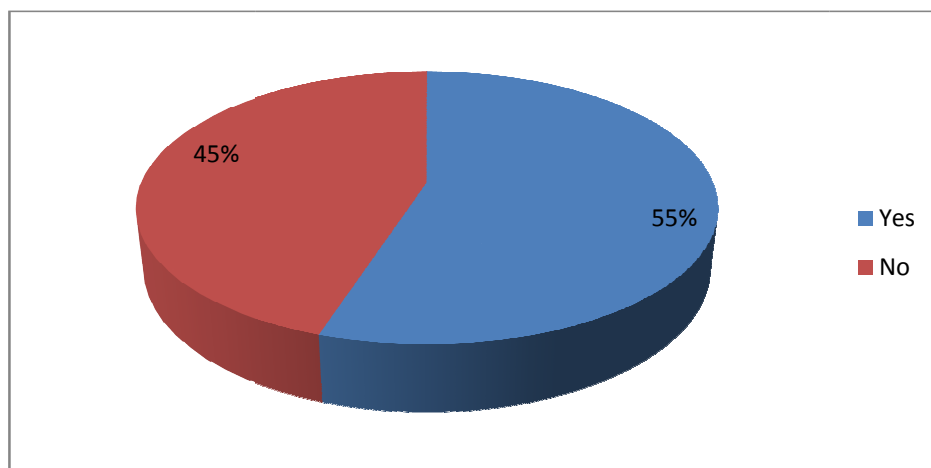
Pie-chart 3.4: learners' attitudes about the importance of grammar.

Based on the results in the graph above .Most of the students, 55% think that grammar is important to EFL learning, because it is a fundamental to the study of any language and it helps the learner to improve their accuracy.While,45% others think that it is not important to EFL learning, because language is about what is spoken and any one can understand you by just one word.

Question 08 and 9: According to you, is learning grammar easy, in between, or difficult? Do you often understand the grammar rules?

The answers	Responses	Percentages
Easy	03	15%
In between	10	50%
Difficult	07	35%
Total	20	100%

Table 3.5 Students Attitudes toward Learning Grammar

This question requires the students attitudes toward learning grammar , which 50% of them indicate that grammar is neither easy, nor difficult, it is in between because of,their level of learning, previous knowledge and interaction with teachers.whereas 35% think that it is difficult, because of, non concentrate, non facilitating of courses and using difficult concepts. In additiontofocusing on the intelligent students. But 15% consider that grammar is easy.Because of, using English language in their conversation and depending on their self in learning more than teachers by researching and revision. And asking teachers in the cases of misunderstanding.

As for grammar rules, most of the participants   face difficulties in understanding   grammar rules   while few of them   indicate that it is easy to understand the rules.

Question 10: What teaching method does your teacher use?
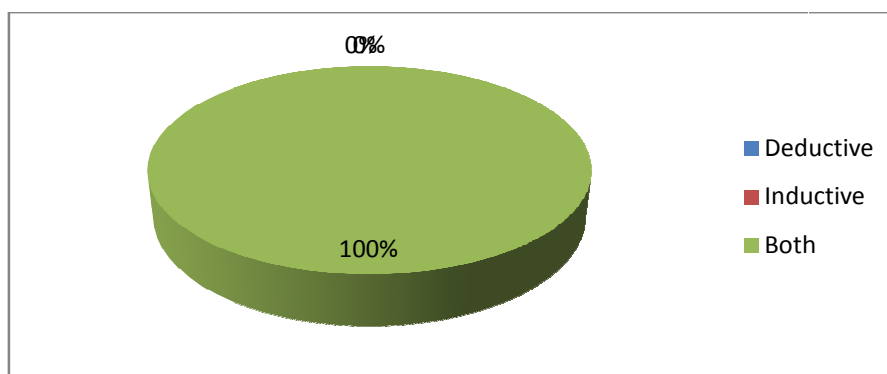
Pie-chart 3.5: Teachers' Methods in Grammar Teaching.

The previous pie-chart shows that all of the learners indicate that their teachers use the both methods in teaching.

Question 11: Which teaching method is useful according to you
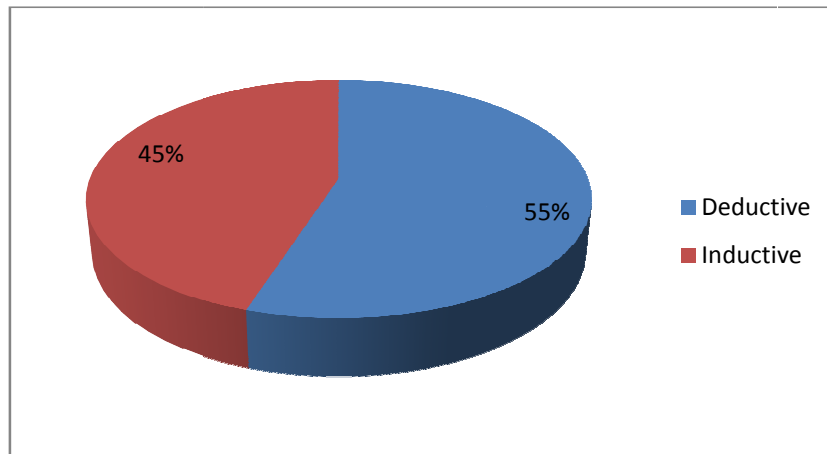
Pie-chart 3.6: Learners' Method Preferences

The pie-chart above illustrates that; the useful method according to 55% of the learners is the deductive method because they prefer when they study new grammar items, the teacher should provide them the explicit rule then they apply it. On the other hand 45% think that inductive method is useful because they prefer to be active during a grammar lesson and this method motivates them.

Question 12: In practice grammar rules , do you often make mistakes ?
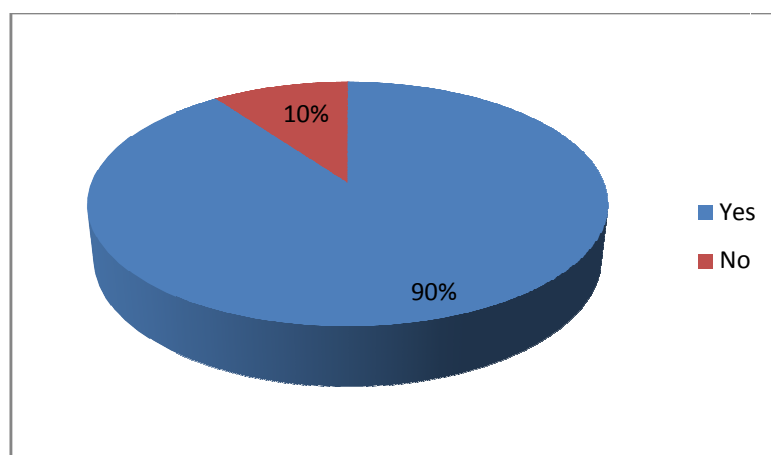
Pie-chart 3.7 : Rate of Making Mistakes.

According to this evidence, the majority of the participants 90% make mistakes in practice grammar. However, only10% of them do not make mistakes. This result implies that making mistakes is part of learning to get successful and smart learner.

Question 13: In which areas do have difficulties?

The answers	Responses	Percentages
Tenses	3	15%
Models	4	20%
Reposition	2	10%
Articles	5	25%
Nouns and pronouns	1	5%
Adjectives & adverbs	5	25%
Total	20	100%

Table 3.6: Learners' Grammar Difficulties

This table clarifies the difficulties that face the participants when they practicing grammar; 25% of them find adjectives and verbs and also the articles difficult,and 20% indicate that models are difficult according to their level, and 15% of students notice that tenses are not easy ,10% have problems with reposition, finally, 5% indicate that have difficulties with nouns and pronouns. This leads us to say that teachers are interesting with the structure of sentences more than the content.

Question 14: What are the reasons behind this difficulties?
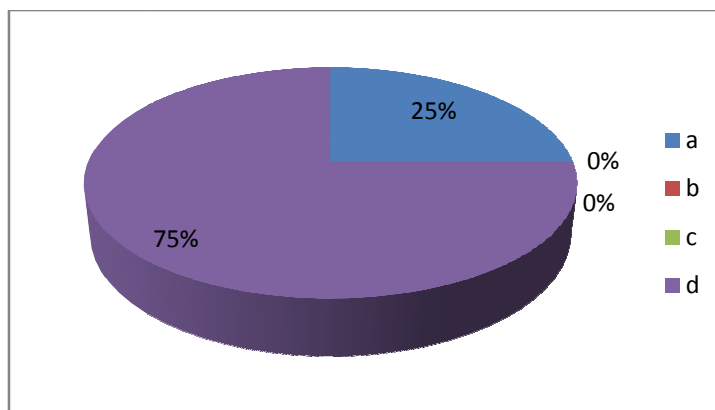
Pie-chart 3.8:   **Reasons behind Grammar Difficulties**

       The results shows that,75% most of the participants suppose that the luck of practice is the main reason of this difficulties .However, 25% think that is the content. This is due to the fact that racing to finish the education program early without enhancing the learners capacities.

Question 15: what strategies do you suggest to overcome these difficulties?

       This question requires the learners to suggest some strategies to eradicate those difficulties. So, all of them propose practice as a tool;with building sentences include their grammar weaknesses.Take note of their most frequent errors. This is easiest to do with written language activities but can also be done in oral language contexts. Then, teach one specific grammatical item at a time, include practice exercises, and provide students with a written explanation of that grammar item or diagram.

3.5 Teachers Questionnaire Analyses

Teachers' questionnaire is analyzed as follows:

Questions 1 : Gender and age

The answers	Responses	Age	Percentage
Male	2	37 years old	40%
Female	4	29-39years old	60%
Total	6	/	100%

Table 3.7: Teachers' Gender and Age

The table above shows teachers' age and gender. There are three teachers; two male teacher aged   37 years old and four female teachers age between 29 and 39.

Question 02: How many years have you been teaching the English language ?

The answers	Responses	Percentage
3 to 5 years	2	40%
5 to 9 years	00	00
More than 9 years	4	60%
Total	6	100%

Table 3.8 Teachers' Experience in Teaching.

Based on this results; four teachers are teaching English for more than 9 years, and two teacher is teaching English for one year.

Question 04: Teachers' scientific degrees.

The answers	Responses	Percentage
BA (licence)	4	60%
Master	2	40%
Magister	0	00
Total	6	100%

Table 3.9: Teacher's Scientific Degrees.

The previous table shows that,the teachers qualification are: Four teachers have BA (licence) degree and two of them has master degree.

Question 07: Choose among the following definitions, the one which accords the most with the way you view grammar ?

0%
0%
100%

- a
- b
- c
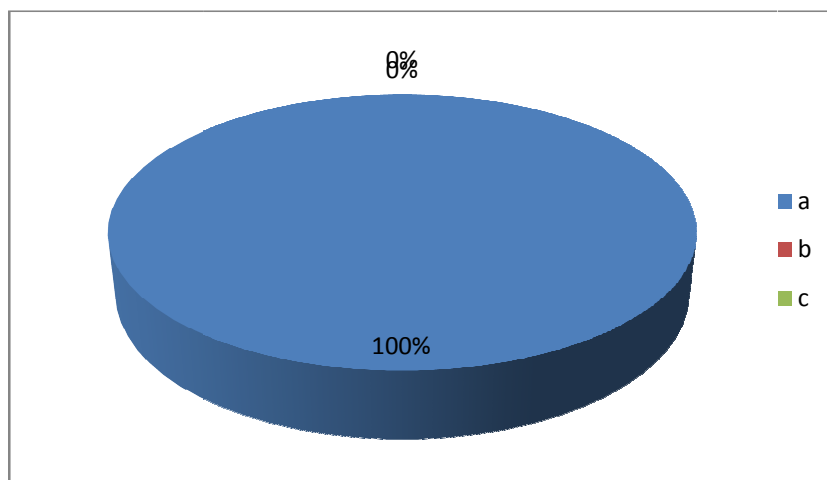
Pie-chart 3.9: Teachers' Grammar Definitions

The graph above shows that, all teachers have defined grammar as a set of rules that govern language. This consensus over grammar definition refers tothe study of such rules and this field includes the composition of clauses, phrases and words in a natural language.

Question 05: Do you think that grammar is important for EFL learning

0%
100%

- Yes
- No
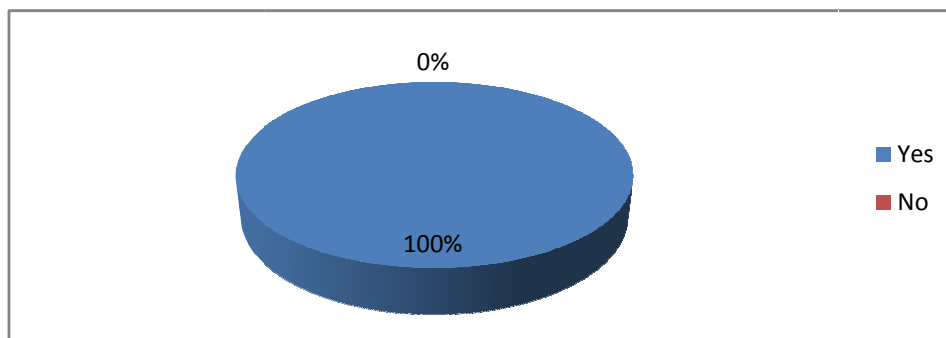
Pie-chart 3.10:   Teacher's Perspective about Teaching Grammar.

The graph above illustratesthe teacher's opinions about the importance of grammar for EFL learning; all of them think that it's important, because learners cannot improve their language efficiency without learning grammar. This shows that it provides information that helps the reader's comprehension. It is the structure that conveys precise meaning from the teacher to the learner, and Eliminate grammatical errors.

Question 07: In your opinion, what are the main reasons that make grammar important in any language learning?

The answers	Responses	Percentages
Reinforcement of language proficiency	00	
Aid to learning	00	
A support to the other skills	06	100%
It is part of the curriculum syllabus	00	
Total	06	100%

Table 3.10: Teachers' Attitudes about the Importance of Grammar in EFL Learning

According to the table above, all teachers think that grammar is a support to the other skills and this reason is important for any language learning**.** By get a grammar manual, reading, practice,listen to others, use it in their conversation, review the basics,Proofread…out loud.

Question 06 : According to you , what is the objective of teaching English grammar to 3AS classes ?

The answers	Responses	Percentage
Improve their proficiency in English	06	100%
Have to some extend a good commanded of English	00	0
Prepare students with appropriate assigned readings	00	0
Prepare pupils for the BAC exam	06	100%
Provide them with the necessary grammatical knowledge appropriate for their level	00	
Total	06	100%

Table 3.11: Teachers' Objectives for Teaching Grammar

From this evidence,all teachers indicate that the objectives of teaching grammar to 3AS classes are: First, to improve the learner proficiency in English ;second, to prepare pupils for the BAC exam. This implies that teachers are working for best result by building up the learner correctly to get a best teaching and proficiency,in addition to succeeding in their learning.

Question 09 :According to you , who usually prepares the program of grammar ?
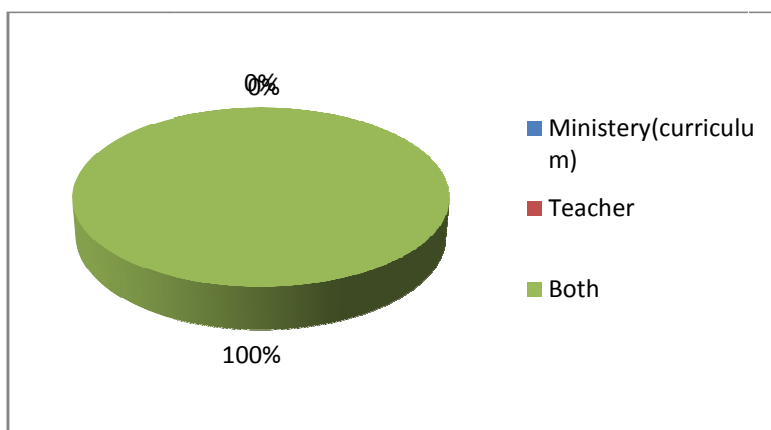
Pie-chart 3.11: Grammar Programme Designers

In this question, all teacher indicate that both ministry and teacher prepare the program of grammar. So, we can say that teaching foreign language depends also to the teachers capacities and abilities, because most often teacher does some of modification and plans according to his student's level.

Question 10 : Which method do you use to teach grammar ?
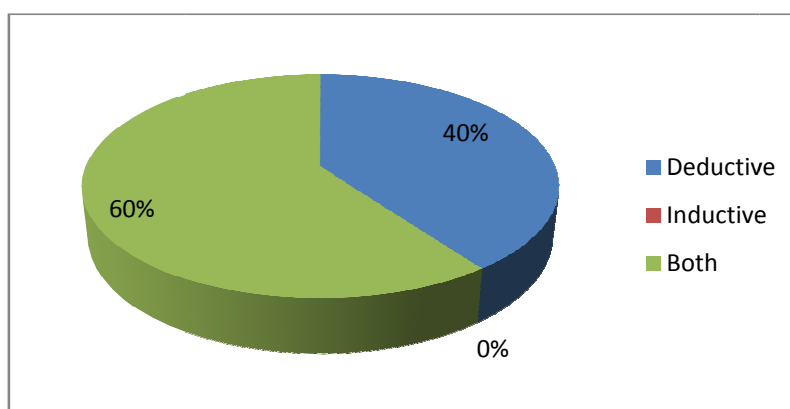
Pie-chart 3.12: Teachers' Methods of Teaching Grammar

Nearly all teacher use both methods, deductive and inductive approach to teach grammar, except two of them use only the deductive approach. So, we can say that,there are some teachers who use both of approaches because they saw that are completing each other that's why they have to use both of them through the teaching process.

Question 11 : Do you think that using deductive approach to grammar teaching is useful ?

0%

100%

Yes
No
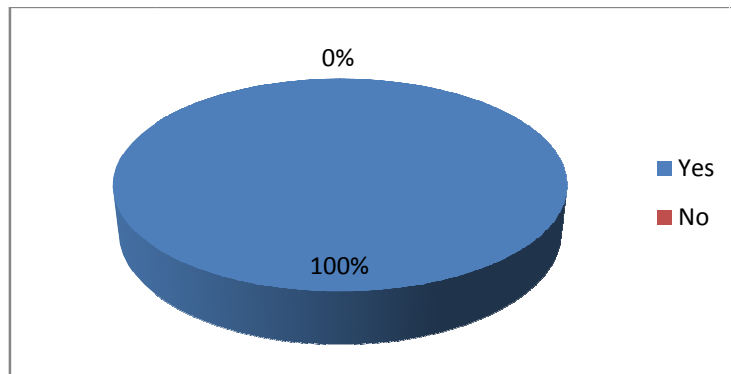
Pie-chart 3.13: **Teachers' attitude towards a Deductive Approach to Teaching Grammar .**

Question 12 : Do you think that inductive approach to grammar teaching is useful

0%

100%

Yes
No
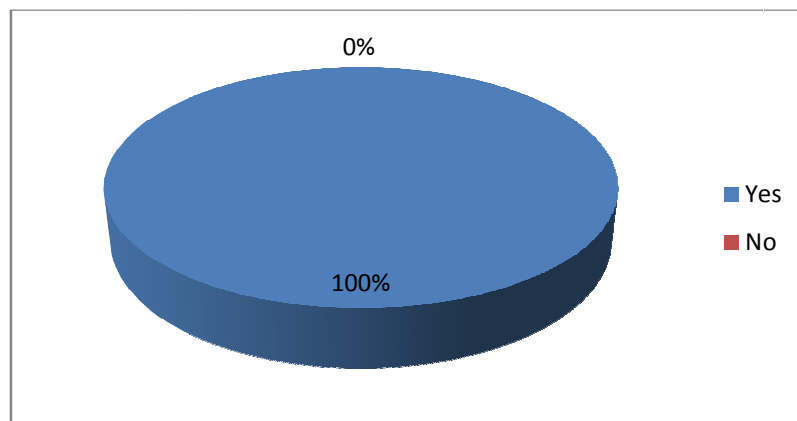
Pie-chart 3.14: Teachers' Attitudes towards an inductive approach to teaching grammar .

Based on the results obtained from the above questions, all teachers think that the deductive approach is sometimes useful to teaching grammar. Because, they think that it must be used in some levels classesi.e when dealing with poorly motivated pupils or teaching difficult concepts   and preparing pupils to deal or tackle exams.

At the same time, they all think that inductive approach is useful in teaching grammar. Because, it give pupils the opportunity to notice, analyze, explain and understand the concept themselves. So this shows that both approaches are useful for teaching grammar. Certainly, using both methods in teaching grammar can be very helpful and effective.

Question 13 : What differences can you make between them ?

This question requires the teachers about the difference between the two methods of teaching grammar, they indicate that, deductive approach is teacher-centered approach, whereas the inductive approach is learner-teacher centered. Deductive moves from idea to observation, while inductive moves from observation to idea. Deductive moves from more general to more specific, while inductive moves from more specific to more general.

Question 14 : which approach do your learners prefer ?

The answers	Responses	Percentages
Deductive	06	100%
Inductive	06	100%
Total	06	100%

Table 3.12 Learners' Approach Preferences.

All   the teachers say that their learners prefer use of   both approaches in teaching grammar. Because, it depend on their learners abilities and their motivation. This would indicate that teaching grammar depends on both of approaches.

Question 15 : If you use both deductive and inductive approaches , how do proceed ?

The teachers indicate that, after warming up their learners, they decide which method will use i.e this will be according to the lesson and the learner level. And some of teachers saw that the selecting of method refers to the lesson itself,because in third year level some of courses are depend on deductive method while the others depend on inductive method.

Question 16 : At which grammar points do your learner have difficulties ?

The answers	Responses	Percentage
Tenses	02	40%
Modals	00	00
Prepositions	00	00
Articles	04	60%
Nouns & Pronouns	00	00
Adjectives &Adverbs	00	00
Total	06	100%

Table 3.13 Points of Grammar Difficulties

Four teachers say their learners have difficulties in articles, while two of them their learners have difficulties in tenses. This implies that learners are facing difficulties in internalizing a grammatical feature so that they are able to use it fluently and automatically in communication and in grammar rules.

Question 17: What type of difficulties do your pupils regularly encounter when completing grammar tasks?.

The answers	Responses	Percentages
Grammatical accuracy	00	00
Lack of relating meaning and structures	02	40%
Inability to use their knowledge of grammar to communicate either in writing and speaking	04	60%
Total	06	100%

Table 3.14 Learners' Grammar Weaknesses

The previous table shows that; four teachers indicate that their pupils regularly face difficulties when completing grammar tasks because their inability to use their knowledge of communication either in writing and speaking. While two of them say that his pupils have difficulties in the Lack of relating meaning and structures. and that's indicate that lack of relating meaning and structures and most of learners are not able to use their grammar rules in their communication because they receiving more than using and production, which can be refers to different causes as :shy, non – self confidence, afraid from teacher's feedback…

Question 18 : According to you , what are the main reasons behind   pupils' grammar weaknesses ?
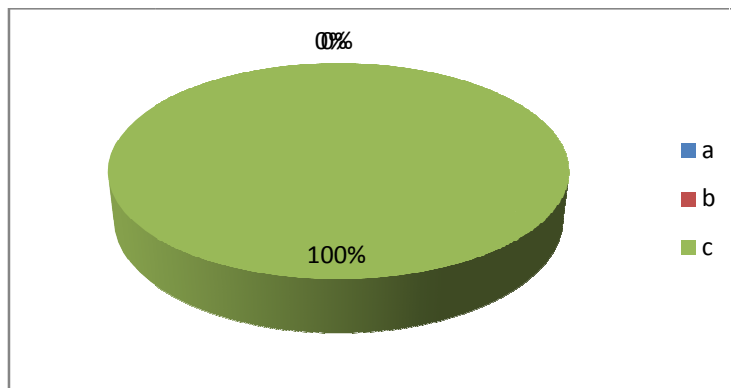
Pie-chart 3.15: Reasons behind Learners' Grammar Deficiency

Based on this result, all teacher think that the main reason behind 3A.S pupils' grammar weaknesses is the insufficient teaching time for classroom practice. So, this is due to the incorrect division of time in classroom management process, or may be taking long time through warming-up level.

Question 19 : The method that you use in presenting your course depends on : ?
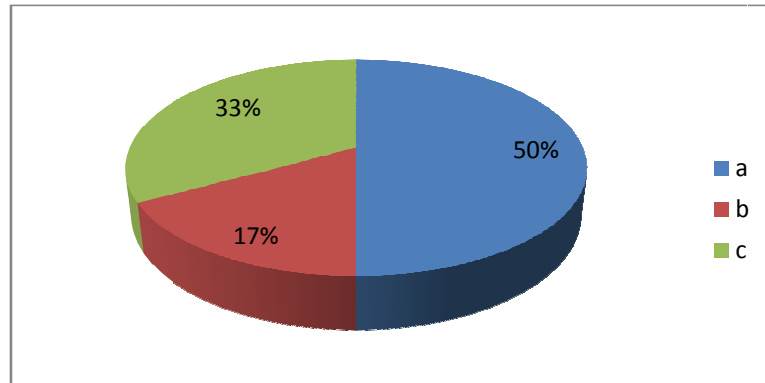
Pie-chart 3.16 Instructional Materials used by Teachers

According to the results,50% from the participants presenting their course depend on the textbook and 17% use their personal knowledge while 33% depend on other reasons. So they use all that can help them to facilitate the lesson to the pupils. In addition to using graphic and drawing on the board, data show,stickers to help them to memorize and facilitate the explanation process.

Question 20 : Do you explain the grammatical structures?
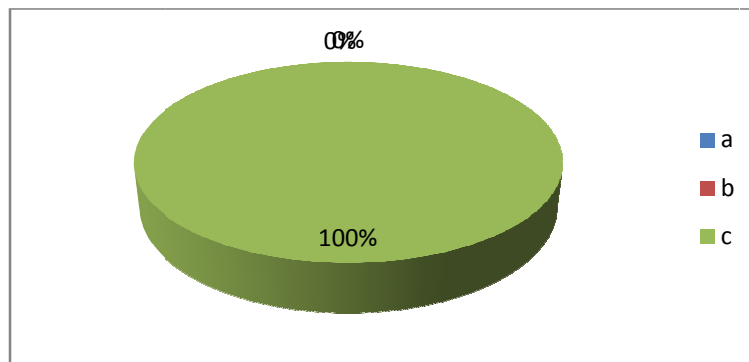
Pie-chart 3.17: Teachers' Techniques to Explain Grammar structures.

According to the results above, all of them explain the grammatical structures in a combination between the target language and the pupils' mother tongue. Which mean that learner focus on the language that serves his needs in other hand using a facilitate language to get the idea.

Question 21and 22 : In addition to classroom practice , do you introduce strategies that may help your pupils overcome some of their difficulties in grammar ? What strategies do you use to facilitate grammar learning ?

0%

100%

■ Yes
■ No
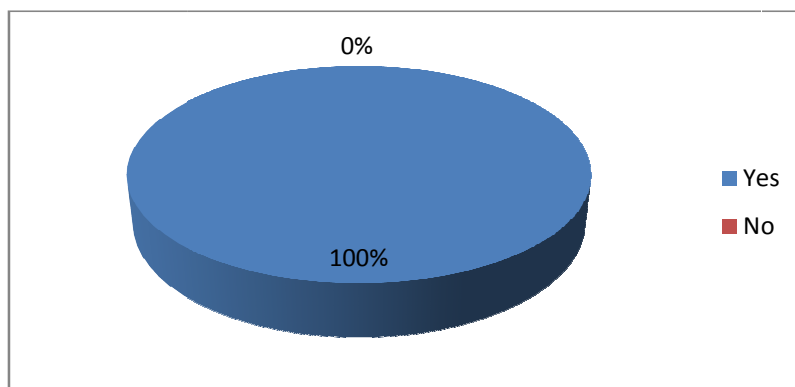
Pie-chart 3.18: Teachers' Use   Strategies to Overcome Learners' Grammar Difficulties

All teacher suggest more practice at home although we can not say it is a strategy butit helps them. All   teachers indicate that they facilitate the grammar learning by comparing or giving pupils the equivalent concept in Arabic or French to make them understandmore. Beside, they use games and puzzles. Also teacher should focus on the foundational skills reading, spelling, writing and the skills required in the learning on subject matter, and take into consideration the learner's weaknesses and needs.

Question 23: What do you suggest to improve grammar teaching in the secondary school?

All of them suggest to teach grammar as an independent subject, it's refer to the teacher's organization by taking time into consideration, define his objectives,choose projects that improve more than one skill, every activity helps no matter how small (variety of activities in grammar), use online tools and resources, help shy learners get involved.

3.6 Interpretation of the Main Results

The results showed that teaching grammar through the use of the deductive with a combination of inductive approach is an effective method that may help 3AS learners to enhance their mastery of grammar rules.

First of all, the analysis reveals that two of the teachers have experienced teaching English more than nine years, they have BA licence degree and one of them is teaching English for five years, have master degree.From the fifth, sixth and seventh question; the teachers indicate that teaching grammar is more important for EFL learners because grammar is the heart of any language and we need it to speak and write correctly. It improves the learner accuracy. Then the objectives of teaching English grammar to 3AS learners are to prepare pupils for BAC exam and to improve their proficiency. As well as, they defined grammar as a set of rules that govern language.

However, in the eighth and ninth questions, the teachers set that grammar is a support to other language skills this reason makes grammar important in language learning and they think it is preferable to prepare the program of grammar by both ministry and teachers in order to consist their personal experience and knowledge about grammar.

Add to, all teachers' answers show that they prefer to teach grammar inductively and deductively   because they consider this combination between this two approaches is a useful that enable pupils to enhance their abilities to master the rules of grammar. They indicate that they focus on this combination because it facilitates pupils learning and understanding of grammatical structures. They also confirm that teaching grammar in secondary school should be in terms of giving examples and giving rules sometimes according to the pupils motivation.

The teachers' positive attitude towards teaching grammar deductively. They strongly agree that deductive method is an effective way to improve learners' mastery of grammar patterns. Also, they confirm that inductive method is beneficialwhich is enables the pupils to understand and think about the given examples, after that they would be able to easily conclude the rules of grammar. They see that deductive approach is more teacher-centered whereas the inductive approach is learner-teacher

centered. In addition to these information, they proceed from one method to another according to the lesson and their learners motivation, also they confirm that their pupils prefer the two method that theyuse.

Besides, they indicate the grammar points in which pupils face difficulties; for instance, tenses, prepositions and articles. And they encounter when their pupils completing a grammar task that they have difficulties as the inability to use their knowledge of grammar to communicate either in writing or speaking and the lack of relating meaning and structures .Then they think that the insufficient teaching time for the classroom practice is among the main reasons behind 3AS pupils' grammar weaknesses .

Furthermore, they depend on different materials to present their course as the textbook, their personal knowledge and other tools, and during the explanation of the grammar structures they use the target language or the pupils' mother tongue in order to ensure or reinforce the pupil understanding.

They suggest practice at home as a strategy that helps their pupils to overcome some of their difficulties in grammar. Add to their effort which they made to facilitate grammar to the pupils by using games, puzzlesthat motivating and making them more comfortable during a lesson explanation. Finally, they propose to teach grammar as an independent subject to improve grammar teaching in the secondary schools.

At the end of the results, teachers think that teaching grammar inductively and deductively should be effective if it depends on some objectives. They confirm that these two method can be useful if the teacher knows well how to proceed from one to another during the course explanation. Also, they relate its effectiveness with the students' level and interests

Moreover, the results showed thatmost of pupils are females, their age between 18-19and they learn English language almost for 7/8 years . Pupils confirm that; they like the English language and each one has own reason, some of them do like it because it is easy to learn, some other say because it is the most useful language(universal language). The majority of student consider their level in English as neither good nor bad, it is average.

Also, pupils indicate that; they prefer to learn grammar because it helps them to enhance their writing and speak correctly, but others do not prefer to learn it,they think that it is a set of rules to be kept. Then, the majority of them indicate that it is important for EFL learning and it improves the learner accuracy. Also, they think learning grammar is neither easy nor difficult is in between.

As well as, they confirm that they face some difficulties to understand the grammar rules and they learn it deductively and inductively sometimes. Consequently, they think learning grammar with combining the two methods is beneficial for them. Whereas, they often face difficulties in different grammar points as tenses, prepositions and articles in addition to the lack of practice. For these reasons, they make mistakes in practice grammar rules. They suggest practice as tool to overcome these difficulties.

3.6. Suggestions and Recommendation

Grammar is the heart of any language. Teachers need to select the appropriate and effective method to enable and allow the learners to enhance their abilities to master the rules of grammar. So, we are going to suggest for using the useful approach effectively.

First of all, the students have a positive attitude towards learning grammar. They think that it is neither easy nor difficult, and that often leads them to make mistakes. However, teacher of English should facilitate the grammar lesson as much as possible to give their learner the opportunity to understand, deduce and induce by some examples in order to discover their mistakes.

More, the pupils prefer to learn grammar deductively. However, some teachers try to use inductive approach, it will improve their ability of analyse and discover the grammar rules. The teacher should be a facilitator, guide and giver of tools in order to help them to do such activity. Teachers need to know well how they proceed between the methods and activities according to the students need and wants.

Still, Students should focus and concentrate on the examples and activities given by their teachers in order to develop their mastery of the foreign language in general, and make them build the rules of. All in all, the combination between the two

methods can improve the students' ability to deduce and induce the rules of grammar effectively.

3.7. Conclusion

This chapter has been mainly concerned with the practical study of the presented work in which we have analyzed the collected data from the distributed questionnaires on both the teachers of English and the 3A.S pupils in the secondary school in an attempt to find out the effect of using deductive approach in teaching and learning grammar.

It aimed at testing our hypothesis which states that the effect of the use of deductive approach by EFL teachers would enable the EFL learners to master the rules of grammar effectively. In this part we have described both teachers' and students' questionnaires. The collected answers reveal that the teachers always combined with deductive and inductive in order to make pupils analyze and memorize the grammar rules. Add to the analysis of results, the chapter also consists a part in which we have tried to shed light on the issue of using the deductive approach and its effect in enabling and allowing the 3AS pupils to master the rules of grammar.

In short, we can say that the important issue is to teach grammar effectively by choosing a useful and appropriate method for the learners to enhance their abilities to learn grammar. Lastly, we have found that deductive approach has some necessity in teaching and learning grammar rules in secondary schools and it is often combined with the inductive approach.

General Conclusion

General Conclusion

In the teaching foreign languages process,the selecting of the approach of teaching is very important part for EFL teachers to express their capabilities in learning.In this research,we focused on the effect of using deductive approach in teaching grammar.Further, we tried to reveal the importance of grammar in learning a foreign language, and shed light to the methodology of teaching (approach, design, method,procedure…).In addition to the main approaches of teaching: deductive /inductive approach.In order to investigate this study we have hypothesised that if the deductive approach is effective using approach by EFL teachers as a method of teaching, and helpful for EFL learners to learn and master the rules of grammar effectively.

Based on investigating this hypothesis, we have started by a theoretical part including one chapter. Which concerned the definition and to importance of grammar,methodology of teaching and approaches of teaching. However, wedevoted the second and the third into practical chapters to answer for the hypotheses.which composed of the EFL in the secondary school, the description of the questionnaires submitted to both teachers and learners. Besides, the analysisof the gathered data.

The stated hypothesis has been confirmed by the results obtained from the questionnaires' analysis which reveals that both teachers and learners consider grammar as a crucial aspect of language. Therefore, teaching grammar depends on some specific methods; in particular, a method that is helpful for learners and which enables them to enhance the learners' mastery of grammar rules Deductive research is more aimed towards testing a hypothesis and therefore is an approach more suited to working with quantitative data by take into consideration the learner's needs, age and interests in such teaching. The teachers assessment procedure is of a paramount importance.

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Appendices

Appendix 01: Teachers' Questionnaire

Dear colleagues,
 We submit you the following questionnaire, necessary for conducting a work of research concerning the teaching of grammar to terminal class in the Secondary School and wish your sincere collaboration. You are therefore kindly required to tick the appropriate answer according to your own perspective and make comments when necessary. We are interested in the way you precede in dealing with grammar to terminal classes and the possible problems you encounter in the teaching of such classes. We would be very delighted to receive your sincere collaboration.

.

1. **Gender:**   Male ☐   Female ☐

2. **Age:** ☐

3. How many years have you been teaching the English language :   3 to 5 years ☐
5 to 9 years ☐   more than 9 years ☐

4-Degree :

- BA (Licence)   ☐

- Master   ☐

- Magister   ☐

5-Do think that grammar is important to EFL learning?
Yes   ☐   No   ☐
Why?
……………………………………………………………………………………………
……………………………………………………………………………………………

6-According to you, what is the objective of teaching English grammar to 3AS classes?
 a-Improve their proficiency in English   ☐
 b- Have to some extend a good command of English   ☐
 c- Prepare students with appropriate assigned readings   ☐
 d-Prepare pupils for the BAC exam   ☐
 e- Provide them with the necessary grammatical knowledge appropriate for their level ☐

7-Choose among the following definition, the one which accords the most with the way you view grammar :

a- A set of rules that govern language.   ☐

 b- The way words are combined to make correct sentences   ☐

 c- The rules that govern the way we speak   ☐

8-In your opinion, what are the main reasons that make grammar important in language learning?   ☐

 A -Reinforcement of language proficiency

 b- Aid to learning   ☐

 c-A support to the other language skills   ☐

d-It is part of the curriculum /syllabus   ☐

                                                            ☐

9-According to you, who   usually prepares the program of grammar ?

Teacher ☐   Ministry (curriculum)   ☐   Both   ☐

10-Which method do you use to teach grammar? why ?

Deductive ☐   Inductive ☐   Both   ☐

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

11-Do you think that using a deductive approach to grammar teaching is useful?

Yes   ☐   No   ☐

Why?

…………………………………………………………………………………………

………..

12-Do you think that using an inductive approach to grammar teaching is useful?

Yes   ☐   No   ☐

Why?

…………………………………………………………………………………………

13- What difference can you make between them?

…………………………………………………………………………………………

14-Which approach do your learners prefer?

Deductive ☐   Inductive   ☐

Why?

…………………………………………………………………………………………

………...

15-If you use both deductive and inductive approaches, how do you proceed?
……………………………………………………………………………………………
……………………………………………………………………………………………
16- At which grammar points do your learners have difficulties?

Tenses ☐   prepositions ☐   Nouns and pronouns ☐
Modals ☐   Articles ☐   Adjectives and adverbs ☐

17-What type of difficulties do your pupils regularly encounter when completing grammar tasks?

a-Grammatical accuracy   ☐
b-Lack of relating meaning and structures   ☐
c-Inability to use their knowledge of grammar to communicate either in writing and ☐
speaking

18-According to you, what are the main reasons behind 3AS pupils‟ grammar weaknesses?

a-Complexity of grammatical structures   ☐
 b- Complexity of meta- language (grammatical terminology) ☐
c-Insufficient teaching time for classroom practice   ☐

19-The method that you use used in presenting your course depends :

 a) On the textbook   ☐
 b) On your personal knowledge   ☐
 c) On other resources   ☐

20- Do you explain the grammatical structures?

a-In the target language?   ☐
 b- In the pupils‟ mother tongue? ☐
 c- In a combination of the two?   ☐

21-In addition to classroom practice, do you introduce strategies that may help your pupils overcome some of their difficulties in grammar?

Yes   ☐   No   ☐
 If yes, what type of strategies? ....
……………………………………………………………………………………………
 22- What strategies do you use to facilitate grammar learning?
……………………………………………………………………………………………
23- What do you suggest to improve grammar teaching in the secondary school?

Thank you

Appendix 02: **Students' Questionnaire**

Dear students;

You are kindly requested to answer this questionnaire to express your point of view toward the effect of using deductive approach on teaching grammar . Your answers are very important for the validity of this research we are undertaking . As such, we hope that you will give us your full attention and interest .

   Please tick (✔)the choice that is appropriate to your answer

Section One: *Personal Information*

1. Gender: Male ☐   Female ☐

2. Age: ☐

Section Two: Attitudes towards EFL Learning

3-How many years have you been studying English: 7 years ☐   8 years ☐

9years ☐

4-Do you like English?   Yes ☐   No ☐

  1-If yes, why? because

I love its teacher ☐   it is the most useful language (universal language) ☐

Easy to learn   ☐

Others

…………………………………………………………………………….................

…………………………………………………………………………………...

2-If no, why not?

I dislike its teacher ☐   I do not like it ☐   difficult to learn ☐

Others :……………………………………………………………………………

………

…………………………………………………………………………………………

5-How do you consider your level in English?

Excellent ☐   Good ☐   Average ☐   bad ☐

6-Do you prefer to learn grammar?

Yes ☐   ☐ No

Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

7-Do you think that grammar is important to EFL learning?

Yes ☐   ☐ No

Why?

…………………………………………………………………………………………

8- According to you , is grammar learning :

Easy ☐   In between ☐   Difficult ☐

 Justify please,

…………………………………………………………………………………………

…………………………………………………………………………………………

9-Do you often understand the grammar rules ?

Easily ☐   In between ☐   Face difficulties ☐

10-What teaching method does your teacher use ?

Deductive ☐   Inductive ☐   Both ☐

11-Which teaching method is useful according to you ?

Deductive ☐   Inductive ☐

Justify,

…………………………………………………………………………………………

…………………………………………………………………………………………

12-In practice grammar rules , do you often make mistakes ?

Yes ☐   No ☐

13-If yes , which kind of mistakes ?

…………………………………………………………………………………………

…………………………………………………………………………………………

14- In which areas do have difficulties?

Tenses ☐   prepositions ☐   Nouns and pronouns ☐

Modals ☐   Articles ☐   Adjectives ☐

and adverbs

14- What are the reasons behind these difficulties?

The content ☐   The teacher method ☐

The teaching approach ☐   The lack of practice5☐

Others…………………………………………………………………………………………
……………………………………..
15- What strategies do you suggest to overcome these difficulties?
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
Thank you

'

Abstract

This study aims to investigate the effects of using a deductive approach in teaching grammar. It also aims to explore and discover the learners' perspectives towards learning grammar through the use of that approach and how it provides them to learn and master the grammatical patterns. Still, a comparison between the deductive and the inductive approach was made in this research. More, it attempts to shed light on the obstacles and the difficulties which are faced by learners in grammar learning. Therefore, a case study was conducted at Ain Skhouna Secondary School in Saida. The results revealed that, teaching grammar depends on some specific methods, and the teacher is the decision maker at this case to select the appropriate method whichenhance the learners' mastery of grammar rules, and through this investigation theusing of the deductive method was enough to serve the learners' interest and needs.

Key words: deductive approach, inductive approach, Grammar difficulties, secondary school learners.

Résumé

Cette étude vise à étudier les effets de l'utilisation d'une approche déductive dans l'enseignement de la grammaire. de même elle a pour but à explorer et à découvrir les perspectives des etudiantvis-à-vis de l'apprentissage de la grammaire par l'utilisation de cette approche et de la manière dont elle leur permet d'apprendre et de maîtriser les schémas grammaticaux. Néanmoins, une comparaison entre l'approche déductive et l'approche inductive a été faite dans cette recherche. De plus, il tente de faire la lumière sur les obstacles et les difficultés rencontrés par les apprenants dans l'apprentissage de la grammaire. Par conséquent, une étude de cas a été menée à l'école secondaire Ain Skhouna à Saida. Les résultats ont révélé que, l'enseignement de la grammaire dépend de méthodes spécifiques et que, dans ce cas, l'enseignant est le décideur qui choisit la méthode appropriée pour améliorer la maîtrise des règles de grammaire par les élèves. L'utilisation de la méthode déductive a donc suffi à servir l'intérêt et les besoins de l'apprenant.

Mots clés:Approche déductive, Approche inductive, les difficultés de la grammaire, les élèves d'école secondaire.

ملخص

تهدف هذه الدراسة إلى دراسة تأثير استخدام النهج الاستنتاجي في تدريس القواعد. ويهدف أيضًا إلى استكشاف واكتشاف وجهات نظر المتعلمين تجاه تعلم القواعد من خلال استخدام هذا النهج وكيفية تزويد المتعلمين بالتعلم وإتقان الأنماط النحوية. حيث يتم إجراء مقارنة بين النهج الاستنتاجي والاستقرائي في هذا البحث. كما يحاول إلقاء الضوء على العقبات والصعوبات التي يواجهها المتعلمون في تعلم القواعد. لذلك، قمنا بدراسة الحالة في مدرسة عين سخونة الثانوية بولاية سعيدة. أظهرت النتائج أن تدريس قواعد اللغة يعتمد على بعض الأساليب المحددة ، والمعلم هو صانع القرار في هذه الحالة لاختيار الطريقة المناسبة التي تعزز من إتقان قواعد اللغة للمتعلمين، ومن خلال هذا التحقيق تبين أن استخدام الطريقة الاستنتاجية كان كافياً لخدمة مصلحة واحتياجات المتعلم.

الكلمات المفتاحية: المنهج الاستنتاجي، المنهج الاستقرائي، الصعوبات النحوية، تلاميذ المدرسة الثانوية.