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Teaching Grammar Inductively in Context
Case Study: Houari Boumedien High School, Timmimoun

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Dedication

This research paper is dedicated to the ones who gave me birth and raised me up. To those angels who were always by my side. I owe them each moment of my life and praise them with every breath. Dedications are addressed to my dearest mother “Fatima”, mother ‘Nasira’ and her sisters, especially the youngest one, Rania, brother, Youcef And father “Ahmed”. Also I would like to dedicate this research paper to my brother “Ali” and all my sisters, without their love and support this project would not have been made possible. Moreover I dedicate it to my wife Hanane.

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Abstract

Long after the communicative method to language teaching was introduced, the teaching of English has a tendency to focus on grammar. Grammar is undeniably a crucial part of the language, despite the fact that teaching and mastering it can be difficult. Some teachers use unconventional approaches to teach grammar to students who are unfamiliar with. The deductive and inductive procedures are the most widely utilized by all teachers. Context-based grammar has a significant role to play in effective learning. It will be more motivating for pupils if it is taught in context since they will be able to see how the new grammar structure works if they're delivered in the right context. We will investigate the effectiveness of teaching grammar in context, particularly for slow learners, in this study. We use questionnaires as research methods, which are completed by both secondary school instructors and students utilizing quantitative research. Students struggle to learn a second language, based on our experience in secondary school. We believe that teaching grammar inductively is more successful and that learners will learn grammar more quickly. Having concluded this research paper, and what the advice and suggestions offered by well-meaning teachers and inspectors, I would recommend that colleagues look into the various methods that can be used when teaching grammar. I thoroughly recommend that teachers teach it in context. However, though my findings were as I expected, learners who are taught grammar whether in isolated examples or in context, should focus more on tenses as they failed in this instance in some sentences when they were transforming them to other structures crucial to grammar

Key words: the inductive approach, grammar, the deductive approach, context



Résumé

Longtemps après l'introduction de la méthode communicative dans l'enseignement des langues, l'enseignement de l'anglais a tendance à se concentrer sur la grammaire. La grammaire est indéniablement une partie cruciale de la langue, malgré le fait que l'enseigner et la maîtriser peuvent être difficiles. Certains enseignants utilisent des approches non conventionnelles pour enseigner la grammaire aux élèves qui ne la connaissent pas. Les procédures déductives et inductives sont les plus largement utilisées par tous les enseignants. La grammaire contextuelle a un rôle important à jouer dans un apprentissage efficace. Ce sera plus motivant pour les élèves s'il est enseigné en contexte car ils pourront voir comment fonctionne la nouvelle structure grammaticale s'ils sont dispensés dans le bon contexte. Nous étudierons l'efficacité de l'enseignement de la grammaire en contexte, en particulier pour les apprenants lents, dans cette étude. Nous utilisons des questionnaires comme méthodes de recherche, qui sont remplis à la fois par les enseignants du secondaire et les élèves utilisant la recherche quantitative. Les élèves ont du mal à apprendre une langue seconde, d'après notre expérience au secondaire. Nous pensons que l'enseignement inductif de la grammaire est plus efficace et que les apprenants apprendront la grammaire plus rapidement. Après avoir conclu ce document de recherche et les conseils et suggestions offerts par des enseignants et des inspecteurs bien intentionnés, je recommanderais à mes collègues d'examiner les différentes méthodes pouvant être utilisées lors de l'enseignement de la grammaire. Je recommande vivement aux enseignants de l'enseigner en contexte. Cependant, bien que mes découvertes soient conformes à mes attentes, les apprenants à qui on enseigne la grammaire, que ce soit dans des exemples isolés ou en contexte, devraient se concentrer davantage sur les temps car ils ont échoué dans ce cas dans certaines phrases lorsqu'ils les transformaient en d'autres structures cruciales pour la grammaire.

Mots clés : approche inductive, grammaire, approche déductive, contexte



الملخص

بعد فترة طويلة من إدخال الأسلوب التواصلية لتدريس اللغة ، يميل تدريس اللغة الإنجليزية إلى التركيز على القواعد. لا يمكن إنكار القواعد النحوية جزء مهم من اللغة ، على الرغم من حقيقة أن التدريس وإتقانها يمكن أن يكون صعباً. يستخدم بعض المعلمين مناهج غير تقليدية لتدريس قواعد اللغة للطلاب الذين ليسوا على دراية بها. الإجراءات الاستنتاجية والاستقرائية هي الأكثر استخداماً من قبل جميع المعلمين. تلعب القواعد المبنية على السياق دوراً مهماً في التعلم الفعال. سيكون الأمر أكثر تحفيزاً للتلاميذ إذا تم تدريسها في السياق لأنهم سيكونون قادرين على رؤية كيفية عمل البنية النحوية الجديدة إذا تم تقديمها في السياق الصحيح. سنبحث في فعالية تدريس القواعد في السياق ، خاصة للمتعلمين البطيئين ، في هذه الدراسة. نستخدم الاستبيانات كطرق بحث ، والتي يتم إكمالها من قبل مدربي المدارس الثانوية والطلاب باستخدام البحث الكمي. يكافح الطلاب لتعلم لغة ثانية ، بناءً على تجربتنا في المدرسة الثانوية. نعتقد أن تدريس القواعد بطريقة الاستقراء أكثر نجاحاً وأن المتعلمين سيتعلمون القواعد بشكل أسرع. بعد الانتهاء من هذه الورقة البحثية ، وما هي النصائح والاقتراحات التي يقدمها المعلمون والمفتشون ذوو النوايا الحسنة ، أوصي بأن يبحث الزملاء في الأساليب المختلفة التي يمكن استخدامها عند تدريس القواعد. أوصي بشدة أن يقوم المعلمون بتدريسها في السياق. ومع ذلك ، على الرغم من أن النتائج التي توصلت إليها كانت كما توقعنا ، فإن المتعلمين الذين تعلموا القواعد سواء في أمثلة معزولة أو في سياق ، يجب أن يركزوا أكثر على الأزمنة لأنهم فشلوا في هذه الحالة في بعض الجمل عندما كانوا يحولونها إلى هياكل أخرى ضرورية للقواعد

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List of abbreviation and acronyms

TM05
GM05
ALM05
SA05
TPR06
CLT06
SM06
CL06
TBA06
LA06
DA09
AC12
MO13



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General Introduction

Grammar is defined as a set of rules that explain how words are used in language. In other words, Mariam Webster defines it as follow: it is a speech or writing judged by how well it follows the rules of grammar. Long time ago, teachers were focusing only on the mastery of grammar rules that neglected many important skills. Fortunately, by time this pattern was changed with the introduction of communicative approach to teaching English where appropriate balance was maintained between different skills, mainly; writing, reading, grammar and vocabulary

The Research Questions.

- 1: What are the approaches that are used by high school teachers in teaching grammar?
- 2: What are the results of teaching grammar inductively on the student's side?
- 3: what are the differences between the deductive & inductive approach
- 4: What is the best way of teaching grammar for slow learners?
- 5: Is it necessary to teach grammar in a context (text, listening script...) so that to be understood?

Background

Few studies have been carried out to analyze the impact of teaching grammar in context in Algeria. This study focuses on the concept of context as a way to effectively deliver information to learners especially in context.

Problem Statement

How does context affect the process of teaching and learning Grammar? Context is a rather subtle and crucial element that has to be taken into consideration.

Research Objectives and Focus

- How context affects the teaching process
- How context affects the learning process
- How can we benefit from the use of context in culture to teach and learn foreign languages?



Sampling

This piece of research uses 3rd year high school students of foreign languages stream and EFL teachers who are in charge of this level. This is in order to have the optimum conditions to conduct our study.

Research tools

Questionnaires are used to test these hypotheses and are targeted at both teachers and students. These questionnaires have been inspired by the book used in the third year (secondary school).

Outline of Chapters - Structure of the Dissertation

The research is divided into three chapters. In the first chapter, the general literature background is tackled to familiarize the reader with the concepts. The second chapter is dedicated to carrying out the applied part of the research ,Timimoun teachers and learners questionnaires. The third chapter is also dedicated to further research ,Algerian Secondary school teachers questionnaires.

Limitations

While collecting the data, we faced many limitations that sometimes made me think I shouldn't carry out this research; however, we had the drive to carry on. When I started gathering data from teachers, I found that some of them didn't want to answer my questionnaire; some were reluctant to help, others were more than helpful. I had the same issue when it came to schools, so I deduced that gathering data online is more workable and wouldn't take much time.

The concept of context is rather abstract and so trying to study it is rather a delicate abstract issue. There is also the issue of inconsistency regarding the responses of the subjects of investigation themselves.



CHAPTER ONE: LITERATURE REVIEW



INDUCTIVE/DEDUCTIVE APPROACHES

Introduction

How could we teach language efficiently without knowing that language's basic framework? Whether or not taught conventionally, it is one basic framework that holds language together, and is fundamental to the comprehension of said language. Grammar can be acquired through the setting of examples or by correcting learners' mistakes as they progress through the language. Yet, with all the different skills and techniques and theories that abound, is it really necessary to 'teach' grammar?

1. Defining Grammar

Grammar: a set of rules and how they interact with one another in sentences. Some linguists find this explanation and tend to expand further as so:

Definition of Grammar 1: set of formal patterns in which the words of a language arranged in order to convey a larger meaning.

Definition of Grammar 2: the branch of linguistic science which is concerned with the description, analysis, and formulation of formal language patterns.

Definition of Grammar 3: linguistic etiquette.

Definition of Grammar 4: school grammar.

Definition Grammar 5: grammatical terms used in the interest of teaching prose. (Patrick Hartwell 1987: 352-353).

Even these definitions appear to be too constraining. Although these definitions reveal a range of meanings for grammar, they presuppose that grammar does not have a more global meaning. The definition that will be adhered to, in this essay, is the one created by Janice Neuleib who defines grammar as: "Native speakers of a language share an internalized system" (qtd. in Hartwell: p.349: 1987). Beyond the linguistic and formal writing processes, this notion allows grammar to take on a variety of shapes.



1.1. English Teaching Methods

If go along this path, then we have to suppose that grammar per se does not have any global meaning, so it will be defined in this essay by an internalized system that native speakers of a language have in common. Thus, allowing us to look at grammar outside the normal process of its interpretation. Throughout the history of teaching languages, a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to spend a moment getting to know these (Brown, H.D. (2007).

1.1.1. Grammar Translation Method

This is probably one of the most commonly used methods when it comes to learning another language, and involves much translation and grammar study. Learners are encouraged to learn grammar rules and to express themselves through translation, so they're able to translate a number of sentences. It is a method used by those who wish to pursue further studies in literature (Kumaravadivelu, B. (2006)

1.2.1. Audio-Lingual Method

With this method, learners are prodded into given correct responses. There is a greater emphasis on the teaching of grammar than there is on grammar as with the Direct Method, and feedback is given when learners reply negatively (Kumaravadivelu, B. (2006).

1.2.2. Structural Approach

In this approach a given language is considered to be made up of what could be seen as a set of building blocks, these blocks being the set of grammar rules particular to the language. Therefore, the learner will start with a basic block, for example a verb, and build on it to form other tenses. (Stern, H.H. (1983).

1.2.3. Suggestopedia

Here, the learner is given greater freedom of choice in methods available, and can pick that route which is more comfortable for them. It makes them more responsible but at the same time more at ease and confident. During their training, teachers are exposed to other elements such as art and music in order to enhance performance, and lessons are broken down into three stages– 1. Deciphering 2. Concert Session 3. Elaboration



1.2.4. Total Physical Response

This is an aural-based approach where learners follow basic instructions and learn by doing. It is thought that learners will make further progress through the mastery of aural skills

1.2.5. Communicative Language Teaching (CLT)

It is believed that with this approach, learners can increase their knowledge by being encouraged to respond in various functional situations, where they have to give thanks, make a suggestion, draw up a complaint, for example in role play, through interacting (Mitchell, Rosamond (1994). "The communicative approach to language teaching").

1.2.6. The Silent Way

In this situation, the teacher stands in the background and more or less encourages the learner to take full responsibility of their learning. The learner works towards perfecting their pronunciation, vocabulary and grammar with prompts from the teacher, who then assesses the learners' progress through observation rather than by exam.(Stern, H.H. (1983).

1.2.7. Community Language Learning

This involves greater intervention on the part of the teacher who may use translation from the mother tongue to enhance comprehension (Kumaravadivelu, B. (2006).

1.2.8. Task Based Language Learning

Based on the belief that learners will have a basic knowledge of the target language, teachers and students will work together to create interesting and stimulating activities in order to further enhance learning performance (Rod Ellis (2003)

1.2.9. The Lexical Approach

Computer-based identification of the most commonly used words in the target language, and how frequently they were used, led to the birth of this approach. Teachers who use this approach will build on existing data to give students a more realistic means of enhancing their knowledge (Michael Lewis (1993).



2.1. Inductive and Deductive

Grammar can be taught either deductively or inductively, and either method has its own advantages or disadvantages. Various factors play a role in the choice, as do teacher and learner preferences. It often turns out that some kind of combination of both works best in EFL teaching. Let's take a look at the underlying principles of inductive and deductive reasoning and see how this can be applied to grammar teaching and learning, whilst taking into consideration some of the pros and cons of each one.

2.2. Deductive and inductive reasoning

Deductive reasoning is from a general to specific approach, whereas inductive reasoning is specific to general.

2.3. Deductive and inductive grammar learning

Thornbury (1999) states that "A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises. An inductive approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language. Both approaches are commonplace in published materials. Some course books may adhere to one approach or the other as series style, whereas some may be more flexible and employ both approaches according to what the language being taught lends itself to. Most inductive learning presented in course books is guided or scaffolded. In other words, exercises and questions guide the learner to work out the grammar rule. The following course book extracts illustrate the two different approaches. The subsequent practice exercises are similar in both course books." (Thornbury, S. (1999). Thus, while in the deductive approach learners are 'spoon-fed' a rule, with the inductive learning, students are encouraged to work out the rules for themselves with a little guiding help.

3.1 Approaches– The pros and cons

Whichever method is used depends upon the language being taught. Inductive learning is perhaps more appropriate where standard basic rules are involved, whereas more complex structures would lean towards a deductive approach.

As inductive teaching is more learner-centered, this may be to the advantage of the learner, since they will tend to work things out for themselves.



The negative side to this is that it is more time-consuming and laborious and resulting inferences may be incorrect, and if a learner has been used to a deductive approach, it may be difficult for them to switch to an inductive path of learning.

Brown (2007) said:

“While it might be appropriate at times to articulate a rule and then proceed to instances, most of the evidence in communicative second language teaching points to the superiority of an inductive approach to rules and generalizations.” Brown(2007)

Nonetheless, while both approaches have advantages and disadvantages, and while a mix of inductive and deductive grammar instruction and learning is almost unavoidable, an inductive approach appears to be more often acknowledged as being more efficient in action.

3.1.1. Planning the assessment(s)

It is critical to make decisions regarding when and how students will be assessed and evidence of performance collected throughout the planning stage. Much of the learning and accomplishment of outcomes occurs within the process of completing the task assigned for the learner in an applied, investigative, context-based approach. As a result, it's critical to consider not only how to plan the evaluation, but also how to capture and document the results.

You must be prepared to notice, record, and document learner accomplishments as they happen. Leaving it to a single, final summative assessment event may overlook or overlook those outcomes, therefore failing to credit all of the student's knowledge and accomplishments, as well as their ability to apply their knowledge and abilities.

In a practical method (Kaili Rimfield, 2021 articles, King's College). Not all tasks or investigations must be considered assessable - this may vary depending on the curriculum you are teaching and reporting against.

3.1.2. Teaching.

One of the essential things that distinguishes education is that it is a way of attention to people's needs and experiences as they learn specific subjects and travel through the given as



contemplating what those we are supposed to be teaching require and what might be going on for them.

Hirst (1957) makes two very important points

Teaching includes is:

1. Setting out with the intension of someone learning something.
2. Considering people's feelings, experiences and needs.

According to him he added that teaching is to have a form of asking or questioning. Listening, or giving information and even demonstrating a skill or a process, it may also refer to test understanding and capacity. Another way is to impact knowledge or instruct someone by showing him/her how to do something. In other words, to cause someone to learn or understand something by example or experience.

3.1.3. Deductive Approach

Deductive approach is an approach that aims at giving learners rules, then examples, after that moving to practice. This approach is known as a teacher-centered approach to present a new grammar lesson. This way is compared with an inductive one, this is what we are going to discuss later.

Example. In the case of a mixed conditional, for example, I think, here it calls for a more 'inductive' method than a 'deductive' one.

3.1.4. The Advantages of Deductive Approach.

1. The deductive approach may be appropriate only for lower-level learners who require a clear foundation from which to begin a new learning experience, particularly for those who lack the training to find rules on their own.
2. It saves time to explain complicated grammar rules.
3. It instills in students a sense of confidence in their ability to pass an examination.
4. It meets the needs of many students' classroom learning expectations.
5. It is also beneficial to the teacher's trust.



3.1.5. The Disadvantages of Deductive Approach.

1. Grammar is taught in a one-on-one setting.
2. Students do not remember the explanation.
3. They pay little attention to meaning that they overlook meaning.
4. Most of the time, practice is mechanical.

3.1.6. Teacher and student participation in Deductive Learning

Deductive teaching is usually based on a teacher-centered approach, which means the teacher is involved in the learning process. According to Larsen Freeman (2000), the teacher is the most powerful person in the classroom in which the students just do or say what the teacher says. As a result, they can only learn what he or she already knows (p17).

He/she also explains the rules in detail. The students are oblivious to the new subject; the teacher must do or introduce each and every point. Learners will infer and discover the rules using the inductive approach, and will thus gain knowledge of how to use the language. This method is also based on specific experiments or exercises in experimental learning. It is also student-centered, encouraging pupils to present their own ideas and become more motivated, with the teacher acting as a facilitator and guide in the background.

"In teaching grammar inductively," writes Akar (2005), "the teacher implies and hides grammatical facts from their learners; he/she provides the students with many opportunities to generate utterances containing the target items."

When an educator teaches grammar inductively, he or she suggests and hides grammatical facts from their pupils while providing plenty of opportunities for them to construct utterances containing the target items.

In this regard the focus should be upon grammar that is to say their attention is not for grammar, but to the activity or to the text, it is also lead them act with language in which they subconsciously absorb grammatical information (p24)



3.1.7. Teaching Grammar in Context

According to the ELT Journal of Oxford University (2020), from a grammatical perspective, many foreign language programs and teaching materials are based on a linear model of language acquisition. This model operates on the premise that learners acquire one target language item at a time, in a sequential, step-by-step fashion. However, such a model is inconsistent with what is observed as learners go about the process of acquiring another language.

Firstly, an argument is made for a different approach to second language instruction than the linear model or the organic method. Both perspectives will be compared in the first part of the paper, with evidence from second language learning and discourse analysis supporting the organic view. More crucially, some of the organic approach's educational consequences will be discussed and illustrated using classroom examples. Teaching can be made more easier and more fluid when context is available. This aids pupils in recognizing patterns and learning the target language more quickly.

Several different teaching approaches and procedures have been attempted and tested throughout the history of language instruction, with some being more popular and effective than others. If you're just starting out as a TEFL teacher, it's a good idea to familiarize yourself with these terms. (Brown, H.D. (2007).

"While articulating a rule and then proceeding to instances may be helpful at times, the majority of data in communicative second language instruction points to the superiority of an inductive approach to rules and generalizations."

Nonetheless, while both approaches have advantages and disadvantages, and while a mix of inductive and deductive grammar instruction and learning is almost unavoidable, an inductive approach appears to be more often acknowledged as being more efficient in action. It's critical to make decisions regarding when and how students will be assessed and evidence of performance collected throughout the planning stage.

Much of the learning and accomplishment of outcomes occurs within the process of completing the task assigned for the learner in an applied, investigative, context-based approach. As a result, it's critical to consider not only how to plan the evaluation, but also how to capture and document the results. You must be prepared to notice, record, and document learner



accomplishments as they happen. Leaving it to a single, final summative assessment event may overlook those outcomes, therefore failing to credit all of the student's knowledge and accomplishments, as well as their ability to apply their knowledge and abilities in a practical way. (Kaili Rimfield, 2021 articles, King's College)

Not all tasks or investigations must be considered assessable - this may vary depending on the curriculum you are teaching and reporting against.

3.1.8. Teacher's and the student's role in inductive teaching

In inductive teaching, the learners are typically the most involved in the classroom; that is to say, the learners are the most dominant in class. The teacher only guides and facilitates the way of teaching in a way that is considered passive unlike the students who are all the time active. In this method, the teacher should only select the data for the acquisition of grammar; it should be selected at the student's level, interest, regalia...Chalipa (2013) states that inductive instruction is a much more learner-centered approach and it makes the use of a strategy that is known as noticing.

3.1.9. The Advantages of Inductive Teaching Method.

1. It includes many different examples.
2. It inspires the students' thinking activities in which they have passion and motivation while working and having such activities.
3. It may also increase the Learners' learning interest in which they will be more motivated.
4. Learners are provided with a many different information till arriving to the general rule.

3.1.10. The Disadvantages of Inductive Teaching Method.

1. Grammar's presentation may be more complex while arriving to deduce a rule.
2. It may also consume time; it is a time consuming.
3. Grammar is not taught directly, learners themselves will deduce a rule. For instance, students with a low level may have some difficulties ~~about it~~; that is to say, there are some rules that may not be deduced easily.

3.1.11. Choice of Method



To summarize so far: The deductive approach while teaching grammar is (GTM - grammar translation method) focuses on memorizing grammar rules and applying them to other examples. It is also used in suggestopedia when teaching grammar is explicit, but not to the extent that it is in community language learning (CLL). Finally, in TPR (Total Physical Response) it is used with a balance.

3.1.12 Further observation

In this regard, teaching grammar is typically different from the former one, deductive teaching. Grammar is taught inductively in indirect method (IDM). In this method, the learners are provided with different examples. After that, they themselves figure out the rule or they may also generalize it from the early given examples (Larsen-Freeman, 2000). The Audio-lingual method encourages students to favor induction. Task Based Learning (TBL) is based on the assumption that the student has some prior knowledge of the target language, and CLT (Community Language Teaching) invites greater participation on the part of the teacher who may use translation during a lesson.

Liu (2003) states that the place of pedagogical grammar in teaching education programs is central in the teaching and learning of any foreign language teaching and learning.

That is to say, if there were no strategies and some effective teaching techniques for teaching grammar correctly and clearly, grammar instruction would become a really tiring job, involving useless examples, and even students being misled. Hence it might be preferable to use a combination of both deductive and inductive learning strategies in the classroom.

Finally, As Chalipa (2013) finds out:

1. For EFL learners learning grammatical structures on a short-term basis, a deductive approach is more effective.
2. They produce similar results for EFL learners who are learning grammatical structures over time.
3. When both methods were used, students learned faster in the short term.

4.1 Methodological Organization of Teaching Practices.



Teachers learn about many methods to structure their teaching practices through methodology. For example, Harmer (2001) stated that there are four layers of organization at the level of methodology, which are known as approach, method, procedure, and methods. Anthony (1963), as well as Richards and Rodgers, discuss it (1986).

The following table shows how Anthony (1963) and Richards & Rodgers perceived approach, method, procedure, and technique (1986)

Antony model	Approach	language theory Objective Type of syllabus Type of activity Teacher responsibilities Materials' Function
Method	Design	Techniques Practices
Overall strategy for the orderly presentation of orangutan content, with no aspect of the strategy contradicting the others if it is based on the chosen approach.	Procedure	Techniques Practices
actual application in the language classroom	Technique	
Richard and ridges model	Approach	language theory
	Design	Objectives Syllabus types Activity types Learners and teachers role Role of material
	Procedure	Techniques .practices and behaviors

A brief summary of each of the above models (approach, method, procedure, and technique) is provided below.

4.2 Approach



The term "approach" refers to a set of general assumptions about what language is and how it is learned (Richards and Rodgers, 1986). It encapsulates our entire thinking on both the theory of language and the theory of learning. In other words, a language learning approach describes:

The nature of language is one of the first things to consider.

2. How does a person learn a language?

. as well as the circumstances that encourage language acquisition.

4.3. Method

A method is defined as the practical application of an approach, or the theory being put into practice as a method.

1. It entails making decisions about which skills to teach.

2. In language teaching and learning, the roles of the teacher and the learner.

3. Procedures and techniques that are appropriate.

4. The content that will be taught, as well as the order in which it will be presented.

It could also involve a specific syllable structure, material choices, and methods for evaluating and assessing learners, as well as learning and teaching. A method is a type of organizational strategy that is based on the philosophical foundations of an approach.

4.4. Procedures

It is an ordered set of procedures, according to Jeremy Harmer (2001), and they are step-by-step steps to execute a process. For example, a frequent technique in the grammar-translation method is to begin by introducing grammar principles and demonstrating these rules using sentences that the learners must then translate into their native tongue. A procedure, according to Harmer, is "smaller than a method and larger than a technique."



4.5 . Technique

A multitude of techniques are used to carry out each procedure. These can be in the shape of an exercise or any other activity that you must accomplish in order to complete a task. When using movies, for example, teachers frequently employ a technique known as 'silent viewing,' which is presenting a film without sound and asking pupils to figure out what the characters were.

Conclusion

To conclude, teaching grammar is considered as one of the most consequential and momentous subjects that both teachers and learners should take it into consideration. It can be presented deductively or inductively in a context. The most effective and efficient approach that is used and applied successfully in schools today is known as CBA which stands for Competency Based Approach. My own experience in teaching has helped me discover and confirm the most effective way or method that should be used to successfully teach grammar. My findings showed that it is well effective to teach grammar in context with articles, or even in a dialogue or with a listening script. I can also certify, that when I started teaching, my learners achieved better, grasped well and had more passion and creativity when these methods were applied to their daily life activities. My experience in teaching paved the way to my coming across such an interesting topic. In addition to that, my research results showed that effective way of teaching grammar should be done and applied inductively in context.



CHAPTER TWO: Results and discussion



1.1. Teachers' Part

Introduction:

In the practical side, we have designed a set of tests to verify our hypothesis about the use of context by both teachers and learners. The results show that the use of context in this manner helps effectively in teaching grammar.

1.1.1. Description

We designed a questionnaire that is titled as Teaching Grammar Deductively, Inductively, or in a context. The questionnaire was aiming at collecting data from Timimoun secondary school teachers, males and females; it was done as a field questionnaire. Some of the questions that have been asked were as follow : when you teach grammar do you start with examples ? do you present grammar lessons with examples? There were almost 15 responses.

1.1.2. Result

Grammar is considered as one of the most important subjects in any given language that both teachers and learners should take into account. As being a researcher and having an opportunity to take part in that, we were collecting data from Timimoun secondary school teachers, 15 male and female teachers. We started asking them if they taught grammar deductively or inductively in a context.

Question N=°01

Firstly, we wanted to know if they taught grammar with examples, 86.66 % answered with "yes", whereas 13.34% answered with "no".

Table N=° 01 Do you teach grammar with examples?

Number of informants	13	02
Do you teach grammar with examples?	Yes	no
Percentage	86.66 %	13.34 %

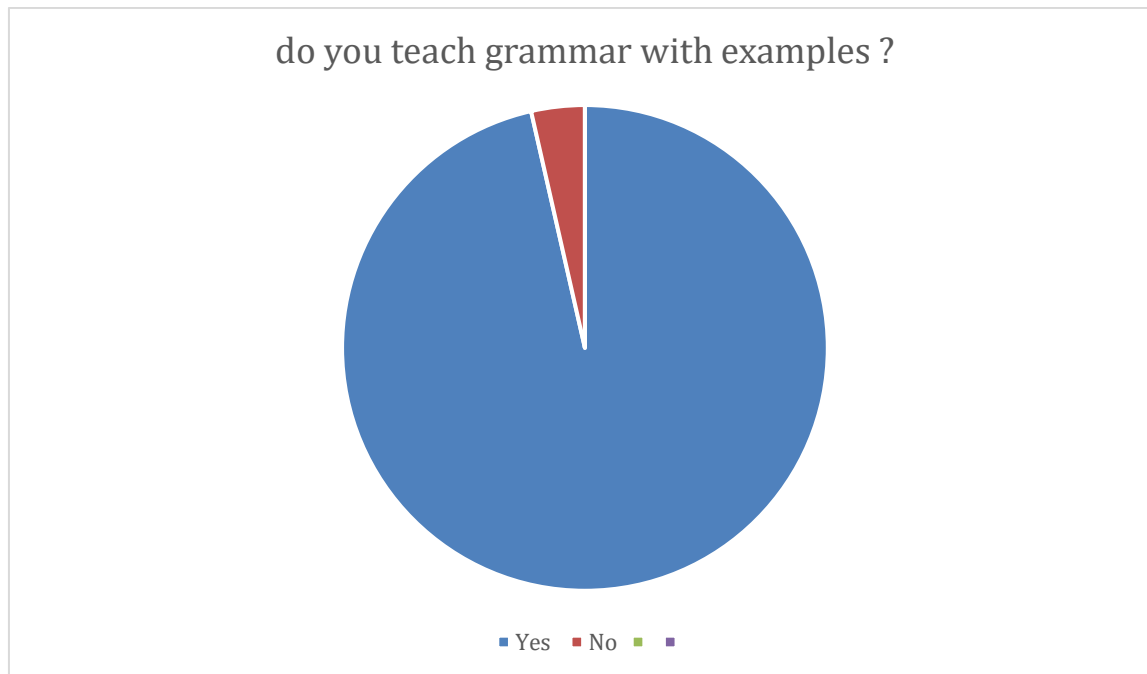


Figure N 01 Do you teach grammar with examples ?

Among the 15 teachers, 13 informants that responded with " yes" some said that they used every day examples and examples that are related to the session as well as asking the pupils to provide examples from their everyday life. Others replied that they used examples from the text already they were studying while others used clauses and separate examples to explain a new structure. Certain teachers said they asked their pupils to pick out sentences from the text and from their daily life. One of them stated that he used daily life expressions and realia. Only two of the participants declared that most of the time they used examples from a text, or a reading or listening passage. One of the informants said that she used examples from books or sentences depending on the lesson. More importantly, one of the participants declared that she introduced her lessons clearly to inform the learners of what to expect and that examples should be placed in context between the previous lessons and future ones. Only two participants answered that they used deductive examples in isolated cases.



Question N=°02.

Do you start teaching grammar with rules?

Table N=° 02

Number of informants	14	01
Do you start teaching grammar with rules?	Yes	no
Percentage	93.33 %	6.67 %

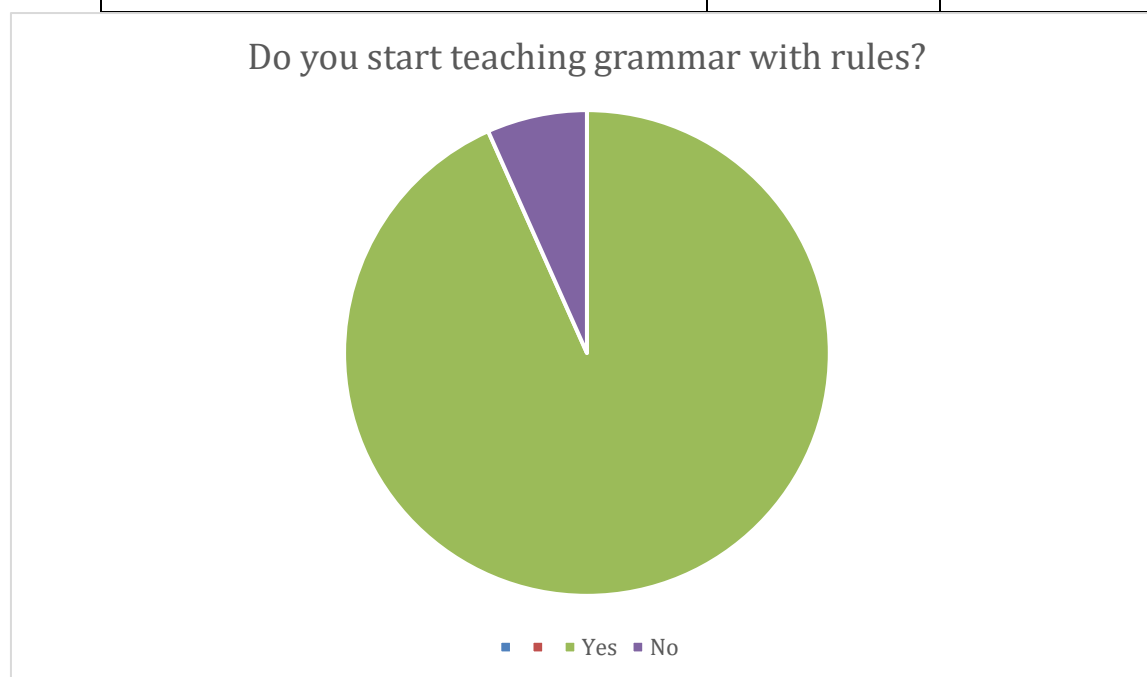


Figure N=02 do you start teaching grammar with rules?

Secondly, when I questioned them if they started with rules 14 among 15 answered with 'No' only one participant responded with 'yes'.

Moreover, while I asked my informants where they took their examples from, 9/15 of them stated that they were from texts/ listening, already in use. Three of the informants chose both already dealt with text. Two of them answered that they made them up themselves or took them from grammar books. One of the interviewees declared that he got his examples from internet.



Table N=° 03: where do you take your examples?

Number of informants	09	03	02	01
Where do you take your examples?	From texts / listening	Already dealt with texts	they made them up themselves or took them from grammar books	From the internet
Percentage	60 %	20%	13.33%	6.67 %

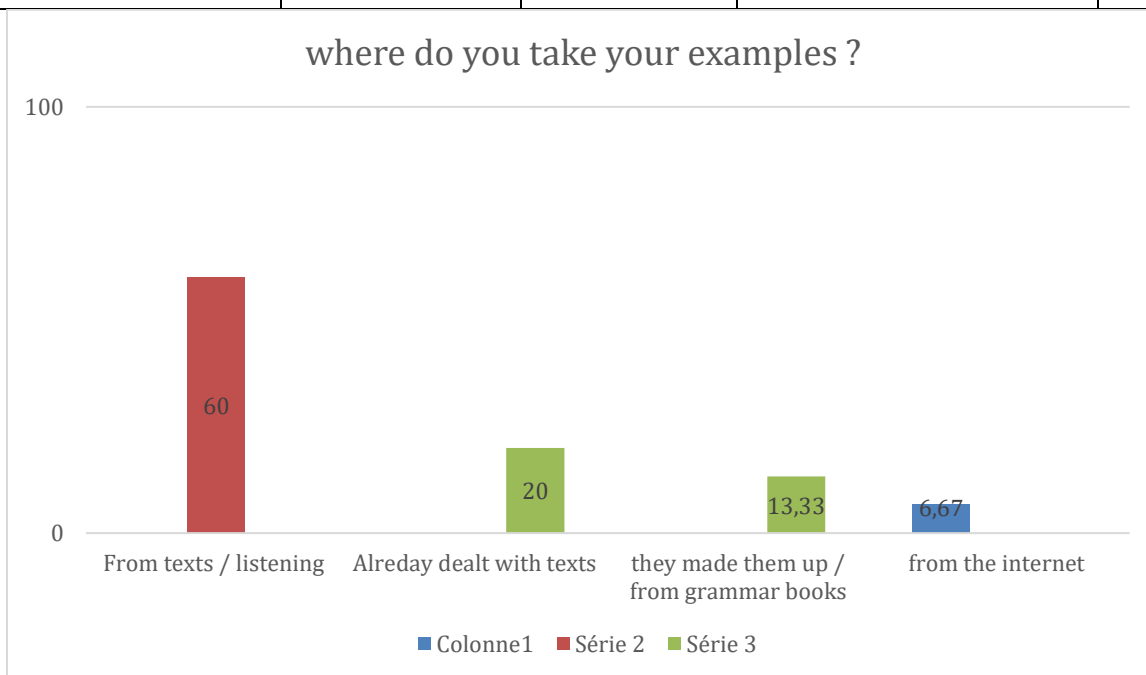


Figure N=° 03

Then, when I questioned them if they gave examples from everyday life, all of the informants responded with "yes". I also asked them If they taught grammar in context, if they used examples from the text to present the target structures; all of them answered with " yes ".



Table N=° 04: Do you give examples from everyday life?

Number of informants	15
Do you give examples from everyday life?	Yes
Percentage	100 %

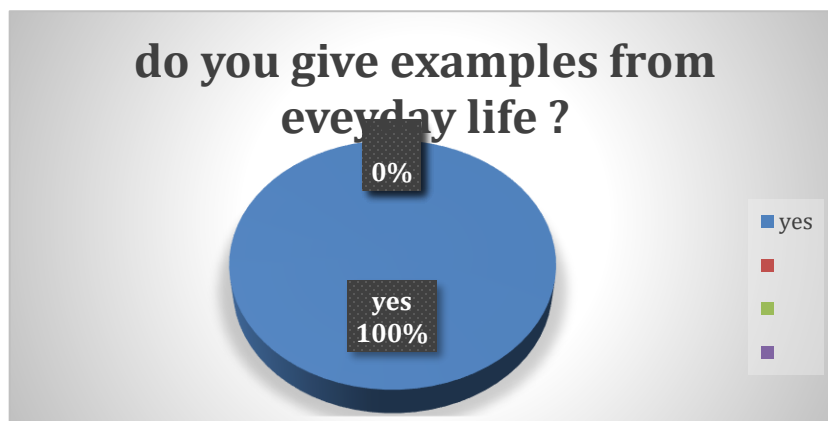


Figure N =° 04 Do you give examples from everyday life?

Table N=° 05 Do you teach grammar in context?

Number of informants	15
Do you teach grammar in context ?	Yes
Percentage	100 %

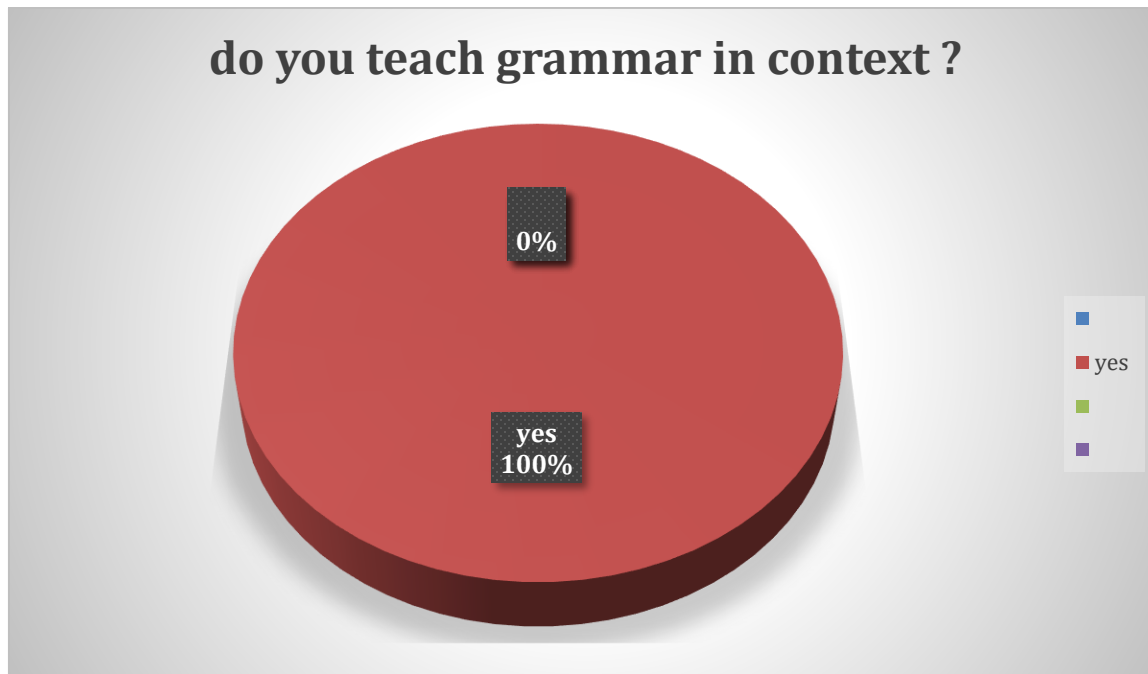


Figure N=05 Do you teach grammar in context?

Last but not least, I asked them how often they presented their grammar lesson with examples from the text, 9 among 15 responded with "Sometimes" and 6 of the informants stated that they always used examples from the text. In brief, we can deduce that almost all teachers teach grammar in context rather than in isolation.

Table N=° 06 How often do you present your grammar lessons with examples from the text?

Number of informants	9	6
How often Do you present your grammar lessons with examples from the text?	Sometimes	Always
Percentage	60%	40%

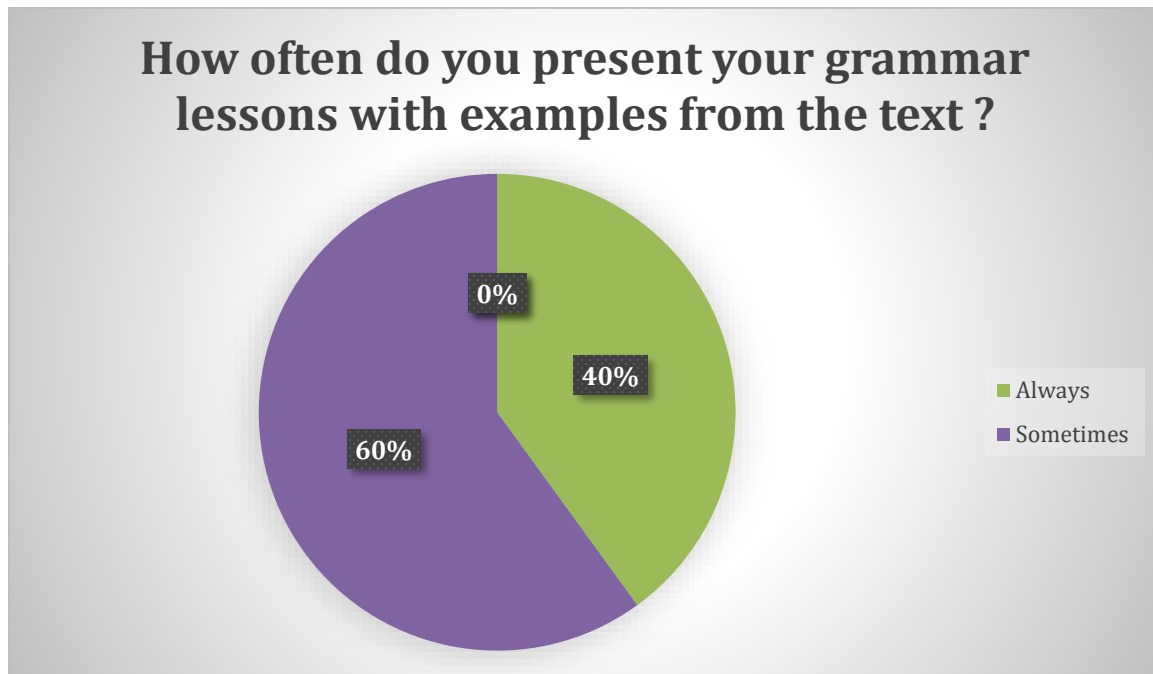


Figure N=06 How often do you present your grammar lessons with examples from the text?

1.1.3. Discussion

While collecting my data from my informants, the results were as I expected; they were almost logical and natural. For instance, when I asked my informants if they taught grammar in context and used examples from the text to present a target structure, all of them responded with "yes". Besides, when I asked them if they presented their grammar lessons from the text 9/15 answered that they sometimes presented them with examples from the text, whereas 6 of the informants stated that they always presented their grammar lesson with examples from the text. So, we can deduce that the majority of them confirmed this, Moreover, when I asked them if they gave examples from everyday life, all of the participants confirmed that they did. To sum up, I infer that teaching grammar in context is the most effective way that should be used/applied while teaching or presenting any given grammar lesson. More importantly, it also motivates learners to express their thoughts in their daily life activities rather than having or attaining it with isolated examples that may only be pertinent in class, in other words they wouldn't be used in someone's daily life.



Conclusion

To conclude, teaching grammar is considered as one of the most consequential and momentous subjects that both teachers and learners should take it into consideration. It can be presented deductively or inductively in a context. The most effective and efficient approach that is used and applied successfully in schools today is known as CBA which stands for Competency Based Approach. My own experience in teaching has helped me discover and confirm the most effective way or method that should be used to successfully teach grammar. My findings showed that it is well effective to teach grammar in context with articles, or even in a dialogue or with a listening script. I can also certify, that when I started teaching, my learners achieved better, grasped well and had more passion and creativity when these methods were applied to their daily life activities. My experience in teaching paved the way to my coming across such an interesting topic. In addition to that, my research results showed that effective way of teaching grammar should be done and applied inductively in context.

1.2. Learners' Part

1.2.1. Description

We designed a questionnaire entitled 'teaching grammar deductively or inductively in context. The questionnaire was aiming at collecting data from two different samples, group "A" which is a target one and group "B". They were 10 participants for each group with the same level, they were all third-year foreign languages classes from different secondary schools. We designed two different tests, one for the target group "A" which was presented with texts supplied with three questions, whereas the Group "B" test only had with isolated sentences with the same instructions as group "A". It was done in Timimoun secondary schools. One of the questions concerned transforming sentences into direct speech.

1.2.2. Result

Grammar is one of the most important subjects in any given language, and without grammar language would be meaningless. According to Merriam Webster, grammar is a system of rules that defines the grammatical structure of a language. As a researcher, we had the opportunity to investigate further. I was collecting data from two different secondary schools In Timimoun. They were all third-year classes at the same level and contained each 10 participants. The questionnaire



was as a test to learners to come up with results and figure out which of the ways could be used effectively in both teaching and testing. The target group "A" took a test where the task was to identify sentences that contained statistics, underline verbs, and then transform sentences from reported to direct speech. The same questions were given to group "B" where there were only isolated sentences. In target group "A" all of the informants answered correctly in both question one and two, whereas in group "B" only 6/10 responded correctly. When I gathered my data 60% of the informants answered the last question correctly (which was transforming sentences into direct speech) whereas in group "B" only 30% of the participants answered correctly (only 3 out of 10 of the informants).

Table N=° 01 The result among groups A (context) and B (isolation) – teaching grammar in context vs. teaching it in isolation.

	Group A	Group B
Correctly Identifying verbs	100%	60%
Underlining verbs	100%	60%
Transforming sentences into direct speech	60%	30%

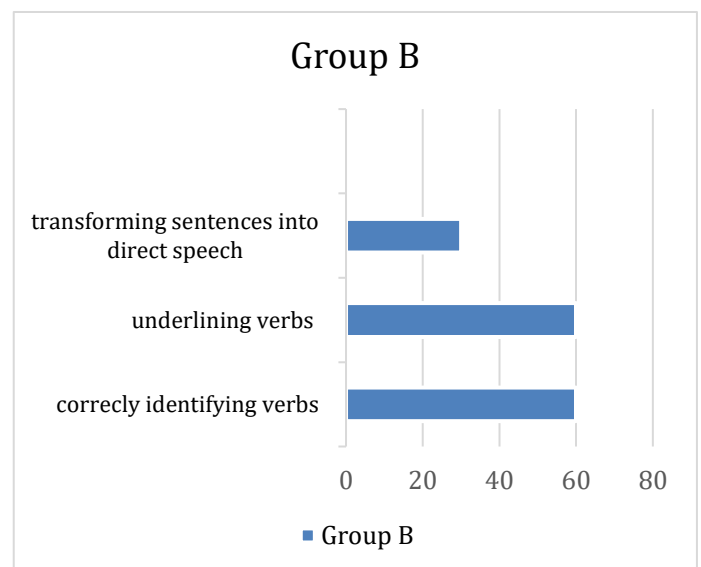
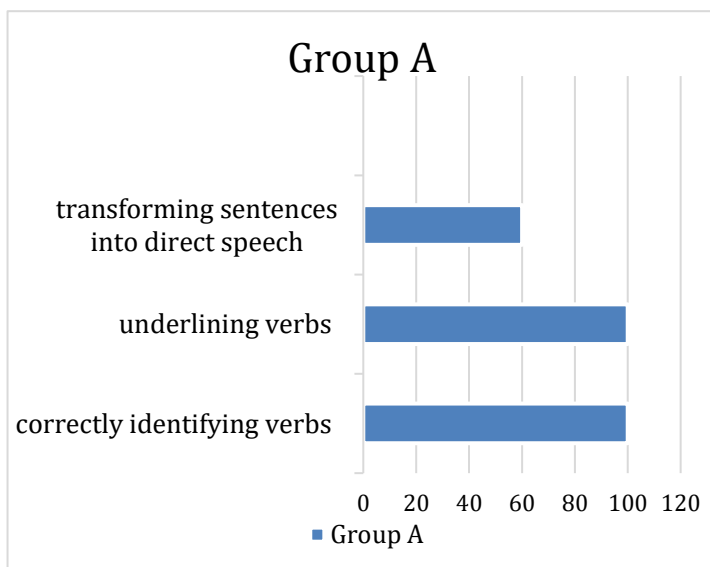




Figure N=°01 **The result among groups A (context) and B (isolation) – teaching grammar in context vs. teaching it in isolation.**

1.2.3. Discussion

While gathering data from informants, the findings were almost as we expected. For examples, when I asked group "A" participants to identify and underline verbs, all of the participants responded correctly, whereas in group "B" whose test contained only isolated sentences, only 6 of the participants answered correctly. When I gathered my data from group "A" participants, 6 out of 10 transformed sentences into direct speech correctly, while in group "B" only 3 out of 10 of the informants answered correctly, and 4 out of 10 in group "A" only tried to transform sentences, but didn't do them correctly, whereas in group "B", 4 of the informants answered 3 out of four sentences correctly, and four of those informants in group "B" did only 2 out of 4 correctly. All in all, I inferred that teaching grammar in Context would be the most effective way ever for learning grammar, as I noticed it also encourage+s and even energizes learners to express thoughts concerning daily life activities and is more interesting than coming up with isolated examples.

Conclusion

To conclude, teaching grammar is considered as one of the most important subjects or modules that both teachers and learners should take into account while teaching; it is simply unavoidable in any given language. Grammar can be acquired using different ways and methods, whether deductively or inductively in context. I was It was interesting finding out which of the former methods could be more useful and effective. I suggest that teaching grammar in context should take place as soon as possible. Teaching is a noble profession which can't be attained by anyone. Their jobs are sacred as they function like a second parent. Whenever there is language, there is grammar to be learnt. In order to effectively learn a grammar of a language, many ways are proposed, but as this piece of research has shown, I added to the literature of didactics in Algeria and especially in Timimoun region to help improve the educational situation. This method is called "teaching grammar in context". I have been inspired by my observations in the class and my questionings to my superiors and my first-hand experience in the field of teaching English as a foreign language. These observations pushed me to do this research.



Context affects the teaching process by offering teachers a procedure and set of steps to clearly present a given lesson in grammar. It also motivates students to be more engaged in the lesson. It can also help explain language in and outside the classroom setting which helps nurture the real-life skills of learners to deal with problems. It also affects the learning process by offering learners new perspectives on learning grammar and foreign languages. This can be shown in their motivation and attitude toward learning grammar. Context is a very powerful tool.

Context is vital to learning and teaching any language of any culture. This is because context clarifies and makes lessons more relatable such as teaching students from the desert about concepts such as *lfoggara* that reflect the local culture, also known as contextualization. This helps learners form images that they can connect with in their own language to help them learn faster and more efficiently.

Teaching is a noble profession which can't be attained by anyone. Their jobs are sacred as they function like a second parent. Whenever there is language, there is grammar to be learnt. In order to effectively learn a grammar of a language, many ways are proposed, but as this piece of research has shown, I added to the literature of didactics in Algeria and especially in Timimoun region to help improve the educational situation. This method is called "teaching grammar in context". I have been inspired by my observations in the class and my questionings to my superiors and my first-hand experience in the field of teaching English as a foreign language. These observations pushed me to do this research.



CHAPTER THREE: FURTHER RESEARCH

Practical part



2.1. Practical part

2.1.1. Description

We designed a questionnaire entitled Teaching Grammar Deductively, Inductively, or in a context'. Our questionnaires aimed to collect data from Algerian secondary school teachers. This questionnaire was done online.

Some of the questions were asked as follows: When you teach grammar do you start with examples, do you present your grammar lessons with examples? There were almost 16 responses.

2.1.2. Results

Grammar is considered as one of the most important subjects in any given language, and teachers should bear this in mind. As a researcher I was able to collect data from secondary schools (16 male and female teachers) about how they teach grammar and whether this was deductively or inductively in a context. When I asked them if they taught Grammar beginning with examples, 31,3% of them answered with yes, whereas 68,8% answered with no. 11 Participants who answered with 'Yes' said that they started their lessons with examples that are related to the unit being taught, some others said they used examples in context, real life examples or examples that contain the target structures. Certain others said that they provided their pupils with prompts to incite them to provide examples from a context which contained the target grammar. Some other teachers said that they asked them some realistic or daily life questions that their learners could easily answer.

When I asked them if they started with rules, 81,3% responded with 'No', and 18,8% of the interviewees answered with 'Yes'. Then, when I asked them if they presented their grammar lessons with isolated examples 56,3% of the participants declared that they sometimes did. However, 37,5% of them answered that they never presented their lessons with isolated examples. Only 6, (20%) of the teachers said that they always started their lessons with isolated examples. After that, when I asked them if they gave examples from everyday life, all of the informants responded with 'Yes'. I also asked them if they presented their grammar lessons using a text .68,8% of the interviewees answered that they only sometimes presented their lessons with examples, whereas 31,3% of them said that they always did it with examples from the text. Last but not least, when I asked them if they taught grammar in context and if they used examples from the text to start the target structures, all of them answered with 'Yes'.



Do you present your grammar lessons with isolated examples ?

16 réponses

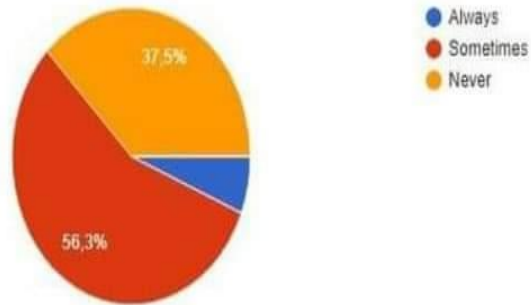


Figure:01 Do you present your grammar lessons with isolated examples?

when you teach grammar , do you start with the rule ?

16 réponses

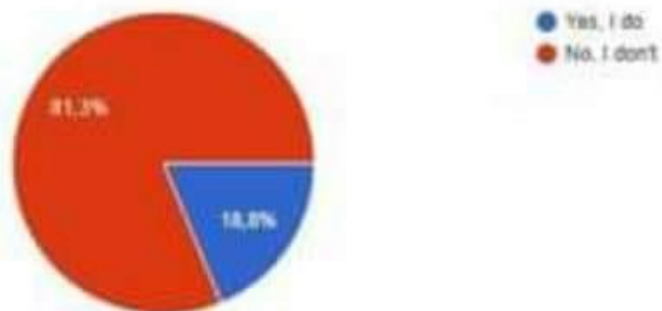


Figure:02 when you teach grammar, do you start with rule?



When you teach grammar , do you start with examples ?

16 réponses

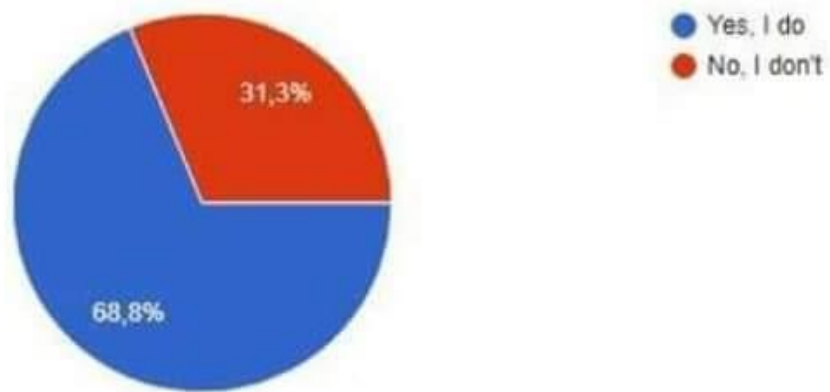


Figure:03 When you teach grammar, do you start with examples?

Do you give examples from every day life ?

16 réponses



Figure:04 Do you give examples from everyday life?



Do you present your grammar lessons with Isolated examples ?

16 réponses

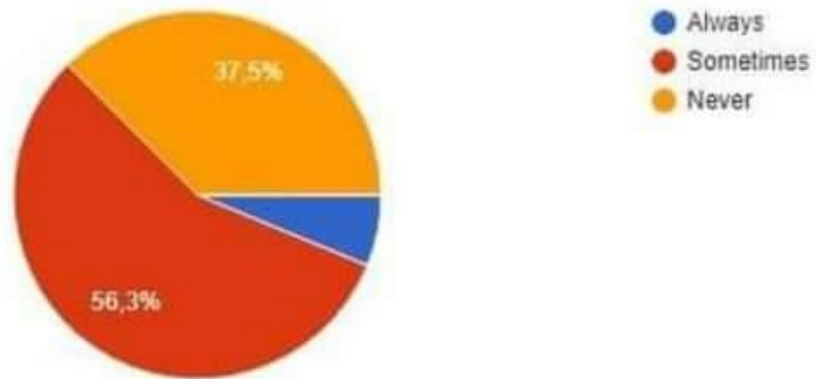


Figure:05 Do you present your grammar lessons with isolated examples?

Gender

16 réponses

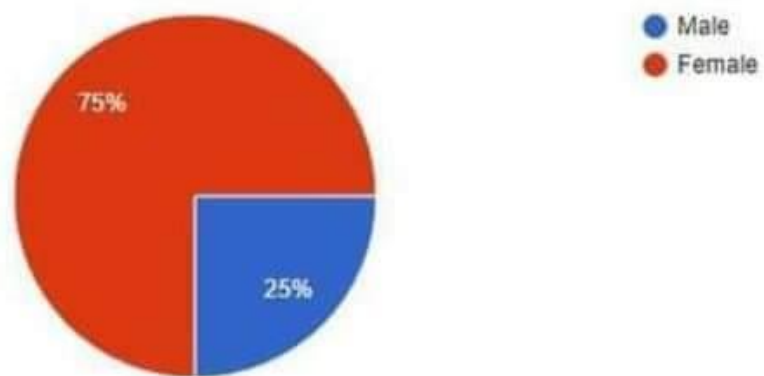


Figure:06 gender



Do you present your grammar lessons with examples from the text ?

16 réponses

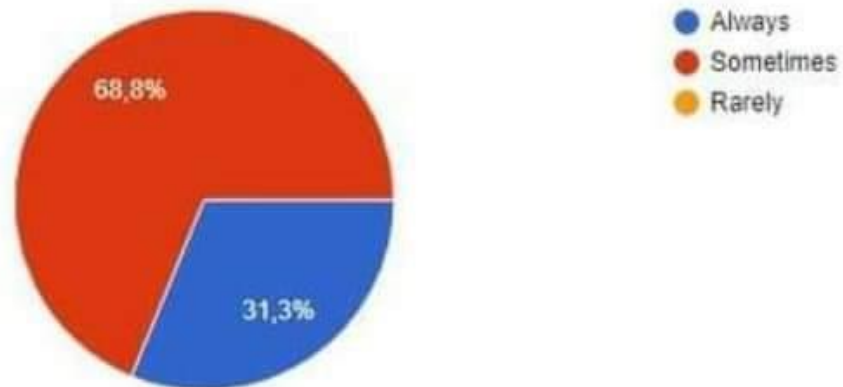


Figure:07 Do you present your grammar lessons with examples from the text?

If you start with examples , what type of examples do you use ?

11 réponses

Un petit énoncé

Related to the unit being taught

In context real life examples

Examples that contain the target structures

I provide the pupils with a context such as a text then I lead them to provide me with examples from the context . these examples should contain the target grammar.

Ask daily life questions that students will answer

Realistic example

Figure:08what type of examples do you use?



2.1.3. Discussion

While collecting data from my participants, the results were as I expected, they were almost logical and natural. For example, when I asked my informants if they had taught grammar in context and used examples from the text to present a target structure, all of them answered with a 'yes'. I asked them if they had presented their grammar lessons with examples from the text 68,8% of the interviewees responded that sometimes they presented it with examples, thus the majority of them. Also, when I asked them if they had given me examples from everyday life, all of the informants confirmed that they had. All in all, I deduce that teaching grammar in context is the most effective way, and should be used and applied while teaching. Most importantly it also motivates learners to express their thoughts concerning their daily life activities rather than provide isolated examples that may be relevant only in class.



General Conclusion

To conclude, teaching grammar is considered as one of the most important subjects or modules that both teachers and learners should take into account while teaching; it is simply unavoidable in any given language. Grammar can be acquired using different ways and methods, whether deductively or inductively in context. I was interesting finding out which of the former methods could be more useful and effective. I suggest that teaching grammar in context should take place as soon as possible. Teaching is a noble profession which can't be attained by anyone. Teachers' jobs are sacred as they function like a second parent. Whenever there is language, there is grammar to be learnt. In order to effectively learn a grammar of a language, many ways are proposed, but as this piece of research has shown, I added to the literature of didactics in Algeria and especially in Timimoun region to help improve the educational situation. This method is called "teaching grammar in context". I have been inspired by my observations in the class and my questionings to my superiors and my first-hand experience in the field of teaching English as a foreign language. These observations pushed me to do this research.

Context affects the teaching process by offering teachers a procedure and set of steps to clearly present a given lesson in grammar. It also motivates students to be more engaged in the lesson. It can also help explain language in and outside the classroom setting which helps nurture the real-life skills of learners to deal with problems.

It also affects the learning process by offering learners new perspectives on learning grammar and foreign languages. This can be shown in their motivation and attitude toward learning grammar. Context is a very powerful tool.

Context is vital to learning and teaching any language of any culture. This is because context clarifies and makes lessons more relatable such as teaching students from the desert about concepts such as Ifoggara that reflect the local culture, also known as contextualization. This helps learners form images that they can connect with in their own language to help them learn faster and more efficiently.

Teaching is a noble profession which can't be attained by anyone. Their jobs are sacred as they function like a second parent. Whenever there is language, there is grammar to be learnt. In order to effectively learn a grammar of a language, many ways are proposed, but as this piece of research



has shown, I added to the literature of didactics in Algeria and especially in Timimoun region to help improve the educational situation.

Recommendations

Having concluded this research paper, and drawing upon my own teaching experience and what the advice and suggestions offered by well-meaning teachers and inspectors, I would recommend that colleagues look into the various methods that can be used when teaching grammar. I thoroughly recommend that teachers teach it in context. However, though my findings were as I expected, learners who are taught grammar whether in isolated examples or in context, should focus more on tenses as they failed in this instance in some sentences when they were transforming them to other structures crucial to grammar



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20. Patrick Hartwell 1987:

Appendices:

Dear teachers

This survey is a part of a research carried out for a master dissertation to investigate the way that Algerian secondary school English teachers use to teach grammar whether deductively , inductively or in context.

Thus, you are kindly invited to fill in the following questionnaire in which your contribution and participation are highly valuable and important.

Thank you

Gender:

- ☐ Male
- ☐ Female

When you teach grammar , do you start with examples?

- ☐ Yes, I do
- ☐ No, I don't

If you start with examples, what type of examples do you use?

- ☐
-
-

when you teach grammar , do you start with the rule?

- ☐ Yes, I do.
- ☐ No, I do not.

Where do you get your examples from?

- ☐ Already dealt with text / listening
- ☐ You make them
- ☐ A grammar book or the internet

Do you give examples from every day life?

- ☐ Yes, I do.



- No, I do not.

If you teach grammar in context, do you use examples from the text to present the target structures?

- Yes, I do.
- No, I do not.

Do you present your grammar lessons with examples from the text?

- Always
- Sometimes
- Rarely

This questionnaire aimed at collecting data from “**Houari Boumedien**” 3rd years secondary school FL learners

How charitable are our Youth?

It is generally believed that young people today do not feel concerned about community issues. The older generation is deeply worried that society can't face up to problems, such as floods and earthquakes, because they consider that the youth have become less charitable and thoughtful about other people than their elders used to be. The magazine **Youth 2010** has recently carried out a survey about charity among secondary school children to check out on these two questions. §1

Let's find out by looking at some of the questions **Youth 2010** asked as informants and how they responded to its questions. **Youth 2010** asked the teenagers if they had ever experienced an emergency situation. Interestingly, forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the **Youth 2010** reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them



answered that they had donated either money or blood. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food aid. §2

The data gathered by **Youth 2010** suggest that our youth are more thoughtful and charitable than some parents think. They know that they will live through highly risky times and that in such times every little contribution can help. §3

The questions

1. Underline the sentences that contain statistics.
2. Underline the verbs in those sentences.
3. Transform those sentences to the direct speech.

This questionnaire aimed at collecting data from “**Moussa Ibn Nousair**” 3rd years secondary school FL learners

Reported Speech

Task:

1. Underline the verbs in each statement.

2. Indicate their tense.

3. Transform these sentences into direct speech?

1. Youth 2010 asked the teenagers if they had ever experienced an emergency situation.
2. Forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the Youth 2010 reporter that they had felt deeply moved by the disasters covered in the media.
3. Twenty of them answered that they had donated either money or blood.
4. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food aid.



Teaching Grammar Deductively , Inductively , in context.

Dear teachers ,

This survey is a part of a research carried out for a master dissertation to investigate the way that Algerian secondary school English teachers use to teach grammar whether deductively , inductively or grammar in context.

Thus, you are kindly invited to fill in the following questionnaire. You are further informed that your contribution and participation in this research are highly valuable and important.



Gender *

☐ Male

☐ Female

When you teach grammar , do you start with examples ? *

☐ Yes, I do

☐ No, I don't

If you start with examples , what type of examples do you use ?

Votre réponse





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Do you give examples from every day life ? *

☐ Yes, I do

☐ No, I don't

If you teach grammar in context , do you use examples from the text to present the target structures ? *

☐ Yes, I do

☐ No, I don't

Do you present your grammar lessons with examples from the text ? *

☐ Always

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☐ No, I don't

Do you present your grammar lessons with examples from the text ? *

☐ Always

☐ Sometimes

☐ Rarely

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when you teach grammar , do you start with the rule ? *

- ☐ Yes, I do
- ☐ No, I don't

Do you present your grammar lessons with isolated examples ? *

- ☐ Always
- ☐ Sometimes
- ☐ Never

Do you give examples from every day life ? *

- ☐ Yes, I do