



MOHAMMED KHEIDER UNIVERSITY –BISKRA-

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

DIVISION OF ENGLISH



**An Exploratory Study on the Effect of Deductive
and Inductive Grammar Instructions on
Learners' Grammatical Competence**

Case Study of Second Year Students of English at Biskra University

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment of the Requirements for the Master's Degree in Sciences of Language**

Supervised by:

Dr.Saliha CHELLI

Board of Examiners

Supervisor:

Dr. Saliha CHELLI

Chairperson:

Mr. Walid AOUNALI

Examiner:

Miss .Lamia BENTAHER

Submitted by:

Naima HADJIH

University of Biskra

University of Biskra

University of Biskra

Academic year

2016/2017

Dedication

I dedicate this work to:

My dear parents, for their love, and patience

To my dear husband Fatehi for his help and encouragement

To my lovely son, Ilyes Abd Ennour

To my brothers and sister

To all my teachers and classmates class of (2016) Mohamed Kheider University of Biskra.

Acknowledgements

I would like to present my deepest gratitude to my supervisor Dr. Saliha CHELLI who gave me here full help. I thank her so much for her patience, beneficial guidance and helpful advice.

I would like to thank the teachers of English department and the students of Second year for their collaboration in answering the questionnaire.

My special thanks to my colleagues and all my friends who encouraged me to carry out this work.

Abstract

Learning grammar has been studied differently because of its importance as a crucial aspect of language. Some scholars suggested to study it explicitly (deductive approach), and others have tried to study it implicitly (inductive approach). What is the most effective approach to teaching grammar in a foreign language classroom? One of the most frequently debated and unanswered question on the subject of effective language learning. This study aims to investigate the effective role of using the inductive and deductive approaches by EFL teachers in enhancing learners' grammatical competence. It also aims to explore the learners' attitudes towards learning grammar through the use of those approaches and how they help them to learn and master the grammatical patterns .For this purpose, two questionnaires; were administered to two sample of eight (8) teachers and sixty (60) students respectively. The finding revealed the significance of grammar in learning the foreign language. They indicate that the eclectic approach may lead to the development of learners' abilities better than the use of each approach in isolation.

LIST OF ABBREVIATIONS

ALM: Audio-lingual Method

CC: Communicative competence

CLM: Communicative Language Teaching

DM: Direct Method

EFL: English as a foreign language

E.g.: example

FL: foreign language

GTM: Grammar-Translation Method

L2: second language

NL: Native Language

Q : question

TBL: Task- Based Learning

TL : Teaching Language

VS: versus%: percentage

LIST OF TABLES

Table 3.1: The Importance of Grammar in Language Learning.....	65
Table3.2: The Importance of Skills that Grammar Enhances.....	67
Table3.3: The Role of Grammar in Enhancing Students' Achievements.....	68
Table3.4: The More Useful Method.....	69
Table3.5: Students Understand Better when Using Deductive Method.....	70
Table3.6: Students Understand Better when Using the Inductive Method.....	71
Table3.7: Learners' Attitudes towards the Deductive Approach.....	72
Table3.8: The Effectiveness of the Deductive Approach.....	73
Table3.9: The Superiority of the Inductive Approach.....	74
Table3.10: Differences between the two Approaches.....	75
Table3.11: The Learner in Deductive Approach is a Passive Student.....	76
Table3.12: The Learner in The Inductive Approach is an Active Student.....	77
Table3.13: Definitions of Grammatical Competence.....	78
Table3.14: Teachers' Evaluation of Students' Grammatical Competence.....	79
Table3.15: The Reason of Students' Poor Level on Grammar	80
Table3.16: How can The Student Achieve The Expected Level of Communicative Competence?.....	81
Table3.17: The Effective Method for Enhancing Learners' Grammatical Competence.....	83
Table3.18: The Importance of Grammar in Learning the Language.....	87
Table3.19: Learners 'Perceptions in Learning English Grammar Rules.....	88
Table3.20: Learners' Perceptions about the Role of the teachers' Activities to Practice English in all Four Skills.....	89

Table3.21: Teachers' Role in Creating Good Atmosphere in Classes.....	90
Table3.22: How Can Teachers Create a Good Atmosphere in the Classroom.....	91
Table3.23: Do Teachers Provide Students with Exercises and Guide them to Discover the Rules.....	93
Table3.24: Students' Preferences in Learning Grammar.....	94
Table3.25: Does the Inductive Approach can motivate the Learner.....	95
Table3.26: Learners 'Perceptions about the Useful Method in Enhancing their Language Achievements.....	96
Table3.27: Students' Perceptions about the Role of the Approach.....	97
Table3.28: Learners 'Evaluation of grammatical competence.....	98
Table3.29: Students Making Grammar Mistake.....	99
Table3.30: Kind of Mistakes.....	100
Table3.31: The Issue of Making Mistake.....	101
Table3.32: Teachers' Correction of their Learners' Mistakes.....	103
Table3.33: Learners'Perceptions about the Lack of Grammatical Competence.....	104
Table3.34: The Best Method for Enhancing Learners' Grammatical Competence.....	105

LIST OF GRAPHS

Graph3.1: The Importance of Grammar in Language Learning.....	65
Graph3.2: The Importance of Skills that Grammar Enhances.....	67
Graph3.3: The Role of Grammar in Enhancing Students’ Achievements....	68
Graph3.4: The More Useful Method.....	69
Graph3.5: Students Understand Better when Using Deductive Method.....	70
Graph3.6: Students Understand Better when Using the Inductive Method..	71
Graph3.7: Learners’ Attitudes towards the Deductive Approach.....	72
Graph3.8: The Effectiveness of the Deductive Approach.....	73
Graph3.9: The Superiority of the Inductive Approach.....	74
Graph3.10: Differences between the two Approaches.....	75
Graph3.11: The Learner in Deductive Approach is a Passive Student.....	76
Graph3.12: The Learner in The Inductive Approach is an Active Student..	77
Graph3.13: Teachers’ Evaluation of Students’ Grammatical Competence...79	79
Graph3.14: The Reason of Students’ Poor Level on Grammar	80
Graph3.15: How can The Student Achieve The Expected Level of Communicative Competence?.....	81
Graph3.16: The Effective Method for Enhancing Learners’ Grammatical Competence.....	83
Graph3.17: The Importance of Grammar in Learning the Language.....	87
Graph3.18: Learner’s Perceptions in Learning English Grammar Rules.....	88
Graph3.19: Learners s’ Perceptions about the Role of the teachers’ Activities to Practice English in all Four Skills.....	90
Graph3.20: Teachers’ Role in Creating Good Atmosphere in Classes.....	91

Graph3.21: How Can Teachers Create a Good Atmosphere in the Classroom?.....	92
Graph3.22 : Do Teachers Provide Students with Exercises and Guide them to Discover the Rules.....	93
Graph3.23: Students' Preferences in Learning Grammar.....	94
Graph3.24: Does the Inductive Approach can motivate the Learner.....	95
Graph3.25: Learner's Perceptions about the Useful Method in Enhancing their Language Achievements.....	96
Graph3.26: Students' perceptions about the role of the Approach.....	97
Graph3.27: Learners 'Evaluation of grammatical competence.....	99
Graph3.28 Students Making Grammar Mistake.....	100
Graph3.29: Kind of Mistakes.....	101
Graph3.30: The Issue of Making Mistake.....	102
Graph3.31: Teachers' Correction of their Learners' Mistakes.....	103
Graph3.32: Learners 'Perceptions about the Lack of Grammatical Competence.....	104
Graph3.33: The Best Method for Enhancing Learners' Grammatical Competence.....	105

LIST OF FIGURES

Figure .1.1: A Grammar Three Diagram.....	9
Figure1.2: The Willis TBL framework.....	23
Figure 2.1: Language Hierarchy	50

TABLE OF CONTENT

Dedication.....	II
Acknowledgement.....	III
Abstract.....	IV
List of Abbreviation.....	V
List of Tables.....	VI
List of Graphs.....	VIII
List of Figures.....	X
Table of Content.....	XI

1. General Introduction.....

1- Statement of the Problem.....	1
2- Significance of the Study.....	2
3- Aim of the Study.....	3
4- -Research Question.....	3
5- Research Methodology.....	4
a. The Research Method and Tools.....	4
b. The Population and Sampling of the Study.....	4
6- Structure of the Study	4

I. Chapter One: Teaching Grammar

Introduction.....	7
1. Definition of grammar.....	7
1.1. Grammar as Form Grammar as Function.....	10
1.2 Types of Grammar .Descriptive vs. Prescriptive Grammar.....	11
2. The role of Teaching Grammar.....	13
3. Approaches to Grammar Teaching.....	15
3.1. The Grammar Translation Method.....	16.
3.2. The Direct Method.....	18
3.3 The Audio Lingual Method.....	19
3.4 Communicative Language Teaching Approach.....	20
3.5 Task Based Learning.....	22
4. Deductive and Inductive Approaches.....	24
4.1. The Deductive Approach.....	25
4.1.1 Advantages and disadvantages of the Deductive Approach to teaching grammar...27	
4. 2.The Inductive Approach.....	29
4.2.1 Advantages and Disadvantages of the Inductive Approach to Teaching Grammar...31	
4.3. Comparing the two approaches.....	33
4.4. The combination of the Deductive and Inductive Approaches.....	35
Conclusion.....	36

Chapter Two: Grammatical competence

Introduction.....	38
1. Definition of competence.....	38
2. Types of Competence.....	40
2.1 Communicative Competence	40
2.1.1 Sociolinguistic competence.....	43
2.1.2. Discourse Competence	44
2.1.3. Strategic competence.....	45
2.1.4 Grammatical Competence.....	47
3. Basic Grammatical terminologies.....	48
3.1. Syntax.....	48
3.2. Morphology.....	49
3.3 .Phonetic and phonology.....	50
3.4 .Semantics.....	52
3.5 Pragmatics.....	53
4. Lexical categories.....	54
5. Grammar and some interrelated issues.....	57
5.1. Grammar and speech.....	57
5.2 .Grammar and written.....	58
6. Learners' Grammatical Problems.....	59
6.1 Language Transfer.....	59
Conclusion.....	61

Chapter Three: Analysis of the Results

Introduction.....	63
1. Population and sampling.....	63
2. Teachers' Questionnaire.....	64
2.1 Aim of the Teacher' Questionnaire.....	64
2.2 Description of the Questionnaire.....	64
2.3. Analysis of the results.....	65
2.4. Discussion.....	85
3. Students' Questionnaire.....	86
3.1. Aim of the Student 'Questionnaire.....	86
3.2 Description of the Students' Questionnaire.....	86
3.3. Analysis of the Results.....	87
3.4 .Discussion.....	107
Conclusion.....	109
General Conclusion. Recomendations.....	110

References

Appendix I

Appendix II

ملخص

General Introduction

1. Statement of the Problem

Grammar is one of the most important components of language, its skeleton. Its teaching has always been a controversial issue, or we can say that nothing in the field of language teaching and learning has ever been as debatable as the role of grammar (Assai and Fouts, 2011). As it plays an important role in the teaching of foreign language, good knowledge of English grammar has always been considered as an essential part of the course aiming at improving communicative competence in writing, speaking, reading, and listening. Grammatical competence after all is one of communicative competence that the English learners have to master it.

Current discussion in the field of second language grammar teaching is how we go about teaching grammar items in the most effective way. A large and growing body of studies has investigated how to teach grammar. However, it is difficult for teachers to judge which method is most beneficial and improve students' grammatical competence.

At the university level, grammar has always been one of the most challengeable matters in teaching English language. Palmer stated that "Grammar is something that can or must be learnt from a book and that knowing grammar of a language means having an explicit knowledge of it" (1984, p.15). This is why teachers; especially, of foreign languages face a many difficulties to cover all its aspects. On the other hand, most of them teach grammar deductively according to the traditional approach (The Grammar Translation Method) that focuses on teaching the language through analyzing its grammar

rules, and then following them by application of these rules and translating sentences and texts into and out of the target language (Richards and Rodgers, 1995). Other words, the teachers give the rule then they ask their students to apply them through practice. On the other hand, teaching grammar inductively is one approach that insists on the learners' ability to discover the rules of grammar by themselves.

What is the most effective approach to teaching grammar in a foreign language classroom? One of the most frequently debated and unanswered questions on the subject of effective language learning concerns the issue of whether students should be taught to focus on the rule before using the structural forms (the deductive approach) or to use the grammatical structures in a functional practice session before the rule presentation (the inductive approach). The aim of this study is to explore whether various rule explication techniques should precede or follow a focus on the use of grammatical forms. This question was studied by comparing the effectiveness of a traditional deductive instructional approach, which focuses on form first, and a guided inductive instructional approach, which focuses first on a specific function of the language linked to a specific context and meaning.

2. Significance of the Study

EFL teachers and students are very ambitious when dealing with language; in fact, their desire is to master the target language in order to use it correctly and appropriately. Therefore, the present study would be a contribution to research in foreign language teaching and learning. Particularly, it can help learners to be aware of the instruction that would promote their grammatical competence. This study will probably provide teacher

with some ideas about the preferable instruction to teach grammar to foreign language learners.

3. Aim of the Study

The aim of the present study is to explore the effects of inductive and deductive instructions of teaching grammar on learner's grammatical competence, determining whether deductive or inductive teaching is more effective is the main purpose of the study. Particularly, this study attempts to compare inductive grammar learning with deductive grammar learning to help EFL learners to learn grammar more effectively.

4. Research Questions

The study focuses on two ways of grammar teaching to EFL learners. Therefore, the main research question is "Which way of grammar teaching is more effective in developing learners' grammatical competence?"

1. How important is grammar in learning English?
2. What are the difficulties that encounter learners when learning grammar?
3. How can deductive or inductive instructions enhance learner's grammatical Competence?
4. Do students prefer to learn grammar inductively or deductively?

5. Research Methodology

a. Research method and tools

In this research, the descriptive method was used, to gather data and to attain the set objectives. The choice of this method can also provide us with consistent and comprehensive information without consuming time. For the sake of exploring the effect of deductive and inductive grammar instructions, we opted for quantitative research to gather data for this study. The tools used in this study were the questionnaires for both, students and teachers.

b. Population and sample

The sample of this study consists of 60 students of second year chosen randomly and 8 English grammar teachers at Mohamed Kheider University of Biskra.

7. Structure of the study

The current research consists of three main chapters .The first one represents a theoretical part which provides a general overview on teaching grammar through different methods. The last part of this chapter investigates the deductive and the inductive approaches in terms of definitions, advantages, drawbacks, and their common similarities and differences. The second theoretical chapter discusses the grammatical competence and its related different issues such as syntax, semantics, morphology, phonology and

phonetics, and pragmatics, finally, the last chapter is the practical part that represents the interpretation of the two questionnaires, ending with a general conclusion and recommendations.

Chapter One

Teaching Grammar

Introduction

1. Definition of grammar

1.1 Grammar as Form and Grammar as Function

1.2 Types of Grammar .Descriptive vs. Prescriptive Grammar

2. The role of Teaching Grammar

3. Approaches to Grammar Teaching

3.1. The Grammar Translation Method.

3.2. The Direct Method

3.3 The Audio Lingual Method

3.4 Communicative Language Teaching Approach

3.5 Task Based Learning

4. Deductive and Inductive Approaches

4.1. The Deductive Approach

4.1.1. Advantages and disadvantages of the Deductive Approach to teaching grammar

4.2. The Inductive Approach

4.2.1 Advantages and Disadvantages of the Inductive Approach to Teaching Grammar

4.3. Comparing the two approaches

Conclusion

Introduction

Given the importance of grammar, which will be presented in the coming chapter, researchers debated the method or approach through which it should be taught: whether to teach it through a formal presentation of the rules “Deductively” or through studying examples “Inductively” This chapter includes three parts, the first part provides a definitions of grammar, its types and its importance in teaching language that sketched from different views. Whereas, the second part we spot light on the different approaches of teaching language, such as: The Grammar Translation method, the Direct Method, the Audio Lingual Method, Communicative Language Teaching Approach and Task Based Learning. Finally the third part focuses on deductive and inductive approaches which discuss the effectiveness of each method by presenting the definition, characteristics, and the advantages and disadvantages of each one to show the main differences between the two.

1. Definition of Grammar

Like vocabulary and culture, grammar is one of the essential components of every language. This explains why grammar is a very debatable issue in language learning and teaching. Diverse and different definitions have been proposed. When we talk about grammar teaching, it is important for us to understand what we mean by grammar, which is described as “The study of the use of the words to make sentences”(cambridge dictionary 2001) Grammar is an essential part of language teaching because when we think about grammar teaching in a technical sense ; language use requires producing sentences by combining word. A very broad view defining the word grammar is the one presented by Greenbaun and Gerald (2000, p.2) “grammar refers to a set of rules that allows us combine

words our language into larger unit” they also claimed that grammar is all the components of language which are: Pragmatic (the use particular utterances within particular situations) Semantics (the system of meanings in the language), Orthography (the writing system in a language), Phonetics (the physical characteristics of the sounds in the language and how the sounds are produced) and Phonology (the sound system in language) and ,Morphology(refers to a set of rules that describe the structure of words).In other words, grammar is all the rules that govern language.

According to Swan (2005, PP 3.4) “Grammar does many other things besides sentence building”. It means that, to understand what grammar is, we really need to know what is for, why do we need rules for combining words into sentences any way., Another researcher who agrees with Swain, is Ur (1996) who mentions that grammar does not only affect how units of language are combined in order to ‘look right’; it also affects their meaning. For language learners, meaning should be more emphasized than the form and the instructors should teach the language in order to convey meaning and for communication. A similar view of grammar is the one provided by Harmer (2007, 12). The latter defines grammar as ‘the description of the ways in which words can change their forms and can be combined into sentences.’” Harmer suggests a diagram to show the description of the structure on which we can create any number of different sentences. For example, the sentence: “The mongoose bit the snake” is described as follows:

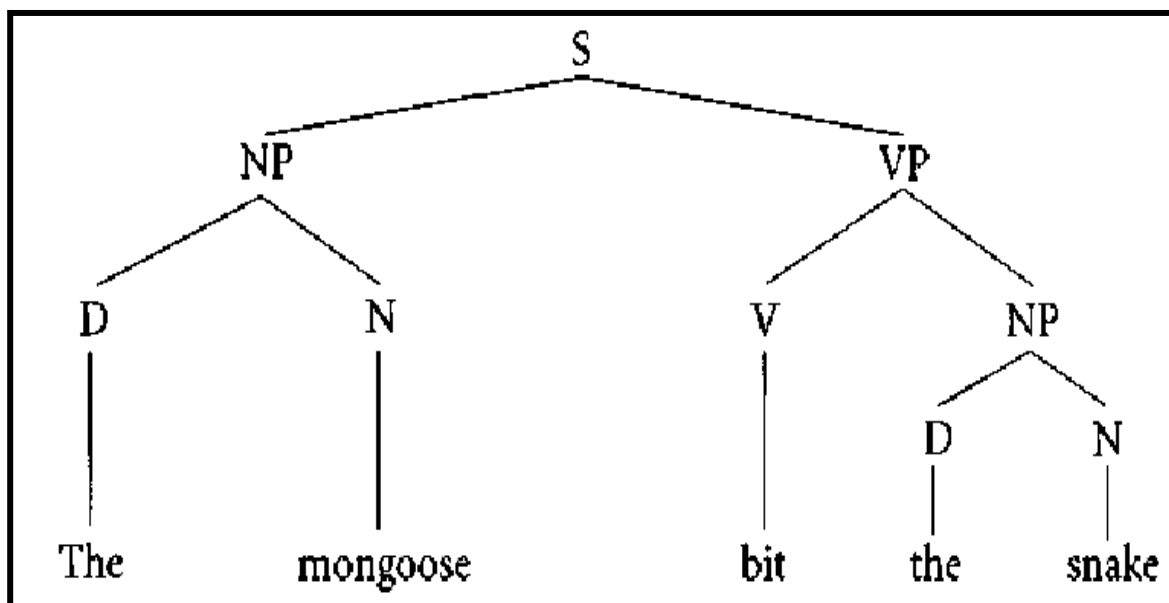


Figure 1.1: A Grammar tree Diagram (Harmer, 2007, p.12)

In this diagram, we are not concerned with the way this sentence is structured, but with the fact that any sentence can be put in the same structure.

As it can be noticed, grammar has different interpretations that vary of course according to the views of what language is. Nevertheless, what interests us is how teachers and students (i.e. the non-specialists) regard it. Larsen-Freeman (2000, p. 10) considers that “probably the most common association that language teachers and their students make with the word ‘grammar’ is the word ‘rule’ and for him rules “offer materials develops ‘right sized’ chunks of language to present, they confer authority upon teachers, and they provide a modicum of security for language learners.”(ibid,10).

With regard to the previous definitions, Thornbury (1999, p. 13) suggests that “grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey” and that it “adds meanings that are not easily inferable

from the immediate context”. To conclude, grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language. Furthermore, these definitions have the advantage of linking grammar to education, which is important.

1.1 Grammar as Form and Grammar as Function

Grammar is also defined in terms of form and function. For Kroeger (2005, p.1) “any discussion of grammar must address language on two levels « form » and « function »”. According to Look (1996, p.1), “formal grammar is a set of rules which specify all the possible grammatical structure of the language” (cited in Dakhmouch, 2008, p46). This means that formal grammar is concerned with the grammatical structure of the language rather than their meaning or their uses in different context. For Williams (2005) sentences are made up of individual words, and those words are called « form » for example the word « moon » is a noun , and word « give » is a verb, he added that theoretical grammar has described eight possible forms of words in English: noun, verb, adjective, adverbs, conjunctions, pronouns, prepositions and articles. Weaver (1996, p.7) defines formal grammar as the teaching system which focuses on sentence elements and structure, practice, and punctuation and mechanics by a grammar book or workbook, or perhaps a computer...usually in isolation from writing.. He suggests that grammar should be taught in the context of writing.

Functional grammar, on the other hand, “considers language primarily as a system of communication and analyzes grammar to discover how it is organized to allow speakers

and writers to make and exchange meanings.” It focuses on “the appropriateness of a form for a particular communicative purpose in a particular context.” Such an approach is concerned with “the functions of structures and their constituents and with their meanings in context” (Lock *ibid.* 1). Williams (2005) defines “function” as the state of putting words into sentences to work together in several ways” (p. 54). So, it is concerned with language as communication system. In that sense Williams believes that forms and functions can be related in several possible ways; knowing one of them would sometimes help us to determine the other. To sum up, grammar does exist neither without form nor without function, because both of them supplement each other to express the rules of grammar.

1.2 Types of Grammar: Descriptive versus. Prescriptive Grammar

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

Prescriptive grammar is the grammar type that distinguishes between different forms of language as grammatical or not. This kind of grammar is argued by Crystal (1997) as a manual that focuses on constructions where usage is divided, lays down rules the governing the socially correct use of language. This means that prescriptive grammar states rules for what is considered the best correct usage of language. According to

Thornbury (1999, p.11) “with regard to grammar, the first type of rule is often called a **prescriptive** rule, and the second a **descriptive rule**. For many grammar instructions traditionally associated with the teaching of the first type of rules”. That is, prescriptions as to what should be (or written): as an example:

Never use the passive when you can use the active.

Use *shall* for the first person and *will* for second and third persons.

Another definition gives by Swan say that “prescriptive rules are ... linguistic Regulations "and" rules which individuals devise in the belief that their languages need regulating, tidying up, or protecting against change ". One of many features of Prescriptive rules is that they focus more on the written language than the spoken one” (2005, p. 66). So, we understand that the aim of perspective grammar is to have a well formulated language with correct and good rules.

Descriptive grammar on the other hand, is a type of grammar which accepts the language as it is used by speakers in daily use, and classify between good and bad or correct and incorrect. According to Thornbury (1999, p.11) “Second and foreign language, is primarily concerned with descriptive rules. That is, with generalizations about what speakers of the language actually do say rather than with what they should do” .that’s mean it is description of speaker’s language. This view is supported by (Greenbaum, 1988, p. 26) who says that “descriptive rules are "generalizations based on observations of the data , and is accurate or inaccurate, depending on whether they accurately reflect the data”. He also claimed in 1991 that they describe how people use their language

based on evidence from the knowledge English speakers have about their actual use of that language (cited in Dakhmouch, 2008, p. 49).

So the distinction between the descriptive and prescriptive approach to grammar teaching is explained by saying that the former is concerned with how learners ought to speak and write; whereas, the latter means how people actually do speak and write other words, the difference between them is presented in their goals and objectives

2. The Role of Teaching Grammar

The fact that we all acquired our mother languages without being given lessons in their grammar is not arguable. The problem is why it does not happen for the second language. Krashen, (1982) answers this question by distinguishing learning from acquisition. Learning is a result of formal instruction in grammar and of limited use of communication. Acquisition, on the other hand, is a natural process by which mother languages are slowly acquired. (Thornbury, 1999). Thus, there is no doubt that teaching grammar is essential to second language learners for various reasons. First, without the knowledge of grammar, one will produce a set of sentences that will certainly cause confusion and ambiguity. For example:

* Seven years ago I would have wanted to go to New York but at this time anybody of my family did not want to go.

* I have been sleeping last night all.

In these examples, we find ambiguity and confusion. The role of grammar is simply to put a specific meaning in a specific structure so that it can be understood by everybody in the same way. (Crystal, 2004). Moreover, (Sidney and Nelson, 2002) claimed that, grammar gain an important position according to its practical reason, it is not difficult to use dictionaries by yourself in order to find pronunciation, spelling or the meaning of words, but the difficulty is when you wants to use grammatical books, here the knowledge of grammar is more essential.

Celce-Muricia and Larsen-Freeman,(1999) suggest that grammar is a necessary component of second language instruction and view linguistic competence as a tool for the development of communicative competence,.Thornby(1999) argued that grammar is definitely vital in learning second language is that grammar knowledge offers the learner the means for potentially unlimited linguistic creativity. Since grammar is a description of the regularities in language, knowledge of these regularities can function as a machine to generate a potentially enormous number of original sentences. Knowledge on language functions resulting from holophrase memorization and practice has limited use because to a great extent the students finally have to generate their own sentences to accomplish successful communication. Knowledge of grammar is also important because it can function as an advance organizer. Advance organizer plays a crucial role in the process of acquisition because the learners with grammar knowledge will consciously organize and notice the input exposed to them. This does not happen to the learners with no grammar knowledge. Items being more noticeable seem to stick and, otherwise, will be gone unnoticed. For this reason, they confirm that noticing is a prerequisite for acquisition since it can make the exposed input stays better and accelerate the process of acquisition.

Conscious grammar knowledge, according to this advocate, not only functions to monitor the speakers own utterances, but also to notice the language input exposed to them.

To conclude, from many supporting studies of the role of grammar in language teaching, focus on grammar should be part of language teaching. Researchers are now concerned with the way in which grammar should be taught.

3. Approaches to Grammar Teaching

With the development of educational theories in language teaching, new approaches and methods have arisen in language teaching especially in teaching grammar. Anthony in (1963). Identified three levels of conceptualization and organization, which he termed *approach*, *method*, and *technique*. The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. **An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. **Method** on the other hand is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. **Technique** is implementation - that which actually takes place in a classroom. It is a particular trick to accomplish an immediate objective.

Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony 1963, p.63.7). (Richards and Theodore s. Rodgersp1986, p.15)

This section will deal with a brief overview of the most common approaches/methods to language teaching. We will devote space for the Grammar-Translation Method, the Audio-lingual Approach, The Natural Approach, the Direct Method, and Communicative Language Teaching and Task-based Learning will be briefly mentioned.

3.1. Grammar Translation Method

The Grammar Translation Method is also called the classical method because it was used for teaching classical language i.e. Latin and Greek, Chastain (1922) cited in (Larsen-Freeman, 2000). “GTM is a method of foreign or second language teaching, which makes use of translation and grammar study as the main teaching and learning activities”. (Richards and schmidth, 2002, p.237). It was a traditional way of Latin and Greek taught in Europe, in the 19 th century. This approach started by teaching Latin and Ancient Greek, then it moved to teach English which is known nowadays as a world’s language. In that sense, Richards and Rodgers (1986, p.1) claimed that “throughout the history of Foreign Language, learning has always been an important practical concern. Whereas, today English is the World’s most widely studied Foreign Language, five hundred years ago it was Latin”. This approach drew some principles which are classified by Larsen-Freeman. (2000) in his book «Techniques and Principles in Language Teaching »

- The purpose of this method is to read literature of foreign languages hence literary is superior.
- Neglected speaking and listening, and focused on written and reading.
- The role of teacher is authoritarian.
- Teaching grammar deductively.
- Learners memorize native language equivalent for target language vocabulary words.
- Vocabulary is taught in the form of isolated words.
- Classical texts are used for reading, and neglected the context of texts.
- Using the drills exercises in translating sentences from the target language into the mother tongue.
- Pronunciation is not given importance.

Richards & Rodgers in their famous book “Approaches and Methods in Language Teaching” (2006) discussed the following main principles of GTM:

- Translation interprets the words and phrases of the foreign languages in the best possible manner.
- The structures of the foreign language are best learnt when compared and contrasted with those of the mother tongue.

So, this method focused more on studying grammatical rules and patterns through memorization and translation of texts. In other words, the Grammar- Translation Approach concentrated on grammar skills, in particular the ability to use grammatical terminology to describe the various morphological and syntactic principles of the target language.

3.2. The Direct Method

The Direct Method, also known as the Natural Method and Anti Grammatical Method, which developed as a reaction to the GTM .Proponents of the Direct Method was introduced in France and it is widely known in the United States (Richard and Rodgers .1986).In addition ,it dated back to 1884 when German Scholar and psychologist F.Frank provided a theoretical justification for this method , and he wrote about the direct association between forms and meaning in the target language .This method also based on the work of Gouin ,when he observed children learning language in natural setting in 1880.(Zainuddin,2011).

According to Frank “A language should be best taught by its activities in the classroom, rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teacher must encourage direct and spontaneous use of the FL in the classroom”. (Richard and Rodger .1986, p .9) To makes things clear we will present the main characteristics of this method which has been identifies by Richard and are listed as follows:

- Classroom instruction was conducted exclusively in the target language.
- Teaching just vocabulary and sentences every day
- Oral communication skills were built up around question and answers between the teacher and his students in small classes.
- Using the inductive instruction in teaching grammar.
- Introducing new teaching point orally
- Both speech and listening comprehension were taught.
- Emphasized on correction of pronunciation and grammar.

Moreover, it emphasized on the target language all the time and avoids using the native language, because the primary goal is to make the student speak and use the target language (Zainuddin .2011). In other words, writing and grammar had no real place in language learning.

3.3 The Audio Lingual Method

The Audio lingual Method, or the Army Method and also known as the Oral Method, which emerged when the United states involvement in World War 2 brought a significant change to teach languages in U.S schools toward the end of 1950, when the U.S government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made by other countries. The term Audio-lingual Method was coined by professor Nelson Brooks in 1964 with the basic theory based on behaviorists and psychologists, that language was learnt through habit formation (Richards and Rodgers, 1986. Zainuddin, 2011)

According to (Nassaji and Fotos ,2001,p.3) “Lessons in audio lingual teaching consisted mainly of grammatical structure and ending with more complex forms , with little attention to meaning or context” this means that this method works through the repetition of simple parts of the language starting from the easiest to the complex. Richard and Rodgers argued that a number of learning principles had been emerged and became the psychological foundations of Audiolingualism. Among the more central are the following:

- The emphasis was on the rote memorization of dialogues and foreign language learning is basically a process of habit formation, since language is verbal behavior, the automatic production and comprehension of utterances.

- It was believed that much practice of the dialogues would develop oral language proficiency
- The target language is learned effectively starting by speaking before writing, and Aural-Oral training is important to develop other language skills.
- Analogy provides a better foundation for language learning than analysis, and drills can enable learners to form correct analogies. Hence the inductive approach is followed in teaching the grammar rules.
- Meaning can be learned only in linguistic and cultural context not in isolation (Rivers 1964, pp 19, 22).
- Follow up activities may take a place in language laboratory, where further dialog and drill work is carried out.

Moreover, (Harmer, 2001, p.22) explains that “in the Audio lingual approach, the language is decontextualised and carries little communication function because the main purpose is to eliminate mistakes and ensure correctness. To sum up, this method seems to banish all forms of language processing that help students sort out new language information in their minds.

3.4 Communicative Language Teaching Approach

The origins of the communicative language teaching are to be found in the changes in the British language teaching tradition back to the late 1960s, which was applied to the theoretical perspective of the communicative approach, and emphasized interaction as both means and the ultimate goal of learning a language. CLT had begun with Chomsky’s criticism in his book “Syntactic structure (1957)” were clearly explained

the incapacity of structuralism to take into account the fundamental of the new science of sociolinguistic , which based on communicative competence, since the mid1970, the scope of CLT has expanded. Both Americans and Britshes proponents now see it as approach rather than a method that aims to make communicative competence the goal of language teaching by developing the learner's four skills .Littlewoods(1921,p.1) stated that “ one of the most characteristics features of CLT , is that it pays systematic attention to functional as well as structural aspects of language ” (Rechard and Rodgers,1986).This idea is also agreed by Harmer (2001, p. 86) when he claimed that “the Communicative Approach or Communicative Language Teaching (CLT) has now become generalized ‘umbrella ‘terms to describe learning sequences which aim to improve the students’ ability to learn the language in the sake of communication instead of learning just for the language itself”. In other words, learning the language is to use it as a means of communication and not learning it just as a language. In addition Brown (2001, p.43) provided the main characteristics of the CLTA:

- The role of the teacher is facilitator and guider.
- Students are provided opportunities to focus on their own learning process through an understanding of their own style of learning .and they use language productively and receptively, in communicative classes.
- Learners are engaged in the pragmatic, authentic, functional use of language for meaningful purpose rather than aspects of language.
- Communicative language teaching meaning is paramount, and dialogues used center around communicative functions.

- Communicative competence is the desired goal(i.e. the ability to use the linguistic system effectively and appropriately
- Authentic texts are introduced in the class.
- The focus not only on language, but the learning management.

So, in CLT, the goal is to achieve communicative competence through the activities of authentic learning , and grammar is acquired unconsciously through communication rather than through explicit teaching of rules. In addition, this approach encourages learners to work together and enhances interaction in the classroom; whereas, the teacher works just as a guide

3.5 Task Based Learning

Task Based Learning ,emerged from the Bangalore Project of N.S.Prabhu, when he saw students ,can learn language when they cannot think about non linguistic problem, in other words he assumed that with this approach students are presented with a task they have performed or problem they have to solve.(Harmer, 2001) .In addition Thornbury (1999,p22) claimed that “ In his Bangalore Project, Prabhu attempted to replicate natural acquisition processes by having students work through a syllabus of tasks which no formal instruction was supposedly needed or provided ”.

In Willis words TBL “ like a sort of ppp upside down” (1994,p19) ,which means ,teachers should first give the task to the students , and after the student’s performance he can then discuss the language what has been used, and make correction and judgement.Morover Willis stated that Task based Methodology is more complicated , and

he suggested three basic stages , The Pre- Task , The Task Cycle , and Language Focus.(cited in , Harmer ,2001)

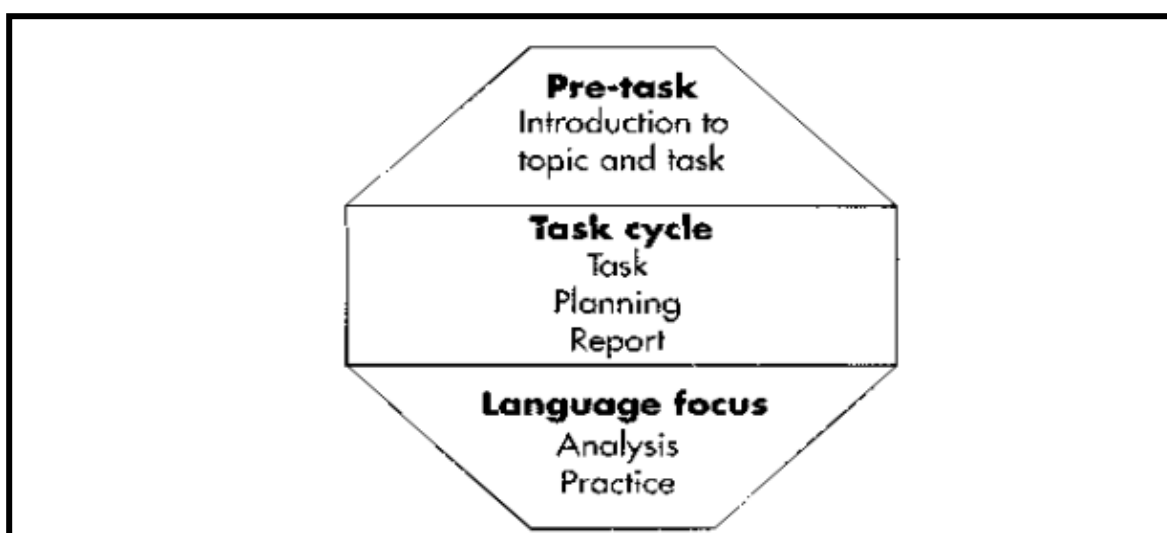


Figure1.2: The Willis TBL Framework (Willis 1996:52cited in Harmer, 2001, p.20)

In Pre –Task , teacher explore the topic and helping students to understand the task, during the Task Cycle ,students perform the task in pair or groups and the teacher monitors from a distance .While in the Language Focus students discuss and examine what they practice of specific language features that the task has provoked.(cited in , Harmer ,2001). In that sense, for more explanation, Task- Based Language Teaching has strengthened the following principles and practices stated by Nunan:

- Needs- based approach to content selection.
- An emphasis on language to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.

- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom. (2004, p. 1). So, the creation of tasks has the objective to ease the learning process of foreign language.

Therefore, the Task Based Approach focus mainly on language as a mean of interaction and communication between students inside the classroom, Harmer (2001, p.88) stated that “tasks are widely used in language teaching, either as a basis of language course or as one its components.”

4. Deductive and Inductive Approaches

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

4.1. The Deductive Approach

Thornbury stated that “ The Deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied ” (1999,p .29), a similar view of describing or defining the deductive approach was provided by Nunan (2005,p.158) “ in the deductive classroom the teacher gives a grammatical explanation followed by a sets of exercises designed to clarify the grammatical point and help the learner gets the point, you work from principles to examples ” .According to Fortune (1992), dealing with the teaching of grammar the deductive approach can also be called rule driven learning, in such an approach ‘ grammar rule is explicitly presented to students and followed by practice applying the rule, and it is still enjoys in many course books. For Eisenstein (1978) in the Deductive instruction teachers teach grammar by presenting grammatical rules, and then examples of sentences are presented, once learners understand rules they are told to mean no more than directing their attention to the problem which discussed. He claimed also during practice learners be in control and have less fear of drawing incorrect conclusion,

Moreover Ellis (1997, p.85) said that “Students are supplied with rule (or, perhaps, part of rule) which they apply, complete or amend in a task that required them to analyze data that illustrate its use”. For example students may be given rules about the simple past tense which are ungrammatical. Learners therefore are quite dependent on the teacher’s explanation of the grammar rules, which means that teacher work from the more general to the more specific in deductive approach as Younie (1975) believed that this approach is more predictable because the teacher select the information and the sequences of the presentation.

In the case of the application of deductive instruction, (Thornbuy, 1999) outlines some guidelines for when the rules is presented among them:

1. The rules should be true
2. The rules should show clearly what limits are on the use of a given form
3. The rules need to be clear
4. The rules ought to be simple
5. The rules needs to make use of concepts already familiar to the learners

And most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule. So, the deductive approach focuses on the explicit explanation of grammatical structure and on the form before meaning.

Moreover, Lin (2010, p. 20) stated the main characteristics of the deductive approach that are:

1. It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function in language.
2. It is one of the explicit teaching styles where students are exposed to the role of the language first.
3. It contrasts the inductive approach which is identified as a rule-search or discovery-based approach which involves having learners formulate rules from examples.
4. It is the one that is commonly used in ESL and EFL textbooks.

5. It is easier for learners to acquire direct object pronouns in French as a second language, and it is highly likely that the same holds true for learners of English

4.1.1 Advantages and Disadvantages of the Deductive Approach

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

a / Advantages

1. The deductive approach goes straightforwardly 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 have an analytical style.

b Disadvantages

1. Beginning the lesson with a 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.

So, we can conclude that in the deductive approach, rules are presented explicitly and work from the general to the specific, but from the researchers who criticize this approach Shaffer (1989) clarifies that the problem is that many students applied these various rules indicates that they may not fully understand the concepts involved and that the deductive approach tends to emphasize grammar at the expense of meaning and to promote passive rather than active participation of the students.

4.2. The Inductive Approach

This approach represents a reaction to the deductive approach. According to Thoutoby (1999,p.49) “ the inductive approach is the rule-discovery path .This approach implies manipulating a number of examples prior to knowing the target rule .From this exposure learners will find out some rules by themselves”. For Nunan “in the inductive learning, you present the learners with samples of language and, through a process of guided discovery, get them to work out the principle or rule for themselves” (2005, p.158) .So, the inductive approach refers to the style of introducing language context containing the target rules where students can induce such rules through the context and practical examples. In other words, the sequence in this approach goes from creating a situation and giving examples to the generalization where students should discover such generalization by themselves or with the teacher's help. Mautone (2004) says that with an inductive approach, teachers show their students a series of examples and non-examples, and then guide them toward noticing a pattern and coming up with the generalization or concept rule.Morover “Inductive is known as a 'bottom up' approach. In other words, students discovering grammar rules while working through exercises. Inductive grammar teaching is based on trial and error, experiments. The learners learn from trying different things, seeing what works and what does not. Through experimenting they figure out the grammatical rules. ” (cited The International Research Journal .2013)

The inductive approach seems to be the way humans acquire the first language. Children are exposed to a great amount of language from which they understand the grammar of the language unconsciously and implicitly. Induction is the natural way of learning and it can be proved from the language teaching approaches and methods that

adopt it such as: the Direct Method and the natural approach (Thornbury, 1999). Nassaji and Fotos (2011, p. 03) argued that “the audio-lingual method was also influenced by the inductive approach because it shifted from the teaching of grammar through rules to a description of its structural and phonological components.” Furthermore, Eisenstein (1987) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners’ participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks.

Among several studies supporting the idea that the inductive approach has proved its success in achieving students' retention or memory and deep understanding, Younie (1974) states that students tend to remember when learning occurs inductively, and Shaffer (1989) view that it has been very successful in teaching adults conversational ability with modern foreign languages, but not with classical languages. No doubt, we agree with those researchers and teachers who focus on the importance of student’s involvement which may come through the inductive approach of teaching. We also share them the idea that students should depend upon their mental ability and prior information as this approach may sometimes represent a kind of challenge for learners. It is believed that inductive approach is a method that enables learners to find out rules of grammar referring to set of examples.

Ellis (1994) argued that the inductive learning "facilitates the acquisition of the grammar knowledge needed for communication" and he pointed out a number of features that characterizes that approach which is presented as follows:

- 1- There is an attempt to isolate specific linguistic features for focused attention.
- 2- The EFL learners are provided with data which illustrate the targeted features and they may also be supplied with an explicit rule describing or explaining the feature.
- 3- The learners are expected to utilize intellectual effort to understand the targeted features.
- 4- Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description/ explanation.
- 5- Learners may be required (although that is not obligatory) to articulate the rule describing the grammatical structure.

So, inductive approach means to move from Specific to general. Eventually, this approach is likely to be used in classes where learners use their observations and their interpretations to make certain generalities about different concepts.

4.2.1 Advantages and Disadvantages of the Inductive Approach

Similar to the deductive approach, the inductive approach offers advantages and disadvantages which summarized Widod(2006).

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

b / 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 personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Therefore, one of the things common to all the methods of teaching grammar and all the approaches of teaching languages in general is having advantages and disadvantages.

The advantages of the inductive method are those features in which the method succeeds the implementation inside the class and those features that distinguish it from the other methods of teaching grammar. Disadvantages, on the other hand, are lacks and those features in which the method fails. It is why, it is better to be eclectic in teaching any aspect of the language.

4.3. Comparing of the two Approaches

In either case, both approaches are valuable in teaching. Some researchers report in comparing the two approaches that, both approaches are main ways for teaching English grammar, and both have advantages and disadvantages. These two aspects may reflect the differences between the two approaches. Initially, the deductive approach is mainly associated with the grammar-translation method; however, the inductive approach is closely coupled to the Audio-lingual method where grammar teaching focuses more on meaning and the target structure is worked out from extensive practices. (Gollin, 1998)

The second main difference between these two approaches is regarding the steps or procedures of each one. Whereas the deductive approach begins with the step of introducing rules or principles, the inductive approach begins with language context involving application of such rules. In the deductive sequence, ideas proceed from generalizations, principles, rules, laws, propositions, or theories to specific applications. The deductive sequence involves presenting generalization and then seeking or providing examples as Younie suggested in (1974)

Age is the third difference or controversial issue discussed by scholars. Rivers (1975) finds the use of the deductive approach is most useful for mature, well-motivated

students, or for adult student in intensive courses, and finds the inductive approach more appropriate for young language learners(.cited in Younie 1974)

The four different factors between the deductive and the inductive approaches is student involvement. It is available when teaching inductively but passive rather active when teaching deductively (Shaffer 1989).

The fifth difference or controversial factor is related to the terms "easy" or simple and "difficult" or complex. The similarity and dissimilarity between the rules in the first language and the rules in the foreign language should be taken into consideration traditionally, deductive approach is used to teach grammar because it is easy to control, and efficient, but it becomes boring when used repeatedly. Inductive approach, on the other hand, is rather demanding and rewarding, but it needs more time and more effort to control. Fischer (1979) (cited. in Azmi Adel, & Abu Jaber, 2008, pp.4-6).

According to Pajunen (2007) from the different views about the two approaches to grammar teaching, it is visible that researchers differ widely about their effectiveness. Both approaches have many points in favor and others against .Many studies were conducted to highlight the deference between them in terms of effectiveness and applicability. In many cases, learners with explicit teaching demonstrate an advanced level of accuracy; however, this ability does not proof their comprehension of the rule being taught .Moreover, learners with deductive learning are anticipated to present a high degree of maintenance of the rules and how to process them otherwise they will not memorize them. Balanced against this view, in the inductive approach learners consume much more time in classes in processing and comprehending language in order to induce certain rules.

Certainly, this strategy assists memorization and retrieving rules when required. Finally, for the betterment of teaching grammar Pajunen (2007) concludes “that a correlation between the two approaches must be done” (p.8).

4.4. The Combination of the Deductive and Inductive Approaches

The issue that is being debated is no more whether to teach grammar deductively as in the grammar-translation method or inductively as in the direct method. But, it is the question of the possibility of combination of the two approaches. Brown (1994) stated that there must be a moment in which we need a combination of these two different approaches and gave an example of teaching the simple past. To teach the simple past, a teacher begins by asking a student to talk about his last week. The learner answers using the ‘simple present’ because he does not have enough knowledge about the ‘simple past’. Next, the teacher corrects him and writes the rule and some examples on the board (deductive). Then, he makes the students practice them and provide their own examples (inductive). In addition to Brown point of view (Nnman in 2005, p.158) claimed that “In my own teaching, I try and combine both approaches, there are times when we introduce a grammar point deductively and other times when i use an inductive approach .I know which approach most of my students prefer deduction, suspect because, it requires less mental effort. I prefer induction because, believe that it demands greater mantel effort, and that will result in more effective learning in long term”.Thaefore a stated previously, being eclectic is the preferred way.

Conclusion

In short , in this chapter we have seen that different approaches appeared to discuss the issue of teaching the language; in particular, teaching second and foreign languages including teaching some of its aspects such as teaching grammar with different methods. In this chapter we have dealt with three main parts. The first one is about grammar and its types, and what is said about the role of grammar in language teaching, while the second part concerns the most common approaches to teaching, in particular the approaches that have dealt with teaching grammar like GTM, DM, ALA, CLTA, and TBA . In the last part we have discussed the deductive and the inductive approaches in terms of definitions, effectiveness, characteristics, and advantages as well as drawbacks, and it is noticed from the above account that researchers with different ideologies were hardly debating the issue in order to establish the best approach to teaching grammar.

Chapter Two: Grammatical Competence

Introduction

1. Definition of competence
 2. Types of Competence
 - 2.1 Communicative Competence
 - 2.1.1 Sociolinguistic competence
 - 2.1.2. Discourse Competence
 - 2.1.3. Strategic competence
 - 2.1.4 Grammatical Competence
 3. Basic Grammatical terminologies
 - 3.1 Syntax.
 - 3.2 Morphology
 - 3.3 Phonetic and phonology
 - 3.4 Semantics
 - 3.5 Pragmatics
 4. Lexical categories
 5. Grammar and some interrelated issues.
 - 5.1. Grammar and speech
 - 5.2 Grammar and written
 6. Learners' Grammatical Problems
 - 6.1 Language Transfer
- Conclusion

Introduction

In the following chapter we will discuss the second variable in our study which is grammatical competence, and since it is considered to be part of communicative competence. We will first define what we mean by communicative competence and spout a light on its other components such as sociolinguistic competence, pragmatic competence, and discourse competence, and then we will present grammatical competence in details in terms of its definition and the basic grammatical terminologies such as syntax, semantics, phonetics and phonology, morphology and pragmatics. Moreover this chapter also summarized the different lexical categories of English language .finally we will present the major problems that affect learners' grammar learnability.

1. Definition of Competence

Communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and are often met with many obstacles. Therefore, many arguments have been

raised against designing language courses and programmers for foreign language contexts to achieve this goal.

One of the basic assumptions made by Chomsky in the construction of his theory was the characterization of language as being composed of competence and performance, in principle quite resembling Saussure's (1916) distinction between **langue** and **parole**. The notion of competence is explained as:

“Linguistic theory is primarily concerned with an “Ideal speaker-listener”, incompletely homogeneous speech community, who knows language perfectly, and is unaffected by such grammatically irrelevant conditions as memory limitation, distraction.

Shifts of attentions and interest, and errors (random or characteristic) in applying his knowledge of language in actual performance” (Chomsky 1963, p.3)

So, for Chomsky the idea of communicative competence derived from a distinction between ‘*competence*’ and ‘*performance*’. The former is the linguistic knowledge of the native speaker, which is the innate function of the mind that allows individuals to generate a set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations. In brief definition “The term competence focuses attention on learning outcomes. It is what people can do. It involves both the ability to perform in a given context and the capacity to transfer knowledge” (Harris *et. al.*, 1995, p. 16). So competence indicates sufficiency (state of being good enough) of knowledge and skills that enable one to act in a variety of situations because each level of personality has its own requirement (Dr.Chelli 2012, p.39). From that, the

term competence means the shared knowledge between the speaker and the listener in a completely homogenous speech community. And this underlying knowledge enables the user of a language to produce and understand an infinite set of sentences out of a finite set of rules.

2. Types of Competence

In reaction to Chomsky's theory, authors such as Hymes (1972) introduced what has been widely known as communicative competence. This concept included not only Chomsky's grammatical aspect of the language but also the contextual factors that have links with language use.

2.1 Communicative Competence

Hymes (1972) was inspired by Noam Chomsky's distinction on linguistic competence and performance. He proposed that we should study the knowledge that people have when they communicate what he calls communicative competence. Just like linguistic competence which tells you whether a sentence is grammatical or not, communicative competence tells you whether an utterance is appropriate or not within a situation. Moreover, Hymes proposes a theory of language performance (i.e. language use). Its criterion is acceptability. This theory pursues the models/rules that underlying people's linguistic performance. This is what he calls communicative competence.

In addition, Hymes provides a framework to go beyond the distinction between competence and performance, since both can be important. He asks four questions concerning language and other forms of communication (culture):

- (To what degree) is something **formally possible**?
- "Something possible within a formal system is grammatical, cultural, or, on occasion, communicative.
- (To what degree) is something **feasible** in virtue of the means of implementation available?
- Psycholinguistic factors such as memory limitation, perceptual device
- What is biologically and psychologically feasible?
- (To what degree) is something **appropriate** in relation to a **context** in which it is used and evaluated?
- (To what degree) is something in fact done, **actually performed**, and what does its doing entail?
- Knowledge of probabilities: This has to do with whether something is common or not. When something uncommon occurs, people may feel strange (Charles, 2004.)

Hymes described the competent language user as the one who knows when, where and how to use language appropriately rather than merely knowing how to produce accurate grammatical structures. Moreover, Hymes' ideas about the 'communicative competence' were later developed by Canale and Swain in 1980 who introduced a theoretical model of 'communicative competence'. Their concept of 'communicative competence' refers to "the relationship and interaction between grammatical competence,

or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use” (Canale & Swain, 1980,p.6). More recently Hedge (2002) states that” communicative competence is related to the knowledge of a language and to the ability to put that knowledge into practice by using it to communicate with others in different contexts and situations” (Marco, 2013,p. 14) .According to Savignon (2002), there is a difference between communicative competence and communicative ability. Communicative competence refers to the ability to interpret information, express oneself, and negotiate meaning. Communicative ability in the other hand refers to the ability to comprehend meaning and to use forms appropriately. This chows the importance of grammar learning in order to achieve a higher level of communication.

Communicative competence consists of many abilities, the first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes, is that of Canale & Swain (1980), further elaborated by Canale (1983). This model posited four components of communicative competence:

1. Grammatical competence - the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).
2. Sociolinguistic competence - *the* mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation).
3. Discourse competence - *the* ability to combine language structures into different types of cohesive texts (e.g., political speech, poetry).

4. Strategic competence - the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur. (Murcia 1995, p.7)

In general, it refers to the speaker's ability to use the language appropriately in different linguistic, sociolinguistic and contextual settings. To realize this level of language use requires a good command of all language skills.

2.1.2 Sociolinguistic Competence

Bachman (1990, pp.92.94) defined the 'sociolinguistic competence' as the "sensitivity to, or control of, the conventions of language use that are determined by the features of the specific language use context" In other words, it enables us to use the language appropriately to achieve certain functions in certain contexts .(Dr.Salama ,2013,p.6),meanwhile , it refers to the learning of pragmatic aspect of various speech acts, namely the cultural values , norms and other socio-cultural conventions in social context, they are the context and topic of discourse, the participants social status, sex , and age and other factors which influence styles and registers of speech, since different situations calls for different types of expressions . As well as different beliefs, views, values and attitudes, the developments of sociolinguistic competence are essential for communicative social action (Canale and Swain 1980). So, Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties, and to use language with the appropriate social meaning for the communication situation. For example, when greeting someone in a very formal situation an American might say, *Hello, how are you?* or *Nice to*

see you again, but if he were meeting a friend in an informal situation it would be much more appropriate to say *Hi*, or *Hey, what are you doing?*

2.1.2. Discourse Competence

“Discourse competence concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. This is where the bottom-up lexicon-grammatical micro level intersects with the top-down signals of the macro level of communicative intent and sociocultural context to express attitudes and messages, and to create texts”.(Mericia ,1995,p.13) .It is the knowledge of rules regarding the cohesion (grammatical links)and coherence (appropriate combination of communicative functions)of various types of discourse(Canale and Swain ,1980)).Moreover (Mercia ,ibid) suggest that There are many sub-areas that contribute to discourse competence: cohesion, deixis, coherence, generic structure, and the conversational structure inherent to the turn-taking system in conversation .

Cohesion: is the area of discourse competence most closely associated with linguistic competence. It deals with the bottom-up elements that help generate texts, accounting for how pronouns, demonstratives, articles and other markers signal textual co-reference in written and oral discourse. Cohesion also accounts for how conventions of substitution and ellipsis allow speakers/writers to indicate co-classification and to avoid unnecessary repetition. Cohesion “refers to relations of meaning that exist within the text, and that define it as a text” (Halliday and Hasan, 1989, p.4).

Coherence: The most difficult-to-describe area of discourse competence appears to be coherence, i.e., the degree to which sentences or utterances in a discourse sequence are felt to be interrelated rather than unrelated, it is possible for a text to have elements of cohesion without being coherent which means not only using cohesive devices such as reference markers and lexical or semantic repetition or entailment but also a sequencing or ordering of propositional structures which takes into account social relationships, shared knowledge, and genre, and which generally follows certain preferred organizational patterns: temporal/chronological ordering, spatial organization, cause-effect, condition-result, etc. that is, “cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it” (ibid., 8).

Thus, Discourse Competence can be seen as the ability to understand, create and develop forms of the language that are longer than sentences (stories, conversations)

2.1.3. Strategic Competence

Strategic competence is the knowledge of communication strategies and how to use them. It was defined by Canale and Swain (1980, p.30) as ‘verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence’. In other words, strategic competence refers to the ability to get one’s meaning across successfully to communicative partners, especially when problems arise in the communication process. Another explanation of Canale and Swain, as mentioned by (Ohno 2011), strategic competence is made up of verbal and non-verbal communication strategies that may be

called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence. It is composed of the mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication.

Moreover, Mercia (1995, p.26) suggested that, the work on communication strategies has typically highlighted three functions of strategy use from three different perspectives:

(a) Psycholinguistic perspective: Communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal; e.g., avoiding trouble spots *or* compensating for not knowing a vocabulary item (Fterch & Kasper, 1984).

(b) Interactional perspective: Communication strategies involve appeals for help as well as other cooperative problem-solving behaviors which occur *after* some problem has surfaced during the course of communication, that is, various types of negotiation of meaning and repair mechanisms (. Tarone, 1980; Varonis & Gass, 1985).

(c) **Communication continuity! Maintenance perspective:** Communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans. (Dornyei),

To conclude, strategic competence is when a user of language is fully competent to use the language in order to achieve an effective communication.

2.1.4 Grammatical Competence

As we mentioned before grammatical competence is considered to be a part of communicative competence which also is called linguistic competence defined by Canal and Swain (1980,p.29) “Is that aspect of CC that encompasses knowledge of lexical items and of rule of morphology , syntax and sentence -grammar ,semantics , and phonology”. Moreover they explained that Grammatical Competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulate). The grammar of any language in this sense is highly complex and so far defies definitive or exhaustive treatment .So it is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. According to Noam Chomsky “It includes phonological competence. For examples, learners of English need to know that:‘s/es’ is added to the verb which is in present indefinite tense following a subject which is third person singular. With this, a

person knows how words of a language would be used, what type of changes would take place when words are put in sequence” (Dr Baraman, p.6, 2014)., supporting those definitions (Savignon, 2002) when he said that refers to sentence-level, grammatical forms, is the ability to recognize the lexical, morphological, syntactical and phonological features of a language and to make use of those features to interpret and form words and sentences. One can demonstrate grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation.

3. Basic Grammatical Terminologies

Grammatical knowledge including everything the one’s know about the structure of one language, its syntax, its morphology, its phonetics and phonology and its semantic and pragmatic, the following part will discuss this different grammatical terminologies.

3.1 Syntax.

Syntax is a central component of human language as(D. Valin,2001,p.1) defined it “ the term syntax , is from the Ancient Greek “Syntaxis”, a verbal noun which literally means “arrangement “ “setting out together “traditionally , it refers to the branch of grammar dealing with the ways in which words with ,or without appropriate inflections are arranged to show connections of meaning with the sentence.” Radford (1997) states that, “syntax is the combination by which words are put together in order to form phrases and sentences” (p.1)

Moreover, syntax deals with how sentences are constructed and user of human language employ a striking variety of possible arrangements of the elements in sentences .One of the most obvious important ways in which language differ is t the order of the main elements in a sentence. In English for example, the subject comes before the verb and the direct object fallows the verb which means that, the number of meaningful expression that can be produced by users of a human language is potentially infinite, and this expressive potential comes from the combination of the basic meaningful elements with syntactic principles. (ibid, 2011).

3.2 Morphology

Morphology as defined by Radford(1997,p.1) “is the study of how morphemes are linked together to form a word , and knowing how to combine such arrangement “other definition “Morphology is concerned with structure of words, and morphological analysis is the process by which linguists break complex words down into their components”(D. Valin.2001,p.13).further explanation which suggested by Dr. Alkhuli in his book “ English Grammar Morphology ,2004) that the smallest meaningless unit in any language is the phoneme ,which string together horizontally or linearly according to certain rules and restrictions and form syllables, which are also meaningless and belong to the phonetic level in language hierarchy. Syllables string together horizontally to make morphemes. Morphemes string horizontally to make words, from which we make phrase, clause and finally sentences as shown in Figure below.

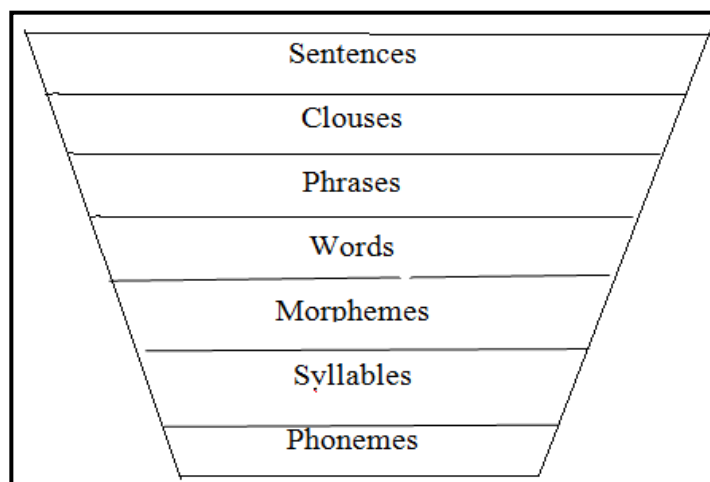


Figure 2.1: Language Hierarchy (Alkhuli.2004, p.11)

Since phonemes and syllables are meaningless, they come under phonetics and thus belong to the phonetic level of language. Since morphemes and words are meaningful, they belong to the **morphological level** of language, while phrase, clause, and sentences belong to the syntactic level because they are meaningful and because they require a certain internal order of words. Therefore, the word comes in between morphemes and phrases it is higher than the morphemes, but lower than the phrase, .So the linguistic science which studies the word is called **morphology** when it combined with syntax makes grammar .we understand that Morphology studies the word and its internal structure.

3.3 Phonetic and phonology

Speakers' knowledge of their language also includes knowledge of the Sounds and sound patterns which occur,(Filip,2008) suggested that, Phonetics studies the physical side of linguistic utterances articulation and perception of speech sounds” while Dr. Alkhuli

(2002) explained phonetics as the speech sounds and this sounds can be explained in many way :articulatory, acoustic and auditory .

Articulatory Phonetics: Is how do we produce speech sound ?Where are they produced What body organs take part in the process of speech sound production, such questions are dealt with this branch which also called physiological phonetics, which emphasized the articulation or production of speech sound. On the other hand “**Acoustics Phonetics**”: or physical phonetics, which studies the physical features of speech sounds as they are transmitted from the speaker to the hearer tat’s means the musical and non-musical qualities of speech sound, and finally “**Auditory Phonetics**”: this branch studies the reception of speech waves, their analysis, and finally their perception by which the hearer center in the human mind.

Besides, **knowledge of Phonology** determines how we pronounce morphemes in different context it is the study of sounds patterns in human language, and this knowledge permits a speaker to produce sounds that form meaningful utterances, to recognize a foreign accent , to makeup words, to add the appropriate phonetic segments to form plurals and past tenses, to produce aspirated and in aspirated voiceless stops in the appropriate context, to know what is or not a sound one’s language , and to know that different phonetic strings may present the same morpheme.”(Fromkin,et all,2002,p.274) so it tells us how to pronounce different morphemes in different contexts.

3.4 Semantics

Speakers also know quite a lot about what the expressions in their language mean or signify, in general “semantics is a study of meaning in language.”(Hurdford et al.2007,p1), in addition(Fromkin,et all,2002) agree that, in order to understand language we need to know the meaning of words and morphemes that composes them, and also we must know how the meaning of words combines into phrase and sentence meaning ,from that “Semantics is the study of meaning expressed by elements of any language, characterizable as a symbolic system. It is the goal of linguistic semantics to describe the meaning of linguistic elements and to study the principles which allow (and exclude) the assignment of meaning to combinations of these elements. A complete and an adequate semantic theory”(De Swart 1998, p.2). The study of meaning in general is done by **semiotics**. Semiotics studies how “signs” mean, that is, how we can make one thing stand for another (a “signifier” stands for a “signified”). Normally, semioticians find it useful to make a three-way distinction:

1. **Icon:** a relation of similarity between the sign and what it represents; for example, a portrait, etc.
2. **Index:** a cause-effect relationship; contiguity in space or time; for example, smoke and fire, yawning and boredom, vultures circling overhead a dead animal
3. **Symbol:** an arbitrary, conventional relationship between sign and meaning: for example, *red flag* and *danger*.(cited in Filip ,2008).

In general, semantics is the study of how the language is organized in order to express meaning, so the meaning of words is part of linguist knowledge.

3.5 Pragmatics

Pragmatics is not easy to separate from semantics. “**Pragmatics** is the study of various aspects of language use; it deals with the ways in which language-users use and interpret words and utterances in particular situations”. (Laslo.2010, p.77) .in general the study of how context affects linguistic interpretation is pragmatics and also is about language use. The **context** may be linguistic what was previously spoken or written, or knowledge of the world which is **Situational context**. In addition pragmatics is important when interpreting discourse; that consists of several sentences, including exchanges between speakers, example in determine whether a pronoun in one sentence has the same referent as a noun phrase in another sentence, and other sentences can be omitted but speakers can interpret what is missing. The well structure discourse can follow certain rules or **maxims** such as” be relevant” to make the discourse coherent. There also grammatical rules that affect discourse, such as those determine when to use the definite article **the**. Moreover pragmatics includes :

- **Speech acts:** the study of what an utterances does beyond just saying something .The effect of what is done is called the **illocutionary force** of the utterances, for example use of a **performative verb** like *bequeathg* may be an act of *bequeathing*, which may even have legal status.
- Presuppositions:** are implicit assumption that accompany cerain utterances.
- Deictic:** term such as, *you* , *there* , and *how* ,require knwledge of the circumstances (the person , place , or time) of the ytterances to be interpreted refrentially.(, Hayams,2002)

In this part we can generate that, linguistic knowledge as represented in the speaker's mind is called a **grammar**, and then a general theory of language is a theory of grammar. Which includes everything one knowledge about the structure of his language its **morphology** (the structure of words), its **syntax** (the structure of phrases and sentences), its **semantics** (the meaning of words and sentences) and its **phonetics** and **phonology** (the sounds and the sound system or patterns), and pragmatics.

4. Lexical Categories

Noun, verbs, adjectives, and prepositions are traditionally referred to as “part of speech” or “word classes”, in contemporary linguistics they are termed Lexical categories, which assumed to constitute the foundation of any language use. A brief discussion of the selected grammatical competence areas are presented below:

According to (D.Valin, 2001) and (Harmer, 1998), in traditional grammar, lexical categories are characterized in terms of their semantic content. For example, *noun* is defined as ‘name of person, place, and *verb* is defined ‘as an action word ‘and *adjective* is defined as a word expressing or properties. In modern linguistic, however, they are defined in terms of their grammatical properties (morphosyntactically). **Nouns** may be classified in a number of ways, nouns that refer uniquely to particular entities or individuals, e.g. *San, Elihزابith.London*, this type are referred to as **proper nouns**. Nouns which do not refer to unique individuals or entities are called **common nouns**, e.g. *Fish,able, dog*, one of the important differences between proper and common nouns is that the later normally take an article, while proper nouns do not, e.g. *The boy left verses the Sam left*, in addition,

common nouns may be divided into two .count nouns , which denote countable entities,e.g. seven pencils, many cars, and **mass nouns** that are not readily countable,e.g. “*two waters*” “in order to make them countable , it is necessary to add what called” **a measure words**” e.g. *two glasses/bottles/of water*.

Meanwhile, we can substitutes nouns with **pronouns** which are another important category in English language, e.g. *John went to the store and he bought some milk*. In which he stand for *John* in the second clause, and this is true only of third person pronouns like, *he, she, it*, however they are not true of first person pronouns like *I* or second person pronouns like *you*. According to verbs DeCapua (2008) claimed that the first association many people make with the term **verb** “is that of an action” as in *run, drive, listen*, verbs also refer to the state of something, as in “*be, am, is, are*”.English verbs may also indicate time. *We eat sandwiches* and *we ate sandwiches* refer to different times, in addition to DeCapua explanation Harmer presents types of verbs. **Auxiliary verbs**, that are, *be, do, have* and **Modal verbs** , *shall, should, will, would* ,verbs which consist of main meaning e.g. *He arrived at six o'clock*, this type refers to as **Main verbs** and the last type **phrasal verbs** that mean adding (adverbs and prepositions) to create meaning e.g. “*set out*” “*we set out the following day*” “*put up*” “*I’m going to put up with this anymore*” .Phrasal verbs confuse students of English because not only do many other languages not have this kind of meaning unit , but it is difficult to work when you are dealing with a single of meaning e.g. “*She looked up the word in the dictionary*” and when you are simply dealing with a verb and a following preposition e.g. “*She looked at him*” In the second example, the meaning of “*look*” has not changed by “*up*” while in the first it has.

In brief definition D.Valin claimed that **adjectives** are typically express properties of entities ,e.g. *red apple, a tall women*, on the other hand Harmer propose that adjectives can be made comparative “good- better-,nice “ Young – younger they fall into a number of categories, one syllable adjectives generally add ‘er or est’ to become **comparative and superlative** , some adjectives are irregular, like ‘good,bad, adjectives which end in vowel consonant doubl the final consonant like “big- bigger”and adjectives that end with “y” usually change the “y” to “i” like “silly sillier”.Furthermore, **adverbs** are word which describes ar quaolifier other type of words such as, adjectives, verbs, and adverbs for D.Valin , adverbs are typically but not allawys ,end in “ly”,e.g. *quickley, happily,rapidly*,while *Fast* and *Friedly* are exception;e.g. *drive friendly vs a frienfly waiter*, and he proposes that adverbs can be classified in terms of nature of modifications; such as **Manner adverbs** for example, indicate the manner in which something happened,e.g.Dana will see John *tomorrow*, the most common adverbial modifiers adjectives and adverbs words like ,*extremely, rather , and very*,e.g.*a very tall tree*.This calss of modifiers refferd toas **degree modifiers**.**Prepositions** also are other category in english language that accur befor their object,e.g. *under,to, in* .In addition , **articles**, *a , an*, and demonstratives, *this, that* belong to aclss of word called **determing** that usuallycomes before a noun , articl, a and an o are called **indefinite articl**s t to a particular that used to reffer to a particular person or thing when the listener/reader doesn’t know which one is bieng described,e.g. *a man ws reding the paper*, on the other hand the **definite articles** “*the*” used when we think that the reader or listener knows which particular thing or person we are talking about, or when there can only be one such as “*the oldest man in the world*”.Finnaly all the major lexical categories can be linked by

conjunctions such as, *and* , *but*, *or*,e.g. conjoined **NPs** “ *a boy and his dog*”, conjoined adjectives ,e.g. tall and slender, and conjoined verbs such as “*soufia dance and sing*”

In general, in this part we have tried to summarize the most important lexical categories, because they cover a wide section in English language and lexical competence is a part of grammatical competence when the English learner should have the ability to recognize and use words in a language in the way that speakers of the language use them and also understanding the different relationships among families of words and the common collocations of words.

5. Grammar and some Interrelated Issues

How can knowledge of grammar be used to improve our style of written or speech? If we know something about grammar, we can criticize and discuss our own writing or speech and learn to improve them. In the following part we will see the importance of grammar in our written and speech.

5.1. Grammar and speech

Several assumptions have discussed the role of grammar in enhancing learner's speaking skill. Based on recent study Williams (2005) argues, that grammar instructions are crucial and an inevitable teaching subject. He writes many different approaches have adopted drills techniques and exercises to teach grammar instructions. At this stage, learners are required to repeat grammatical properties until they memorize them.

Subsequently, teachers provide an intensive practice of what was being taught to check their learners' attainment as well as their ability in distinguishing the different parts of speech. However, an opposing point of view claims that, being competent in such activities does not create fluent speakers. The evidence is that learners generally in such activities can do them without integrating speaking skill. At the end of this discussion Williams comments, unfortunately there are no classes that cover grammar and speaking skill at once.

5.2 Grammar and writing

According to Williams (2005), some language theorists and scholars have emphasized the role of grammar in writing. Writing teaching approach stresses the form and structure in good writing. However, it could be argued that things nowadays are changed. Teachers instead of evaluating learners' writing according to its form, they rather focus on content and style factors. The indication is that writing is something related to personality and there is not wrong or right in self- expressive writing. Consequently, this consideration leads to ask over what is a good style in writing. It is often said that, a good style occurs in authentic writing where the writer describes the reality in the correct form. Williams reports that, mistakes appearance in writing may be acceptable in some cases; however, good writers are those who can control their works and produce a free - mistakes pieces. He adds providing free-mistakes pieces mean that the writer is aware about the writing conventions as well as about grammar formulations. Undoubtedly, teaching grammar does not guarantee the creation of good writers, but may develop learner's abilities and performance.

In general, being familiar with a language requires much more than knowing every possible vocabulary word or reciting every possible verb form. Indeed, it requires knowing about the system of rules for the language, in order to outline its conventional or acceptable use in both oral and written communication.

6. Learners' Grammatical Problems

There are many problems that students face in learning grammar and the following are the most common ones: Interlingual transfer, positive transfer and, negative transfer.

6.1 Language Transfer

Transfer in language learning is an essential subject by scholars. Odlin presents the importance of studying such issue in applied linguistics, second language acquisition and language teacher (1989). Language transfer is also known as L1 interference, linguistic interference and cross meaning. It usually involves a relation between mother tongue and target language (Odlin, *ibid*). In other terms, it refers to the situation when speakers or writers apply knowledge from their native language to target languages. Such language issue occurs when the learners are not well competent in L2; especially in grammar. Language learners may apply the grammatical rules of their mother tongue to use English which is an indicator of students' motivation in learning the language. Learners may make comprehensive and productive errors. For example, a productive error or when they say "My father live in Gloucester" (Ellis, 1994). On the other hand, a comprehensive error occurs when they misunderstand that (s) refers to the plural form of English nouns.

Consequently, the process will influence on the development of students' learning skill and performance in grammar.

The language learners may produce correct or incorrect language transfer. The former called "Positive transfer" and the later named "negative transfer".

The early stages of learning process are characterized by the dominance of language transfer. Learners make the positive transfer when they use the same grammatical structure of two languages. Such language interference allows learners to respond correctly in the new language setting which is called "positive transfer". Besides, we use the term when are able to use a procedure which we previously used to solve a problem in a target language (Roberston, 2001). If learners have already learned to form a plural is to put (s) to the base form, it will ease the process of learning in the TL. This is because it will be easy for them to transfer a structure they have learned before to a new language.

In Foreign language (FL), learners make negative transfer errors when their language rules are completely different from the foreign language structure (S.L. Robinson, 2001) argues that the term " indicates term indicates to the case that a procedure learned in the past can impede one's learning of a new procedure" (p.67). Besides, this transfer is usually considered to be structured, phonological, and lexical, in addition, transfer from one's native language in English learning usually occurs partially, but it can cause mistakes in meaning, if serious, which makes communication unsuccessful. Thus, teachers and learners should be aware of such errors to avoid them.

Inerlingual Transfer represents analogical errors; also refer as “overgeneralization”. However, once the system becomes familiar to the learner, they begin overgeneralising the second languages rules. For example, overgeneralization is illustrated in such utterances; “I goed” instead of saying “I went”. In addition, researches cannot be certain of the source of the source of the errors unless they have repeated systematic observation of learners’ utterances and writing, which remove the ambiguity of the single error (Brwon, 1994).

As a result, the transfer of patterns from the native language is one of the major sources of errors in learner language, so those Errors and mistakes should be corrected by teachers to avoid fossilization.

Conclusion

In short, in this chapter we have seen that grammatical competence is the important component in language learning besides the other components such as ,sociolinguistic competence, discourse competence, and strategic competence, it including everything the one’s know about the structure of one language, its syntax, its morphology, its phonetics and phonology and its semantic and pragmatic. Moreover, we have tried to summarize the different lexical categories such as, nouns, verbs, adjectives ,adverbs and others and then we discussed the important of grammar knowledge in improving our style of written and speech, finally, we have spout light on the most important problems facing learners in learning grammar.

Chapter Three

Analysis of the Results

Introduction

1. Population and Sampling

2. Teachers' Questionnaires

2.1. Aim of the Teachers 'Questionnaire

2.2. Description of the Teachers 'Questionnaire.

2.3. Analysis of the Results

2.4. Discussion

3. Students' Questionnaire

3.1. Aim of the Students 'Questionnaire

3.2. Description of the Students 'Questionnaires

3.3 Analysis of the Results

3.4 Summary

Conclusion

Recommendation /General conclusion

Introduction

As it was mentioned previously, this research opted for two questionnaires as collecting data tools. These questionnaires sought to collect teachers and learners' perceptions about the significance of English grammar and the two approaches to teaching it, deductive and inductive. Thus, the following chapter will provide a systematic description about the two questionnaires as well as it will outline participants' responses statistically and qualitatively in types of statistical tables, figures, and analytical interpretations.

1. Population and Sampling

Second year EFL learners of Biskra University represent the whole population of this study. The total number of students is (464) divided into ten (10) groups. Two groups were chosen randomly as a sample. The sample participants are from different socio-economic backgrounds and with different levels, ages, and genders as well. Our second sample consists of eight grammar teachers at the level of English department of Mohamed Kheider University of Biskra. This sample includes novice teachers with different degrees and experience. We have administered 60 questionnaires for the students, and we have received all the copies, and eight (8) questionnaires for the teachers and have received only seven (7) copies.

2. Teachers' Questionnaires

2.1. Aim of the Teachers 'Questionnaire

The objective of this questionnaire is to get teachers 'perspective about whether grammar is essential part in teaching the language, it also aimed to detect their attitude about the inductive and deductive approaches as well as the explicit and implicit grammar presentation in terms of their effectiveness in improving learners 'grammatical competence, and what can they suggest in order to enhance such level.

2.2 .Description of the Teachers' Questionnaire.

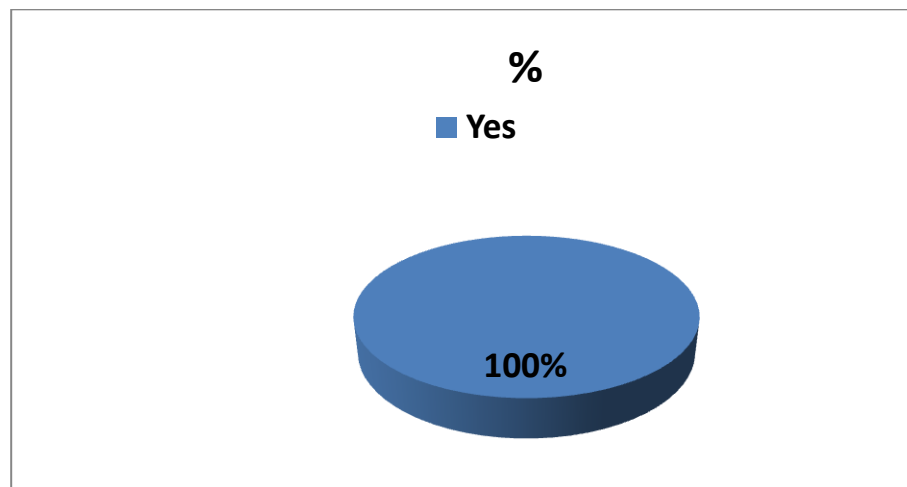
The teachers' questionnaire consists of nineteen (19) questions. Thirteen (13) of the questions are close- ended, and six 6 questions which were open- ended questions. The questionnaire was divided into two sections: Teaching grammar and Grammatical competence, the first section consists of thirteen (13) questions; the teachers were requested to give explanations or clarifications about the importance of grammar and and the effectiveness of the two approaches, deductive and inductive in teaching it. On the other hand ,the second section include six questions (6Q) aim at getting teachers' perceptions about grammatical competence , what are the problems that face them in teaching grammar, as well as these questions were delivered to collect data about teachers' evaluation about learners' levels in grammar, and in their opinions what is the useful method that can enhance this level.wathier ,deductive ,inductive or both of them (eclectic) .However, the last question is an open-ended one designed for further suggestions.

2.3. Analysis of the Results of Teachers' Questionnaire

Q1. Is grammar an essential part of language in language learning?

Options	Number	Percentage
Yes	7	100%
No	/	/
Total	7	100%

Table 3.1: The Importance of Grammar in Language Learning



Graph3.1: The Importance of Grammar in Language Learning

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

Q2. What are the most significant problems you face in teaching grammar?

Concerning this question the majority of teachers four(4) answered that the most significant problems they face in teaching grammar is students lack of motivation to learn grammatical structures and also students lack of interest and response inside the classroom and during the lesson. While three (3) teachers see the problem in the learners' disabilities of mastering grammatical rules and applying them in different contexts .that is the low level of students 'grammatical competence. Other teacher sees the problems in the nature of grammar itself, and he agrees that the major problems facing in teaching grammar are:

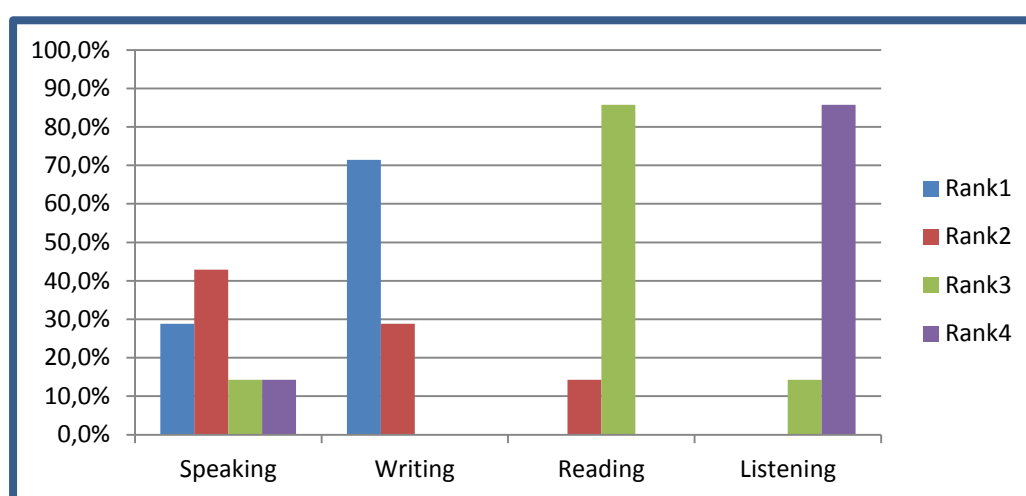
- The abstract nature of the grammatical rules.
- The incoherent aspect of certain rules.
- No correlation between the grammatical rules in the native and foreign languages.
- Inadequacy of practice tasks.

Q3. Does Grammar enhance?

- a. Speaking
- b. Writing
- c. Reading
- d. Listening

Options	Rank1	Rank2	Rank3	Rank4
Speaking	28.85%	42.85%	14.28%	14.28%
Writing	71.42%	28.85%	/	/
Reading	/	14.28%	85.74%	/
Listening	/	/	14.28%	85.74%

Table3.2: The Importance of Skills that Grammar Enhances



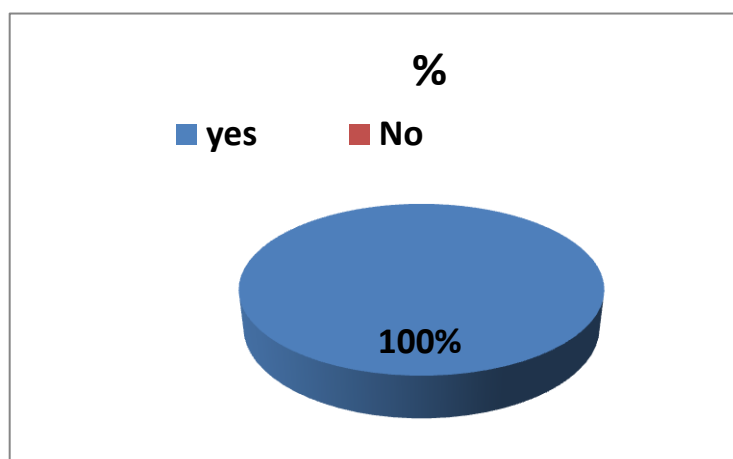
Graph 3.2: The Importance of Skills that Grammar Enhances

In rank 01, writing is the more enhanced by grammar (71.42%), followed by Speaking (28.85%), and no importance for reading (0%); whereas in rank three reading in rate of (85.74%) ,and then the majority of the teachers have been agreed that listening is the last skill (85.74%) So, grammar enhances mostly all the skills, but in particular speaking and writing.

Q4. Do you agree that grammar will enhance your students' achievement in English as a foreign language?

Options	Number	Percentage
Yes	7	100%
No	/	/
Total	7	100%

Table3.3: The Role of Grammar in Enhancing Students' Achievements.



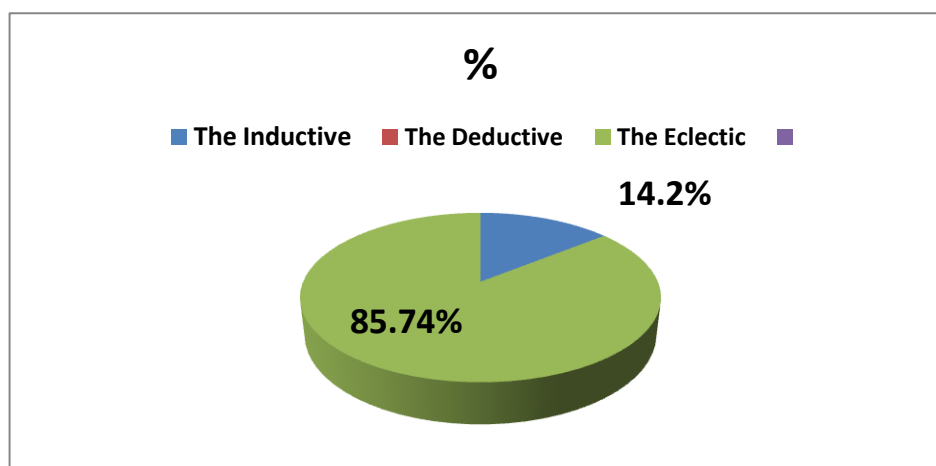
Graph 3.3: The Role of Grammar in Enhancing Students' Achievements.

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

Q5. When teaching grammar, which approach would you consider more useful?

Option	Number	Percentage
a) The Deductive	1	14.2%
b) -The Inductive	/	/
c) The Eclectic	6	85.7%
Total	7	100%

Table 3.4: The More Useful Method

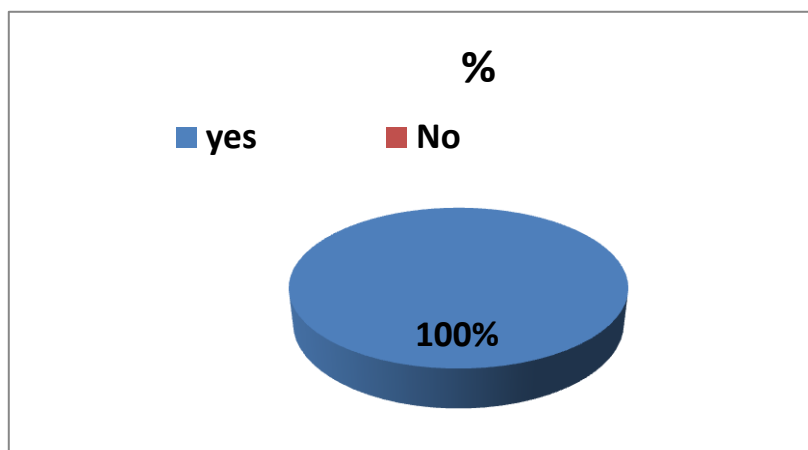


Graph 3.4: The More Useful Method

From the results above, we find that only one teacher opts the Inductive teaching in rate of (14.2 %), however, no one of the teachers see the deductive approach as a useful method in teaching grammar While six grammar teachers (85.74%) agree that an eclectic method fits better all types of learners. Teachers argue that this approach fits all types of learners and with different levels.

Q6 .Students understand better if you provide examples before teaching the rule

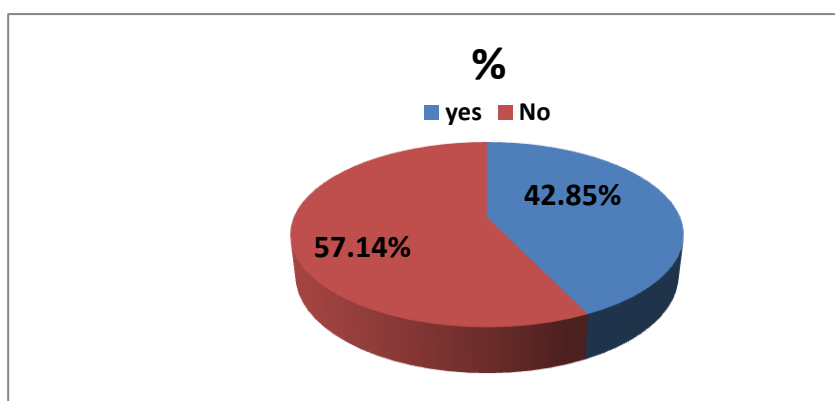
Options	Number	Percentage
Yes	7	100%
No	/	/
Total	7	100%

Table3.5: Students Understand Better When Using Deductive Method**Graph 3.5: Students Understand Better When Using Deductive Method**

We notice from the graph that all the teachers that is (100%) consider their students more successful when they give examples before presenting the grammatical rule.

Q 7 Students understand better when you provide the rules first

Options	Number	Percentage
Yes	3	42.85%
No	4	57.14%
Total	7	100%

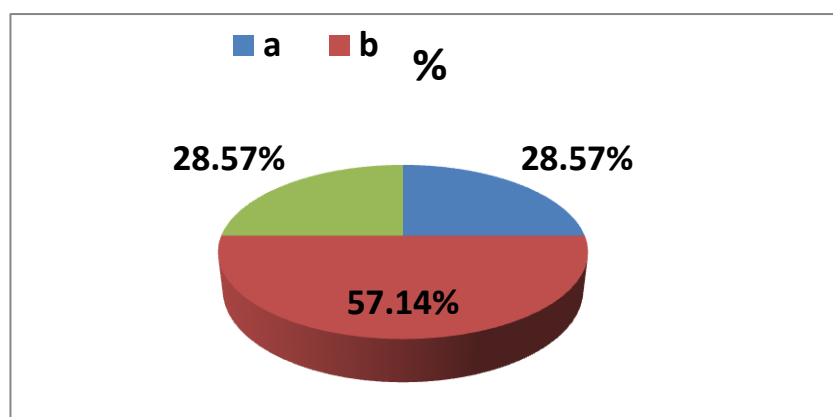
Table3.6: Students Understand Better when Using the Inductive Method**Table3.6: Students Understand Better when Using the Inductive Method**

From the results in the table above we find four teachers in rate of (57.14%) prefer implicit presentation of the rules while three in rate of (42.85%) of them believe that presenting formulated rules works better with their students. That is the explicit presentation.

Q.8 when using the deductive approach, do you think your students are?

Option	Number	Percentage
a- Highly motivated	2	28.57%
b- Motivated	4	57.14%
c- Less motivated	2	28.57%
d- Not motivated	/	/
Total		100%

Table3.7: Learners' Attitudes towards the Deductive Approach



Graph: 3.7: Learners' Attitudes towards the Deductive Approach

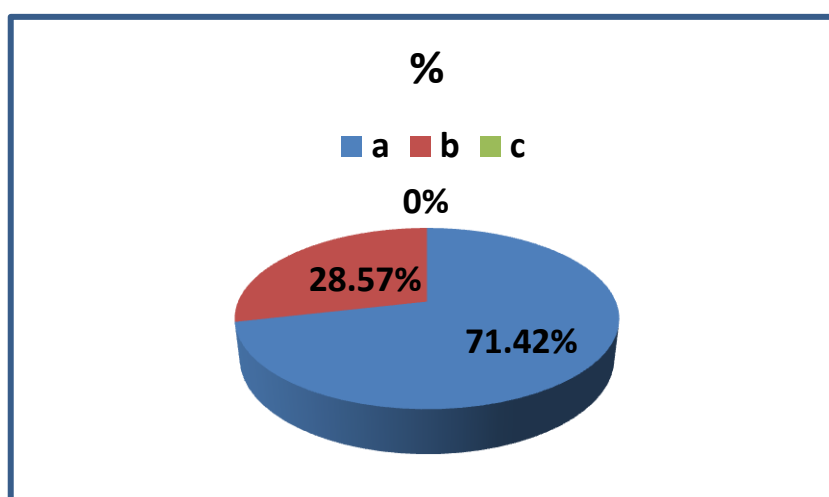
According to the results reported in the table above, four teachers (57.14%) state that the deductive approach makes their learners motivated maybe this satisfaction is due to the simplicity and clarity of the rule in the deductive teaching .Whereas, two teachers (28.57%) claim that the deductive approach make their learners less motivated perhaps because some learners do not prefer to be passive recipients while their teachers talk all the

time .In the other hand tow other teachers reports that deductive teaching makes his learners highly motivated.

Q9. What is your impression about the effectiveness of this approach?

Options	Number	Percentage
a - Effective	5	71.42%
b - Very effective	2	28.57%
c -Not effective	/	/
Total	7	100%

Table: 3.8The Effectiveness of the Deductive Approach.



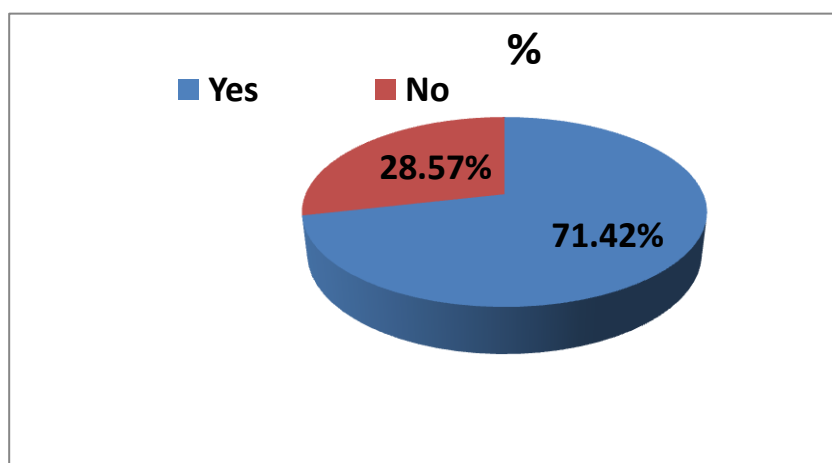
Graph 3.8: The Effectiveness of the Deductive Approach

From the results in the table above we find five teachers in rate of (71.42 %) consider the deductive approach as an effective way for teaching grammar, however two(28.57%) other teachers consider it as very effective approach to teaching grammar.

Q10. Does the inductive approach offer more advantages over the deductive one?

Options	Number	Percentage
Yes	5	71.42%
No	2	28.51%
Total	7	100%

Table 3.9: The Superiority of the Inductive Approach



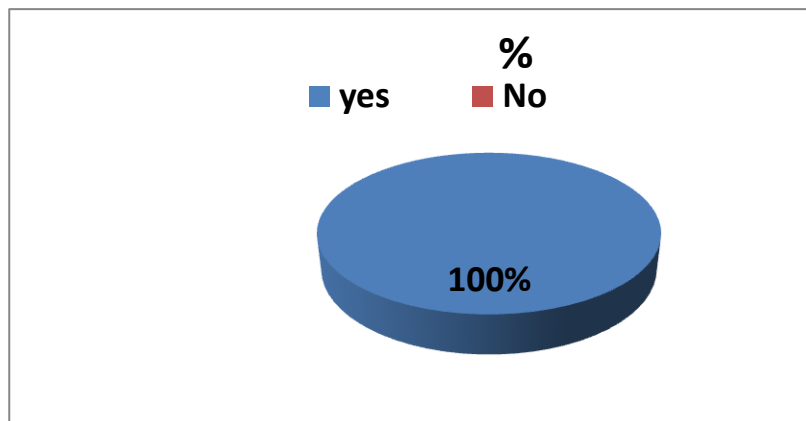
Graph 3.9: The Superiority of the Inductive Approach.

The graph shows, teachers differ widely in their responses. While five teachers answer by saying that, the inductive approach offers more advantages over the deductive approach in rate of (71.42 %). The rest two of teachers (28.57%) do not find any advantages in the inductive approach that makes it superior than the deductive approach.

Q11. Do you find any differences between the two approaches?

Options	Number	Percentage
Yes	7	100%
No	/	/
Total	7	100%

Table 3.10: Differences between the two Approaches



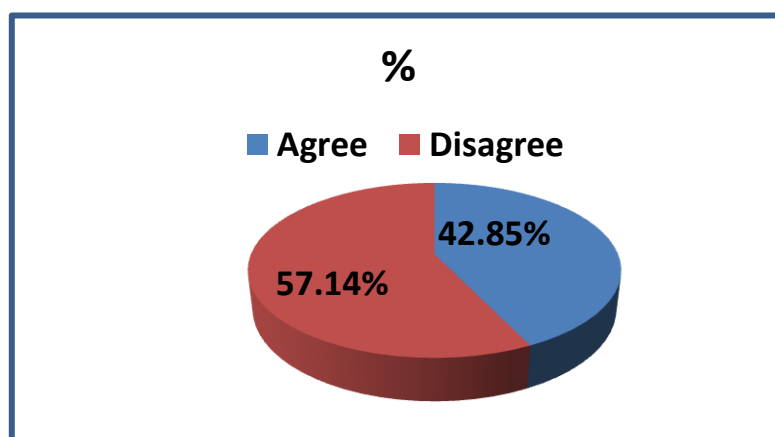
Graph 3.10: Differences between the Two Approaches

The results above show that all the seven teachers in rate of (100 %) believe in the existence of differences between the two approaches when the deductive approach implies explicit presentation, while the inductive approach implies implicit presentation.

Q12. The learner in the deductive approach is a passive learner because he gets grammar rules without any effort.

Options	Number	Percentage
Agree	3	42.85%
Disagree	4	57.14%
Total	7	100%

Table3.11: The Learner in Deductive Approach is a Passive



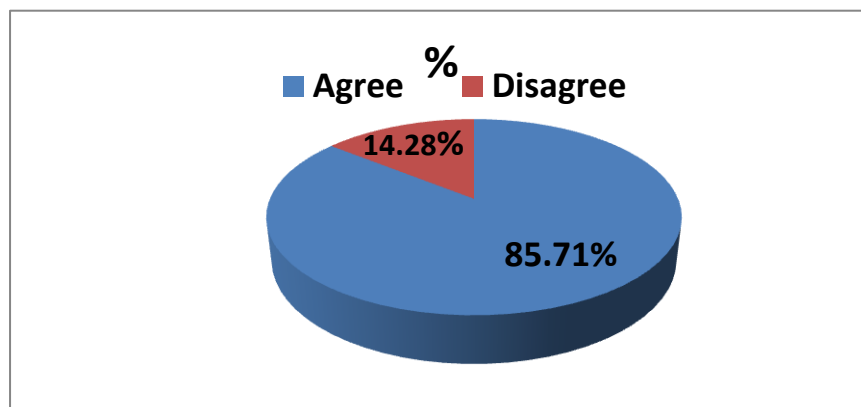
Graph3.11: The Learner in Deductive Approach is a Passive

Concerning this question teachers opinions were divided into two groups, when four of them (57.14%) agree that the learner is not the same as in the inductive approach where he interacts with the examples and tries to come up with the rule. The learner in this approach is a passive learner because he gets grammar rules without any effort. He just listens to the presentation of the rule in the beginning of the lesson. Then, he tries to apply it in some exercises. While three of them (42.85%) they refused this idea.

Q13. The learner in the inductive approach is an active learner because he discovers the rule by himself

Options	Number	Percentage
Agree	6	85.71%
Disagree	1	14.28%
Total	7	100%

Table3.12: The Learner in Inductive Approach is an Active Student



Graph 3.12: The Learner in Inductive Approach is an Active Student.

We notice that the majority in rate of (85.71%) agree that the learner in the inductive approach should be very active in the sense that he is the one who completes the building of the course. This approach involves learners' participating actively in their own instruction. On the other hand, only one teacher who didn't agreed.

Section Two: Grammatical Competence

Q14. How can you define grammatical competence?

Definitions	Numbers of teachers
When students are aware of grammatical competence and he/she master their function and use in context especially written and spoken situations.	2
The ability to use the FI without errors (the mastery of linguistic rules)	2
It is the ability to recognize different grammatical rules and structures, then using them effectively when communicating	3

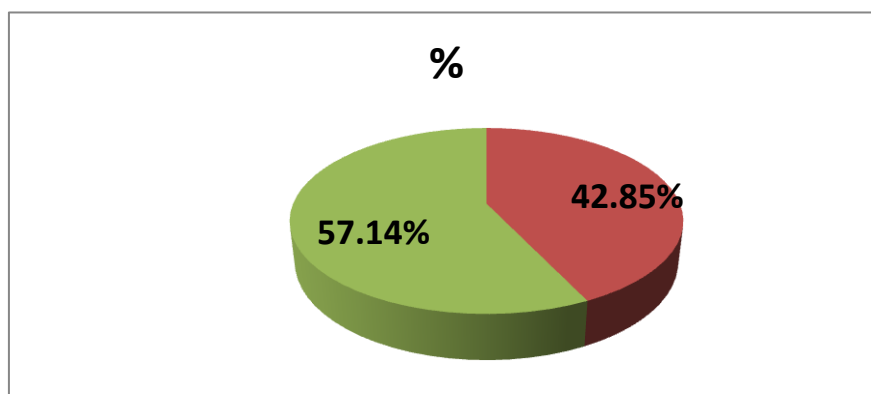
Table3.13: Definitions of Grammatical Competence.

So, all the teachers agree that grammatical competence is the ability to apply the grammatical rules in any context spontaneously, and it is an important aspect in communicative competence.

Q15. As far as second years are concerned .How do you evaluate their level of grammatical competence?

Options	Number	Percentage
a - Good	/	0
b - Acceptable	4	42.85%
c -poor	3	57.14%
Total	7	100%

Table3.14: Teachers' Evaluation of Students' Grammatical Competence.



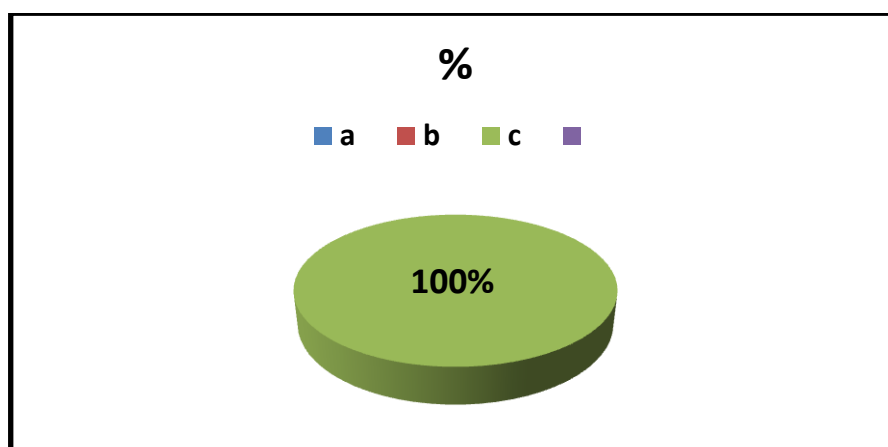
Graph3.13: Teachers' Evaluation of Students' Grammatical Competence.

We can note from the figure 57.14% of teachers answer that students have a poor level in grammatical competence as what has been shown in the table. We can also notes that 42.85% of the teachers claim that students who have an acceptable level, while no teacher see that students are good in grammar.

Q16. In case it is not the expected level, do you think the reason is from

Options	Number	Percentage
a – The student himself	/	
b – The method used for teaching grammar	/	/
c –both of them	7	100%
Total	7	100%

Table3.15: The Reason of Students' Poor Level in Grammar.



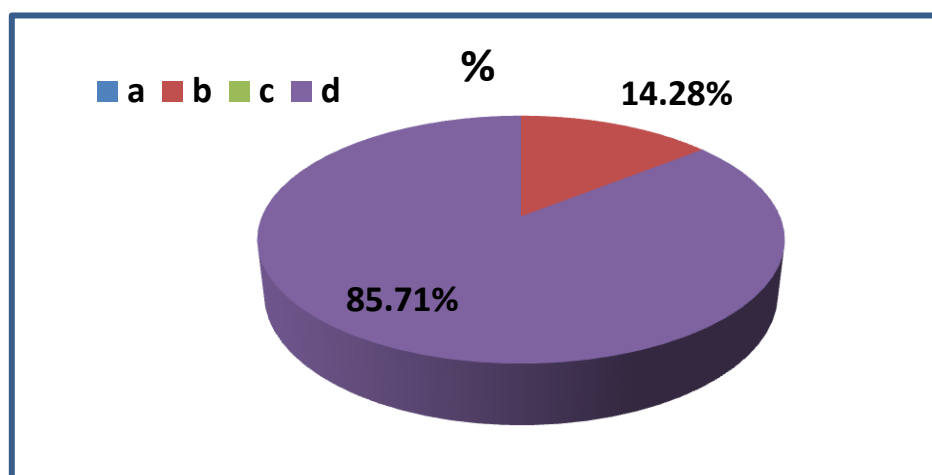
Graph3.14: The Reason of Students' Poor Level on Grammar.

Concerning this issue all grammar teachers (100%) agree that the problem is that in both the method using in teaching grammar and the learner himself could be a reason for such unacceptable level, in addition, one of the teachers put the lack of practice as another reason.

Q17. The student is considered as having achieved the expected level of communicative competence when:

Options	Number	Percentage
a- He talks with a grammatically corrected language	/	/
b- He has the appropriate things to say in a wide range of context	1	14.28%
c- He is creative and imaginative in using the language	/	/
d- All of this	6	85.71%
Total	7	100%

Table3.16: How can the Student Achieve the Expected level of Communicative Competence?



Graph 3.15: How can the Student Achieve the Expected level of Communicative Competence?

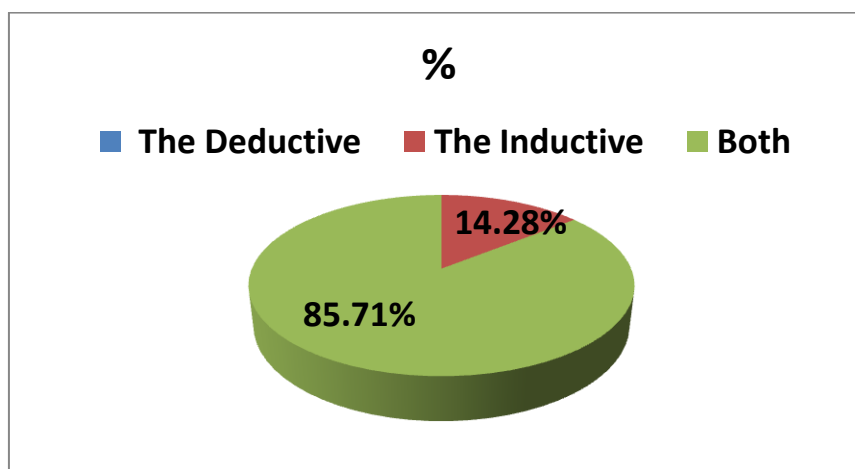
The results show that six teachers in rate of (85.71%) believe that to achieve communicative competence, learners need to speak with grammatically corrected language and he has the appropriate things to say in a different context with an imaginative and creative way in using the language. on the other hand we notes that just one teacher(14.28%) who believe that the leaner need just to know what he wont to say in wide range of context, and he justify that : The mastery of rules besides a correct language in any context. While the other teachers they justify their answers as:

- Grammatical competence comes from intensive learning and practice to achieve a high degree of language mastery.
- To be competent in communication need an interrelation between many areas, first the learner should know about the grammatical rules, and then «Appropriate” when and how to deal if he put in new situations (communicative strategy).
- Communicative competence implies proficiency in the linguistic and sociocultural aspect of the foreign language.
- The mastery of the rules besides a correct language in any context.

Q18. For enhancing learner's grammatical competence, which method do you think is the more effective?

Option	Number	Percentage
- The Deductive	/	/
-The Inductive	1	14.28%
-Both	6	85.71%
Total	7	100%

Table3.17: The Effective Method for Enhancing Learners' Grammatical Competence



Graph3.16: The Effective Method for Enhancing Learners' Grammatical Competence

From the results above, we find that only one teacher opts the inductive teaching in rate of (14.28% %) because he claimed that it is more motivating as the learner discovers the rules in their natural context, however no one of them choose the deductive approach as

the effective way of teaching. . While six grammar teachers (85.71%) agree that an eclectic method can enhance or improve students' grammatical competence. And they justify that:

- No one approach is perfect all the time, and the teacher can decide which one is appropriate in each course. So it depends on the objective of the lesson and the learners 'need.
- Deductive and Inductive methods in teaching grammar are complementary. They complete each other
- The FL learner should be able to discover the grammatical rules; in addition the need for precise generalization is equally important.

Q 19. What do you suggest for improving student's grammatical competence?

Concerning this question teachers suggest that:

- In order to improve the student 'grammatical competence we need to focus more on practicing the rules in a new context.
- Teachers of oral expression should focus on learners grammar mistakes and correct them.
- Finding new methods of teaching grammar that are appealing for most students.
- The teacher should opt for an eclectic method of teaching in order not to get the student bored.
- Grasp the rules from authentic materials
- The teacher should be aware of the nature of the lesson in order to deal with the appropriate method.

- Using various techniques like Brainstorming for comprehension.
- Teachers also emphasize the role of reading and communication as two means of acquiring grammatical rules.

2.4 Discussion

In accordance with the results in the teachers' questionnaire, we conclude that agree about the significance of English grammar as a basic element in foreign language learning. Therefore, grammar teachers should make their learners intellectually conscious about its role. Moreover, English grammar teachers (100%) recorded that grammar is very important in Speaking/writing effectively which lead to learners' achievement. On the other hand, teachers are supposed to improve their learner's grammatical competence by engaging them in grammar tasks and making it interesting and enjoyable because grammatical competence comes from intensive learning and practice to achieve a higher level in language. Involving learners in grammar tasks means that teachers are intended to opt the best method that fits all their learners' tendencies, as well as fulfill all their needs. The percentages demonstrated that teachers prefer the eclectic approach as a teaching method. This approach dominates the majority of teacher's preferences with a rate of (85.74%). This high proportion is probably due to the nature of this method and its effectiveness because they think that there is no approach whether the deductive or the inductive is better than the other, but it depends of the lessons objectives and students needs that the teachers can choose the appropriate method

In addition, all the teachers agreed on the same definition of grammatical competence, that is when the learner have the ability to apply the grammatical rules in any context

spontaneously. However, (57.14%) of teachers answer that students have a poor level in grammar and they see the problem of such a poor level in both the student himself and the method used in teaching grammar. Summing up, for improving learners 'grammatical competence teachers suggested that grammar teachers should be comprehensive concerning their learners' needs and preferences in order to make teaching grammar reaches the highlighted objectives. Besides they should use meaningful activities so that learners will be intrinsically motivate. Teachers also emphasize the role of reading and communication as two means of acquiring grammatical rules.

3. Students' Questionnaires

3.1 Aim of the Students 'Questionnaire

The students'questionniare aims at knowing their opinions about the importance of grammar in learning the language and their perceptions about the way that their teachers teach them grammar, the second objective is to collect students' informations abut their levels of grammatical competence involving their views about some difficulties they face in learning grammar, and what is the best method that can enhance their grammatical competence whether deductive, inductive or both of them.

3.2. Description of the Students' Questionnaires

The questionnaire includes seventeen (17) questions were divided into two sections. Meanwhile, Section one deal with the student's perspective about teaching grammar which consists of ten (10) questions. The purpose of this section is to obtain data about their views on learning grammar inductively, deductively which method their teacher uses, and

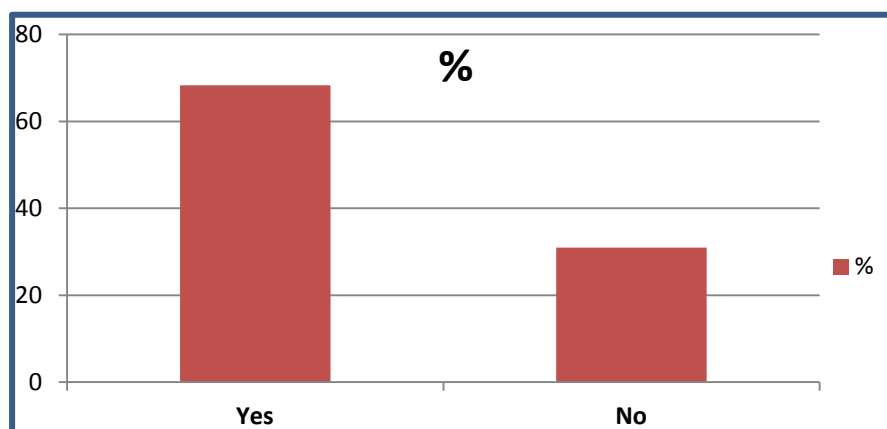
which method they think is useful with giving an explanation to their choice. On the other hand, the second section cover seven (7), it seeks to point out students 'level of grammatical competence, what are the problems facing them to reach such level.

3.3 Analysis of the Results of Students 'Questionnaire

Q1. Do you believe that grammar is the most important part of learning?

Options	Number	Percentage
Yes	41	68.3%
No	19	30%
Total	60	100%

Table3.18: The importance of Grammar in Learning the Language



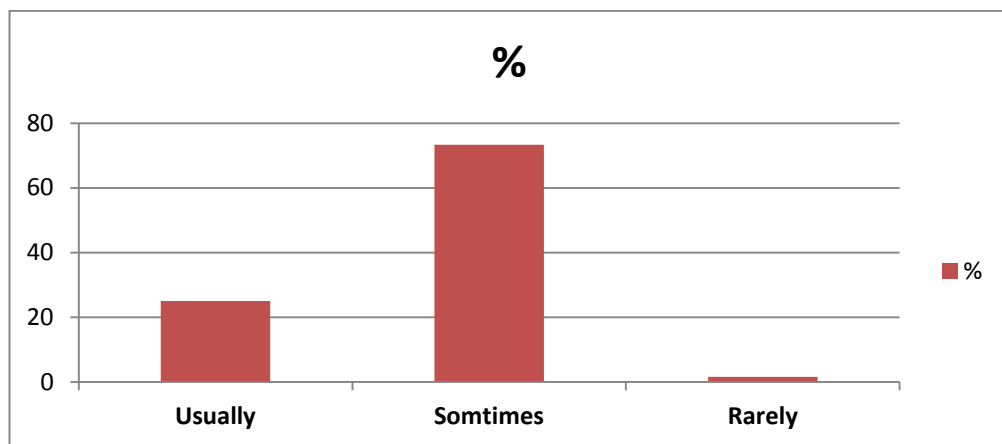
Graph 3.17: The importance of Grammar in Learning the Language

For this question , the results shows that 41 students in rate of (68,3%) considers grammar as the most important part of learning which means learners are aware on this important and motivate while studying grammar .However , only 19 student (30%)consider grammar unimportant that lead to believe to be not motivated to learn grammar.

Q2. Do you try hard to learn rules of English grammar?

Option	Numbers	Percentages
Usually	15	25%
Sometimes	44	73.3%
Rarely	1	1.6%
Total	60	100%

Table3.19: Learner's Perceptions in Learning English Grammar Rules.



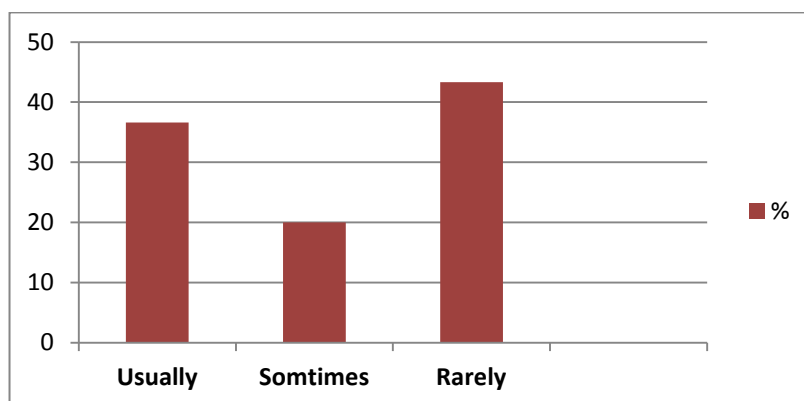
Graph3.18: Learner's Perceptions in Learning English Grammar Rules.

As the table shows, most of the students (73.3%) devoted for understanding the rules easily; but sometimes they face some difficulties, whereas 25% of the students they usually face difficulties in understanding those rules, On the other hand, just one student in rate of (1.6 %) see grammar as an easy task, and rarely when he try hard to learn grammar rules, in other words, learners' understanding of rules is neither easy nor difficult.

Q3.Does your grammar teacher provide with activities to practice English in all four skills?

Options	Numbers	Percentages
Usually	22	36.6%
Sometimes	12	20%
Rarely	26	43.3%
Total	60	100%

Table3.20: Learners 'Perceptions about the Role of the Teachers' Activities to practice English in all four Skills.



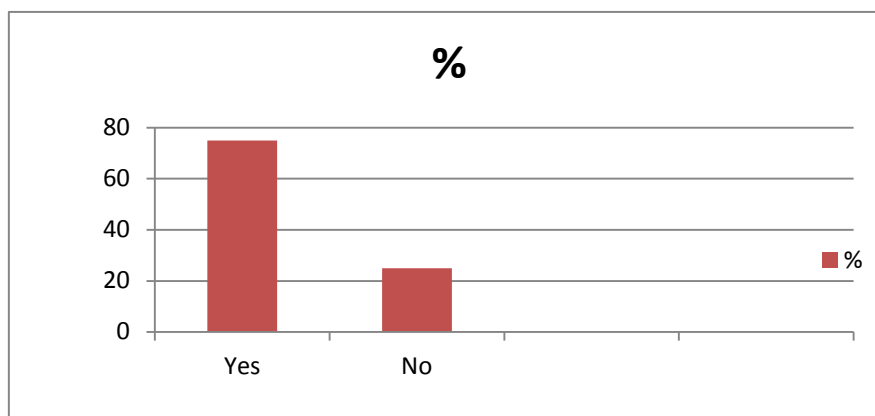
Graph3.19: Learners' Perceptions about the Role of the Teachers' Activities to practice English in all four Skills

According to twenty-two students in rate of (36.6%) their teachers are usually provide them with activities in order to practice English in all four skills. While twenty-six students (43.3%) claim that rarely when teachers provide more time in order to practice the language on the other hand just (20%) of them report their teachers are sometimes when they give them the chance to practice English language wither in reading, writing, speaking or listening.

Q4. Does your teacher create a good atmosphere during grammar class?

Options	Number	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

Table3.21: Teachers' Role in creating Good Atmosphere in classes.



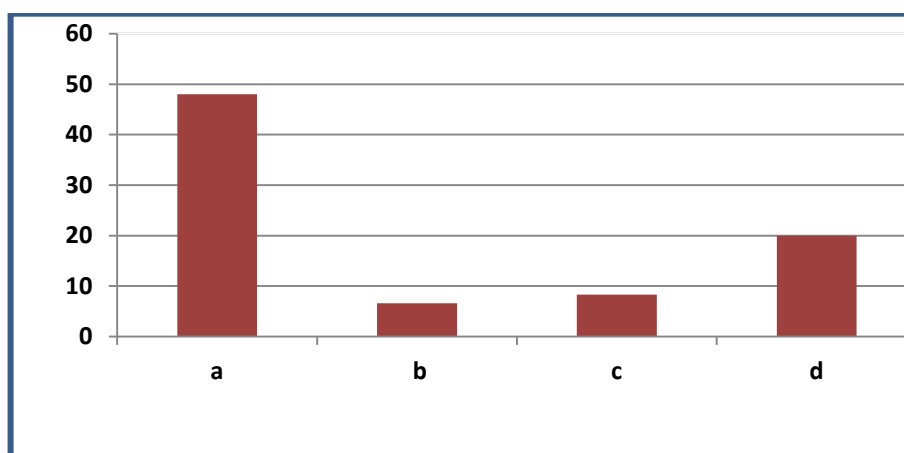
Graph3.20: Teachers' Role in creating Good Atmosphere in classes

It is noticeable that the majority of students agree about their teachers' role in creating a good atmosphere during grammar classes. We find forty-five students (75 %) declare that their teachers are good atmosphere creators, however 15 students (25 %) do not agree about their teachers' role in providing good conditions in grammar classes. The results of second part of the question will appear in the table below.

Q5. If yes what does he do?

Option	Numbers	Percentage
a-Maintains a good relationship with students	24	48%
b-Praises his students	4	6.6%
c-Involves them in the task	5	8.3%
d-Allows them to ask answer the question	12	20%
Total	31	100%

Table3.22: How can Teachers Create a Good Atmosphere in the classroom?



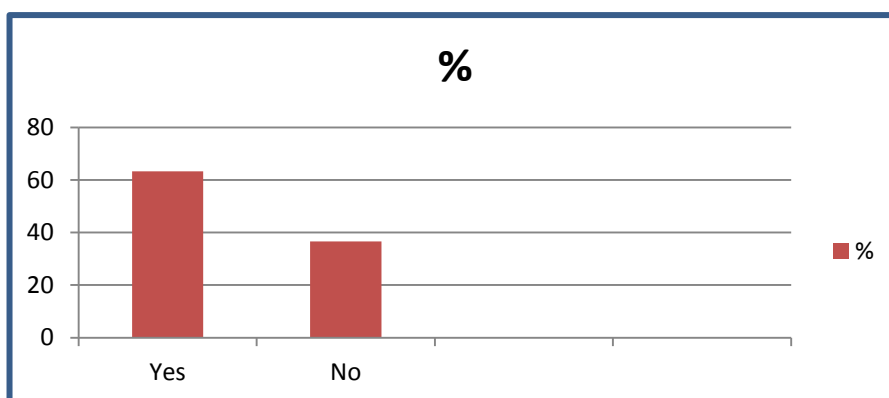
Graph 3.21: How can Teachers Create a Good Atmosphere in the classroom?

As shown in the table above twenty-four learners (48 %) claim that their teachers create a good atmosphere in grammar classes because they establish good relationships between students, which make learners motivated and more confident. four students (6.6%) think that praising has great impact on learners' involvement. While five students (8.3%) claim that creating good conditions occur when teachers involve their students in the tasks. The last category of twelve students in rate of (20%) consider their teachers role in creating a good atmosphere in allowing them to speak (use the target language) by asking and answering questions. This opportunity permits class-interaction about and in the language itself.

Q6. In your class does the teacher provide you with exercises and guide you to discover the rule?

Options	Number	Percentage
Yes	38	63.3%
No	22	36.6%
Total	60	100%

Table3.23: Do Teachers Provide Students with Exercises and guide them to discover the Rules?



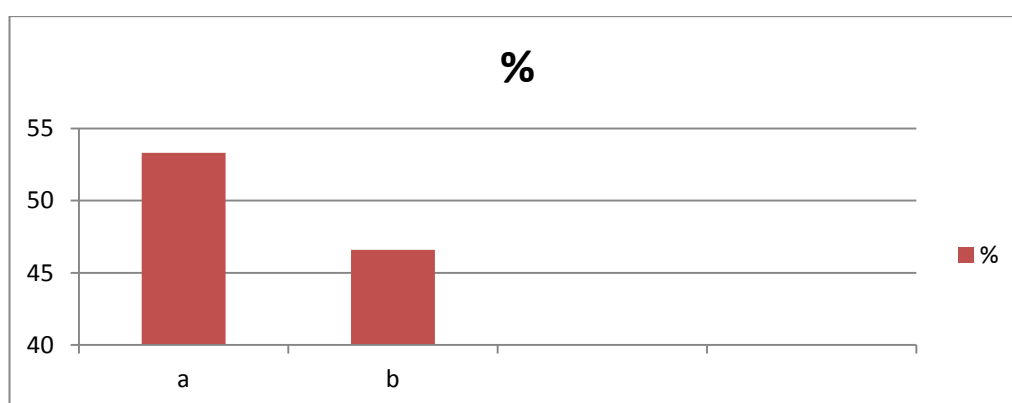
Graph3.22: Do Teachers Provide Students with Exercises and guide them to discover the Rules?

The result shows that 63.3% of the students claimed that their teachers presents some exercises at first in order to guide them to find the rules while 36.6% of the learners answered that some teachers they don't do that.

Q7. In learning grammar, you prefer:

Options	Number	Percentage
a -To be given the rules directly by your teacher	32	53.3%
b -To find the rules by yourself	28	46.6%
Total	60	100%

Table 3.24: Students' Preferences in Learning Grammar



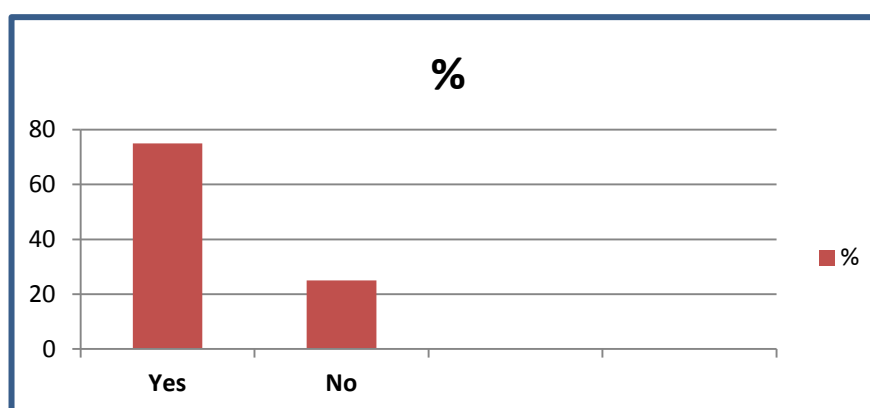
Graph3.23: Students' Preferences in Learning Grammar.

(53.3%) of the students prefer the deductive teaching, where teachers provide in-depth explanation to the target rules as a first step, then allow their learners to practice the rules in order to make them memorize, whereas, (46, 6%) of them like to do set of practices, and after that they try to discover the rules by themselves, this type of learners prefer to manipulate language and explore it by themselves. So we notices from this results that the majority of the students have agreed that given the rules first helps them to understand those rules better, and then it will be easy for them to practice.

Q8. . Do you think that finding the rule by your self can motivate you in learning grammar?

Options	Number	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

Table3.25: Does the Inductive Approach can motivate the Learner.



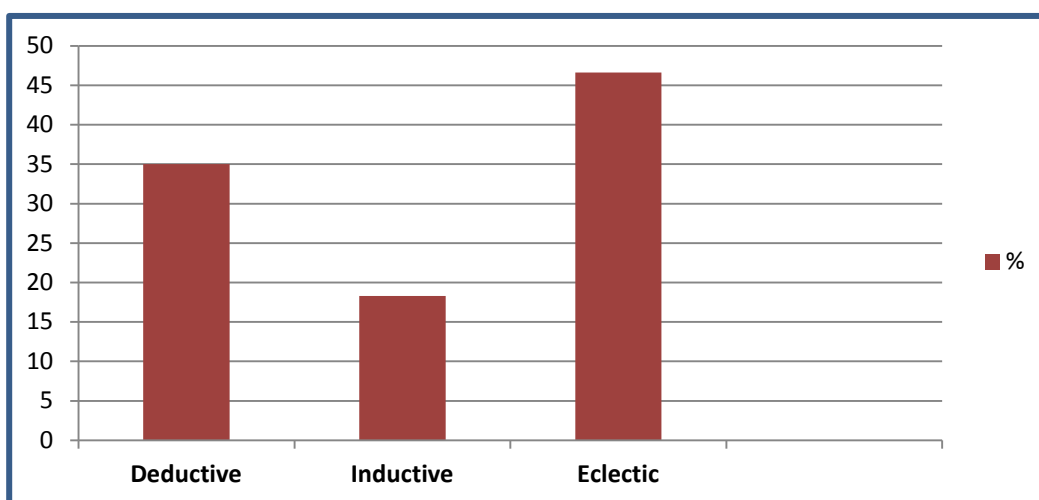
Graph3.24: Does the Inductive Approach can motivate the Learner

For this question most of the students in rate of (75%) report that finding the rule by themselves it's a motivated way in learning grammar when the learner get a chance to analyze the examples to discover the rule. While (25%)of them see that it's easy to be given the rule directly because they cannot be motivated when they try to discovers them ,in other word for them it is a way of wasting time and put them in stress.

Q9. What approach do you consider more useful for enhancing your language achievement?

Options	Number	Percentage
a. Deductive approach	21	35%
b. Inductive approach	11	18.3%
c. Eclectic approach	28	46.6%
Total	60	100%

Table3.26: learner's Perceptions about the Useful Method in Enhancing their Language Achievements.

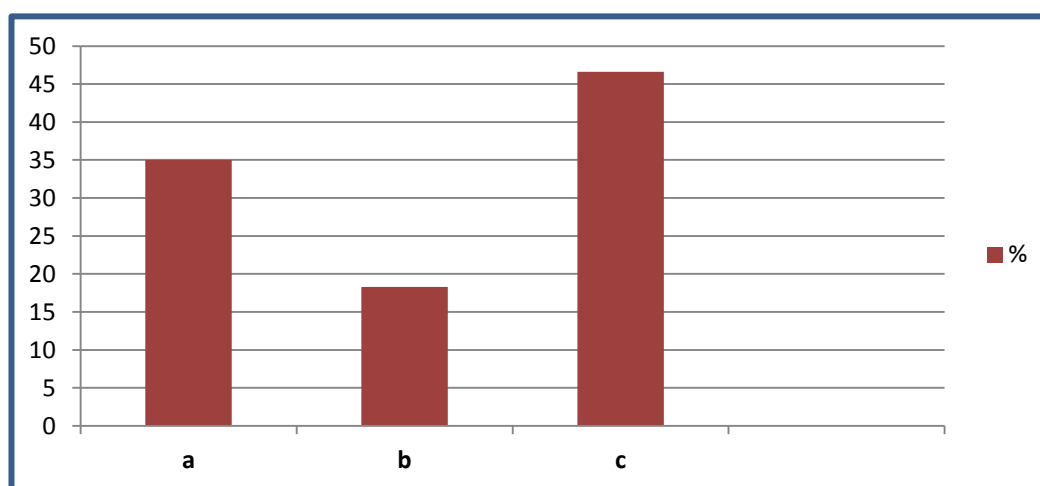


Graph3.25: learner's Perceptions about the Useful Method in Enhancing their Language Achievements.

According to the results reported in the table above, twenty-eight learners (46, 6 %) this high proportion desire the combination of the two, which is the eclectic approach. They think this way of teaching leads to better grammar achievement. However, twenty-one learners in rate of (35%) prefer the deductive approach as a method to teaching, whereas the remaining number eleven learners (18, 3%) like the inductive way of teaching.

Q10. Do you think this approach?

Options	Number	Percentage
A. Helps you to express yourself confidently	21	35%
B. Engages you in language tasks	11	18.3%
C. Teaches you how to speak and write language correctly	28	46.6%
Total	60	100%

Table3.27: Students' Perceptions about the Role of the Approach**Graph3.26: Students' Perceptions about the Role of the Approach**

It is noticed from the results that learners' answers according to their approach preferences we find that twenty-one (35 %) of learners record that their preferable method "deductive" helps them to better express themselves. However, the second group eleven in

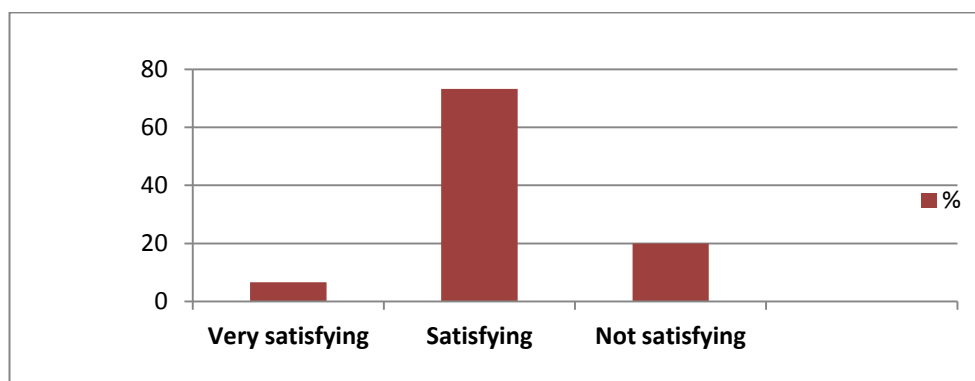
ratio of (18.3%) demonstrated that their preferable “inductive” approach engages them in language tasks. Whereas, twenty eight (46.6 %) learners prefer the eclectic approach because it helps us to know how better to write and speak language, as well as it enhances their achievement in the different language uses. In the second part of the question learners tried to express how these approaches help them to get what they have recorded previously, some of them answer that this approach helps us to acquire the correct combination of words which lead to correct forms of language while others feel that their preferable approach gives them the opportunity to experience the foreign language.

Section Two: Grammatical Competence

Q11. How do you evaluate your level of grammatical competence?

Options	Number	Percentage
a) Very satisfying	4	6.6%
b) Satisfying	44	73.3%
c) Not satisfying	12	20%
Total	60	100%

Table3.28: Learner’s Evaluation of Grammatical Competence.



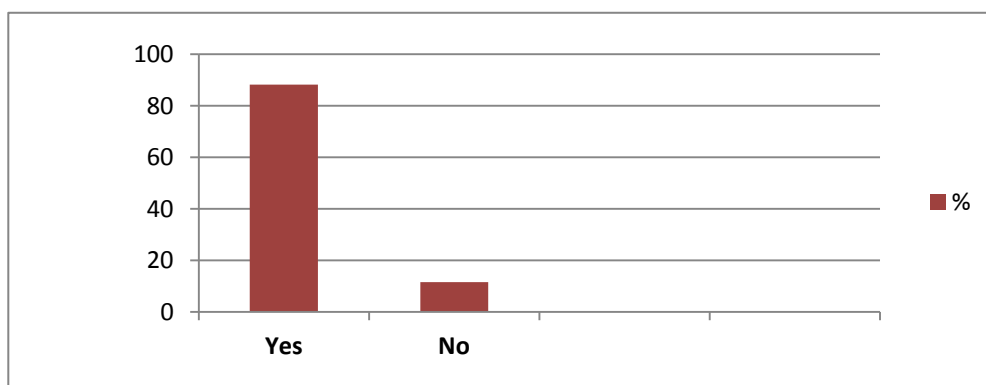
Graph3.27: Learner's Evaluation of Grammatical Competence.

From the results above, it is apparent that learners defer widely in their levels. But the majority of them with a number of forty-four (73.3 %) declare that their level is satisfying, while twelve (20 %) think that their level is not satisfying, and only four of them (6.6 %) see their level is very satisfying.

Q12. In practicing grammar rules, do you often make mistakes?

Options	Number	Percentage
a -Yes	53	88.3%
b -No	7	11.6%
Total	60	100%

Table3.29: Students making Grammar Mistakes.



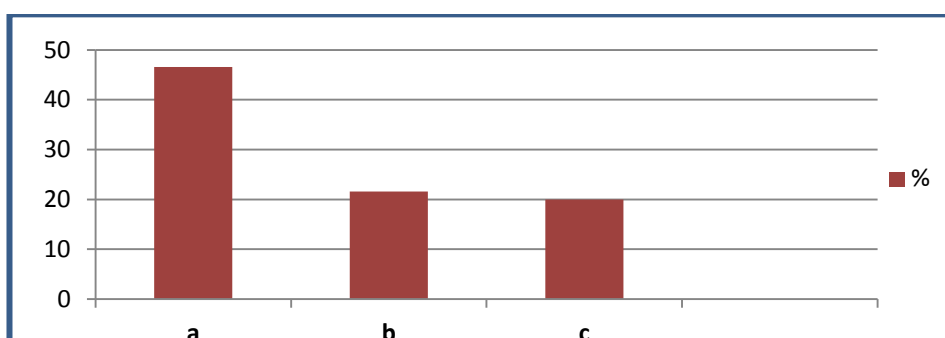
Graph 3.28: Students making Grammar Mistakes

In practice grammar rules, (88.3%) from students make mistakes, and only (11, 6%) of them apply those rules correctly.

Q13. If (a) what kind of mistakes?

Options	Number	Percentage
a) Misuse of tenses	28	46.6%
a) Word order in sentence	13	21.6%
c) Spelling mistakes	12	20%
Total	53	100%

Table3.30: Kind of Mistakes



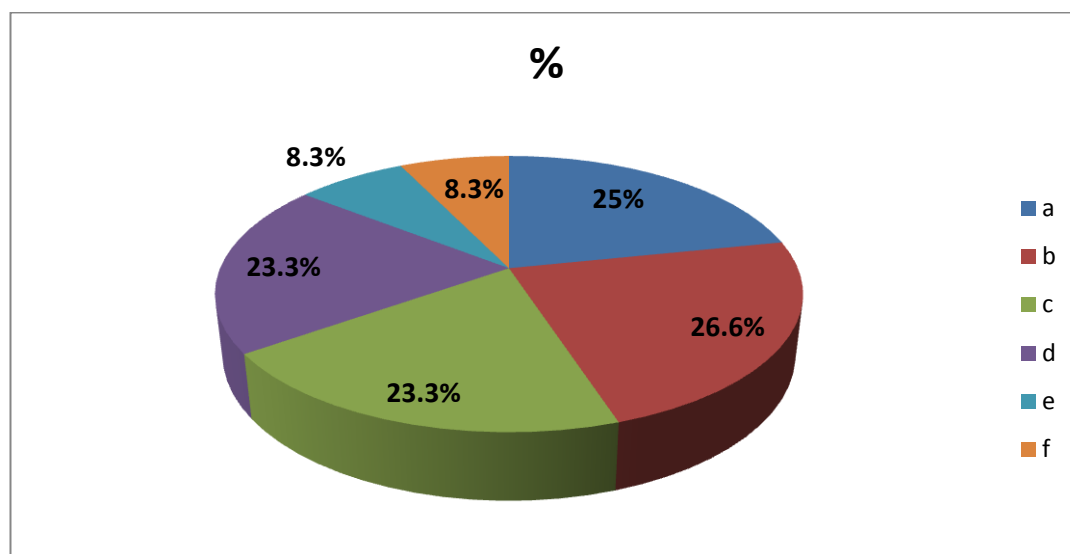
Graph3.29: Kind of Mistakes.

In the previous question (Q12), fifty-three of students have chosen option (a). That means the majority of them specified kinds of mistakes that learners have done when they practice grammar rules. 46.6% think that when they apply the rules of grammar they misuse the tenses. Others, 21.6% face difficulty in ordering the words in sentences, that reason leads them to make mistakes when practice. However, 20% consider spelling mistakes a cause of doing mistakes in practice grammar rules.

Q14. In your opinion, the reason that prevents you in acquiring grammatical competence is:

Options	Number	Percentage
a) Grammar is difficult	15	25%
b) The method used in teaching grammar	16	26.6%
c) Memory problem	14	23.3%
d) Classroom conditions	14	23.3%
e) Time devoted to Grammar session	5	8.3%
f) No answer	5	8.3%
Total	60	100%

Table3.31: The Issue of making Mistake



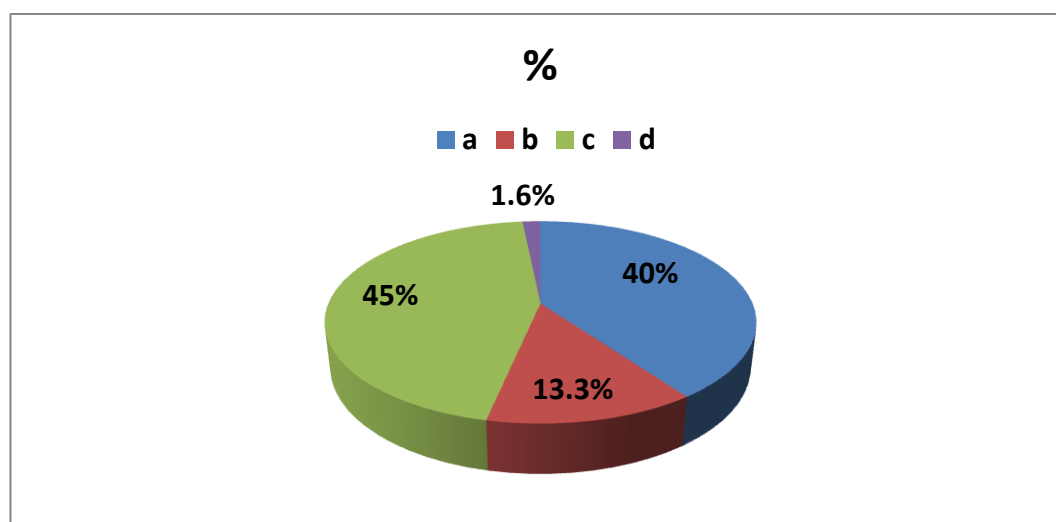
Graph3.30: The Issue of making Mistakes.

As the table 2.3.5 shows, (23.3%) of the students are faced memory problem in learning grammar rules, (26.6%) consider that the issue of doing mistakes when they practice the rules of grammar is the teacher's method. Whereas, (25%) report that that grammar rules are difficult and confused and they are not able to distinguish between them, others consider that the problem is in the inappropriate classroom conditions in rate of (23.3%), on the other hand the time devoted to grammar session is another problem for (08.3%) students. However, (8.3%) of the students did not answer that question and they represents those who do not make mistakes or face difficulty when practice the grammar rules.

Q15. . During performing communicative tasks, does your teacher focus on?

Options	Number	Percentage
a) Correcting grammar mistake	24	40%
b) Meaning of communication	8	13.3%
c) Both of them	27	45%
d) No answer	1	1.6%
Total	60	100%

Table3.32: Teachers' correction of their Learners' Mistakes



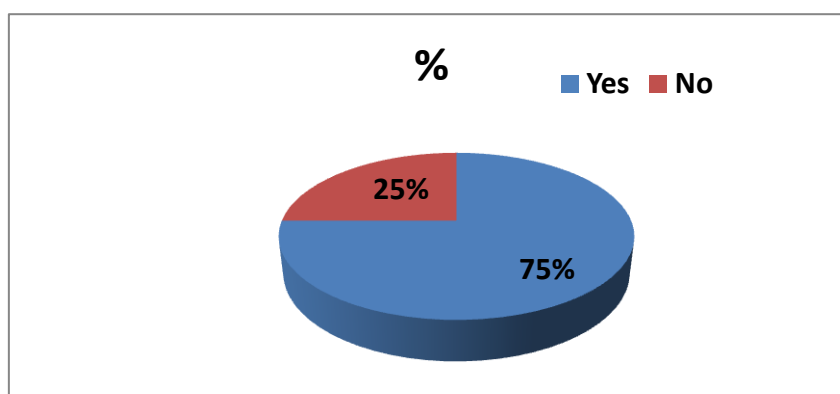
Graph3.31: Teachers' correction of their Learners' Mistakes.

From the results obtained in the above table, it is noticed that nearly the half of the Students, twenty seven in rate of (45%) said that during performing communicative tasks ,teachers focus on both, correcting their grammar mistakes and meaning of communication ,on the other hand twenty four (40%)claim that their teachers are not interesting to correct the meaning of communication but they focus on grammar mistakes, while we found that only eight students (13.3%) report that teachers focus on the correct meaning . and just one students did not answer to this question.

Q16. . Do you think that the lack of grammar knowledge of foreign language is the reason of learners' poor communicative abilities?

Options	Number	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

Table3.33: Learners' Perceptions about the Lack of Grammatical Competence



Graph 3.32: Learners' Perceptions about the Lack of Grammatical Competence.

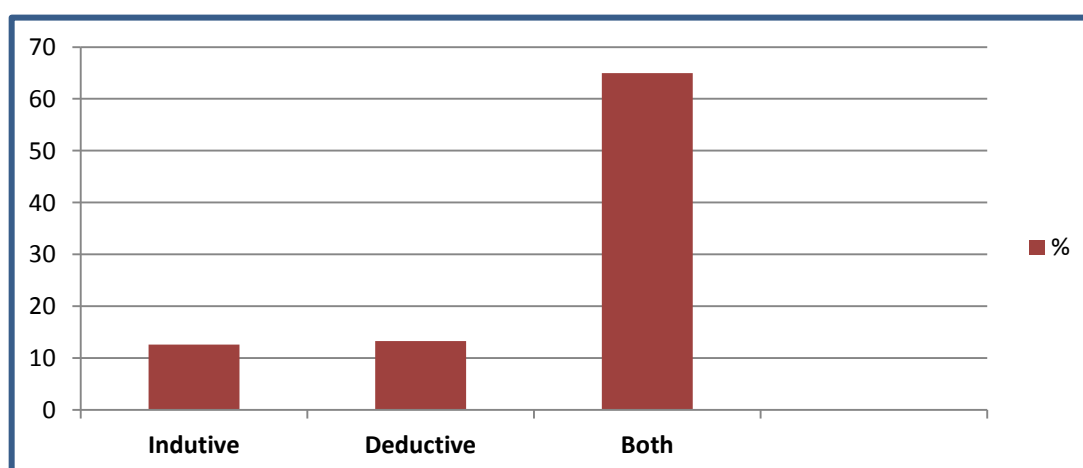
The results show that most of the students in ratio of (75 %) are not able to use the language because of the lack grammar knowledge, while fifteen of them consider that the lack of grammar is not the first reason to use the language but there are other reasons such as lack of self confidence, and lack of vocabulary.

Q17. In your opinion, which method can enhance your level in grammatical competence?

Options	Number	Percentage
a-The inductive approach	13	12.6%
b-The deductive approach	8	13.3%
c-Both of them	39	65%
Total	60	100%

Table3.34: The Best Method for Enhancing Learners'

Grammatical Competence



Graph3.33: The Best Method for Enhancing Learners' Grammatical Competence

According to the results reported in the table above, thirty-nine learners (65 %) this high proportion desire the combination of the two that is, the eclectic approach. They think this way of teaching leads to better grammar achievement and can enhance their grammatical competence. However, only eight learners in rate of (13.3%) prefer the deductive approach as a method to teaching, whereas, thirteen learners (12%) choose the inductive as the best way of teaching.

In the second part of the question, learners have explained their choice as follows:

- Concerning the students who prefer the eclectic approach ,because it helps us to know how better to write and speak language, as well as it enhances their achievement in the different language uses, and some of them think that the combination of two lead to better understanding of the rules.
- On the other hand, the eight learners record that their preferable method “deductive” -helps them to understand the rules in easy way and it engage them to the language tasks.
- -While those who prefer the inductive method, demonstrate that it is a motivated way of teaching when the express themselves. And for others Doing many practices, and then find out the rules allow them to remember them and keep them in their minds

Q18. What do you suggest for improving your grammatical competence?

For this question ,only thirty-one students answer that grammar is an important aspect to learn the language because it helps them to be good in writing and speaking, and most of them assume that for improving their grammar, teachers must provide more time to practice grammar rules otherwise they will forget what they have learnt. , while others suggest that n enhancing our grammatical competence we need to focus on the two skills that are ,speaking , and reading, because they think that the lack of grammatical competence is due to the lack of communication with English language which they are learning and also do not read English books. In other word they need to more exposure to the language ,and just two students claim that their grammar mistakes should be corrected whether in spoken or written forms this refer concerning the role of errors correction in enhancing learners grammatical competence.

3.4 Summary

The analysis of the students' questionnaires shows that:

- most of the students consider learning grammar as an important aspect in learning the language
- The results of section one indicates that most of the students consider learning grammar as a process that is neither easy nor difficult, i.e. it is in between.

Consequently, that will affect positively on their ability to grasp the grammar rules.

- Learners agreed that their teachers Creating a good atmosphere, by establishing a good relationships between teachers-students and students-students and engage them in language tasks by allows them to answer questions.

-
- . When students make a grammar mistakes teachers should immediately or without delay correct them. This correction will probably have positive influence on language skills of the learners.
 - The second part answers analysis has shown that, the method using in teaching grammar, and the memory problems are the major difficulties that encounter them in learning grammar. On the other hand, most of the students do not face problems in understanding the rules of grammar, however, when they practise those rules, they often make mistakes and the most common kind of mistakes was their misuse of tenses. In fact, the students are aware of these mistakes and they consider that the issue is memory problem in addition to the teacher's method. The role of the teacher here is to choose the best and the appropriate method for learners to enable them to learn grammatical rules better and decrease their made of mistakes.
 - Concerning the best method for enhancing learners' grammatical competence, the majority of students preferred the eclectic approach ,that is, the combination of the two methods which enhances their achievement in the different language uses, and some of them think that the combination of the two lead to better understanding of the rules ,because they think that when the teacher provides them with the rule first that is the deductive way , it is an easy way for understanding the lesson, and it is less time consuming and direct way (common way) to teach grammar. On the other hand, they believe that when they find the rule by themselves, that is the inductive method , it is an motivated way of leaning grammar, and they get the chance to express themselves. Meanwhile, Students can learn better and acquire the language

smoothly, and it will develop their English more and faster. Thus it depends on the complexity of the lesson.

Conclusion

This chapter is being the practical part and the most important part in this thesis, when we have analyzed the gathered data from the distributed questionnaires on both the learners and the teachers of grammar, they reported that grammar is one fundamental basic of language that should be emphasized, when the teachers should choose the method of teaching grammar that is appealing for most students. Moreover gathered answers reveal a positive attitude towards the effectiveness of the combination of the tow approaches deductive and inductive which is the eclectic method in enhancing learners' grammatical competence. In this chapter also we have shed a light on students and teachers suggestions for improving students' level of grammar.

Recommendations

The major aim of grammar teaching is to make students aware of how language is constructed and how to produce accurate sentences both verbally and written, since grammar is the core of language learning process:

- Grammar should be taught in an organized and developed manner in order to make learners more investigative and reflective in exploiting their cognitive processes.
- Teachers should be aware concerning their learners' needs and preference in order to make teaching grammar reaches the highlighted objectives. As well as they should use activities so that learners will be intrinsically motivated.
- Teachers should consider the role of error correction to make learners intentionally aware about the grammatical properties in order to decrease the level of mistakes and make their learners more confident.
- The goal of deductive and inductive approaches is to teach grammar but in different ways. So, for using those approaches effectively. Learners' age and background would determine which of the two approaches would be more suitable. Besides, teachers' decisions will also be influenced by their learners' level of understanding the grammatical areas presented. Finally, such decisions will also be affected by the

Students' level of motivation, self-confidence, and willingness to participate in classroom activities relating to grammar.

- Presenting grammar within a context would lead to more successful learning by students. The more natural context which in turn would lead to more and better learning due to the natural exposure, this situation allows for language learning. In addition to getting students participate in real-life tasks. Such tasks are the best means of developing students' grammatical knowledge.

General conclusion

One of the current discussions in the second language teaching field is centered on the effectiveness of grammar instruction methods. This debate has revolved around the question of how grammar should best be instructed. The present study was designed to determine the effect of two of the most well-known language teaching methods: the inductive and deductive method on learners' grammatical competence. In the deductive method students are presented with the rules after which they practice them. In the inductive method, on the other hand, students are presented with 'data' after which they have to figure out the rule for themselves; we have started by a theoretical part including two chapters. The first one has concerned with teaching grammar and a historical background about approaches to teaching and we have focused on the deductive and inductive methods. However, we devoted the second chapter to explain the term grammatical competence and its aspect. The second part contains one practical chapter. This latter is composed of a description of the questionnaires submitted to both the teachers and learners. In fact, because of the large number of the second year students (towards 500 students); it was difficult to deal with the whole population. So, we have chosen a sample of (60) students at random to answer the received questionnaire, in addition to (08) teachers who received also another questionnaire. Besides, it includes the analysis of the gathered data, its discussion and implications, and to some offered recommendations.

The conclusion we got from the analysis of the students and teachers' questionnaire, they claimed that grammatical competence is a building aspect for acquiring communicative competence. Especially in developing productive skills such as speaking

and writing, therefore they assert on the importance of the method used in teaching grammar. Concerning the effectiveness of the two grammar instructions, deductive and inductive, the results indicates, that teachers and learners have different attitudes towards these two methods, when deductive and an inductive approach differ in terms of learner and teacher role, lesson procedures and usage of metalanguage for teaching the grammar item. In addition to this, it is possible to combine these approaches for teaching grammar in terms of the grammar item, learner profile and setting. It is also teacher's decision to choose the suitable approach in terms of learner needs which is the eclectic approach.



List of References

LIST OF REFERENCES

Brown, H. Douglas (2001). *Teaching by Principles: An Interactive Approach*
to Language Pedagogy Longman/ Pearson Education,
White Plains, New York.

Bachman, L.F. (1990). *Fundamental Considerations in Language Testing*.
Oxford etc.: OUP

Celce-Murcia, M. (Ed.) (1991). *Teaching English as second or
foreign language*. Boston: Newbury House

Crystal, D. (1997). *The Cambridge encyclopedia of the English language*.
Ernst Klett Sprachen.

Crystal, D. (2004) “ *The Cambridge Encyclopedia of the English language*”
Cambridge university press 1995, 2003.

Cook, V., & Newson, M. (2007). *Chomsky's universal grammar: An
introduction*. Malden, MA: Blackwell Pub.

.Muhammad Ali Alkuli. 2002. *English Phonetics and Phonology*.
AmmanaDar Afalah.

.Muhammad Ali Alkhuli. (2004). *English Grammar: Morphology*.

Ammna :Dar Alfalah.

Ellis,R.(1994). *The Study of Second Language Acquisition*. New York :Oxford Press

Ellis, R. (1997). *SLA Research and language teaching*.Oxford: Oxford University Press.

Ellis, R. (2010). *SLA research and language teaching*. Oxford: Oxford University Press.

Eisenstein, M. (1987). *Grammatical explanations in ESL: Teach the student,*

Not the method. In M. Long & J. Richards (Eds.),

Methodology in TESOL (pp. 282-292). New Jersey:

Heinle & Heinle Publishers. *Examinations*. United Kingdom:

Cambridge University Press.

Enric Llurda.2000. *On competence, proficiency, and communicative*

Language ability. International Journal of Applied Linguistics .

Fortune, A. (1992). *Self-study grammar practice: Learners views and preferences*.

ELT Journal 46(2), 160-171.

Greenbaum, S., & Nelson, G. (2002). *An introduction to English grammar*.

Harlow: Longman.

Halliday, M. & Masan, R. (1989). *Language, context, and text: Aspects of language in a social-semiotic perspective*. Oxford:

Oxford University Press

Hamrick, P. (2008). *The effectiveness of cognitive grammar and traditional grammar in L2 pedagogy*. An empirical test. Unpublished thesis.

Youngs town state university, USA

Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow: Longman

Harmer, J. (2001). *"The Practice of English Language Teaching"*.

Harlow: Pearson Education Ltd.

Hawkey, R. (2004). *A Modular Approach to Testing English in English*

Language Skills: the Development of Certificates

in English Language Skills (CELS)

Hourdford, Smith, Heasley . (2007). *Semantiics*. combridge university press

Hudson, R. (1980). *Teaching Grammar: A Guide for the National Curriculum*,

Oxford: Blackwell.

Hymes, D.H. (1972)" *On Communicative Competence* : J.B. Pride and J. Holmes (eds)

Sociolinguistics. Selected Readings. Harmondsworth:

Penguin, pp. 269-293.(Part 1)

Koreager, P.R. (2005). *Analyzing grammar*. Cambridge: Cambridge University

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*

Oxford University

Leech, Reucher, Hoogenraad. (1993). *English Grammar for today*. The Macmilna

Press LTP, London.

Macro Tulio. (2013). *Process Writing and the Development of*

Grammatical Competence

Mariane Celce Muricia. (1995). *Communicative Competence: A*

Pedagogically Motivated Model with

Content Specifications. University of California

, Los Angeles.

Murcia, M.C. (2011). *Teaching English as a Second or Foreign*

Language (3rd ed). United States: Heinle and Heinle. [Pdf].

Nassaji, H., & Fotos, S. (2004). 6. Current developments in research

on the teaching of grammar. *Annual Review*

of Applied Linguistics, 24, 126-145.

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language*

classrooms: Integrating form-focused instruction

in communicative context. New York: Routledge.

Nunan, D. (2005). *Practical English language teaching: grammar*.

McGraw-Hill ESL/ELT.

Oldin.T.(1989).*Language Transfer: CrossLinguistic Influence in*

Language Teaching.New York: Combridge

University Press.

Peter, M. (2014). *Grammar and Style*. United States : Penguin Group.

Radford, A. (1997). *A minimalist introduction*.UK: Cambridge University Press.

Robererston, S, L, (2001). *Problems Solving*.USA and Canada: Psychology Prees Ltd

Richards, J. C and Rodgers T. S. (2001).*Approaches and Methods in*

Language Teaching.(2ndEd). Cambridge:

Cambridge University Press.

Richards, J. C., and R. Schmidt. 2002. *Longman Dictionary of Language*

Teaching & Applied Linguistics (3rd edition).

London: Longman.

Savignon, S. J. (2002). *Communicative language teaching: Linguistic theory and classroom practice*. In Savignon S. J. (Ed.), *Interpreting Communicative Language Teaching: Contexts and concerns in teacher education* (pp.1–27). New Haven: Yale University Press.

Stern, H. H. (1989). *Fundamental concepts of language teaching* (Vol. 414). Oxford: Oxford University Press.

Thornbury(1999) .*How to teach grammar*.Harmer, J. (Ed.) Malaysia: Pearson Education Limited.

Victoria Fromkin,Robert Rodman, Nina Hyams.(2003). *An Introduction to Language*. Labrary of Congress Catalogina-in Publication Data.

Van, V. R. D. (2001). *An introduction to syntax*. Cambridge, UK: Cambridge University Press

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Ernst KlettSprachen.

Williams, J.D. (2005). *The Teacher's Grammar Book* (2nd ed.). London: Lawrence Erlbaum Associates.[Pdf].

Younie, William J, (1974). *"Instructional approaches to slow learning."*

Teacher' College P. New York.

Yano.Y. *Communicative Competence and English as International Language.*

Waseda University

THESES

Dakhmouch, L. (2008). *Integrating Grammar in Teaching Academic Writing.*

Constantine: Mentouri University of Constantine [Pdf].

Dr. Salama. (2013). *Understanding Grammatical competence.* Faculty of

Education- Ajelat Zamia University

. Dr Saliha Shelli. (2012). *The Effects of The Competency-Based Approach On*

Learner's Writing Achievement (Unpublished

doctoral dissertation). Mohamed Khieder, Biskra

ELECTRONIC SOURCES

Weaver, C. (1996). *Teaching grammar in the context of writing.* EJ English

Journal.<http://www.english.vt.edu/~grammar/GrammarFor>

Teachers/readings/weaver.html

Zaidin et al .2011. *Methods/Approaches of Teaching ESOL: A Historical*

*Overview*1.Kendall Hunt Publishing

Co.www.kendallhunt.com/ariza

The international research journal “*INTERNATIONAL RESEACHERS*”

www.iresearcher.org

([htt://dictionary-cambridge.org](http://dictionary-cambridge.org))

Fillip, (n.d). *Introduction to Natural Language Semantics*. Ch1.

[Ccl.pkc.edu.cn/doubtfire/semantics/chapter_1_what_is_meaning_\[Pdf\]](http://ccl.pkc.edu.cn/doubtfire/semantics/chapter_1_what_is_meaning_[Pdf]).

Ohno, A. (2011). *Communicative competence and communicative language teaching*. 2

December 2011. <http://cicero.u-bunkyo.ac.jp/lib/kiyo/>

fsell2002/25-32.pdf.

Pajunen, N. (2007) .*Deductive and inductive approaches in teaching singular and*

pluralnouns in English: A proseminar paper .Department of

languages, University of Jyvaskya. Retrieved

November18,2016,from

<https://jyx.jyu.fi/dspace/bitstream/hand>



Appendices

Appendix I

Teachers' questionnaire

We would be so grateful if you could help us answering the following questions for the sake of gathering information about the effectiveness of deductive and inductive grammar instruction in enhancing student's grammatical competence for a master study. Please, put a tick () in the corresponding box (s) and full statements whenever needed. Your answers will be a great help for the research.

HadjihNaima

Section one: Teaching Grammar

1. Is grammar an essential part of language in language learning?

Yes

No

2. What are the most significant problems you face in teaching grammar?

.....

.....

.....

.....

.....

3. Does Grammar enhance?

a- Speaking

b- Writing

c- Reading

d – Listening

- Rank them according to their priority

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

a - Yes

b- No

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

a –The Deductive method.

b- The Inductive method

c-The Eclectic. (Combination of the two)

6. Students understand better if you provide examples before teaching the rule

Yes

No

7. Students understand better when you provide the rules first

Yes

No

8. When using the deductive approach, do you think your students are:

a- Highly motivated

b- Motivated

c- Less motivated

d- Not motivated

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

a- Effective

b- Very effective

C-Not effective

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

Yes

No

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

Yes

No

12. The learner in the deductive approach is a passive learner because he gets grammar rules without any effort.

Agree

Disagree

13. The learner in the inductive approach is an active learner because he discovers the rule by himself.

Agree

Disagree

Section Two: Grammatical Competence

14. How can you define grammatical competence?

.....

.....

.....

.....

.....
.....

15. As far as second years are concerned .How do you evaluate their level of grammatical competence?

Good

Acceptable

Poor

16. In case it is not the expected level, do you think the reason is from?

a-The student himself

b-The method used for teaching grammar

c-Others,

specify.....
.....
.....

17. The student is considered as having achieved the expected level of communicative competence when:

a- He talks with a grammatically corrected language

b- He has the appropriate things to say in a wide range of context

c- He is creative and imaginative in using the language

d- All of this

Justify.....

.....

.....

.....

..... I.....

18. For enhancing learner's grammatical competence, which method do you think is the more effective?

a- Deductive

b- Inductive

c- Both

Please justify.....

.....

.....

19. What do you suggest for improving student's grammatical competence?

.....

.....

.....

.....

Appendix II

Students 'questionnaire

Dear Students,

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

HadjihNaima

Key terms:

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

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

Section One: Teaching Grammar

1. Do you believe that grammar is the most important part of learning?

Yes

No

2. Do you try hard to learn rules of English grammar?

Usually

Sometime

Rarely

3. Does your grammar teacher usually provide you with activities to practice English in all four skills?

Usually

Rarely

Sometimes

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

Yes

No

5. If yes, what does he do?

a-Maintains good relationship with students

b- Praises his students

c-Involves them in the tasks

d-Allows them to ask and answer questions

6. In your class does the teacher provide you with exercises and guide you to discover the rule?

Yes

No

7. In learning grammar, you prefer:

-To be given the rules directly by your teacher

-To find the rules by yourself

8. Do you think that finding the rule by your self can motivate you in learning grammar?

Yes

No

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

a- Deductive (providing rule then practice)

b - Inductive (using activities to induce the rule)

c- Eclectic (combination of the two methods)

10. Do you think this approach?

a- Helps you to express yourself confidently

b-Engages you in language tasks

c-Teaches you how to speak and write language correctly

Section Two: Grammatical Competence

11. How do you evaluate your level of grammatical competence?

Very satisfying

Satisfying

Not satisfying

12. In practicing Grammar rules, do you often make mistakes?

a- Yes

b- No

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

a- Misuse of tenses

b- Word order in sentence

c- Spelling mistakes

14. In your opinion, the reason that prevents you in acquiring grammatical competence is:

- a- Grammar is difficult
- b- The method used in teaching grammar
- c- Memory problem
- d- Classroom conditions
- e- Time devoted to Grammar session

15. During performing communicative tasks, does your teacher focus on?

- a- Correcting grammar mistakes
- b- Meaning of communication
- c- -Both of them

16. Do you think that the lack of grammar knowledge of foreign language is the reason of learners' poor communicative abilities?

- Yes
- NO

17. In your opinion which method can enhance your level in grammatical competence?

- The inductive approach
- The deductive approach
- Both of them

Please

explain.....
.....
.....
.....
.....

18. What do you suggest for improving your grammatical competence?

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

Thank you for your collaboration.

ملخص

ان تعلم اللغة وقواعدها يرتبطان ارتباطا وثيقا. ونتيجة لذلك شهدت مناهج تعليم اللغة ونظريات التعليم نقاشا واسعا حول كيفية تدريس قواعد اللغة في سياق اللغات الاجنبية. لذا اقترح بعض العلماء دراسة القواعد اللغوية من خلال (المنهج الإستنباطي)، وحاول آخرون دراستها ضمن (المنهج الإستقرائي). ماهو المنهج الاكثر فعالية لمساعدة الطالب في تعلم قواعد اللغة هو السؤال المطروح . تهدف هذه الدراسة إلى التعرف على الدور الفعال لاستخدام المنهج الإستقرائي والإستنباطي من قبل معلمي اللغة الإنجليزية في تعزيز الكفاءة اللغوية للمتعلمين. كما تهدف إلى استكشاف مواقف المتعلمين من خلال استخدام تلك الأساليب وكيفية مساعدتهم على تعلم وإتقان الأنماط النحوية. لهذا الغرض قمنا بتوزيع استبيانين لعينتين مختلفتين بجامعة محمد خيضر ببسكرة وهم ثمانية (8) أساتذة لقواعد اللغة الانجليزية وستون (60) طالبا من السنة الثانية انجليزية. وبعد جمع كل من الاستبيانين وتحليلهما كشفت النتائج عن أهمية تعلم قواعد اللغة في اكتساب اللغة الأجنبية وبالتالي فان المنهج الإنتقائي قد يؤدي إلى تنمية قدرات المتعلمين أفضل من استخدام كل من المنهج الإستنباطي والإستقرائي منعزلين.