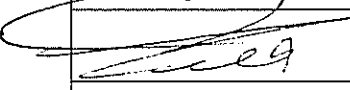
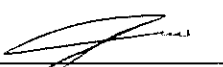
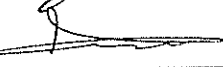


نوقشت رسالة حسن رمضان عيسى والمعنونة بـ :  
( (فاعلية طريقتي الاستقراء والاستنتاج في تدريس قواعد اللغة الانكليزية -  
دراسة تجريبية على طلبة الصف الأول الثانوي في مدارس التعليم الثانوي في  
محافظة حماه ))

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**Damascus University**

**Faculty Of Education**

**Department Of Curricula and Methods of Instruction**



**The Effectiveness of Deductive and Inductive  
Approaches in Teaching English Grammar**

**An Experimental Study on The First Secondary Grade  
Students in Hama Public Schools**

**A dissertation submitted in partial fulfillment of the requirements for  
the Master Degree in Education.**

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## Abstract

The problem under study was to investigate the effectiveness of deductive and inductive approaches in teaching English grammar. The study also attempted to see which of these two methods had a positive effect on the academic achievement of first-secondary grade students. The main objective of the study was to find the effectiveness of deductive and inductive approaches in teaching English grammar. The main objective was split into some sub-objectives which dealt with the effect of the deductive and inductive methods on students of first secondary grade, their writing, speaking, listening and reading comprehension, the recall of the students and the application of the rules of grammar by them. The sub-objectives also dealt with findings, the attitudes of students of the experimental group of each level towards deductive and inductive approach. The general hypothesis of the study was to find the effectiveness of deductive and inductive approaches in teaching English grammar, and to see which of these two methods had a positive effect on the academic achievement of the first secondary grade students.

In this experimental study, two government schools in Hama country were randomly selected. The sample size was (80) students: Forty students in Hialeen secondary school and forty students in Anboursa secondary school. The relevant pre-test was administrated to the first secondary grade students of both groups in each school to make sure that both groups were equivalent at the time of starting the experiment.

The post-test was administrated to students of both groups which covered, different aspects of grammar (simple present, present continuous, past continuous, past simple and present perfect) at the end of the experiment. The delayed-test was administrated after two weeks of the experiment. It was prepared to make sure of the recall of students for rules of grammar. Duration of time was about one month with a daily period of forty-five minutes. Both groups were experimental. One group was taught English grammar through the deductive approach and the other group was taught English grammar through the inductive approach.

Thus Data were obtained, tabulated and analyzed. Data were analyzed on computer program "SPSS". In case of achievement tests, mean, standard deviation and variance of the pre-test, post-test and delayed-test, scores of the first secondary students were obtained to analyze the data.

The test of the significance of the difference between the means of the two independent groups (t-test) was applied to measure the significance of the difference between the means of the two groups. Significance was seen at 0.5 level as the criterion for the rejection of the null hypotheses. The tenth hypotheses were tested through (t-test).

In the case of attitude scale, the data were analyzed by calculating the percentage of the frequency counts in respect of each category of the response, i.e. true, very true, maybe true, false for teachers and agree, strongly agree, undecided, and strongly disagree for students.

The results of the study revealed that the two experimental groups were equivalent at the time of starting the experiment, and the teaching of English grammar through deductive and inductive approaches played a positive role in improving the academic achievement of the students studying English at the first secondary-grade. The inductive approach could also be used for improving the writing, speaking, reading and listening comprehension, recall and the use of structures, and the application of the rules of grammar by the students of the two groups. Moreover, the students of the experimental groups in the first secondary-grade had a positive attitude towards the inductive approach.



### **Acknowledgment**

All Glory and Praise be to Almighty Allah who bestowed his blessing upon the researcher in his life and enabled him to accomplish this thesis.

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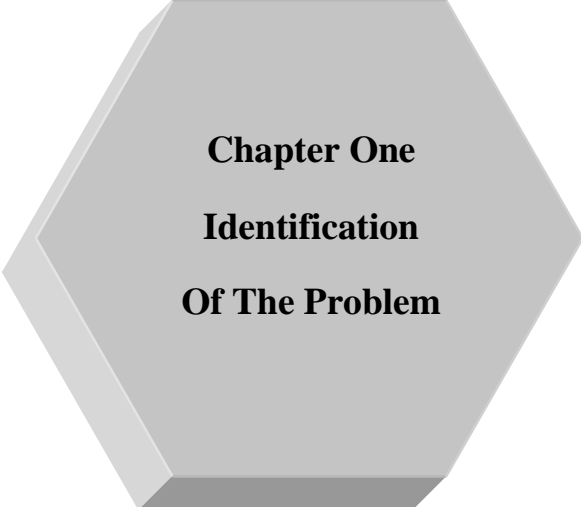
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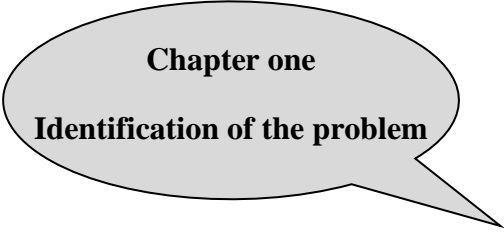
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**Chapter One**  
**Identification**  
**Of The Problem**



**Chapter one**  
**Identification of the problem**

- Preface:

1. Research problem.
2. Significance of the research.
3. Aims of the Research.
4. Questions of the research.
5. Research Hypotheses.
6. Limitations of the research.
7. Procedural definitions.

## **- Preface:**

"Nowadays English has become a world language, because it is the language of communication between countries in all sides of life. English meets the tests of practical value. It is the language of the world in all fields as in the arts, sciences, humanities, social sciences, international trade, commerce and diplomacy. In most foreign and Arabic countries, the Mastery of English language is one of the requirements for admission to university and getting a job. So learning and teaching English language has become an important matter". (Jarkas, 2003, p.1)

It is widely known that grammar is necessary in learning a language. There has been much controversy about the aim of teaching English grammar, especially in the first educational stage, and the most suitable method and techniques in presenting grammar to learners.

At present, there are many methods of teaching English grammar, some of these methods are:

- Grammar Translation-Method.
- The Structural Approach.
- The Audio lingual Approach.
- The Communicative Approach.(Hasan 1993, p.19-58-88)

Some of these methods focus on the deductive approach and others use the inductive approach. Some methods take both deductive and inductive. It is known that a teacher who doesn't follow a suitable approach in teaching English grammar, plays a negative role in motivating the tendency of learners and their desire toward the subject.

In this case, the learner doesn't become active. So it is known that the efficiency of any method in teaching English grammar is measured by achieving the objective of teaching and recalling what a learner has been taught of English grammar and their ability in applying this grammar in daily life. In the light of what has been mentioned, the researcher has concentrated on the deductive and inductive approaches. The research is undertaken to see whether "the inductive teaching of English grammar or the deductive teaching of English grammar has a positive effect on the academic achievement of the first secondary grade students in Hama public schools".

## **1- Research Problem:**

Through the work of the researcher as a teacher of English in the secondary school of Hama, and the opinions of English supervisors, the researcher has noticed that students lack knowledge concerning grammar mainly about the construction of sentences, the appropriate use of prepositions and the correct use of verbs and tenses. The majority of them find themselves incapable of expressing their thoughts in English and that is why essay writing becomes the most difficult and challenging task for them.

When the researcher thought about the reasons which led to that problem, he found that the reason can be attributed to the fact that grammar is taught in isolation and teachers lack knowledge and experience for teaching grammar.

Several studies were conducted on deductive and inductive approaches and teacher's and student's preference in relation to the two approaches. (Faiza 2012, Yuen 2009, Azmi 2008, Eva 2007, Sandra 2010, Emily 2009, Erika 2010, June 2012). The findings of these studies showed that the two approaches are important for teaching English grammar, but most of the studies proved that the inductive approach is more effective in teaching English grammar.

In the light of what has been mentioned about the importance of teaching English grammar in mastering English language, the researcher conducted an experimental study about the effectiveness of both deductive and inductive approaches in teaching English grammar. So the problem of the research is summarized in the following question:

**What is the effectiveness of both deductive and inductive approaches in teaching English grammar on the achievement of first secondary-grade students at Hama public schools?**

## **2- Significance of the research:**

The significance of the research stems from the following points:

- 1- The research may prove helpful in bringing a positive change in the classroom.
- 2- The research may prove helpful to the students working in groups and practicing the different aspects of grammar during reading, writing, speaking, listening practice. The process will help in making their concept clear and in applying the rules of grammar during reading, writing, speaking, etc....
- 3- The findings of this research may be useful for teachers in helping them adopt the best method in teaching English grammar in the classroom.
- 4- The importance of the research for curriculum planners of English language grammar.

Planners of curriculum, who want to be sensitive to the needs of the students they serve, cannot always rely on their own unaided intuition. They rely on the findings of the relevant researchers. So the findings of the research may be used by curriculum planners and curriculum developers in suggesting the given methods for effective teaching in English language.

- 5- The importance of the research for scientific research and scientific knowledge.

### **3- Aims of the research:**

#### **1- The Research tries to achieve the following aims:**

1-2. Measuring the effectiveness of teaching English grammar by the deductive and inductive approaches.

2-2. Finding the attitude of the students and teachers towards the deductive and inductive approaches.

#### **4- Questions of the research:**

##### **- The research aims to answer the following questions.**

1. What is the effectiveness of the deductive approach in teaching English grammar?
2. What is the effectiveness of the inductive approach in teaching English grammar?
3. Is there a significant statistical difference between the effectiveness of deductive and inductive approaches in teaching English grammar?
4. Is there a significant statistical difference between the attitudes of students and teachers of the two groups?
5. What are the difficulties in applying deductive and inductive approaches in teaching English grammar?

## **5- Research Hypotheses:**

In order to investigate the various dimensions of the general research problem, the following null hypotheses were tested at level (0.05)

- 1- There is no significant statistical difference between the mean pre-test scores of the achievement test of the two groups.
- 2- There is no significant statistical difference between the mean post-test scores of the achievement test of the first secondary grade students who were taught English grammar by the deductive approach and those taught by using the inductive approach.
- 3- There is no significant statistical difference between the mean post-test scores of the two groups on the reading comprehension test.
- 4- There is no significant statistical difference between the mean post-test scores of the writing ability test of the two groups.
- 5- There is no significant statistical difference between the mean post-test scores of the listening skill test of the two groups.
- 6- There is no significant statistical difference between the mean post-test scores of the speaking ability test of the two groups.
- 7- There is no significant statistical difference between the mean post-test scores (applying the rules of grammar) of the two groups.
- 8- There is no significant statistical difference between the mean delayed-test (recall) scores of the two groups.
- 9- There is no significant statistical difference between the attitudes of the inductive group and the attitudes of the deductive group.
- 10- There is no positive effects on the attitudes of teachers towards teaching English grammar according to deductive and inductive approaches.

## **6- Research limitations:**

### - Limitations of place:

The study was delimited on a sample of male students from two secondary state schools in Hama, namely Anboursa secondary school and Hialeen secondary school (first secondary-class).

### - Limitation of time: (2011-2012)

### - Limitation of the subject:

All the grammatical forms of tenth grade textbook for the second semester of the academic year 2011-2012 were covered in this research. These included the following tenses: the simple past, past continuous, present simple, present perfect and present continuous.



## **7- Procedural definitions:**

1- Academic achievement: Knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers.

**(Al-Rifaghi, 1999, P26)**

- In this research academic achievement means the test (pre-post and delayed) which is designed by the researcher in order to measure the student's level after they had been exposed to the experiment.

**(Wiki answers.com)**

2- **Reading comprehension:** knowledge of the subject being read.

**(Wiki answers.com)**

- In this research reading means understanding the text being read.

3- Recall: To remember something **(Oxford Word Power Dictionary, 1999, P615).**

- In this research Recall means the reproduction of former knowledge or experience.

4- Writing ability: is the learner's tries to reproduces the written form of the item **(Harmer, 1987, P79).**

- In this Research writing means using a complete sentence in the written form.

5- Speaking ability: The use of speech for variety purposes. **(Sandra, 2009. P.10).**

- In this Research speaking means using the complete sentence in speaking and understanding it.

6- Pair work: Two persons working together and interacting with one another **(Oxford Word Power Dictionary, P.535).**

- In this research pair work means the co-operation and interacting between student of first secondary grade who are exposed to deductive and inductive approaches through the experiment.

7- Listening comprehension: understanding the language when it's spoken **(Wiki answers.com).**

- In this research listening means the understanding of material heard.

8- Secondary stage: it is a school for children aged from eleven to eighteen. **(Oxford Word Power Dictionary, 1999, P670).**

- In this research secondary stage means the tenth class students who are exposed to deductive and inductive approaches through applying the experiment.

9- Deductive approach: It is the moving from theory through observation to confirmation (**Thornbury, 1999, P32**).

- In this research It is the presentation of a rule and then is followed by examples in which the rule is applied.

10- Inductive approach: Moving from observation to theory using critical thinking. It is the context of teaching English grammar (**Thornbury, 1999, P49**).

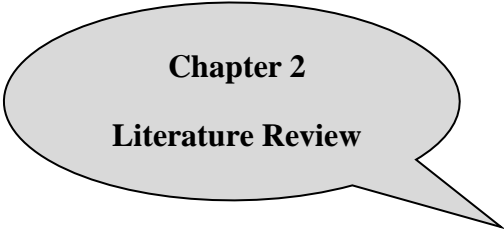
- In this research it is the presentation of examples first and learners conclude the rule by discovery.

11- Grammar: it is the rules of language for forming words or joining words together in a sentence (**Oxford Word Power Dictionary, 1999, P233**).

- In this research grammar means the correct use of grammar items by first secondary grade as simple present, present continuous, past simple, past continuous and present perfect.

12- Effectiveness means producing the result which we want (**Oxford Word Power Dictionary, 1999, 242**).

- In this research effectiveness means the success in achieving the objectives which are resulted through teaching English grammar by the deductive and inductive approaches.



**Chapter 2**  
**Literature Review**

**Introduction:**

A number of research studies related to the implementation of the deductive and inductive approaches in teaching English grammar have been conducted in different parts of the world. What follows is a description of some research related to the deductive and inductive approaches in teaching English grammar.

**1- Mohammad (1997)**

**"An inductive approach vs. A deductive approach in teaching grammar".**

The study investigated/examined the effectiveness of an inductive approach as compared to a deductive approach in teaching subject-verb agreement rules. It revealed the reactions and perceptions of the learners and the lecturer on the approach. The experimental investigation was conducted using (10) learners (inductive approach) and (10) learners (deductive approach). This study revealed that learners who were exposed to the inductive approach (instruction) performed better than who were under the deductive condition after the instruction. The study also explored the advantages and disadvantages of both approaches.

**2- Ranalli (2001)**

**"Consciousness – raising versus deductive approaches to language instruction: a study of learners preferences".**

The study aimed to show the attitudes of students towards deductive and inductive approaches in teaching English grammar. Ranalli designed a questionnaire which is formed of two questions. The first question measures the attitudes of students towards the importance of grammar in teaching English grammar. The second question measures the attitudes of students towards the best method in teaching English grammar (deductive and inductive).

The findings showed that most learners prefer the inductive approach in teaching English grammar. The study also showed most of learners said that grammar is very important for learning English language.

### **3- Livia (2006)**

#### **"From theoretical to pedagogical grammar: the role of grammar in English language teaching".**

The study aimed to show the attitudes of teachers to the importance of grammar of English language and its teaching according to deductive and inductive approach. The study showed that the inductive approach is more effective than the deductive approach in teaching English grammar. The study maintained for training teachers of English language before teaching the study ensured the importance of grammar for mastering the four basic skills (reading, speaking, listening and writing).

### **4- Nedomova (2007)**

#### **"Teaching grammar to young learners".**

In this study, Nedomova made an experimental study through teaching English grammar (the simple present) by deductive and inductive approaches. The results of the study showed that the inductive approach is more effective for learners in teaching English grammar at the elementary stage. Learners can induct rules of grammar by context. Inductive approach encourages students to use grammatical structures correctly through their communication.

### **5- Haight and Herron (2007)**

#### **"The effect of deductive and guided inductive instructional approaches on the learning of grammar in the elementary foreign language collage".**

The study aimed to show the effectiveness of inductive and deductive approaches in teaching English grammar. The researcher made an experimental study at a sampling of forty-seven students. The researcher taught four grammatical structures by the inductive approach.

Results indicated that the inductive approach is more effective in teaching English grammar and there is a great desire for learners to learn grammar by the inductive approach.

#### **6- Yuan (2008)**

**"Effects of inductive and deductive approaches in grammar instruction for junior high school students of differing proficiency".**

This study attempted to explore the effect of the inductive approach in contrast to conventional deductive approach in teaching relative clauses. Two intact classes of 70 eighth grades were randomly assigned to an inductive group or a deductive group. The results showed that there was no significant proficiency between deductive and inductive groups. Both of the two approaches had equivalent effects in English grammar instruction.

#### **7- Mohammed and Jaber (2008)**

**"The effects of deductive and inductive approaches of teaching on Jordanian university students' use of the active and passive voice in English".**

The study investigated the effectiveness of deductive and inductive approaches in teaching English grammar (passive and active) in an experimental study on ninety-three students of first and third year in Jordanian universities. The findings of the study proved that the deductive approach is more effective than the inductive approach.

#### **8- Shih (2008)**

**"Effects of Inductive and Deductive approaches in Grammar Instruction for Junior High School Students of Differing English proficiency.**

The inductive approach creates autonomous and meaningful learning. To date, the effectiveness of induction in EFL grammar instruction is still uncertain. This study attempted to explore the effect of the inductive approach in contrast to the conventional deductive approach in teaching English relative clauses. Students' English proficiency, gender, and task complexity were also examined. Two intact classes of 70 eighth grades were randomly assigned to an inductive group or a deductive group. A test was administered right after the respective grammar instruction. Some important results were produced as follows: (a) there was no significant difference between inductive and deductive groups; inductive approach and deductive approach had equivalent effects in English grammar instruction, (b) significant proficiency-by-treatment interaction effects was found; high-achievers, in particular, benefited more from deductive approach than from inductive one, (c) neither gender-by-treatment nor task complexity-by-treatment interaction was found; gender and task complexity did not affect the effectiveness of inductive or deductive instruction, and (d) high-achievers significantly outperformed their mid-or low-ability counterparts in inductive instruction. Pedagogical implications and suggestions for future research were provided to conclude this study.

### **9- Karavi (2009)**

#### **"Effects of inductive approach on teaching grammar in the writing course".**

The study aimed to show whether the use of the inductive approach can improve students' grammatical errors in the writing course at SuratthaniRajabhat University. The subject were 80 second year students majoring in English faculty of education. Students were put into two groups (experimental and control group). The experimental group was taught with 17 grammatical items by using the inductive approach, while the control group was taught with the same 17 grammatical items.

The findings of this study showed that the inductive approach positively affected the teaching of grammar in the writing course.

### **10- Emily (2009)**

#### **"Implications of an inductive versus deductive approach to SLA grammar instruction".**

This study examined the outcome of a deductive versus an inductive lesson teaching direct object pronouns in Spanish to 44 college-aged participants in two separate intermediate classes. The two groups of students were exposed to the opposing methods of instruction, then evaluated on their level of acquisition of the grammar structure in question using identical assessment measures. Feedback was solicited from the students following the lesson. The results of the study indicated that there was a slightly higher level of achievement as well as a higher level of satisfaction in the group exposed to the inductive lesson in comparison to the group exposed to the deductive lesson. Although this difference was not found to be statistically significant, it suggests that the inductive approach may have a more positive effect on learners than the traditional deductive approach.

### **11- Doston (2010)**

#### **"The effects of deductive and guided inductive approaches on the learning of grammar in an advanced college French course".**

Specifically this study compared the effects of these two pedagogical conditions by measuring students' grammar performance on immediate post-treatment tests and pre- and post-tests of advanced-level grammatical structures. This project also investigated whether students preferred to learn via the guided inductive or deductive approach, and whether there was a relationship between their stated instruction delivery preference and their short- and long-term grammar performance.

A quasi-experimental equivalent time samples design featuring the use of pre-post-and immediate tests was used to compare students' learning of 10 linguistic structures in the two conditions. Further, post-test questionnaires and individual semi-structured interviews were conducted to gauge participants' preference for both instructional approaches.

Statistical analysis indicated that there were no significant differences detected between the two conditions with regard to short-term learning of the targeted grammar structures. However, this project's findings specifically indicated that advanced students made significant gains in grammar performance from pre-to post-test when they were first exposed to the grammatical material via the guided inductive condition. Despite this result, qualitative findings indicated that participants preferred to learn deductively. Most specifically, they indicated that deductive learning was more comfortable to them as it was the traditional approach to which they had been exposed throughout their educational experiences.

#### **12- Yue (2011)**

**"Effects of inductive and deductive approach on (EFL) learning collocation patterns by using concordancers"**.

The study primarily aimed to investigate the effectiveness of an inductive approach and deductive approach on learning collocation by using a concordancer. Eighty-one secondary year students from a senior high school in Taiwan participated in the study. They belonged two classes. One was classified into the inductive group, the other was classified into the deductive approach. The instruments used in the study were computers, pre-test, post-test and scholastic attitude.

The findings revealed that the inductive approach improved more significantly on performance of collocation learning than did the deductive approach.

#### **13- Chen (2011)**

**"The effects of adopting deductive and inductive methods in an English grammar and writing class for English-majority freshmen in technological college"**.

The study examined the teaching effects of the deductive and inductive methods, and the setting was college freshmen. Fifty-one English-major freshmen participated in this study (24 in deductive approach, 27 in inductive approach).

The findings of the study showed that most participants preferred the deductive method more than the inductive method.

#### **14- Chiang (2011)**

##### **"The effects of Adopting Deductive and Inductive Methods in an English Grammar and Writing class for English-Major Freshmen in a Technological College".**

The study was carried out to examine the teaching effects of the deductive and inductive methods, and the setting was college freshmen's English Grammar and Writing class during two academic semesters. Fifty-one English-major freshmen participated in this study (24 in a deductive group, 27 in an inductive group). The important findings included that (a) the participants' general performance in the two semesters did not show any significant differences between deductive and inductive groups; (b) the sum of the words that the participants used did not show significant differences on the four exams, but in the final exam, 2008 (fall semester), deductive group performed better in the words used in the in-class writing essay; (c) there were no significant differences in the sum of the complete sentences used on the four exams, and no differences were found in each pair of the in-class writing essays on the four exams between the two groups; (d) the deductive group performed better than the inductive group in the sum of the complex sentences used on the four exams, and in the final exam, 2008 (fall semester), deductive group also performed better in the complex sentences used in the in-class writing essay; (e) deductive group outperformed the inductive group in the sum of the 'auxiliary + verb' and 'modal + verb' phrases used on the four exams, and deductive group also performed better in the 'auxiliary + verb' phrases used in the final exam, 2008 (fall semester), 'modal + verb' 'auxiliary + verb' phrases used on the four exam. (f) The participants in both of the groups performed significantly and improved in the three types of verbs used in the in-class writing essays on the four exams after they received grammar instructions by deductive and inductive methods. (g) Most participants preferred the deductive method more than the inductive method; (h) most participants expressed that their grammatical concepts made progress after taking English grammar and writing class; (i) most participants hoped that the writing teachers could offer more help to them in learning writing skill. Pedagogical implications and suggestions for future studies were provided.

#### **15- Teklese.Y. (2011)**

##### **"The effects of L2 instructional approaches on learning grammatical structures and adult learner's preferred L2 instructional approach:**

The purpose of this study was to investigate the comparative effects of L2 instructional approaches on learning grammatical structures by adult learners.

The participant of the study were summer trainees of deductive planning and management at Bahir Dar University. The findings of this study showed that most participants prefer to learn grammatical instruction inductively.



#### **16- Rezaul (2012)**

##### **"Teaching passive to adult using inductive approach".**

This study introduced an inductive approach to English passive teaching that can help students to rediscover their sub-conscious knowledge of English passive and bring it to consciousness. The study revealed that students actively revolved in their English grammar learning process because they have to formulate grammatical rules by themselves and to check, test and revise these rules rather than to memorize them without understanding why.

#### **17- Bernedse (2012)**

##### **"The effectiveness of deductive and inductive approaches in teaching English grammar".**

The study aimed to explore the current methods of teaching the grammar of English in a Dutch secondary school. It attempted to answer the following research question through data-driven approach: Is the deductive method or inductive method of teaching grammar most effective in the context of Dutch secondary school students learning English. The grammatical feature under investigation here is the past simple versus the present perfect tense.

The participants in this study were 24 secondary school pupils within an age range of B-34. Students were divided into two groups.

A deductively taught group and inductively taught group with respectively 28 and 26 pupils. The study showed that students in the deductively taught group enjoyed English classes significantly more than students in the other class.

#### **18- Wang (2012)**

##### **"Teaching and learning English verb tenses in Taiwanese University"**

The study compared the effects of inductive and deductive approaches in teaching English verb tenses to Taiwanese English majored freshmen of field independent, dependent (FI/ FD) cognitive styles. Research questions include: (1) what is the effect of the two approaches on students learning outcomes?. (2) what are the learning outcome of (FI/ FD) students? (3) do FI students outperform FD students in the inductive group? Do FD students outperform FI students in the deductive group. A self-designed test was conducted by the researcher to realize student learning outcome. T-test Anova and descriptive statistics were applied to analyze the data.

Results indicated that both approaches were effective, and the deductive group had more significant improvement.

**20- Tarsoly (2012)**

**"Exploring Inductive and Deductive Methods in teaching reading skills in Finnish and Hungarian"**

The study compared between deductive and inductive approaches, and explored their advantages from the learners' perspective. The sample of the study was (20) students who were from different ages, all in higher education mostly at Master's level.

The aim of the study was to explore which method was more significant. The results of the study showed that inductive approach was more effective especially in difficult structures.

## **2-1. Relationship of the findings of the present research study to the findings of research studies already conducted in the field, and position of the present research among previous studies.**

The present research is supported by many researches already conducted in the field of teaching of English grammar through group work activities (inductive approach). Following is a brief discussion of the findings of the study and their relationship with the findings of the research studies already conducted in the field:

1. Teaching English grammar through an inductive approach has a positive effect on the academic achievement of the first secondary students. This finding is supported by the research studies conducted by Mohammad (1997), Yuan (2009), Emily (2009), June (2012), Wang (2012), Ghiang (2011), Tarsoly (2012), Dotson (2010).
2. The positive effect of group work activities on reading comprehension is supported by the research studies conducted by Komy (1997).
3. The inductive approach significantly improves the writing ability of the students in tenth grade is supported by the research findings of Karavi (2009) and Rezaul (2012).
4. The inductive approach significantly improves the listening skill of the first secondary students is supported by the research findings of Komy (1997).
5. The inductive approach has positive effect on the ability of students to apply the rules of grammar is supported by the research findings of Nedomova (2007), Haight and Herron (2007) and Thu (2009).
6. The inductive approach has positive effect on the recall of the first secondary students is supported by research findings of Shih (2008).
7. The inductive approach is preferred by most of learners and teachers in teaching English grammar. This finding is supported by the research findings of Ranalli (2001) and Livia (2006).

The above – mentioned studies emphasize the importance of the inductive approach in teaching English grammar and consider it an effective instructional strategy in improving students' level in English language especially the "fluency".

The current research is an extension of previous studies, and the researcher benefited a lot from the above – mentioned studies in the following points:

1. Developing the research instruments as the studies of Ranalli (2001) and Livia (2006).
2. Providing the theoretical knowledge which helped in constructing the programme.

3. The current research meets with the previous studies in concentrating on the importance of grammar in learning English language and the effectiveness of the inductive approach in teaching English grammar as in the findings.

4. What distinguishes this study from the previous ones is explained in the following points:

a- The research applied the experimental study as a comparison between the inductive and deductive approaches taking into consideration that both of the two methods are effective in teaching English grammar. Both of the two groups are experimental (not control and experimental).

b- The current research was applied in Hama public schools.

## Chapter 3

### A brief history of the importance of language teaching methods and approaches

#### **Introduction:**

In language teaching, as in other fields, new movements often begin as a reaction to old ones. So the proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. To some, this reflects the strength of our profession. "Invention of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching language".(**Richard and Rodgers 2001, p.4**)

Methods appear to be based on very different views of what language is and how language is learned. Some methods apparently recommend strange and unfamiliar classroom techniques and practices, others are described in books that are hard to locate, and difficult to understand. So changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study. They have reflected changes in theories of the nature of language and of language learning.

In what follows the researcher will give a brief review of methods and approaches of language teaching starting from grammar translation method and ending with the most current ones.

### **3-1. Grammar–Translation Method:**

Grammar-Translation method, as its name suggests, took grammar as the starting point for instruction. Grammar-Translation courses followed a grammar syllabus, and lessons typically began with an explicit statement of the rule followed by exercises involving translation into and out of the mother tongue (**Johnson 2008, P214**).

Its principle technique is translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded an authority; i.e. it is a teacher-centred model.

#### **- Features of grammar-translation method:**

1. Instruction is given in the native language of the students.
2. There is little use of the target language for communication.
3. The focus is on grammatical praising; i.e. the form and inflection of words.
4. Reading and writing are the major focus.
5. Accuracy is emphasized. Students are expected to attain high standard in translation.
6. The result of this method is usually an inability on the part of the student to use the language for communication.
7. The teacher does not have to be able to speak the target language. (**Howatt, 1984, P.131**)

### **3-2. The direct method:**

The direct method is a radical change from Grammar-translation method by the use of the target language as a means of instructions and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. In this method, the learning of languages was viewed as analogous to the first language acquisition. (**Mei 2009, P.46, 50**)

The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such demonstration of pictures and objects. The emphasis is on questions and answer, spoken narrative, dictation and imitation. This method requires teachers who are native speakers or have native-like fluency in the foreign language they teach.

**- The main characteristics of direct method are the following:**

1. It is emphasized that only target language can be the medium of classroom instruction.
2. Vocabulary and sentences used in daily communications are learning contents.
3. Questions and answer exchanges between the teacher and students are used to develop speaking skills in a carefully graded progression (**Pertama, 2011, P.3-7**).
4. Grammar teaching is inductive.
5. Only speaking is used to introduce new language points.
6. Teachers use demonstration, objects and pictures to teach concrete vocabulary items. For abstract vocabulary, teachers employ association of ideas.
7. Speaking and listening are included in teaching.
8. Accuracy is still of great importance, especially in pronunciation and grammar. (**Urbankova 2008, P.9-11**)

**3 - Classroom applications (direct method):**

Step 1: As soon as the teacher enters the classroom, he/she greets the students in the target language, asking questions about classroom objects and students activities of yesterday. When students begin to do what the teacher asks them to do, some other students are asked to describe in English what their classmates are doing or what they see in there. When they answer these questions, they are required to use the past tense, which is the objective of that lesson (IOM) (ten minutes).

Step 2: The teacher takes out a picture and shows it to the student in an attempt to introduce some important new words. He also asks the students about the actions or things depicted in this picture. Then students are asked to read new words and phrases several times and make sentence using these words or phrases. Little correction is done by the teacher (15 minutes).

Step 3: Having learned the vocabulary, the teacher starts with the reading of the paragraph where there are new words. That teacher leads the students in reading about and has student read the paragraph by themselves either in chorus or individually, no translation is used in this step. (10 minutes).

Step 4: The teacher summarizes the key points of the lesson or lets students sing a song to conclude the lesson in English. Homework is often assigned after words. (5 minutes). (**Sharaf 2011, P.17-18, Boumova 2008, P.8-20**)

### **3-3. The audio lingual method:**

The audio lingual method was developed and became prominent in the 1950s and 1960s, especially in the united states and has been widely used in the world of foreign language teaching. This method is based on the principles of behavior psychology. It assumes that learning a language entails mastering the elements building blocks of the language and learning the rules by which these elements are combined, from phoneme, to morpheme, to word, to phrase, to sentence (**Mora 2008, P.4**).

#### **- Basis of the audio lingual method**

1. This method is based on structural linguistics, which views language as a system of structurally related meaningful elements such as phonemes, morphemes, words, structures, and sentence types. Learning a language means mastering the elements or building blocks of language. Speech is the primary medium of language.
2. It is based on behavioral psychology which considers learning as a process with three elements: stimulus, response and reinforcement.
3. It aims at achieving two kinds of objectives: long-range and progressing from training to mastering of the structures, vocabulary and meaning to achievement of native-like proficiency.
4. It is based on structural syllabus which contains items of phonology, morphology, and syntax of the language that are organized in order of presentation.
5. classroom activities are dialogues and drills for repetition and memorization.
6. The instructional material is teacher-oriented and contains dialogues which are needed for drills and exercises. Tape-recorders and audiovisual equipments are of central importance in audiolingual course.
8. The method emphasizes the teaching of listening and speech first, followed by reading and writing. The target language is the medium of instruction.

Learning focuses on knowledge of the language and there is little provision for grammatical explanation.



### **3-4. Oral-Situational Approach:**

This approach came as a reaction to the Reading Approach and its lack of emphasis on oral-aural skills. From 1930s to 1960 a British scholar of applied linguistics made an attempt to develop a more scientific foundation for an oral approach to language teaching. It was developed by Krashen and Terrell.

#### **- Merits of this approach:**

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.
4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.
7. It is based on the structuralist approach to language teaching which puts much emphasis on language forms. Speech is considered basic.
8. The syllabus is a structural syllabus which contains a list of the basic structures and sentence patterns of English arranged according to their level of presentation. Structures are taught within sentence and vocabulary is chosen to enable sentence patterns to be taught.
9. The situational language teaching method aims at teaching the four basic skills of language. It emphasizes accuracy in both pronunciation and grammar and attempts to eliminate student's errors. **(Thornton 2009, P.11)**

#### **- Classroom techniques:**

- the techniques employed consist of guided repetition and substitution activities, chorus repetition, dictation, drills and controlled oral-based reading and writing tasks.
- grammar is taught in an inductive way. Words and structures are not explained in either the native or the target language.
- procedures aim to move from controlled to free practice of structure and from oral use of sentence patterns to their use in speech and writing. **(Rodriguez, 2010, P.9-11, Hasan 2001, P.82)**

### **3-5. The Cognitive Approach:**

It came as a reaction to the behaviourist features of the Audio-lingual Approach, influenced by cognitive psychology. It is an approach to language teaching which stresses the learners mastery of the rules of the target language.

#### **- Hints of this approach:**

- language learning is viewed as rule acquisition, not habit formation.
- instruction is often individualized, learners are responsible for their own learning.
- grammar must be taught, but it can be taught deductively (rules first, practice later) and/or inductively (rules can be stated after practice).
- pronunciation is de-emphasized; perfection is viewed as unrealistic and unattainable.
- reading and writing are once again as important as listening and speaking.
- vocabulary instruction is once again important, especially at intermediate and advanced levels.
- errors are viewed as inevitable to be used constructively in the learning process.
- the teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language. **(Boumova 2008, P8-20)**

### **3-6. Community Language Learning:**

Community Language Learning (CLL) is developed by Charles A. Curran. He applies counseling – learning theory to language teaching. A group of learners called a community, study together in a circle with the teacher outside the circle who provides target language expressions and gives advice and support.

#### **Features of community language learning:**

1. Learning language is to understand and master sound system, meanings and basic grammar of the language in a supportive and intimate environment.
2. Language learning is a holistic approach, addressing both cognitive and affective aspects. Learning is effective when it is conducted through unified, personal and social experience of intimacy, understanding and support.
3. The syllabus is not systematic. It emerges from the interaction between students native language intention and the teacher's target language reformulation. Specific grammar points and vocabulary are dealt with separately in subsequent procedures.

4. The learning and teaching activities are of conversational nature, including translation, group work, recording, analysis, reflection observation listening and free conversation.

5. Learners are members of the group who listen to the teacher (knower) attentively, say things they want to talk about, repeat teacher's words and work with others collaboratively as a supporter too.

6. The teacher plays the role as a knower, a supporter and safe environment provider.

**- Class applications:**

Step 1: Students sitting in a circle are talking in the target language about the medicine for a headache. The teacher listens to the students and takes notes, but does not say anything. When students need help, he/she will quietly provide the language needed. The teacher explains sentences that are difficult for the students to understand. Students speak with frequent errors, but the teacher does not bother too much about them. (10 minutes)

Step 2: The teacher summarizes students' conversation and their questions and answers. (5 minutes)

Step 3: According to the notes the teacher has taken, the teacher writes each students utterances on the blackboard, high-lighting the words, or any parts which are considered to be important for learning. (13 minutes)

Step 4: Using cards on which there are new words prepared beforehand, the teacher lets students guess the meanings and make sentences for the sake of consolidation. (13 minutes)

Step 5: Students are divided into groups of three or four persons, working on questions and answers on the basis of the sentences they made previously. The teacher just watches, ready to answer any questions that may be raised by students. (9 minutes).(Thu 2009, P.62-63-64)

**3-7. Communicative language approach:**

The communicative language teaching has been developed by British applied linguistics as a reaction against Grammar-translation Method and Audio-lingual Method. This approach has become popular and enthusiastically advocated in many parts of the world. It is still being used, but criticism voice is becoming louder and louder.(Al-Shabbi 1994, P.21, 33)

### **Features of the Communicative language approach:**

1. It views language as communication. Language learning is to develop communicative competence.
2. According to its learning theory, activities that involve real communication and carry out meaningful tasks promote learning. The target language is to develop communicative competence.
3. The objectives of the approach are of general nature, developing learners' communicative competence by studying the language as a means of expression scattered in each particular class.
4. The syllabus of the communicative language teaching is functional and notional; it focuses on situations and topics which are presented through communicative activities or tasks.
5. Classroom activities are rich, versatile and authentic to reflect real life situations and demands.
6. Learners in the communicative language teaching take roles as communicators, negotiators and contribute in the learning process. **(Thornbury 1999, P.18, 21)**
7. The general roles of the teacher are a facilitator helping students to learn, a participator joining in the activities and researches and correcting errors. The teacher should use the target language fluently and appropriately.
8. There are three kinds of materials used in the communicative language teaching: text-based, task-based and realia. Materials are considered having a primary role of influencing the quality of classroom interaction and promoting communicative language use.

### **- Classroom applications:**

Step 1: The teacher enters the classroom, greets the class and then distributes a sports column in a recent newspaper. The article is about the world cup in basketball match. (Authentic language is introduced) (3 minutes)

Step 2: Students are asked to underline the writer's predications and tell the class which prediction will most probably come true and which will not (to figure out the author's intention is trained as a part of communicative ability) (10 minutes)

Step 3: Students turn to the other side of the handout where the original sentences in the article are in jumble order. The teacher asks students to put them in proper order so as to have a readable essay. (10 minutes)

Step 4: Students are divided into groups of four persons to play a game. Every group is given a set of cards. Four students get three cards, each card has a picture of piece

of sports equipments. Students identify the items, the teacher writes the names of the equipments on the board. (15 minutes)

Step 5: The teacher summarizes the activities before he asks to do a role-play.

Step 6: It is time for students to ask questions. The teacher gives some explanation or grammar and new words. (4 minutes).**(Nisrane 2008, P.9)**

### **Conclusion:**

Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they are derived from different historical context, stressed different social and educational needs and have different theoretical consideration.

Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions into consideration: who the learners are? What their current level of language proficiency is? What sort of communication needs they have? And the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.



## Chapter 4

### Grammar

#### - Introduction

4-1. What is grammar?

4-2. The importance of grammar in teaching English language?

4-3. Aims of teaching grammar.

4-4. The role of grammar in language learning.

4-5. The status of grammar in English language teaching.

4-6. Ways of presenting grammar in the classroom (presentation technique).

4-7. The deductive approach:

4-7-1. What is the deductive approach?

4-7-2. How to teach grammar by deductive approach?

4-7-3. Advantages and disadvantages of the deductive approach.

4-8- The inductive approach:

4-8-1. What is the inductive approach?

4-8-2. How to teach grammar by inductive approach?

4-8-3. Advantages and disadvantages of the inductive approach.

4-8-4. Relating deductive and inductive approaches to SLA theory.

## - Introduction

Grammar has played a major role in language teaching. Theories of grammar have influenced the development of approaches for many years. Traditionally, the acquisition of grammar was regarded equal to the acquisition of language. Grammar was considered to be the equivalent language and language teaching.

Grammar is the structure formation of the language and the law of organization. It is a series of regulation with which people could organize the words into a complete sentence and express certain meanings. It is the basic fact of the life for both language teacher and language learner. **(Zhen, 2008, P.35).**

Without grammar, we would have only individual words, or sounds, pictures and body expressions to communicate meaning.

There are many aspects of grammar such as: definition of grammar, the importance of grammar in teaching English language, types of grammar, approaches to teaching grammar in classroom, the role of grammar in language learning, the status of grammar in major language teaching approaches and ways of presenting grammar in the classroom.

### 4-1. What is grammar?

There are many various opinions about English grammar, such as the following:

- Grammar is the business of taking a language to pieces. **(Crystal 1997, p.88).**
- Grammar is the set of logical and structural rules that govern the composition of sentences. **(Sharaf, 2011, p.13).**
- Grammar is a set of rules that define how words or parts of words are combined or changed to form acceptable units. **(Flores 2008, p.3)**
- Grammar is an important component that relates phonology and semantics, or sound and meaning. **Leech et al (1982, P.18).**
- Grammar consists of morphology and syntax. Morphology deals with form of words, while syntax deals with the ordering of the words to form sentences. **(Huddles)**
- Grammar is the science of letter, hence the science of using words correctly – **(Sharaf, 2011, P.13, Flores 2008,P.3)**
- Grammar relates only to the laws which govern the significant forms of words and the construction of the sentence.
- The researcher deduces that:
  - a- Grammar makes rules to tell us how to use words.

- b- It is a record of usage which we ought to follow.
- c- It is concerned with the form and meaning of the language.

#### **4-2. The importance of grammar in teaching English language.**

Learning a new language always implies its grammar. Teaching grammar has been regarded as crucial to the ability to use language. It gains its prominence in language teaching, particularly in English as a foreign language and English as a second language.

Without a good knowledge of grammar, learner's language development will be severely constrained. 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 furnish the basis for a set of language skills: listening, speaking, reading and writing. In 'listening' and 'speaking', grammar plays a crucial part in grasping and expressing spoken language (e.g: expressions) since learning the grammar of language is considered necessary to acquire the capability of producing grammatically covered utterances in the language.

In 'reading', grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text.

In the context of 'writing', grammar allows the learners to put their ideas into intelligible sentences, so that they can successfully communicate in a written form. **(Juny 2007, P.37, Widodo 2006 p.122)**

In the case of 'vocabulary', grammar provides a path to learners how some lexical items should be combined into a good sentence, so that meaningful and communicative statements or expressions can be formed. **(Mukminatien 2008, p.80 87)**

Doff (2000) says 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)**

The importance of grammar is also due to the fact that it is because of grammar of the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but also in any language. As human beings, we can put sentences together even as children ... we can all do grammar. But to be able to talk about how sentences are built, about the types of words, and work groups that make up sentences ... that is to know about grammar. Knowing about grammar also helps us understand what makes sentences and paragraph clear, interesting and precise.



Grammar can be part of literature discussions when we and our students closely read the sentences in poetry and stories. (Webb 2004, p.5)

#### **- Aims of teaching English grammar:**

The study of grammar has two goals: firstly, it preserves and perfects understanding of a great literature of the past, and it contributes to eloquent self-expression. Secondly questioning the value of grammar is like asking whether "farmers should know the name of their crops and animals". As proverb says: "A scholar or student who doesn't know grammar, for instance, the part of speech, is like a surgeon who doesn't know the parts of the body".

"Grammar is the wearing that geats the fabric". (Azar 2007, P.2)

"Unless detail is placed into a structural pattern, it is rapidly forgotten". (Kransch 1996, P.4)

#### **4-3- The role of grammar in language learning:**

a- Grammar can be used to clarify the meaning of a sentence to avoid misunderstanding. It is a process for making a speaker's or a writer's meaning clear when contextual meaning is ambiguous. The more there is contextual information the less grammar is necessary as the function of the language is communication. (Rodriguez 2010, p 8,7)

b- Grammar acts like a monitor. Stephen Krashen puts it this way in his natural approach that checks the syntatic integrity of a sentence produced. It allows students to make correct sentences.

c- Proper grammar can be used to distinguish between denotational and connotational meanings to refine the intended meaning of a sentence that might be perceived in two or more ways. Grammar obviously represents two meanings, namely representational meaning which describes the "world things", and 'interpersonal' meaning that is the language used among people.

e- Grammar can be "structure maker". Since grammar is a description of the regularities in a language, the learner can use his/her syntactic knowledge to produce new sentences.

f- Ambiguity remover. Proper grammar knowledge can eradicate the ambiguity in the sentence. E.g: "last Monday night I was bored in the house".

g- Activator. It acts like stimulus to make them learn and practice something new all the time.

h- Grammar acts like preparer. The grammatical points that are learned and revised in classroom environment can let the learner notice language features later on.

i- Simplifier. A foreign language looks like an enormous pile of strange signs at first. Grammar helps language to be digested easier. It makes small packages of language units to be delivered and tested.

(Wong 2012, p.68)

j- Conventionalist. Education works with discipline and order as far as schools with large classes are concerned. Especially in classes crowded with unmotivated teenagers, the teacher needs to be strict about education, which needs certain rules to be applied in the classroom environment.

k- Learner satisfier. Grammar meets the preliminary expectations of learners by giving them what they want in a typical language class; therefor motivating them to continue their studies in foreign language learning.

#### **4-4. The status of grammar in English language teaching (ELT).**

Foreign language teaching has a history of hundreds of years. During the long period of foreign language teaching, it is the recognition of changes in the kind of proficiency that learners need which leads to changes in language teaching methods. Of all methods applied in the foreign language teaching, the most influential ones are the grammar – translation Method, the situational language teaching, audiolingual method, the direct method, cognitive code learning, comprehension approach, natural approach, communicative approach.

##### **1- Grammar in grammar translation Method:**

The objective of the grammar translation Method was the acquisition of grammatical knowledge. Grammar was taught 'deductively' through the presentation and study of grammar rules which were practised through translation exercises. The 'syllabus' was designed around a squence of grammar points to teach grammar in an organized and systematic manner.

**2- Grammar in the direct Method:** It was based on the belief that language should be taught without using the native language without any explicit grammar explanation. Grammar was taught 'inductively' through examples and the learners were expected to figure out the rules without any abstract grammatical terminolgy.(Finny, 1996, P.50)

##### **3. Grammar in the Audiolingual Method (Alm)**

The goal of (Alm) was to develop behavior patterns in the target language through patterns drills. Pattern drills were conducted without any initial explanation. Grammar was taught 'inductively' with little or no grammatical explanation. The syllabus was designed through contrastive analysis of the difference between the first and the

second language that were believed to be a source of difficulty for a language learner.(Christ 1998, PP.50-71, Nygaard 1998, PP60-71)

#### **4. Grammar in cognitive code learning:**

It emerged from the theories of transformational grammar and cognitivism. Abstract mental processes were considered to be a part of language learning and learners used their innate language abilities to understand the underlying grammatical rules of language. Grammar was considered important. Rules were presented either "deductively" or "inductively" depending on the learners.

Grammar was overtly explained and discussed in a cognitive classroom to achieve a minimal control over the rules of the target language. The understanding of rules formed the competence that would become the foundation for future performance.(Wang 2010, p 314)

#### **5. Grammar in the comprehensive approach (total physical Response).**

It believed that comprehension precedes production, therefore, productive skills should be delayed until comprehension skills are established. Comprehension was primary. Grammatical structures were learned through the use of imperative by the instructor. Grammar was presented "inductively".

#### **6. Grammar in the natural approach:**

The natural approach placed a heavy emphasis on comprehensible input as being the prerequisite for second language acquisition.

The natural approach focused on the development of vocabulary rather than grammatical accuracy. Grammar explanations were to be avoided for maximum exposure to comprehensible input.

#### **7. Grammar in the situational language teaching:**

Situational language teaching adopts an inductive approach to the teaching of grammar. The meaning of the structure is not to be given through explanation in either the native tongue or the target language but is to be induced from the way the form is used in the situation. New language items are practiced in situations.

Items of grammar are graded following the principle that simple forms should be taught before the complex ones. The textbook contains tightly organized lessons planned around different grammatical structures.

#### **8. Grammar in the communicative language teaching approach.**

Communicative approach pays systematic attention to functional as well as structural aspect of language. In Hyme`s view, a person who acquires communicative

competence acquires first both 'knowledge' and 'ability' for language use. Grammar is taught "inductively".

To conclude, during the last three decades grammar has moved from a position of central importance in language teaching, to status of an outcast, and back to a position of renewed importance.

Grammar is now viewed as one of the components of communicative competence. Grammar along with lexis are resources for creating meaning through text and for negotiating socially motivated communication. These resources need to be learned and taught.(Hyon 2003, 10)(Pantic 2011, 6-7, Terrell 2010, p.52-63)

#### **4-5. Ways of presenting grammar in the classroom (presentation technique).**

Grammar teaching has often been regarded as a structure based, formal activity. After the intergration of several sources and techniques, which are mainly based on communication, the teaching of grammar gained a new insight. In the teaching of grammar, technique-resource combinations are often modified to structure-discourse match if well developed. They can be used effectively for all phases of a grammar lesson. In order to make a grammar lesson effective, beneficial and interesting, a teacher should use some well-developed and fascinating techniques in the classroom.

There are many kinds of grammar techniques in the classroom such as song text, using time line, reading, using picture, using realia, personalising, explaining directly, practising and presenting, discovering, using a chart, eliciting, comparing L1 and L2 and the Mistake Buster technique.

##### **1. Using song text:**

The teacher finds a song text which contains a lot of present perfect tense or simple present, for instance. He/ she makes a worksheet where some of the present perfect tense are pasted out and, as the learners listen to the song on the cassette recorder, they try to fill in the gaps. He/ she then asks for the answers, and asks the learners why the present perfect tense is used and not the past tense. He/ she gradually elicits or explains, if necessary the use and form of the present perfect tense.(Hauk and Donato, 2000, P.146-171, Nunan 1998, p.102, Elley, 1997, P.28)

##### **2. Reading:**

Learners do the following worksheet in groups.

Here is part of Salwa`s school report winter term.

Class: First-secondary

Age: 16

Name: Salwa Hamid

Subject: Mark remarks.

- English: /A/ Very good, Salwa has worked hard this term and has received high

marks in her tests. Well done!

- Geography: /C/ An average mark this term. Salwa likes geography but found it difficult this term; she has written an interesting project about 'lake District'.

- Maths: /B/ Salwa has had a good mark this term; she has worked very good and has improved a lot. (Wany 2012, p.20-30, Vivas 1996, PP.189-216)

- Sport: /B/ Salwa has enjoyed her dance classes this term and has done very well. She has also done well in gymnastics.

Students read Salwa's report and answer the following sentences as true or false:

1. Salwa has worked hard in Geography. T/F
2. She has received low marks in her English test. T/F
3. She has written a project about wales. T/F
4. She has not worked hard in her Maths lessons. T/F
5. She has danced in the sports lessons. T/F
6. She has done better in Maths this term than she did last term. T/f

Now the teacher asks the students to write sentences about Salwa:

7. She has .....
8. She has .....

### 3. Using A time line (Diagrams) e.g: time line for present perfect v past simple.

The teacher draws line on the board, representing the example sentence 'I have seen her' as the dotted line |.....| on the diagram below. He/ she tells his/ her class that is placed between past and now because it represents the present perfect used for unspecified time: I saw her, but I don't tell you when or where so I use the present perfect tense.

Past (I have seen her) Now ----- future.

(Cambridge 2005, 27)

### 4. Using a picture:

The teacher shows the learners pictures A and B.

The teacher explains that picture B is now and picture A was at 7 o'clock this morning. He/she makes statements pointing out the differences between the pictures, such as, in pictures B, 'the children have come to school'. She/ he asks the class to try to make some sentences for themselves in pairs. Learners try to make sentences. The teacher elicits their sentences and corrects their mistakes.

Learners are unlikely to make well-formed sentences at this stage because they have never encountered the tense before although they are likely to recognize it.

The teacher asks the learners to repeat some of the sentences that were made during the presentation and writes them on the board.

The teacher points that it is used when we are talking about events that happened in the past but we don't know exactly when. (tanner and green 1998, 16)

### **5. Using Realia:**

The teacher puts some objects on a desk in front of the class such as his/ her briefcase, some books, chalk, and some objects from the learners in the class. He/ she asks the class to close their eyes or turn around for a few seconds, and quickly moves some objects. He/ she asks the class 'what have I moved?' and tries to elicit examples of the present perfect using you have moved from them. For example, you have moved the chair, you have moved the blue book. He/ she writes examples of the sentences that he/ she or the learners have provided on the board.

### **6. Personalising:**

The teacher writes the names of five people he/ she knows on the board. He tells the class about each of the five people, using a present perfect tense with just for each one. For example, my son has just started school, or my friend Ahmed has gone to Greece on holiday. She writes the sentences on the board, and explains that if we use just and the present perfect tense, and we don't say exactly when, it means that something has happened in the very recent past.

He/ she explains the third person form of the personal perfect tense (has plus the past participle) and asks the learners to write down the names of five people they know. The learners then try to use the present perfect tense, writing about the five people in their lives, using the present perfect and just.

### **7. Explaining Directly** (Grammatical explanation)

The teacher writes the form of the simple present on the board and explains to the class the use of the simple present: (deductive)

Form: S+V<sub>1</sub> (infinitive)

Usages: The simple present tense is used for:

a- facts: The year has twelve months. A week has seven days.

b- repeated actions: We wash our face everyday.

c- habitual action: He always goes to bed at nine o'clock.

### **8. Practising and presenting:**

The teacher gives out the table below, asking learners to work in pairs and to ask and answer the questions. The learners are familiar with the vocabulary in the table, but

they aren't familiar with the present perfect tense. He/ she does a few examples with individual learners first

Have you ever seen	an elephant? your great grandmother or great grandfather? a television programme about dolphine? a spaceship? the Mediteranean sea? the tower of London? (etc.)	No, I haven`t Yes, I have
-----------------------	---	---------------------------------

The teacher gradually elicits the form of present perfect tense questions by asking his/ her class, 'what question did I ask you?' some learners will probably reproduce her/ his question, with prompting. His/ her eventually writes on the board:

Present perfect tense questions

Has/ have + person + past participle?

Have          you          seen

He/ she asks the class when they think these types of questions are used. The learners explain to the teacher what they think. He/ she explains that the present perfect tense is used with "Have you ever" ...? To ask general questions about what people have done in the unspecified past.

-----

### 9. Discovering:

The teachers asks the learners to look at a reading passage which the learners have sudied before as a reading a text. The learners then guess in groups which of the following sentences (a) to (g) are grammatically correct (c) or incorrect (i) and circle the /c/ or the /i/ next to each sentence:

- a- The children have brought pencils to the lesson. c/i
- b- The children has understand Miss Honey`s speech about Mrs. Trunchbull. c/i
- c- Jane have began school a bit late. c/i
- d- The children have just start school. c/i
- e- The lessons has started today. c/i
- f- John has not been to school before. c/i
- g- Miss Trunchbull has been Head mistress for a long time. c/i

Learners then complete the two substitution tables now. If they have problems, the teacher supplies them with the words 'have' and 'has', but doesn't tell the learners where to place the words until they have tried for themselves. (Gollin 1998, PP.88-89)

The present perfect: statements

Subject	Have/ has	Rest of sentence
I, you, we, they, the children		
He, she, (it), Jane		School

After the learners have completed the table, the teacher asks them to correct the original in correct sentence (a) to (g). He/ she checks the answers.

### 10. Using A chart:

The teacher draws the following chart on the board

Name	USA	Britain	India	Spain	France
Rudi		√		√	
LivFeng	√	√			

The teacher asks the students the following questions in the class, have you been to India? Completing the table by ticking the appropriate boxes as the learners give their answers. Once the chart is completed with, say five learners, he/ she asks the class what question he/ she was asking. He/ she then writes his/ her question on the board and gives a short explanation of the form of the present perfect tense and its question form. He/ she rubs the ticks off the board, learners then copy the empty table into their note books, leaving space for five names and ticks, they then ask each other the question Have you been to...? And tick the appropriate boxes in their table. Afterwards, they write five sentences in their note books about the five people they interviewed (for example, Rudi has been to Spain and Britain).

### 11. Eliciting:

The teacher tells the class what he/ she has done this morning: I've had my breakfast. I've said goodbye to my children. I've drunk two cups of coffee. I've driven to school. (etc) She writes on the board, what have you done this morning? And then asks individual learners this question, gradually eliciting present perfect sentences from the learners. If they make mistakes, he/ she corrects them gently. He/ she builds up correct present perfect sentences on the board (I've fed my dog, I've eaten some bread.) and also writes up some non-contracted forms (I have fed my dog)... etc.



He/ she then points out that the present tense is used for unspecified past time, if the time in the past when an event happened is not mentioned, the present perfect tense is often used.

## **12. Comparing L<sub>1</sub> and L<sub>2</sub>:**

An Arabic-speaking teacher of English introduces the present simple tense pointing out the differences between the use and form of the simple present tense in English and the simple present in Arabic.

## **13. Getting students Actively Involved Using "The Mistakes Buster" technique.**

The teacher selects a category that is pertinent to the focus of the lesson being taught for the purpose of demonstrating the employment of this technique. The past tense of irregular and regular verbs will be used in an illustration.

- The wrong verbs to be found and corrected by the students can be prepared in the form of verb list, in short sentences, in long sentences or in narrative. Some samples are provided below.

a- Sample verb list: want, need, work, visit, repair, take, eat, bring, think.

b- Sample short sentences: : "I go to bed at 10:00 last night" or "My mother call me this morning".

c- Sample long sentences: I don't go to school last week because, "I have a motor bike accident, but fortunately I don't broke a bone or anything". "last night we have our family photo taken by a professional photographer who just opening a new studio the day before".

### **Sample activities:**

This will show that 'the Mistake Buster' is employed to check students ability to use regular and irregular verbs in the simple past tense.(Minchew 1996, P.147, Huynh 2003, P.11)

## **Deductive and inductive approaches in teaching English Grammar**

### **4-6 The deductive approach:**

#### **4-6-1. What is the deductive approach?**

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles. **(Jun 2008, p33)**

Dealing with the teaching of grammar, the deductive approach can also be called "rule – driven learning". In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self – study grammar books. **(Gabrielatos 2001, p2)**

To sum up, "the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples". (Rule → example). **(Kojima 2004, P.101, 102, Nisrane 2008, p.12, 13, Ruin 1996, P 1-28, Kane 1997, PP 10-13)**

#### **- What makes a good rule?**

- a- truth (the rule should be true).
- b- limitation (the rule should show clearly what limits are on the use of a given form).
- c- clarity (the rule should be clear).
- d- simplicity (the rule should be simple).
- e- familiarity (the rule needs to make use of concepts already familiar to the learner).
- f- relevance (the rule ought to be relevant).

#### **4-6-2. How to teach grammar by the deductive approach?**

The teacher writes the form on the board and explains the usages. He/she gives examples for usages. Then, the teacher allows students to produce some example sentences of their own, both orally and in writing, until he/she is satisfied that they understand the rule.

E.g. If the teacher wants to teach the "past perfect". **(Zakaria 1996, P.7-21, Assayed 1988, P.96-101)**

T: right. The past perfect.

T: writes the form on the blackboard as: the past perfect is formed from the past of the auxiliary "have" plus the past participle.

Form: S + had + past participle (rule of form)

E.g. The patient had died before the doctor arrived.

T: (asks the students) What's the past perfect of go (check).

St: They had gone.

T: good.

T: usages of past perfect.(Miller 1981, 101, Thornbury 1999, 49, Alexander, 1997, PP.6-14)

- The past perfect is used when you are talking about the past and you want to refer to an earlier point in the past.

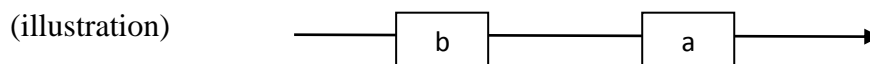
For example, We were late when we got to the cinema, the film had already started.

T: Did the film start after we arrived, at the same time as we arrived or before we arrived? (check)

St: before.

T: Right.

T: So it's like this [draws]:



T: We arrived at this point in time (a). But I need to refer to an earlier point in the past, when the film started, here (b).

### **4-6-3. Advantages and disadvantages of the deductive approach to teaching grammar:**

The deductive approach has its own advantages and disadvantages as shown below:

#### **- Advantages:**

1. The deductive approach goes straightforward to the point and can, therefore, be time – saving.
2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.
3. A number of direct practice/application examples are immediately given.

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

5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.

#### **- Disadvantages:**

1. Beginning the lesson with grammar presentation may be off – putting for some learners, especially younger ones.

2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.

3. Grammar explanation encourages a teacher – fronted, transmission – style classroom, so it will hinder learner involvement and interaction immediately.

4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).

5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule. (Fotos 1998, PP. 30-307, Nygaard 2010, 12-20, Harris & Trezise 1997, PP.32-39, Al-Hashemi 1992, P.228-230)

#### **4-7- The inductive approach:**

##### **4-7-1 What is the inductive approach?**

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements or data) to generalities (for example, rules, laws, concepts or theories). In short, when we use induction, we observe a number of specific instances and from them we infer a general principle or concept. (Pulman 2001, P.1-2)

In this case of pedagogical grammar, most experts argue that the inductive approach can also be called "rule – discovery learning". It suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. It tries to utilize the very strong reward value of bringing order, clarity and meaning to experience. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop his/her own mental set of strategies for dealing with task. In other words, "inductive approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rule given by the teacher".

Inductive approach → examples → rule (discovery learning). (Fielder, 1995, p.26, Joyce and Weil, 2000, P.21)

The inductive approach is more in keeping with natural language acquisition and confirms easily to the concept of interlanguage development. It allows learners to get communicative "feel" for some aspects of language and builds more intrinsic motivation through discovery learning. (**Mukminatien 2008, p.88, Brown 2000,p.30**)

#### **4-7-2 How to teach grammar by inductive approach? (from examples)**

The teacher prepares the examples and writes them on the board. He/she discusses the examples with the students, then he/she forms the final rule on the board. After that, the teacher checks students ability in applying the rule by exercises.

Example:

If the teacher wants to teach relative pronouns or the simple present, he writes the following examples on the board:(**Thornbury 2008, P.1-7**)

1. a. I thanked the man. He gave me money.
1. b. The car is mine. It is parked across the street.
2. a. The book was good. I read it.
2. b. The city was good. I visited it last year.
3. c. Her daughter is cute. I saw her in the park.

The teacher should then ask some of the following questions orally and the class time for discussion in small groups or pairs:

1. How can you combine each pair of sentences?
2. What words must be inserted to combine them?
3. Which groups have several possible ways of being combined? What are they?
4. What is the difference between series 1 and series 2?

Finally, the teacher should ask the class to work in pairs or small groups and write down any rules that they can induce from the examples that they have been working with.(**Dornyei 1997, 81, Herman 1969, P.58-161**)

1. relative pronouns = who, that, which.
  2. who = people, which = things, that = both
  3. subject/object pronouns are different.
  4. object relative pronoun can be dropped.
1. I thanked the man who gave me money.

2. The car which parked across the street is mine.
3. The movie which playing at Millennium was good.
4. The book which/that I read was good.
5. The city that/which I visited last year was good.
6. Her daughter whom I saw in the park is cute.

T- Applying the rule (students choose the correct word between brackets)

1. the man (who/which) sells meat is called a butcher.
2. the girl (who/that) I met in the school yesterday was Jane.
3. the book (which/who) I bought yesterday was expensive.
4. the men (who/which) work on the farm are farmers.

T- Join/combine each pair of these sentences into one complex sentence by using relative pronoun (who, which, that .....)

1. that is the teacher. He teaches us English.
2. the bicycle is mine. It is under the tree.
3. is this the house? He was born in it.

Note:

Who stands for the subject instead of (they, she, he).

Which stands for the subject instead of (they, it) and stands for the object (them, it).

Whom or that stands for the object instead of (them, her, him).

Here students try to join each pair of these sentences by using relative pronouns. (Al-Bayaty 1982, P.210-211)

#### **4-7-3 Advantages and disadvantages of the inductive approach to teaching grammar:**

Similar to the deductive approach, the inductive approach offers advantages and disadvantages as seen below:

##### **- Advantages:**

1. Learners are trained to be familiar with the rule discovery. This could enhance learning autonomy and self – reliance.
2. Learners' greater degree of cognitive depth is exploited.

3. The approach involves learners' pattern – recognition and problem – solving abilities in which particular learners are interested in this challenge.
4. If the problem – solving activity is done collaboratively, learners get an opportunity for extra language practice.
5. The learners are more active in the learning process rather than being simply passive recipients. In this activity, they will be motivated.

**- Disadvantages:**

1. The approach is time and energy – consuming as it leads learners to have the appropriate concept of the rule.
2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
3. The approach can place emphasis on teachers in planning a lesson.
4. It encourages the teacher to design data or materials taught carefully and systematically.
5. The approach may frustrate the learners with their learning style, or their past learning experience (or both) would prefer simply to be told the rule. **(Paesani 2005, P.16-17, Widodo 2006, P.128)**

**4-7-4- Relating deductive and inductive approaches to SLA theory:**

Deductive and inductive approaches relate to learning and acquisition in SLA theory. Firstly, the deductive approach is related to the conscious learning process in which this approach tries to place a great emphasis on error correction and the presentation of explicit rules. Such an approach is applied for the reason that is an efficient and elegant way to organize and present the rule that is already understood. The deductive approach is often used with adult learners. Through the deductive approach, a teacher tries to teach the rule explicitly to the learners so that they are ready to cope with exercises given. The explicit rule presentation can enhance the learners confidence in doing certain tasks. To be successful in applying the approach, the teacher needs to provide numerous exercises. **(Chiang 2004, 12, Widodo 2006, P.128)**

Secondly, the inductive approach relates to subconscious learning processes which are similar to the concept of language acquisition. According to this approach, learners learn the system of language (for example, grammar or sentence) in the same way as children acquire their first or second language. In this regard, meaningful interaction in the target language (that is, natural communication) is more important than the form of the language. For this reason, error correction and explicit teaching of the rule are de – emphasized. Most importantly, utterances are easily understood. In other

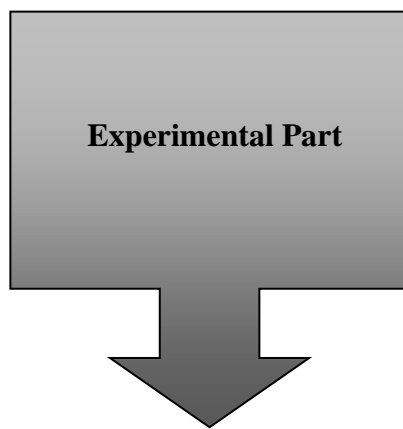
words, when the inductive approach is applied, the learners learn the rule unconsciously.

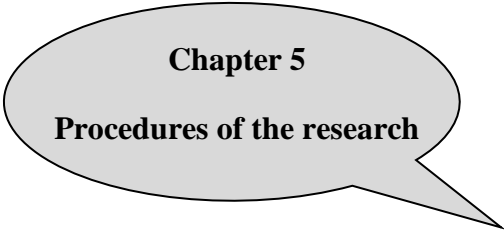
**4-8-The relationship of deductive and inductive approaches to Krashen's theory:**

<b>Inductive</b>	<b>Deductive</b>
Learn the rule as a child acquires her/his first or second language.	Learn the rule in the context of formal instruction.
"pick up" the rule.	Know about the rule.
Learn the rule sub consciously.	Learn the rule consciously.
Learn the rule implicitly.	Learn the rule explicitly.

Whether grammatical rules are taught inductively or deductively they rely upon certain structures, since some are more amenable to a deductive approach, while others can be learned very well by an inductive approach. To sum up, both deductive and inductive presentation can successfully be applied depending on the cognitive style of the learner and the language structure presented.(**Krashen 2000, P.100**)







**Chapter 5**  
**Procedures of the research**

This chapter deals with the design and method of the research. This discussion has been divided into the following six parts:

1- Population.

2- Sampling.

3- Instrumentation.

4- Design of the study.

5- Methodology.

6- Description of statistics and analysis of data.

### **5-1- Population:**

All the first secondary stage students of Hialeen school and Anboursa school were included in the study.

### **5-2- Sampling of the students:**

This section has been subdivided into two parts:

Sampling of the students and the sampling of teachers.

#### **a. Sampling of the students:**

The sample was (80). Forty students in Hialeen secondary school and forty students in Anboursa secondary school. It was taken randomly. In this experimental study, two governmental schools were selected: Hialeen and Anboursa secondary schools. They were selected randomly, using draw method technique. In Hialeen and Anboursa schools, there were two experimental groups: one was assigned as inductive group and the other was assigned as deductive group.

#### **b. Sampling of the teachers:**

The sample of teachers was (30) and it was taken randomly. In this section, the researcher has constructed a questionnaire and applied it to know teachers' attitude towards deductive and inductive approaches in teaching English grammar.

### **5-3- Instrumentation:**

The following were used as instruments for the study:

1. (pre-post and delayed) achievement test in the subject of English in first secondary grade.
2. An attitude scale.

#### **1- Achievement tests:**

The achievement test was developed and used three times (pre-post and delayed). The first test was used as the pre-test(Appendix A).

The first test was prepared to measure the achievement of students before the experimental study. The second test was prepared to measure the achievement of students in different variables through post-test eg: reading, listening, recall, speaking, writing ability, the use of structures and applying the rules of grammar. The third test was prepared after two weeks of the end of the experimental study. It was prepared to measure the recall of English grammar which the students have learned by the researcher through the experiment.

**2- lessons from the textbook and activity book at the first secondary stage about tenses** (simple present, present continuous, present perfect, simple past and past continuous).

### **3- Attitude scale:**

#### **1- Objective:**

The objective of the attitude scale was to measure the attitude of students and teachers towards deductive and inductive approaches in teaching grammar and the importance of grammar in learning English language.

#### **2- Preparation and validation of the attitude scale:**

The researcher followed the following steps in designing the attitude scale.

##### **- Preparation:**

In relation to previous studies and by consulting the supervisor, the researcher prepared two questionnaires. The first questionnaire was prepared for teachers of English in order to measure their attitudes towards the appropriate approach in teaching English grammar (deductive or inductive approach) and the importance of grammar for learning English language. The second questionnaires was prepared to measure the attitudes of students toward the deductive or inductive approach, and the importance of grammar for learning English language.

##### **- Validity of the instruments:**

The selected items were reviewed and rated by a team of experts (refrees) at the Faculty of education. and English supervisors. A four-point scale was used for the teacher's questionnaire which ranged from true, very true, maybe true and false. A four-point scale was used for students questionnaire answering by agree, strongly agree, undecided and strongly disagree.

### **5-4- Design of the study:**

In this experimental study, the pre-test, post-test and delayed-test were used. In this design the pre-test is administrated before the application of the experimental treatments and post-test is administrated at the end of the treatment period. The delayed-test was applied after two weeks of the experimental study.

##### **- Methodology:**

#### **1. Administration of the pre-test:**

The relevant pre-test was administrated to the students of both the experimental groups at the first secondary-class to make sure that both groups were equivalent at the time of starting the experiment.

## **2. Treatment:**

The students of the two selected groups were taught by the researcher. One was taught by the deductive approach and the other was taught by the inductive approach.

### **- Duration of teaching:**

The duration of time was about one month with a daily period of forty five minutes for each group.

### **- Administration and scoring of the post-test:**

At the end of the treatment period, the post-test was administrated to the students of both the experimental groups. The test was administrated and scored by the researcher.

### **- Scoring criteria:**

The post-test consisted of five block questions which were further subdivided into items.

- Question one (measuring the listening skill) carried ten marks with five marks for each item.

- Question two (measuring the reading comprehension) carried twenty marks with ten marks for each item.

- Question three (measuring the speaking skill) carried ten marks with five marks for each item.

- Question four (measuring the writing skill) carried fifteen marks with six and nine marks for each item.

- Question five (measuring the recall and application of rules of grammar) carried twenty five marks. First item carried five marks, second item carried four marks, third item carried twelve mark and fourth item carried four marks.

### **- Variables of the research:**

#### **1. Independent variables:**

Teaching of English grammar by the deductive and inductive approaches.

#### **2. Dependent variables:**

Scores in the achievement test (post-test) in English grammar for both the experimental groups at the first secondary grade.

#### **3. Variable controlled:**

Teacher, time, sex, content of the course and classroom condition.

## **5-6- Description of statistics and analysis of data:**

Data were arranged and analyzed. The data were analyzed on computer through computer program /SPSS/.

### **1. The achievement tests (pre-test, post-test and delayed-test):**

The data in respect of achievement tests were analyzed on computer by using the following statistic procedures for both the experimental groups: mean, standard deviation, variance and the test of the significance of the difference between the means of the two independent groups. The significance of the difference between means was seen at (0.05) level ( $\alpha=0.05$ ) as the criterion for the rejection of the null hypotheses. The ten hypotheses were tested through the achievement test.

### **2. The attitude scale:**

In the case of the attitude scale, the data were analyzed by calculating the percentage of the frequency counts in respect of each category of the response (true, very true, untrue, agree, disagree and undecided).

Findings, conclusions and recommendations were made on the basis of analysis of data.

## Chapter 6

### Presentation and Analysis of data and results

This chapter deals with the presentation and analysis of data. The following statistics were applied for the analysis of data:

Mean, standard deviation, variance, t-test for the two experimental groups. In this chapter, the following symbols are used:

EG= experimental group.

PCG= pre-test scores for the two groups.

EGPT= post-test scores for the two experimental groups.

DGT= delayed-test for the two experimental groups.

Indg= inductive group.

Dedg= deductive group.

St.D= standard deviation.

N= number.

F= frequency.

Sig= significance.

t-test= t-test for equality of means.

DF= degrees of freedom.

This chapter has been divided into two parts:

Part 1 deals with the tabulation and analysis of the pre and post-test, and the delayed-test. Part 2 deals with the analysis of the attitude scale.

To investigate the research hypotheses at the level of ( $\alpha=0.05$ ), the researcher analyses the results of students of the achievement-test by using the SPSS (Statistical Package for the Social Science).

**- Results associated with the first hypothesis:**

**There is no significant statistical difference between the means of the pre-test scores of the achievement test of the two groups.**

To verify this hypothesis, the researcher used (t-test) to signify the difference between the mean scores of the two groups. The results of the hypothesis are displayed in the following tables:

**Table (1) Mean scores of the pre-test of the four skills**

Std Deviation	Mean	N	The group	Pre-test
2.76766	4.8462	39	Deductive	Listening
3.36770	5.6410	39	Inductive	
4.87717	9.0513	39	Deductive	Reading
5.65447	9.9744	39	Inductive	
3.07618	3.8974	39	Deductive	Speaking
3.32232	4.2564	39	Inductive	
3.01705	3.0513	39	Deductive	Writing
4.49261	4.0256	39	Inductive	
4.71552	5.6410	39	Deductive	Grammar
5.45067	7.6410	39	Inductive	
14.09338	26.5385	39	Deductive	Achievement test
16.89261	31.5385	39	Inductive	

Table (1) shows results of the statistical analysis of tenth grader's mean scores and standard deviation of the two group (deductive and inductive) on the pre-test (four skills, grammar and achievement test).



**Table (2) statistical difference of significance for (t-test) (basic skills)**

90% confidence interval of the difference					Levenes' test for equality of variance		
Upper	Lower	Sig (2-tailed)	Df	T	Sig	F	Pre-test
0.59	-2.18	0.258	76	-1.139	0.090	2.940	Listening
0.59	-2.18	0.259	73.25	-1.139			
1.40	-3.30	0.443	76	-0.772	0.371	0.811	Reading
1.40	-3.30	0.443	74139	-0.772			
1.08	-1.80	0.622	76	-0.495	0.557	0.348	Speaking
1.08	-1.80	0.622	75.55	-0.495			
0.75	-2.70	0.264	76	-1.124	0.003	9.407	Writing
0.75	-2.70	0.265	66.48	-1.124			
0.29	-4.29	0.087	76	-1.733	0.450	0.577	Grammar
0.29	-4.29	0.087	74.40	-1.733			
2.01	-12.01	0.160	76	-1.419	0.448	0.582	Achievement test
2.01	-12.01	0.160	73.63	-1.419			

Table (2) indicates that there is no statistical difference of significance at the level ( $\alpha=0.05$ ) for the (t) values concerning the four basic skills, grammar and achievement test, which means that the deductive and inductive groups are equivalent. So it can be said any difference between the student's results of both the deductive and inductive groups after the implementation of the experiment can be attributed to the training programme (method of teaching grammar).

**- Results associated with the second hypothesis:**

**There is no significant statistical difference at the level of ( $\alpha=0.05$ ) between the mean post-test scores of the achievement test of the secondary students who were taught English grammar by the inductive approach and those taught by using the deductive approach.**

To investigate this hypothesis, the researcher calculated means and standard deviation of the scores of the students in the two experimental groups; the researcher also used the (t-test) for getting the significant difference of the two independent samples. The results of testing the hypothesis are shown in the following tables:

**Table (3)**

**Group statistics (post-test)**

Std. Error mean	Std. Deviation	Mean	N	The group
2.80427	17.51267	33.1282	39	Deductive
2.31555	14.64486	44.3000	40	Inductive

Table (3) shows the results of the statistical analysis of tenth grader's mean scores (deductive and inductive approach) on the post-test of the achievement-test.

**Table (4) (t-test)**

95% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-3.94657	-18.39702	0.003	77	-3.07	224	1.504	Pre-test
-3.92543	-18.92543	0.003	73.97	-3.07			

Table (4) indicates the statistical difference of significance at ( $\alpha=0.05$ ) for (t) value concerning achievement-test, which means rejection of the first hypothesis and acceptance of the alternative one: "there is a significant statistical difference between the mean post-test scores of the achievement test in favor of the inductive approach".

**- Results associated with third hypothesis:**

**There is no significant statistical difference between the mean post-test scores of the two groups on the reading comprehension test.**

To verify this hypothesis, the researcher used means, and standard deviation of the two groups and (t-test) for the significant difference of the two independent samples.

The results of this hypothesis were shown in the following table:

**Table (5) Mean scores of the post-test of reading skill**

Std. Error mean	Std. Deviation	Mean	N	The group	Post-test
77702	4.85248	7.9231	39	Deductive	Reading comprehension
91054	5.75877	10.3750	40	Inductive	

Table (5) shows the results of the statistical analysis of tenth grader's mean scores (deductive and inductive) on the post-test of the reading skill.

**Table (6) (t-test) Statistical difference of significance at (0.05) for (t) test (reading comprehension)**

95% confidence interval of the difference					Levene's test for equality of variances		
upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-0.06	-4.84	0.044	77	2.044	0.129	2.35	comprehension
-0.06	-4.83	0.044	75.430	-2.048			

Table (6) indicates the statistical difference of significance at ( $\alpha=0.05$ ) for (t) values concerning the reading comprehension, which means rejection of the third hypothesis and acceptance of the alternative one: "There is a significant statistical difference between the mean post-test scores of the two groups on the reading skill in favor of the inductive approach".

**- Results associated with the fourth hypothesis:**

**There is no significant statistical difference between the mean post-test scores of the writing ability of the two groups.**

To investigate this hypothesis, the means, and standard deviation of scores of the two groups were calculated. The value of (t-test) was found for the significant difference of the two independent samples. The results of this hypothesis are shown in the following tables:

**Table (7) Mean scores of the post-test of writing skill**

Std. Error mean	Std Deviation	Mean	N	The group	
69719	4.35394	4.8718	39	Deductive	Writing skills
60594	3.83230	7.6750	40	Inductive	

Table (7) shows the statistical analysis of tenth grader's mean scores (deductive and inductive) on the post-test of writing skill.

**Table (8) (t-test) Mean scores of the post-test of writing skill**

95% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-0.96	-4.63	0.003	77	- 3.040	0.382	0.772	Writing skills
-0.96	-4.64	0.003	75.253	- 3.035			

Table (8) indicates the statistical difference of significance at ( $\alpha = 0.05$ ) for (t) values concerning the writing skill which means rejection of the fourth hypothesis and acceptance of the alternative one: "there is a significant statistical difference between the mean scores of the two groups in the direct post-test of the writing skill in favor of the inductive approach".

**- Results associated with the fifth hypothesis:**

**There is no significant difference between the mean post-test scores of the listening skill test of the two groups of the first secondary students.**

To verify this hypothesis, means, standard deviations post-test scores of the two groups were calculated and the value of (t-test) was found. The results of this hypothesis came as in the following tables:

**Table (9) Mean scores of the post-test of the listening skill**

Std. Error mean	Std Deviation	Mean	N	The group	
39082	2.44066	6.7949	39	Deductive	Listening skills
41585	2.63008	8.1750	40	Inductive	

Table (9) shows the results of statistical analysis of tenth grader's mean scores (deductive and inductive) on the post-test of the listening skill.

**Table (10) Statistical difference of significance at (0.05) for (t) test (listening skill)**

95% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-0.24	-2.51	0.018	77	-2.416	850	0.36	Listening skills
-0.24	-2.51	0.018	76.81	-2.418			

Table (10) indicates the statistical significance at ( $\alpha = 0.05$ ) for (t) values concerning the listening skill, which means rejection of the fifth hypothesis and acceptance of the alternative one: "There is a significant statistical difference between the mean post-test of the listening skill in favor of the inductive approach".

**- Results associated with the sixth hypothesis:**

**There is no significant statistical difference between the mean post-test scores of the speaking ability test of the two groups at both of the given levels.**

To verify this hypothesis, means, standard deviations scores of the students in the two groups were calculated and t-test value was also calculated for the significant difference of the two independent samples. The findings of this hypothesis came as in the following tables:

**Table (11) Mean score of the post-test of the speaking skill**

Std. Error mean	Std Deviation	Mean	N	The group	
48899	3.05372	5.1282	39	Deductive	Speaking skill
38228	2.41776	6.5256	40	Inductive	

Table (11) shows the results of the statistical analysis of tenth grader's mean scores (deductive and inductive) on the post-test of the speaking skill.

**Table (12) Statistical difference of significance at (0.05) for (t) test (speaking skill)**

95% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
0.164	-2.62	0.027	77	-2.25	133	2.300	Speaking skill
0.159	-2.63	0.027	72.32	-2.25			

Table (12) indicates the statistical difference of significance at ( $\alpha = 0.05$ ) for (t) values concerning the speaking skill which means rejection of the sixth hypothesis and acceptance of the alternative one: "There is a significant statistical difference between the mean post-test scores of the speaking skill test of the two groups in favor of the inductive approach".

**- Findings associated with the seventh hypothesis:**

**There is no significant statistical difference between the mean post-test scores (applying the rules of grammar) of the two groups.**

To investigate this hypothesis, the means, standard deviations of the students scores in the two groups were calculated. The value of (t-test) for the significant difference of the two independent samples was calculated. The findings of this hypothesis came as in the following tables:

**Table (13) Mean scores of the post-test of applying rules of grammar**

Std. Error mean	Std Deviation	Mean	N	The group	
92478	5.77526	8.4103	39	Deductive	Applying the rules of grammar
1.06335	6.72519	11.5500	40	Inductive	

Table (13) shows results of the statistical analysis of tenth grader's mean scores (deductive and inductive) on the post-test of applying rules of grammar.

**Table (14) Statistical difference of significance at (0.05) for (t) test (applying rules of grammar)**

95% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-0.32	-5.95	0.029	77	-2.224	0.64	3.519	Applying the rules of grammar
-0.33	-5.94	0.029	75.80	-2.228			

Table (14) indicates the statistical significance at ( $\alpha = 0.05$ ) for (t) values concerning the rules of grammar which mean rejection of the seven hypothesis and acceptance of the alternative one: "There is a significant statistical difference between the mean post-test scores of the two groups (applying the rules of grammar) in favor of the inductive approach".

**- Findings associated with the eighth hypothesis:**

**This hypothesis discusses the comparison between the deductive and inductive approaches in teaching English grammar (recall). The hypothesis says:**

"There is no significant difference between the mean delayed-test scores (recall) of the two groups of the first secondary students".

To verify this hypothesis, means, standard deviations of students' scores in the two groups were calculated. The value of (t-test) for the significant difference of the two independent samples were calculated. The results of this hypothesis came as in the following tables:

**Table (15) Mean scores of the post-test of the delayed-test**

Std. Deviation	Mean	N	The group	Delayed-test
1.84234	4.8750	40	deductive	Listening skill
1.84888	5.9487	39	inductive	
4.05602	7.4000	40	deductive	Reading skill
5.33506	11.8974	39	inductive	
2.17149	5.0500	40	deductive	Speaking skill
2.24721	6.2821	39	inductive	
2.60374	2.8000	40	deductive	Writing skill
4.35007	5.8462	39	inductive	
2.98619	5.4250	40	deductive	Grammar
6.54858	9.1026	39	inductive	
10.56106	25.5500	40	deductive	Achievement delayed-test
14.91094	39.0769	39	inductive	

Table (15) shows results of the statistical analysis of tenth grader's mean scores (deductive and inductive) on the delayed-test of the recall.



**Table (16) Statistical difference of significance at (0.05) for (t) test (the recall of the students)**

95% confidence interval of the difference					Levene's test for equality of variances		
upper	Lower	Sig (2 tailed)	Df	T	Sig	F	Delayed-test
		0.012	77	-2.58	0.437	609	Listening skill
		0.012	76.93	-2.58			
		0.000	77	-4.22	0.005	8.501	Reading skill
		0.000	70.94	-4.21			
		0.015	77	-2.47	0.480	503	Speaking skill
		0.015	76.72	-2.47			
		0.000	77	-3.78	0.000	25.978	Writing skill
		0.000	61.83	-3.78			
		0.002	77	-3.22	0.000	16.005	Grammar
		0.002	52.85	-3.19			
		0.000	77	-4.66	0.030	4.876	Achievement delayed-test
		0.000	68.33	-4.64			

Table (16) indicates the statistical significance at ( $\alpha = 0.05$ ) for (t) values concerning the recall which means refusal of the eighth hypothesis and acceptance of the alternative one: "there is a significance statistical difference between the mean delayed-test scores of the two groups in favor of the inductive approach (recall)".

**a. Results associated with the ninth hypothesis:**

**There is no positive effect of the inductive and deductive approaches on the attitudes of students who were involved in the two groups.**

To know the significant difference between the attitudes of the two groups, the mean, St. deviations, t-test were calculated. The findings of the hypothesis came as in the following table:

**Table (17) Mean scores of the post-test of the attitude of students**

Std. Deviation	Mean	N	The group	
4.74686	16.6750	40	Deductive	Students attitudes
2.91756	18.5250	40	Inductive	

Table (17) shows results of the statistical analysis of students attitudes who were involved in the two groups (deductive and inductive).

**Table (18) Statistical difference of significance at (0.05) for (t) test (the attitude of students in favor of the two group)**

90% confidence interval of the difference					Levene's test for equality of variances		
Upper	Lower	Sig (2 tailed)	Df	T	Sig	F	
-0.961	-3.6038	0.039	78	-2.100	0.007	7.600	Students attitudes
-0.904	-3.6095	0.040	64.786	-2.100			

Table (18) indicates the statistical significance for (t) values concerning the students attitudes which mean refusal of the ninth hypothesis and acceptance of the alternative one: "There is a significant statistical difference between the two groups on the attitudes of students in favor of the inductive approach".

**b. results associated with the tenth hypothesis:**

**There is no positive effect of the inductive and deductive approach on the attitudes of the teachers.**

To investigate this hypothesis, the researcher calculated the frequencies and the percentages for each question and the mean in order to measure the teachers' attitudes towards the deductive and inductive approaches.

**Table (19) teacher's attitudes (means frequencies and percentages)**

Age	Mean	False		May be true		True		Very true		Number of teachers	Question
		%	F	%	F	%	F	%	F		
1	3.65	3.1	1	6.3	2	12.5	4	78.1	25	32	1
5	2.40	18.8	6	37.5	12	28.1	9	15.6	5	32	2
2	3.25	-	-	25	8	25	8	50	16	32	3
3	2.78	3.1	1	40.6	13	31.3	10	25	8	32	4
4	2.50	15.6	5	34.4	11	34.4	11	15.6	5	32	5
6	1.37	81.3	26	9.4	3	-	-	9.4	3	32	6

Table (19) indicates the results of statistical analysis of teacher's attitudes in favor of the deductive and inductive approach which mean refusal of the tenth hypothesis and acceptance of the alternative one: "There is a positive effect on the teacher's attitudes in favor of the inductive approach".

According to table (19), we see that question one which is about teaching English grammar by using the inductive approach takes the agreement of most of the teachers (frequency 25 from 30) and the percentage was 78.1%.

- Question or phrase two which is related to the teaching of English grammar by the deductive approach takes the agreement of few teachers (frequency 5 from 32) and with percentage of 15.6%.

## Summary and conclusion

The problem under study was to investigate the effectiveness of deductive and inductive approaches in teaching English grammar. The study also attempted to see which of these two methods had a positive effect on the academic achievement of the first secondary students in the city of Hama public school. The main objective of the study was "to find the comparative effectiveness of deductive and inductive approaches in teaching English grammar". The main objective was split into some sub objectives which dealt with the effect of both methods (inductive and deductive) on the academic achievement of the first secondary students, their writing, speaking, listening and reading comprehension, the recall of the students, the use of structures and the application of the rules of grammar by them. The sub objectives also dealt with the attitude of the students of the two experimental groups. The general research hypothesis to be investigated in the study was to find the comparative effectiveness of the deductive and inductive approaches in teaching English grammar; that is which of these two methods had a positive effect on the academic achievement of the first secondary students in Hama public school.

In order to investigate the various dimensions of the general research problem, the following null hypotheses were tested:

1. There is no significant statistical difference between the mean pre-test scores of the achievement of the first secondary students of the two groups.
2. There is no significant statistical difference between the mean post-test scores of the two groups (deductive and inductive approaches).
3. There is no significant statistical difference between the mean post-test scores of the two groups on the reading comprehension test.
4. There is no significant statistical difference between the mean post-test scores of the writing skill test of the two groups.
5. There is no significant statistical difference between the mean post-test scores of the listening comprehension test of the two groups.
6. There is no significant statistical difference between the mean post-test scores of the speaking ability test of the two groups.
7. There is no significant statistical difference between the mean post-test scores (applying the rules of grammar) of the two groups.
8. There is no significant statistical difference between the mean post-test scores (recall) of the two groups.

9. There is no positive effect on the attitudes of the students who were involved in the deductive and inductive approaches.

10. There is no positive effect on teacher's attitudes to teaching English grammar according to the deductive and inductive approaches.

The study was delimited to only tenth grade male students of Anboursa and Hialeen secondary school in Hama public schools.

In this experimental study, two governmental schools, Anboursa and Hialeen, were randomly selected out of eight public schools using a draw-method technique.

#### **- Instruments of the research:**

1. Three achievement tests (pre-test, post-test and delayed-test) were used for the study.

2. An attitude scale (students' questionnaire and teachers' questionnaire about teaching English grammar according to deductive and inductive approaches, and the importance of grammar in learning English language.

3. The experimental program (teaching grammar deductively and inductively).

Thus, the data were obtained, tabulated and analyzed. Data were analyzed on computer program "SPSS". In case of achievement tests, mean, standard deviation and variance of pre-test, post-test and delayed-test scores of the first secondary students were obtained to analyze the data. The test of significance of the difference between the means of the two independent groups (t-test) was applied to measure the significance of the difference between the means of the two groups. Significance was seen at 0.05 level as the criterion of the rejection of null hypotheses. The first eight hypotheses were tested through (t-test). In the case of the attitude scale, the data were analyzed by calculating the percentage of the frequency counts in respect of the category response strongly agree, agree, undecided, strongly disagree for students and very true, true, may be true, false for teachers.

The findings of the study led to the following conclusions:

1. The two experimental groups of the first secondary grade students were equivalent at the time of starting the experiment.

2. Teaching of English grammar by using the inductive approach plays a positive role in improving the academic achievement of students studying English at the first secondary students.

3. The results of the research lead to the conclusion that the inductive approach can be used for improving the writing, speaking, reading and listening skills, recall of the structures and the applications of rules of grammar by students studying English at first secondary grade.

4. Based on the research findings about the attitude of the experimental group, it can be concluded that students had a positive attitude toward the inductive approach. The reason is that the majority of students like to work in groups. Speed of learning gets better by working in group; dull students can improve by working in group, and group work can improve their writing ability, reading, listening and speaking skills.

5. The majority of the teachers hold the opinion that teaching of English grammar by the inductive approach is a better way of learning grammar as compared to the deductive approach.

According to the findings, it can be said that it is much more useful to use the inductive approach as students are able to find the grammatical rules by themselves after they practise the particular part of grammar. Such an approach leads to full internalization of the grammar and enables learners to use the new knowledge in their communication. On the other hand, the deductive approach doesn't allow young learners to develop their speaking abilities so much.

## **Findings**

### **- Part 1:**

The following findings emerged as a result of the analysis of data:

1. There is no significant statistical difference between the mean pre-test scores of the two experimental groups.

2. Findings related to **The first hypothesis:**

The first hypothesis, which is the major hypothesis of the study, indicates that the teaching of English grammar through the inductive approach has a positive effect on the academic achievement of the first secondary grade students. Thus, the first null hypothesis is rejected.

3. Findings related to **The second hypothesis:**

The result of the second hypothesis indicates that the teaching of English grammar through the inductive approach has significantly improved the reading comprehension of the students of the first secondary class. The second null hypothesis is rejected.

4. Findings related to **The third hypothesis:**

The third null hypothesis is rejected, thus indicating that the teaching of English grammar through the inductive approach has significantly improved the writing ability of the first secondary grade students.

**5. Fourth hypothesis:**

**Fourth hypothesis** is also rejected indicating that the teaching of English grammar by the inductive approach has significantly improved the listening skill.

6. Findings related to **The fifth hypothesis:**

The result of the fifth hypothesis is that the teaching of English grammar by the inductive approach has significantly improved the speaking ability of the first secondary students. Thus, the fifth hypothesis is rejected.

7. Findings associated with **sixth hypothesis:**

The sixth null hypothesis which deals with the ability of students to apply the rules of grammar is also rejected. This indicates that the teaching of English grammar through the inductive approach has significantly improved the ability of students to apply the rules of grammar.

8. Findings related to **The seventh hypothesis:**

The seventh null hypothesis is also rejected indicating that the teaching of English grammar by the inductive approach has a positive effect on the recall of information.

**Part 2:**

Findings regarding the attitudes of the two experimental group students toward the deductive and inductive approach.

9. The ninth null hypothesis is also rejected indicating that there is a significant statistical difference between the two groups on the attitudes of students toward the inductive approach.

10. Findings regarding the attitudes of the teachers toward the deductive and inductive approaches:

78.1% of the teachers prefer the inductive approach in teaching English grammar.

15.6% of the teachers prefer to teach English grammar by using the deductive approach.

50% of the teachers say that grammar is very necessary for learning English language.

So most teachers prefer the inductive approach in teaching English grammar, and most of them emphasized the importance of grammar for learning English language.

## **Recommendations**

1. The teachers teaching English at the secondary stage may be encouraged to use the inductive approach in their language classrooms.
2. The prospective teachers may be encouraged to apply the group work technique for teaching English, especially grammar, during their teaching practice in teaching. This practice may enable them to use this technique while they go to the field.
3. Teachers of English may provide maximum time for students for the development of speaking, reading, writing and listening skills and for learning different aspects of grammar.
4. Teachers of English may be informed of the results of the study to convince them to use the inductive approach in their teaching .
5. This stage may serve as guide for devising, revising, and improving the English language course for the secondary stage.



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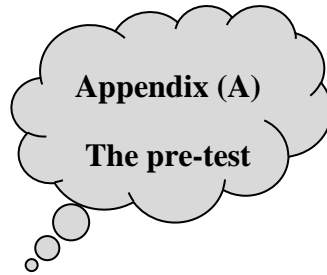
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**Achievement for 10<sup>th</sup> class students (Pre-post-delayed test)**

Name: ..... Father's name ..... class.....

Time: 1.0

Date: ..... Total marks=80

Instruction: Write down the answers in separate answer sheet

-----

**A) 1- listen to the following paragraph and tell, in two sentences, what is the paragraph about? (10 marks)**

-----

**B)- Read the following paragraph and do the tasks below:**

Books are our best friends. When we feel lonely, there is no companion like a good book. Books can make our hearts beat with passion or make us feel with tenderness. We can crowd anxiety out of our minds when we read an interesting book, because it relaxes us when we are weary and give us comfort when we are distressed.

**2- Translate this paragraph into Arabic. (10 marks)**

**3- Which tense is used in this paragraph?**

**4- Why do we read books?**

-----

**C)- Read the following paragraph and select two sentences in the simple present and three sentences in the past.**

Man needs food to live. Agriculture which helps man in solving his need for food is, therefore, a very old profession learnt and developed by man. At first the people only picked up wild roots, fruits and needs for eating they hunted for meat. They also learnt that they could grow then if they kept the seeds and showed it in Seasons in which it grew up in nature.

**- Answer the following questions:**

**5- What do you prefer to be in the future? (10 marks)**

**6- Describe your friend in five sentences.**

-----

**^D)- Choose the correct answer (a – b – c) to complete the following sentences:**

c-) boiled	b-) is boiling	a-) boils	7- water..... at temperature of 100 c.
c-) it does	b-) it's	a-) there is	8- In summer, ..... very hot all the time.
c-)wins	b-) has won	a-) won	9- In 1966, Ali..... his first prize.
c-) is teaching	b-) taught	a-) teaches	10- Sara has..... English for ten years.
c-) walk	b-) was walking	a-) is walking	11- I met my friend while, I..... to the school.

**- Correct the verbs in brackets:**

12- He (talk) to his friend when the phone rang.

13- My friends (have a party last week.

14- She (not finish) her exam yet.

15- Spring (come) after winter.

**- Write suitable questions for the following answer: (12 marks)**

16- A.....

B. My father works as a teacher.

17- A.....

B. He has got three children.

18- A.....

B. he goes to work by his car.

19- A.....

B. His hobby is reading.

**- Find the mistakes in the following sentences and rewrite the sentences correctly: (4 marks)**

20- They have move into a new house.

21- A week have seven days.

22- What does he do at the moment.

23- The animals are hungry because I haven't already fed them.

**E)- Translate the following sentences into English: (6 marks)**

24- يرتدي الناس ثياباً رقيقة في فصل الصيف

25- الشمس تشرق دوماً في الصحراء

26- عندما كنت أشاهد المباراة انقطع التيار الكهربائي

**- Write a good paragraph about one of the following: (only three or four lines):**

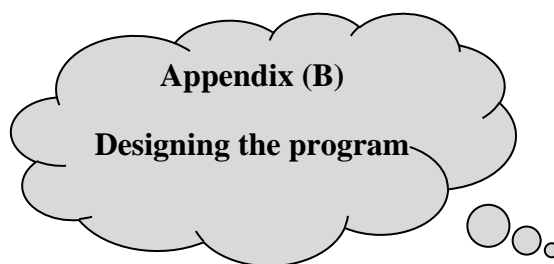
27- Introduce yourself

- What do you usually do at the weekend?

..... the end.....

Data analysis		Inductive approach / Pre-test			Appendix (G)
Achievement-test	Grammar	Writing	Speaking	Reading	Listening
23	5	1	2	10	5
29	10	0	4	9	6
26	6	0	8	6	6
16	6	0	3	2	5
34	7	10	7	5	5
15	5	0	5	3	2
15	5	0	0	5	5
11	2	3	4	0	2
10	5	0	0	0	5
40	8	7	7	10	8
19	5	0	0	9	5
31	3	0	8	16	4
21	1	0	8	6	6
20	5	0	0	7	8
17	4	0	0	7	6
11	5	0	8	16	3
32	11	0	9	19	5
44	4	4	7	12	5
32	6	8	1	9	10
34	22	13	9	20	10
74	8	4	2	9	10
33	13	13	10	20	10
66	5	3	2	15	1
26	6	6	7	10	0
29	22	18	8	18	10
69	18	13	8	18	10
67	8	9	0	7	10
34	7	1	5	6	10
29	15	1	5	10	0
31	20	12	8	18	8
66	2	0	0	11	0
13	8	5	3	16	0
32	4	9	4	16	0
33	3	3	0	4	10
20	2	1	0	4	10
17	11	4	0	11	5
36	12	6	5	10	5
38	10	7	4	12	6
39					

Achievement-test	Grammar	Deductive approach / Pre-test			
		Writing	Speaking	Reading	Listening
20	2	2	6	6	4
33	6	2	7	13	5
39	8	0	9	13	6
19	4	0	1	12	2
54	13	10	10	17	5
29	5	3	4	13	4
34	10	7	5	11	1
24	1	3	2	15	3
25	3	3	6	8	5
12	0	0	0	8	4
8	2	0	0	2	4
5	4	0	0	1	0
21	3	4	2	7	5
21	4	3	0	9	5
24	3	2	7	7	5
17	2	3	0	7	5
28	8	0	7	8	5
28	9	0	7	7	5
25	3	3	2	7	10
2	2	0	0	0	0
66	21	9	6	20	10
26	4	1	4	7	10
41	5	8	9	14	5
31	4	6	4	12	5
31	1	3	2	15	10
6	3	0	1	2	0
13	0	0	0	7	6
36	9	2	7	8	10
20	10	0	0	7	3
63	17	11	8	17	10
47	15	7	5	17	3
21	3	0	4	8	6
26	8	5	3	7	3
20	3	3	2	7	5
17	6	4	1	5	1
17	5	3	2	0	6
22	0	2	7	8	5
29	8	5	5	7	4
38	6	5	7	14	5



**Appendix (B)**  
**Designing the program**

- Introduction:

The effective ways of teaching grammar have long been a controversial issue due to the diversity of opinions among EFL and ESL researchers on how best to teach grammar.

Scholars in foreign language education have been refining their theories concerning the role of teaching grammar to promote the mastery of a foreign language. Most theories maintain that the process of learning to read, write, speak and understand a foreign language is facilitated through the study of grammar. However, there was a serious theoretical debate regarding how grammar should be taught through deductive and inductive approaches.

Scholars who support the deductive approach in teaching grammar insist on the importance of overtly teaching the rule and grammatical structures of the target languages in order to organize, efficiently and accurately, linguistic elements for communicative purposes. However, there is a difference between the deductive approach and the inductive approach in teaching grammar.

- Steps followed in Designing the Model (programme):

Before talking about how this model was implemented, the researcher would like to mention the following steps which were followed when designing the programme:

- First, the researcher abided by the content of the textbook. The model covered all grammatical forms which included: the present simple, the present continuous, the present perfect, the simple past and the past continuous.

- Second, the researcher used two techniques in teaching grammar: the deductive and inductive approaches.

- Finally, the researcher benefited from reading what was written about the way of designing the programme. By reading the relevant literature, the researcher formed an initial draft of the proposed model objectives which included the following points:

1. The behavioural objectives of each phase.
2. Pair work (dividing students into pair or small group interaction).
3. Time suggested for each activity.
4. The formative evaluation of each phase and the summative evaluation of the instrumental model as a whole.

- Evaluating the components of the programme:

The researcher evaluated the components of the programme (the pre-post and delayed) tests the attitudinal questionnaire through checking their validity and doing a pilot study which aimed to prove them.

- Programme Goals:

The programme aimed to achieve the following:

- Helping students to master English grammar by the deductive or inductive approach.
- To show which approach is more effective in teaching English grammar.

- The Behavioural objectives of the programme:

At the end of this programme, students should be able to do the following:

1. Master the grammatical structures.
2. Master the four basic skills (listening, speaking, reading and writing).

- The programme content:

The programme consists of nine faces introducing pre-test, tenses (simple present, present continuous, simple past, past continuous, present perfect), post-test and delayed-test. Each face consists of the following components:

1. The outcomes of the phase.
2. Content of the phase.
3. Procedures of introducing the content of each phase to the students.
4. Evaluation of each phase.

- Faces of the programme of the experiment:

Phase (1) – 14/3/2012 –pre-test.

Phase (2) – 15/3/2012 – simple present.

Phase (3) – 18/3/2012 – present continuous.

Phase (4) – 19/3/2012 – present perfect.

Phase (5) – 20/3/2012 – simple past.

Phase (6) – 25/3/2012 – past continuous.

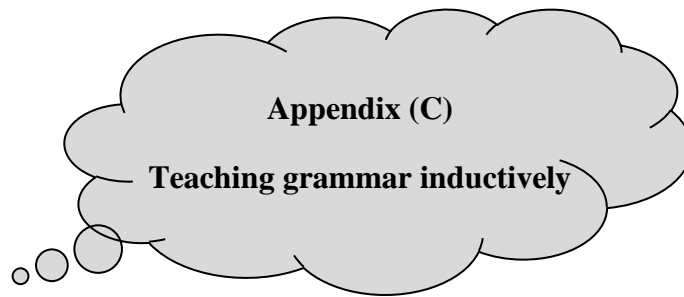
Phase (7) – 26/3/2012 – general practices.

Phase (8) – 27/3/2012 – post-test.

Phase (9) – 12/4/2012 – delayed-test.

Delayed-test was applied after two weeks from the implementation of the programme. It was conducted to measure the recall of the students for what have been studied about the correct use of the English grammar in both groups.





**Appendix (C)**  
**Teaching grammar inductively**

**Group (2)**

The inductive approach represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in real language in context and later realize the rules from the practical examples. It's basically the reverse of the deductive approach. It is stronger as it helps to engage students more in the learning process and makes them active learners.

The present simple and present continuous

Phase (2)

Time: 45 minutes

Class: first-secondary

Secondary stage:

Group work activities

Date: 15/3/2012

Inductive approach

Objectives/outcomes:

- In the modern world, money is very important to most people. Everyone needs money and everyone would like to be richer than they are. Most people go to work because they need money to pay for food, clothes and at home.

- Coal is found in earth.

- spring comes before summer.

- there are twelve months in a year.

- Nadia drives her car carefully/skillfully.

- Ziad is a student. He is from Damascus. He is fifteen years old. He is a clever student. He always gets up at six o'clock. He usually goes to bed at eleven. His hobby is reading. He speaks English fluently. He prefers to be a doctor in the future.

- Procedures:

The teacher writes the texts or examples on the board or he writes the texts on papers and gives papers to students. The teacher asks the students to read the texts and examples silently. The teacher selects sentences of simple present. Through discussion with students, the teacher asks students to discover the form of simple present and its uses.

Outcomes:

- Teaching present continuous by dialogue:

A. I want to speak to Peter. What's he doing at the moment?

B. Peter is playing tennis now.

A. Peter has a three-month holiday. What a lucky guy! What is he doing with his time?

B. Peter is playing tennis these days.

A. Can I see Peter tomorrow at three o'clock?

B. No, Peter is playing class match.

A. Is he still complaining about his health?

B. Yes, he is always complaining about his health.

- procedures:

The teacher reads the dialogue first, then he asks students to read the dialogue silently. After reading, the teacher asks students how do we form present continuous grammatically. After discussion between the students and the teacher, students should discover the rule by themselves. For example:

- He is always complaining about his health (repeated action with always).

- Peter is playing chess tomorrow (near futurity).

## Practices

Group work activities

Class: first-secondary

-----  
A- Read the text and identify which tense is used in this paragraph. Sentences in present continuous.

Friendship is a strong relationship that binds two persons together. It is one of the most beautiful things in life.

-----  
B- Read the following text and identify sentences in simple present and sentences in present continuous.

Hunting is like shopping for us, says hunter Tootoo. He works in a bank and he is also a representative in the Inuit government. At the weekend, he often drives his snow-mobile out of Iqaluit and shoots caribou. At the moment, he is cutting up meat. I usually cook it with spices because it hasn't got any taste he says.

-----  
C- Write sentences in the present continuous and present simple.

X= negative

√= affirmative

1. We (learn) English. (√)
2. You (think) about grammar. (?)
3. I eat. (x)
4. Your parents (work) now. (?)
5. The baby (sleep). (√)
6. Our teacher (listen) to the radio. (x)
7. My friends (do) an exercise. (√)

### - procedures:

In these practices, the teacher divides students into pair work or group work, and asks the students to read these practices, and work in groups in answering these questions about the use of simple present and present continuous. Through these practices the teacher ensures if students understand well how the simple present and present continuous are formed and used.

The past and past continuous

Phase (4+5)

Class: first-secondary

Time: 45 minutes

Inductive approach

Date: 19/3/2012

(group work)

20/3/2012

-----

Last week was a school holiday, so I woke up late every day. This morning, when I got up my parents and my brothers and sisters were having breakfast. My mother and father were talking, and my brothers and sisters were drinking tea and eating bread and cheese. My mother made me some tea. There is no bread left, my mum said. Can you go to the shop to get some? Sure, mum, I said and I ran out of the house. I was hungry. I bought the last loaf of bread in the shop, paid and left. While I was walking home, I met two of my neighbours. They were standing and chatting.

**- Procedures:**

The teacher writes the text on the board or on the papers and give them to the students. The teacher reads the text first and asks the students to read silently. After that, the teacher selects sentences of simple past and past continuous and writes them on the board. After discussion with students, the teacher writes the rule of forming the past and past continuous and the usages.

**Practices**

A- Read the following text and identify tenses (simple, past, continuous).

Mum was cooking in the kitchen. I was helping mum. We were making chicken and rice. It's Hassan's favorite food. Hassan was doing his home work. He was using the computer to find out about elephants. Dad was watching TV. He always watches the news and the weather forecast. Mum loves game shows. Hassan likes nature programmes. When I was young, I liked watching cartoons. Now, I love watching films. Mum, dad, Hassan and I watched a film together after dinner. It was exciting.

-----

B- Correct the verb form between brackets:

- a. Zenobia (is) a very clever and beautiful queen who (live) in Palmyra along time.
- b. Amer (play) the oud for more than 20 years.
- c. while he was running after the train, he (fall) down.
- d. Tom and Mary (not be) at the party last night.

-----

C- Write six sentences about simple past and past continuous.

**The present perfect**

Class: first secondary

Date: 25/3/2012

Group work activities

Time: 45 minutes

(inductive)

-----

School report

Hiallen secondary school

Age: 16

Class: 1 G/S

Name: Ursula Jones

Subject: Mark Remarks

A. Very good. Hiba has worked hard this term and has received high marks in her tests. Well done! English

C. An average mark this term. Hiba likes Geography but has found it difficult this term. She has written an interesting project about the lake District. Geography

B. Hiba has had a good term. She has worked very hard and has improved a lot. Maths

B. Hiba has enjoyed her dance classes this term and has done very well. She has also done well in gymnastics. Sport

- Decide whether the following statements about Hiba are true (T) or false (F):

1. Hiba has worked hard in geography. T/F
2. She has received low marks in her English test. T/F
3. She has written a project about Wales. T/F
4. She has not worked hard in her Maths lessons. T/F
5. She has danced in the sports lessons. T/F
6. She has done better in Maths this term than she did last term. T/F

- Now write two more sentences about Hiba:

- She has .....

- She has .....

-----  
**- Procedures:**

The teacher writes the report on papers and gives the papers to students. The teacher divides the students into pairs or groups. The teacher asks the students to read the report about Hiba. After that, students should analyze the report and discover the rule

by themselves. Discussion with students, the teacher writes the rule of forming the present perfect, negative, interrogative form and usages on the board. At the end, the teacher gives practices to ensure if students understand or not.

- Yes/No questions input:

- Have you had breakfast?

- Has your sister been abroad?

- Have you finished your homework?

- Have you ever gone climbing?

---

- Information question input:

- How many times have you read this book?

- How many years has your father lived in this town?

- How long have you learned English?

- How long has your teacher taught you?

---

- Noticing model sentences:

- We have gone to Singapore.

- He has recently written some letters.

- My brother has been here for five years.

- I have learned English since 1998.

---

### **- Procedures:**

The teacher writes these examples on the board and asks the students to read these sentences silently for five minutes. By reading these examples, students should discover the form of present perfect and its usages through the meaning of these examples.

Face (7)

Date; 26/3/2012

## Practices

A- Change the words in the brackets with an appropriate form:

1. She has not (attend) any meetings since she worked here.
  2. Bell (be) (be) here sine four hours ago.
  3. I have never (see) snow before.
  4. We have not (take) the Tofel test.
- 

- Change the following sentences into the present perfect form:

5. She does not go to school yet.
  6. We drink coffee.
  7. They read these books.
  8. He has breakfast.
- 

- Correct the sentences below:

9. The lift has broke down.
  10. We have clean this floor two times.
  11. I have write three novels.
  12. Mr. Regan has working for his company for 1977.
- 

- Read the following text and identify sentences using present perfect and underline the verbs:

The whale is the largest animal that has ever lived. Some species grow to length of over 30 meters and weigh up to 90 metric tons, or 90.000 kilos. Millions of years ago, whales lived on land and walked on four legs.

For hundreds of years, people have killed some whale species for their blubber or whale bone. In recent years, it has become evident that the great sperm whale is especially in danger of becoming.

-----

General practices about tenses after applying the programme in both groups:

- Put the verbs in the right tense:

1. Mr. Brown normally (open) his shop at nine.
  2. It (be) cold since yesterday.
  3. Suha (not do) her duty yet.
  4. It (rain) heavily when they set out for the village.
  5. Mr. Nabeel (go) to the seaside every summer.
  6. I usually (take) my lunch at home.
- 

- Supply the right tense:

7. I (see) your sister yesterday.
  8. Tom (grow) very tall lately.
  9. We (go) for a walk after the rain (stop).
  10. A bird (lay) eggs.
- 

- Choose the right answer:

11. My uncle .....for Damascus last Monday.  
d. is leaving                      c. left                      b. will leave                      a. leaves
  12. I just.....him about it.  
c. tells                                      b. have told                                      a. tell
  13. The telephone.....now.  
d. is ringing                      c. rings                      b. ring                      a. rang
  14. People.....thin clothes in summer.  
d. wearing                      c. to wear                      b. wears                      a. wear
- 

- Read the following text and identify tenses:

Parks and gardens are places where people spend a pleasant time. The ground is covered with green grass. Trees and flowers are everywhere. There is a number of streams where water flows to all parts of the garden.



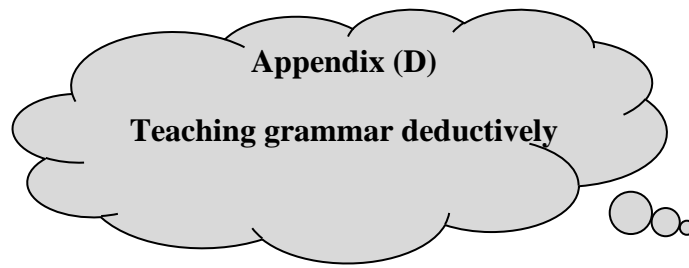
---

Syrian cuisine has very ancient roots and has had a vital influence on modern Arabic food all over the region. The ingredients have been used for centuries but are combined in many forms – both traditional ones that every Syrian knows from family meals and in new inventions.

---

- Read the following sentences and decide what is the tense and the function:

1. There were a lot of people at the stadium yesterday.
2. The milkman comes to our house every morning.
3. The guests haven't arrived yet.
4. I occasionally meet him in the park.
5. He often has a walk in the evening.



**Appendix (D)**  
**Teaching grammar deductively**

**Group (1)**

Deductive grammar is based on facts and statements, it is also based on prior logic. Therefore, the learners are told the grammatical rule and will work from that. A grammatical rule is first presented explicitly by the teacher and examples applying the rule will follow. Next the students practice the rules with various kinds of exercises, for example drills and translation into and out of the target language. That is to say, it moves from general to more specific information. It aims at teaching various grammatical rules one at a time through presentation and explanation by the teacher. Moreover, it is seen to facilitate the learner's acquisition by making learners notice structures that they might not otherwise have noticed. It gives the teacher a simple and quick way for teaching the rules, there will be more time for practicing the structure.

**Teaching grammar according to  
(Deductive approach)**

**Phase: 2**

**Classroom teaching  
Time: 45 minutes**

**Secondary stage  
Date: 15\3\2012**

- The simple present and present continuous.

Outcomes:

1. At the end of the phase, the students will be able to talk about daily activities and life style using the present simple correctly.
2. Ask and answer questions using the present simple correctly.
3. Use the negative form of the present simple correctly.
4. Place the adverb of frequency correctly in a sentence.

- In teaching grammar by the deductive approach, teacher moves from rule to example.

- Procedures: the teacher explains to students how the simple present is formed and used with examples.

Form: S + base form + C (S+V+C).

- We use the base form with I, you, we, they.

e.g: I walk to school.

- We use the base form –s or –es with he, she, it.

e.g: Hamid walks to school but Laila catches the bus.

- Negative form:

- We use the auxiliary verb don't/doesn't + the base form.

e.g: I don't walk to school. / He doesn't ride his bike to school.

- Questions and short answers

We use the auxiliary verb do/does with questions and short answers:

e.g: Do you walk to school?      Does he live near the school?

Yes, I do. /No, I don't      yes he does. /No, he doesn't.

- To change an affirmative sentence into the negative, put 'not' after helping verb if the sentence contains one of the helping.

e.g: verbs (am, is, are, was, were, have, has, had, shall, should, will, would, can, could, may, might, must, ought).

e.g: Maha is at home → Maha is not at home.

He was in Lattakia yesterday → He wasn't ....)

- To change an affirmative sentence into the question, put the helping verb *be* for the subject.

e.g: He is a pupil → Is he a pupil? Yes, he is.

- Use/ Meaning:

We use the present simple for:

1. Habits/ routines/ repeated action.

e.g: - Amer goes to school every day.

- Fuad always goes to bed at nine.

- Nadia always drives her car carefully.

- He flies to Paris twice a week.

2. The present simple is used to express facts.

e.g: January is the first month of the year.

Stars shine at night.

- If is followed by the present tense if the condition is likely to happen.

e.g: If it rains, I will stay home.

If he asks me, I will answer him.

- Adverbs of frequency comes before base form and after helping verb.

e.g: He usually goes to mountain in summer.

He is always late.

- Adverbs of frequency:

Every morning/ every day/ every week/ every year/ every winter/ once a day/ twice a week/ three time a month/ usually/ always/ often/ frequently/ generally/ sometimes/ occasionally/ hardly/ seldom/ rarely/ normally.

- Evaluation:

The teacher gives practices and asks students questions as follow:

A. Correct the verb form between brackets:

1. the sun (rise) in the east.
2. It (is) hot in July.

B. Choose the correct form between brackets:

3. December (am/ is/ are) the first month of the year.
4. Autumn (comes/ came) after summer.

C- Correct the sentences below:

5. Tigers is wild animals.
6. My father have usually a sleep in the afternoon.
7. A week have seven days.
8. The earth is round.

D- Rewrite the following sentences in the simple present:

9. He arrived to Lattakia yesterday.
10. People wore thick clothes in summer.

- Change these sentences into negative and questions:

11. Cow gives us milk.
12. She is a doctor.
13. They watch the match.
14. He plays guitar well.

**The present continuous tense**  
**First – Secondary**  
**Time 45**

**Phase: (3)**  
**Class**  
**Date: 18\3\2012**

Outcomes:

At the end of this face, the students will be able to:

1. Use the present progress to describe actions in - progress –
2. Distinguish between the use of the present progressive temporary action and the simple present which is used to describe permanent action.
3. Use the negative and question forms of present progressive correctly.

- Procedures: The teacher explains on the board how the present continuous is formed and used with examples.

Form: we use St verb be + the ing form of a verb for.

e.g: statements, questions and negative forms.

Statements: I am designing my own website.

Questions: Are you studying law at university?

Negative: He is not learning to ride a horse.

- To form the negative form of the present continuous, we add *not* after helping verb.

- To form questions we put the verb *be* before the subject.

e.g: You are studying law?                      Are you studying law?

Yes, I am/ no, I am not.

He is learning to ride?                      Is he learning to ride?

Yes, he is/ no, he is not.

- Use/ Meaning

Note:

- To make the ing form we add (ing) to the base form.

- We take (e) off the base form and add ing.

- Double the final consonant and add (ing).

e.g:

Work → Working  
Cycle → Cycling

Watch → Watching  
Live → Living

Travel → Travelling

Chat → Chatting

- We use the present continuous for:

1. Something that is happening at the time of speaking.

e.g: I am watching television.

2. Regular or repeated current activities.

e.g: She is studying law.

3. Temporary action/ situation.

e.g: We are studying in a hotel.

- Adverbs follow the present continuous: Now, at present, at this time, at this moment, today.

e.g: The mother is cooking lunch now.

At present, we are having exam.

4. It`s used to refer to future, the time of futurity is mentioned.

e.g: Next week, we are having a tea party.

5. The present continuous is used with always to show repeated action.

e.g: He is always asking for money.

She is always complaining about her health.

- Evaluation (practices):

- The teacher asks students about the uses of present continuous. Students give examples.

- teacher gives the students examples and asks the students what is the function?

- teacher gives practices about the uses of the present continuous as follows:

a. correct the verb form between brackets:

1. He is (study) English now. / the train (leave) the station now.

2. At the moment mother (cook) the food.

b. choose the correct form between brackets:

3. He usually (wear/wore) a brown coat, but today he (is wearing/was wearing) a white one.

4. At present he (is working/works/worked) with his father.

- Correct the sentences below:

1. Look! It is rain hard outside.
2. My brother are leav for Mousul next week.
3. Tom is gett his salary tomorrow.

- Read the following sentences and show what is the function in each sentence:

4. The teacher is giving the students a lesson now.
5. He is returning on Monday.
6. What are you doing tomorrow?



**The present perfect**  
**First – Secondary**  
**Date: 9/3/2012**

**Phase (4)**  
**Class:**  
**Time: 45**

Outcomes:

At the end of the face, the students will be able to:

1. Use the present perfect to talk about indefinite activities in the past.
2. Use time adverbials with present perfect correctly.
3. Ask and answer questions using the present perfect correctly.
4. Use the present perfect to talk about past events and activities that have clear consequences in the present.

- Procedures: the teacher explains to students how the past participle form of statement/ questions and negative form:

e.g:

- Statements: He has given concerts all over the world.
- Questions: Have you ever won a competition?
- Negative form: I haven` t met a famous person.
- We use the present simple of the verb have for short answers:

For example:

- Has he won the competition?

Yes, he has./ No, he hasn` t.

- Have you seen the ruins in Syria?

Yes, I have./ No, I haven` t.

**Note(1):** For regular verbs, the past participle is the same as the past simple, add ed to the base form:

Work/Worked

Start/Started

Play/Played

**Note(2):** With time words and phrases (already/ just/ never and often) are used in statements:

Example:

They`re just arrived home.

He`s already passed his driving test.

We've often travelled to other countries.

**Note(3):** We use 'never' to say we haven't done something at any time.

Example: I have never played a musical instrument.

- 'Ever' means at any time in our past life.

**Note(4):** We use 'ever' to ask other people about things they have done.

Example: Have you ever swam in the sea?

- 'Yet' is used in negative statements:

e.g: I haven't visited my grandmother yet.

- Use/ Meaning:

- We use the present perfect to refer to:

1. The fact that something happened in the past (we don't need to say when).

Example:

- He has climbed the mountain.

- My brother has met the minister of education.

- They have seen the movie.

2. Past experience or achievement with a definite result in the present.

e.g:

I have broken my leg (so I can't walk).

He has passed his exams (so he can go to the university).

I have washed the car (now it looks lovely).

3. How long something has happened for: (since/ for)

e.g:

- He has played football for 3 years.

- He has learned German since 1990 (he still learn German)

- She has played tennis since 2004.

- I have worn glasses for ten years (I still wear glasses).

Note:

'For' is used with the length of the time.

'Since' is used with particular points in time.

4. An action that happened repeatedly now (an action occurred more than once in the past. It may be repeated in the present or future.

e.g:

We have seen the movie twice.

John has visited the museum four times.

Evaluation:

1. The teacher asks questions to students about how present perfect is formed and its uses.

2. The teacher gives practices as follows:

a. Change the words in the brackets with an appropriate form:

1. She has not (attend) any meetings since she worked here.

2. Bill (be) (be) here since four hours ago.

3. I have never (see) snow before.

4. I (not be) see you for along time.

b. Change the following sentences into the present perfect form:

5. We drink coffee.

6. They read three books.

7. He has breakfast.

8. My mother boils much water.

c. Correct the sentences below:

9. They has moved into a new apartment.

10. She has already saw the movie.

11. The lift has broke down.

12. We have clean this floor two times.

d. Choose the correct form between brackets:

13. He (has taught/ had taught) English for ten years.

14. They (have got/ get/ had got) married lately.

**The simple past and progressive**  
**First-Secondary**  
**Date: 20/3/2012**

**Phase (5+6)**  
**Class:**  
**Time: 45 minutes**

Outcomes:

At the end of the phase, students will be able to:

- a. Use the simple past to talk about finished actions or past situations and habits.
- b. Use the past progressive to talk about activities that were in progress during a particular time in the past.
- c. Ask and answer questions using the past simple and progressive correctly.

- Procedures: The teacher explains on board how the simple past and past continuous are formed grammatically. He gives the rule first and then gives examples and practices.

- Past simple:

Form: S+V2+C

- For regular verbs, we use the base form + ed with all the pronouns.

Statements:

e.g: I walked to school yesterday.

- Irregular verbs do not follow the rule.

Ex: She caught the bus to school./ He drunk three cups of coffee.

- Negative statements:

We use didn't at the base form to make negative statements.

Ex: I didn't walk to school./ She didn't catch the bus.

- Questions and short answers:

We use the auxiliary verb did + the base form

Example:

A. Did you walk to school yesterday?

B. Yes, I did/ No, I didn't.

Use/ Meaning:

We use the past simple for:

a. A completed past action.

Ex: He walked to school this morning.

b. Repeated past actions:

Ex: She caught the bus everyday last week.

- Note: The following adverbs are used with the simple past: yesterday, ago, last week, last month, last year, in the past, once, in the past.

Example:

- I bought a book yesterday.
- Two weeks ago Ali was in Kuwait.
- Tom and Mary were at the party last night.
- Where were you last night.
- We had a holiday two days ago.

Date: 25/ 3/ 2012.

- Past continuous:

- To form this tense, was or were used followed by present participle:

S + was/ were + v + ing + c.

Example:

Statements: My neighbours were chatting in the street.

Questions: What were you doing yesterday afternoon.

Negative form: I wasn't watching.

- We use the past simple of the verb (be) for short answers.

- Short answers:

A. Was he playing football?

B. Yes, he was/ No, he wasn't.

A. Were you watching t.v?

B. Yes, we were.

Note: To make the (ing) form:

- Add -ing to the base form → watch → watching – work → working.
- Take (e) off the base form and add (ing) → live → living.
- Double the final consonants and add (ing) → chat → chatting.

Ex:

- Use/ Meaning:

We use the past continuous for:

a. Activities which started before the main action.

Ex: When I woke up it was raining.

I saw an accident while I was walking to school.

b. Past actions or events in progress.

Ex: We were swimming all afternoon, while they were cooking.

Note: The conjunctions when, while, as, are normally used with the past continuous.

a. When I arrived, he was still sleeping.

b. While he was running after the train, he fell down.

c. It began to rain as they were playing football.

d. What were you doing when I phoned you last night.

Evaluation:

- The teacher asks the students questions about how simple past and past continuous are formed grammatically.

- The teacher gives practices as follows:

- Choose the correct form between brackets:

1. While I (am reading/ was reading) the door bell rung.

2. I (meet/ met) an old man as I was walking along the road.

- Supply the correct tense for the verbs in brackets:

3. While I (return) home, it (get) cloudy and (start) raining.

4. A thief (steal) her hand-bag while she (do) her shopping.

5. While I (be) on my way home, I (come) across and (break) the news to him.

- Correct the sentences below:

6. The pupils were make noise when the teacher comes in.

7. When he called on us, we look at television.

**Appendix (E)**  
**Scores of the post-test**

Achievement-test	Post-test / Deductive approach				
	Grammar	Writing	Speaking	Reading	Listening
7	2	0	0	0	5
8	2	0	0	1	5
20	3	0	5	6	6
24	2	5	7	4	6
27	8	3	3	5	8
30	5	0	7	10	8
15	2	0	4	3	6
9	2	0	6	2	5
26	8	3	0	9	6
36	13	6	6	5	6
52	10	10	8	15	9
62	14	9	10	20	9
33	7	4	6	8	8
44	15	6	8	7	8
38	10	7	7	8	6
47	10	9	8	12	8
48	12	10	8	10	8
40	10	4	8	10	8
11	3	0	0	3	5
33	7	8	3	7	8
8	3	0	0	2	3
76	23	14	10	19	10
38	6	6	7	11	8
46	18	5	7	8	8
45	14	4	7	12	8
43	8	10	7	8	10
26	6	7	5	3	5
6	3	0	1	2	0
44	16	8	7	8	5
17	2	0	5	5	5
58	15	10	7	16	10
46	13	12	7	6	8
59	20	12	7	15	5
27	8	5	0	9	5
14	0	0	4	5	5
17	4	2	3	3	5
22	1	0	5	10	6
55	12	11	8	9	15
35	11	0	5	13	6

Achievement-test	Grammar	Post-test / Inductive approach			
		Writing	Speaking	Reading	Listening
53	16	10	7	10	10
75	21	15	9	20	10
46	6	8	8	17	7
50	8	10	7	20	5
59	19	12	9	9	10
52	6	10	8	20	8
76	22	14	10	20	10
31	6	4	6	9	6
27	3	3	7	7	7
28	5	4	3	8	8
33	5	4	10	5	5
75	25	14	9	19	8
50	5	12	10	6	17
52	20	11	5	10	6
36	4	7	6	9	10
49	18	5	10	6	10
37	22	2	3	6	4
49	18	10	3	8	10
42	10	10	6	9	7
34	9	10	4	5	6
50	18	9	8	5	10
48	12	10	7	14	5
35	5	4	3	13	10
50	10	8	8	14	10
43	9	10	4	12	8
46	7	7	7	16	9
63	20	12	7	15	9
65	15	12	8	20	10
33	8	8	5	4	8
60	14	10	8	20	8
26	3	5	6	4	8
09	21	3	10	10	15
36	4	10	4	12	6
43	20	2	5	8	8
21	4	3	2	3	9
29	9	2	5	4	9
23	6	3	0	3	6
30	6	3	10	6	5
30	7	8	7	3	5
28	16	3	2	2	5
30	7	8	7	3	5



**Appendix (F)**  
**Attitude scales (students and teachers)**

**Teachers' questionnaire**

Dear teacher:

This questionnaire has been designed to give an indication of teacher's application of some aspects of the deductive and inductive approaches in teaching grammar to the first secondary students in Hama public schools. Please respond to the questions in relation to your real end actual practices in the classroom, your belief about the deductive and inductive approaches, and the importance of grammar in learning English language.

<b>False</b>	<b>May be true</b>	<b>True</b>	<b>Very true</b>	<b>Topics</b>
				1- When teaching grammar, the teacher should give a lot of examples first, and then explain the rules.
				2- When teaching grammar, the teacher should write the rule first, and then give examples.
				3- The study of grammar is very necessary for learning to use a language.
				4- The study of grammar is very important for successful communication.
				5- Before students try to produce language they should study grammar rules.
				6- There is no need/reason to study grammar when we learn a second language.

## Student's questionnaire

### Group (2)

Students' questionnaire about teaching English grammar by the inductive approach.

Dear student,

You have learned English grammar according to the inductive approach through the experiment. Now please read the following phrases carefully, then put (x) in the field which express your opinion.

<b>Strongly disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Phrases</b>
				1- The inductive approach made you more attentive to the lesson of English grammar than the familiar method.
				2- The inductive approach made you more interested in the lesson of English grammar than the familiar method.
				3- The inductive approach is more accurate in using the English grammar than the familiar method in teaching.
				4- The inductive approach increases the ability to use the English grammar correctly.
				5- The inductive approach makes you more able to distinguish between the items of grammar and their use in conversation.
				6- The inductive approach keeps thoughts in your memory for a long period of time better than the familiar method.

### Group (1)

Students' questionnaire about teaching English grammar by the deductive approach.

Dear student.

You have learned English grammar according to the deductive approach through the experiment. Now please read the following phrases carefully, then put (x) in the field which express your opinion.

<b>Strongly disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Phrases</b>
				1- The deductive approach made you more attentive to the lesson of English grammar than the familiar method.
				2- The deductive approach made you more interested in the lesson of English grammar than the familiar method.
				3- The deductive approach is more accurate in using English grammar than the familiar method in teaching.
				4- The deductive approach increases the ability to use English grammar correctly.
				5- The deductive approach makes you more able to distinguish between the items of grammar and their use in conversation.
				6- The deductive approach keeps thoughts in your memory for a long period of time better than the familiar method.

Teachers' questionnaire about the deductive and inductive approaches and the importance of grammar in learning English language.

Age	Mean	False		May be true		True		Very true		Number of teachers	Statement
		%	F	%	F	%	F	%	F		
1	3.65	3.1	1	6.3	2	12.5	4	78.1	25	32	1
5	2.40	18.8	6	37.5	12	28.1	9	15.6	5	32	2
2	3.25	-	-	25	8	25	8	50	16	32	3
3	2.78	3.1	1	40.6	13	31.3	10	25	8	32	4
4	2.50	15.6	5	34.4	11	34.4	11	15.6	5	32	5
6	1.37	81.3	26	9.4	3	-	-	9.4	3	32	6

### Teachers' questionnaire

Qu (1)	Qu (2)	Qu (3)	Qu (4)	Qu (5)	Qu (6)
Very true	True	Maybe true	Maybe true	Maybe true	False
Very true	True	Maybe true	Maybe true	Maybe true	False
Very true	True	Maybe true	Maybe true	Maybe true	False
Very true	Maybe true	Very true	Maybe true	Maybe true	False
Very true	Maybe true	True	Maybe true	True	False
Very true	False	Maybe true	True	True	False
Very true	Very true	Very true	Maybe true	Very true	False
True	Very true	Very true	Maybe true	Maybe true	False
True	False	Maybe true	Maybe true	False	False
True	Maybe true	Very true	Maybe true	True	False
False	Very true	Very true	Very true	Very true	Very true
True	True	True	Maybe true	True	False
Very true	Maybe true	Maybe true	True	True	False
Maybe true	Very true	Very true	True	True	False
Very true	False	Very true	True	True	False
Very true	Maybe true	Very true	Very true	True	False
Very true	Maybe true	Very true	Very true	Very true	False
Very true	True	True	Very true	False	Maybe true
Very true	False	Maybe true	Maybe true	False	Maybe true
Very true	Maybe true	True	Maybe true	False	False
Very true	True	True	Maybe true	Maybe true	False
Very true	Maybe true	Very true	False	Maybe true	Very true

Maybe true	Very true	True	True	True	False
Very true	Maybe true	True	True	Maybe true	False
Very true	Maybe true	True	True	Maybe true	Maybe true
Very true	True	Very true	True	True	False
Very true	Maybe true	Very true	Very true	Maybe true	False
Very true	Maybe true	Very true	Very true	False	False
Very true	False	Very true	True	True	False
Very true	False	Very true	Very true	Very true	Very true
Very true	True	Very true	Very true	Very true	False
Very true	True	Maybe true	True	Maybe true	False

### Students questionnaire

<b>Inductive group</b>	<b>Deductive group</b>
12	19
21	21
20	10
21	12
17	16
16	7
21	19
19	20
24	12
21	18
16	14
18	13
18	19
18	16
21	21
20	18
21	16
24	23
18	20
15	17
20	22
18	18
17	20
21	20
21	20
20	20
12	16
18	18
19	22
15	21
18	7
20	6
17	6
17	8

**Appendix (G)**  
**Scores of the delayed-test (recall)**

Achievement-test	Grammar	Delayed-test / deductive approach			
		Writing	Speaking	Reading	Listening
26	6	2	7	5	6
10	2	1	1	1	5
20	5	1	6	3	5
22	3	1	6	6	6
23	2	1	6	6	8
22	2	1	6	7	6
14	3	2	1	3	5
22	3	1	6	7	5
19	6	1	2	9	1
27	7	1	5	9	5
20	5	1	1	8	5
21	6	1	7	6	1
29	8	2	6	7	6
44	6	11	7	17	3
37	7	6	4	16	4
27	5	3	7	7	5
47	12	8	8	11	8
39	6	2	8	15	8
26	7	2	6	6	5
15	2	1	5	2	5
24	3	4	6	6	5
18	6	1	1	6	4
11	1	1	3	3	3
27	9	2	6	6	4
30	8	2	6	8	6
26	5	1	5	10	5
27	6	5	6	6	4
50	18	8	7	16	6
44	11	6	7	14	6
8	3	1	1	2	1
9	2	1	1	4	1
18	4	1	3	4	6
33	6	6	8	11	2
25	3	3	6	6	7
32	8	5	6	8	5
27	5	5	6	6	5
45	11	8	6	12	8
26	6	1	5	9	5
20	3	1	5	6	5
12	1	1	3	2	5

Achievement-test	Grammar	Delayed-test / inductive group			Listening
		Writing	Speaking	Reading	
23	5	1	2	10	6
29	10	0	4	9	6
26	6	0	8	6	6
16	6	0	3	2	5
34	7	10	7	5	5
9	0	2	0	3	4
15	5	0	5	3	2
15	5	0	0	5	5
11	2	3	4	0	2
10	5	0	0	0	5
40	8	7	7	10	8
19	5	0	0	9	5
31	3	0	8	16	4
21	1	0	8	6	6
20	5	0	0	7	8
17	4	0	0	7	6
32	5	0	8	16	3
44	11	0	9	19	5
32	4	4	7	12	5
34	6	8	1	9	10
74	22	13	9	20	10
33	8	4	2	9	10
66	13	13	10	20	10
26	5	3	2	15	1
29	6	6	7	10	0
69	21	12	8	18	10
67	18	13	8	18	10
34	8	9	0	7	10
29	7	1	5	6	10
31	15	1	5	10	0
66	20	12	8	18	8
13	2	0	0	11	0
32	8	5	3	16	0
33	4	9	4	16	0
20	3	3	0	4	10
17	2	1	0	4	10
36	11	4	5	11	5
38	12	6	5	10	5
39	10	7	4	12	6

## Summery In Arabic

### خلاصة البحث في اللغة العربية

**– عنوان البحث:** مقارنة فاعلية الطريقة الاستقرائية والاستنتاجية في تدريس قواعد اللغة الإنكليزية – دراسة تجريبية على طلاب الصف الأول الثانوي في مدارس ريف حماة الرسمية.

### **– مشكلة البحث:**

يمكن تلخيص مشكلة البحث في النقاط التالية:

١- يلجأ المدرسون إلى الطرق التقليدية في تدريس قواعد اللغة الإنكليزية والتي بموجبها يتم تحليل القواعد وشرحها للمتعلمين.

٢- يطلب المدرسون الذين يدرسون القواعد وفق الطرق التقليدية من الطلاب حفظ الصيغ النحوية وتكرارها معتقدين أن ذلك من شأنه أن يزيد من قدرة الطلاب على إتقانها.

٣- غالباً ما يتم تعليم القواعد في مدارسنا بمعزل عن السياق الذي وردت فيه، حيث يتم تقديم جمل منعزلة عن سياقها ويطلب من الطلاب أن يفهموها من خلال تمارين تتضمن التكرار والتحويل النحوي.

٤- غالباً لا تتوافر الفرص الكافية للطلاب لاستخدام الأشكال النحوية التي تعلموها ضمن مواقف حقيقية.

٥- وكنتيجة للنقاط التي ذكرناها سابقاً، تنشأ فجوة واسعة بين المعرفة النحوية والمقدرة التواصلية.



## – أهداف البحث وأسئلته:

إن الهدف الرئيسي من هذا البحث هو التعرف على فاعلية الطريقة الاستقرائية والاستنتاجية في تدريس قواعد اللغة الإنكليزية وبيان أيهما أكثر فاعلية في تدريس قواعد اللغة الإنكليزية لطلاب الصف الأول الثانوي في مدارس ريف حماة الرسمية.

ويهدف البحث للإجابة عن الأسئلة التالية:

- ١- ما فاعلية الطريقة الاستقرائية في تدريس قواعد اللغة الإنكليزية؟
- ٢- ما فاعلية الطريقة الاستنتاجية في تدريس قواعد اللغة الإنكليزية؟
- ٣- هل هناك فرق ذو دلالة إحصائية بين فاعلية الطريقة الاستقرائية وفاعلية الطريقة الاستنتاجية في تدريس قواعد اللغة الإنكليزية؟
- ٤- هل هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين التجريبيتين؟
- ٥- هل هناك فرق ذو دلالة إحصائية في اتجاهات الطلبة لكلا المجموعتين التجريبيتين؟
- ٦- ما صعوبات استخدام الطريقة الاستقرائية والاستنتاجية من قبل الباحث لتدريس قواعد اللغة الإنكليزية لطلاب الصف الأول الثانوي في مدارس ريف حماة الرسمية؟

## – فرضيات البحث:

- ١- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين (الاختيار القبلي).
- ٢- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب الذين تعلموا وفق الطريقة الاستقرائية والطلاب الذين تعلموا وفق الطريقة الاستنتاجية.
- ٣- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين التجريبيتين في مهارة القراءة.
- ٤- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين التجريبيتين في مهارة الكتابة.
- ٥- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين في مهارة الإصغاء.

- ٦- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين في مهارة المحادثة.
- ٧- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين في استخدام الصيغ النحوية.
- ٨- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في الاختيار المؤجل (التذكر) لكلا المجموعتين.
- ٩- لا يوجد فرق ذو دلالة إحصائية بين اتجاهات الطلبة لكل من الطريقة الاستقرائية والاستنتاجية.
- ١٠- لا يوجد فرق ذو دلالة إحصائية بين اتجاهات المدرسين في تدريس قواعد اللغة الإنكليزية وفقاً للطريقة الاستقرائية والاستنتاجية.

#### — منهج البحث:

اعتمد الباحث المنهج الوصفي والتجريبي، حيث تم تطبيق المنهج الوصفي على الدراسة النظرية التي تضمنت التعريف بطرائق التدريس عامة والطريقة الاستقرائية والاستنتاجية بشكل خاص، وخص الباحث بالتفصيل الأسس التربوية التي تقوم عليها الطريقة الاستقرائية والاستنتاجية والهدف من وراء استخدام هاتين الطريقتين في هذا البحث.

أما المنهج التجريبي فقد اعتمد الباحث في الإجابة عن أسئلة البحث واختبار فرضياته، وتتطلب بذلك عملاً ميدانياً لاختبار فاعلية كل من الطريقة الاستقرائية والاستنتاجية في تدريس قواعد اللغة الإنكليزية.

#### — عينة البحث:

اختار الباحث ثانويتين من ثانويات ريف محافظة حماة وهما ثانوية عنبورة للذكور وثانوية الشهيد أحمد كامل سليمان في حيلين وتكونت العينة من (١٦٠) طالباً وتوزعت على الشكل التالي:

المجموع	ذكور		ذكور		الجنس
١٦٠	تجريبية ٢ — استنتاجية	تجريبية ١ — استقرائية	تجريبية ٢ — استنتاجية	تجريبية ١ — استقرائية	المجموعة
	أحمد كامل سليمان	أحمد كامل سليمان	عنبورة	عنبورة	المدرسة
	٤٠	٤٠	٤٠	٤٠	العدد

وبالنسبة لعينة المدرسين فقد بلغت (٣٠) مدرساً من مدارس ريف حماة الرسمية.

#### — أدوات البحث:

١- اختبار تحصيلي قبلي + بعدي + بعدي مؤجل.

٢- استبانة اتجاهات المدرسين لمعرفة مدى تطبيقهم لمبادئ الطريقة الاستقرائية والاستنتاجية في تدريس قواعد اللغة الإنكليزية وأيهما أفضل في تدريس قواعد اللغة الإنكليزية.

٣- استبانة اتجاهات الطلاب لكل من الطريقة الاستقرائية والاستنتاجية لمعرفة أي طريقة أكثر تفضيلاً في تدريس قواعد اللغة الإنكليزية.

٤- برنامج تعليمي مصمم من قبل الباحث لتعليم قواعد اللغة الإنكليزية وفق الطريقتين الاستقرائية والاستنتاجية.

### نتائج البحث:

١- لا يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين قبل بدء التجربة (الاختبار القبلي). كلا المجموعتين كانتا متساويتين أو متعادلتين.

٢- يوجد فرق ذو دلالة إحصائية بين درجات الطلاب في المجموعتين التجريبتين في الاختبار البعدي لصالح الطريقة الاستقرائية وهي الفرضية الرئيسية.

٣- يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب لكلا المجموعتين التجريبتين لصالح الطريقة الاستقرائية في تحسين المهارات اللغوية الأربعة للغة الإنكليزية (القراءة - الكتابة - الإصغاء - المحادثة).

٤- يوجد فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المجموعتين التجريبتين لصالح الطريقة الاستقرائية في استخدام الصيغ النحوية.

٥- يوجد فرق ذو دلالة إحصائية بين قدرة الطلاب في المجموعتين التجريبتين على الاحتفاظ بالبنى النحوية التي تعلموها بعد مضي ثلاثة أسابيع على تعلمهم لها لصالح الطريقة الاستقرائية (التذكر، الاختبار المؤجل).

٦- يوجد فرق ذو دلالة إحصائية بين اتجاهات الطلبة في المجموعتين التجريبتين لصالح الطريقة الاستقرائية في تدريس قواعد اللغة الإنكليزية.

٧- يوجد فرق ذو دلالة إحصائية بين اتجاهات المدرسين في المجموعتين التجريبتين لصالح الطريقة الاستقرائية. حيث أن أغلبية المدرسين يفضلون اتباع الطريقة الاستقرائية في تدريس قواعد اللغة الإنكليزية.

— فقد أظهرت نتائج البحث أن الطلاب الذين تعلموا قواعد اللغة الإنكليزية وفق الطريقة الاستقرائية كانت نتائجهم أفضل في الاختبارين البعدي والمؤجل مقارنة مع الطلاب الذين تعلموا قواعد اللغة وفق الطريقة

الاستنتاجية وفيما يتعلق بقدرة الطلاب على الاحتفاظ بالبنى النحوية التي تعلموها أظهرت النتائج أن الطريقة الاستقرائية كانت أفضل بكثير من حيث القدرة على الاحتفاظ مقارنة مع الطريقة الاستنتاجية.



جامعة دمشق

كلية التربية

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قواعد اللغة الإنكليزية

دراسة تجريبية على طلبة الصف الأول الثانوي

في مدارس التعليم الثانوي في محافظة حماة

رسالة أعدت لنيل درجة الماجستير في المناهج وطرائق التدريس

إعداد الطالب

حسن رمضان عيسى

إشراف الدكتورة

سيناء الخطيب الجشي

المدرسة في قسم المناهج وطرائق التدريس

1435-1434 هـ

دمشق: 2014-2013 م