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The Effectiveness of the Use of a Combination of Inductive-
Deductive Method on First Year Students in the Learning of the
Past Simple and Past Perfect Simple and the Writing Performance

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that reference or acknowledgement is made, whenever necessary, to the work of other researchers. I am duly informed that any person practising plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force.

Date: 4th September 2018

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Dedication

To the memory of my father

To my dearest mother

To my family and friends

To my respectable teachers

Abstract

Given the conflicting results reported in the literature on the separate use of either inductive or deductive methods in teaching grammar along with observed students' recurrent low control of grammar in writing, the current study explores the possible effectiveness of the use of a combination of inductive-deductive method of instructing EFL students on the past simple and the past perfect simple in written discourse. Accordingly, two types of experimental designs have been adopted: the quasi-experimental and correlational. The study has involved the selection of thirty students at the English Department of the University of Algiers², who have been assigned to two groups: the experimental and control groups. The former has been exposed to a combination of inductive-deductive method, whereas the latter has been instructed via the deductive one. The data has been gathered by means of three research instruments: pre- and post-tests, a students' questionnaire and students' written task. The results reveal improvement in the performance of the experimental group in the learning of the target tenses in contrast to the control group. Despite a noticeable improvement in the use of the tenses by the experimental group, these results have proved statistically insignificant. Hence, it has been concluded that both instructional methods are equal and have the same effect on the experimental students' learning of the target tenses in the short term. Unexpectedly, the students' questionnaire show that the quasi-majority of the experimental students have held positive attitudes towards learning the past simple and the past perfect simple through the use of a combination of inductive-deductive method. Additionally, the research findings also indicate the existence of a positive correlation between the experimental students' learnt target tenses and their writing performance.

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List of Acronyms

EFL: English as a Foreign Language

L1: First Language

M: Mean

Nb: Number

P.P.S: Past Perfect Simple

P.S: Past Simple

Ss: Students

Σ : Sum

%: Percentage

General Introduction

Grammar is a major aspect in the process of foreign language learning. Foreign language learners cannot communicate accurately and meaningfully without knowledge of grammar. Ur (1998) believes that grammatical rules are essential for the mastery of a language; learners cannot use words unless they know how those words should be put together. Liu (2012) further supports that failure to master the verb forms and functions of the target language makes errors inevitable in the process of a foreign language.

In spite of the importance of the grammar learning process, the question of whether to teach grammar or not has been contentious over the previous century amongst scholars and instructors. The heated debate, accordingly, has evolved further; it has revolved around the issue of how to teach grammar. As a consequence of this controversial issue, two main instructional paradigms have emerged: the deductive and inductive grammar teaching.

The deductive method refers to the traditional way of teaching a target language. It is defined as ‘rule-driven learning’ (Thornbury, 1999), in which the instructor explains the rules and their meaning to the learners, then this is followed by the application of these rules. That is, the students are first exposed to the rules, next they are provided with the practice of the target grammar patterns. This entails that this type of instruction is teacher-centred in which there is a complete reliance on the instructor’s explanations.

In contrast, the inductive method, as defined by Ellis (2006), is a way of grammar teaching whereby learners are requested to reach a ‘metalinguistic generalisation’ through their exposure to examples demonstrating the target grammatical points; an ultimate explicit statement of the rule remains optional. It is ‘discovery learning’ (Thornbury, 1999), in which students are initially supplied with data containing the grammar items in question and guided to infer the rules. This instructional paradigm is learner-centred and requires the student to take charge of their learning, which implies that it promotes learner autonomy.

The literature regarding the effectiveness of the deductive and inductive methods on the teaching of grammar has received a significant attention in the past decades until the present date. A number of studies have been undertaken in this regard that have compared the effectiveness of both types of grammar instruction. The results of some of these studies have shown an advantage for deductive instruction. Among these studies Chalipa (2013), Sik (2015), Arifin (2016), and Negahdaripour and Amirghassemi (2016). Other studies have indicated an advantage for inductive teaching, such as Alzu'bi (2015), Yarahmadzahi et al. (2015), Kaur and Niwas (2016), and Anani (2017). Yet, others have found no difference between the two ways of teaching, for instance Jean and Simard (2013), Temmenga-Helmentel et al. (2014), Zamani and Mohammadi (2014), Mahjoob (2015), and Tammenga-Helmentel et al. (2016).

As both inductive and deductive methods seem to encompass strengths and weaknesses, alternatively, a combination of the two may yield beneficial results. By blending both models, one may increase the strengths and reduce the weaknesses of each method. The combination of inductive and deductive methods refers to the type of instruction that begins with a less explicit teaching (i.e. inductive) and ends with a more explicit one (i.e. deductive). We believe that both instructional patterns are explicit, except that one is indirect and bears resemblance with the implicit grammar teaching, whereas the other is direct and has a similarity with the explicit grammar teaching. Our main concern in utilising the inductive method is to focus on meaning and function, while the focus of the deductive one is on form. Yunita (2016) believes that the type of grammar teaching whose emphasis is on meaning and form embodies the type of instruction that uses a combination of both inductive and deductive methods. In fact, a number of authors (Adair-Hauck and Donato (2002), Widodo (2006), Adi and Ratmingsih (2012), and Nesic and Hamidovic (2015)) have suggested the use of a combination of inductive and deductive methods in the teaching of grammar in the EFL setting since it comprises both inductive and deductive features; therefore, it is expected to be fruitful. Yet, few empirical studies have been conducted in this respect. An example of these is Eriksson (2014), Esfandiari and Rath (2014), and Mammadova's (2016) studies.

The relationship between grammar instruction and writing has been a controversial issue not only among foreign language scholars and researchers but also among native Anglophone ones. A substantial body of studies conducted by native Anglophone investigators (Myhill et al. (2012), Jones et al. (2013) and Myhill et al. (2013)) on L1 language learners, and others undertaken by non native Anglophone researchers (Saadian and Bagheri (2014), Wang and Wang (2014), Adhiyatma et al. (2015), Javidnia and Mahmoodi (2015) and Karimkhani (2016)) on EFL learners suggested the existence of a positive correlation between learners' grammar knowledge and their writing performance. However, different results have been generated from studies carried out by EFL researchers. For instance, Huang (2011) showed that EFL students' grammatical knowledge had no strong connection with the writing performance. Such contention on the relationship between grammar and writing instruction has been attributed to an inappropriate utilisation of adequate methods in the teaching of grammar as well as to the context in which grammar is presented.

Accordingly, a considerable amount of investigations, as mentioned earlier, have been conducted worldwide in attempt to discover the effectiveness of either the inductive or the deductive method in the teaching of grammar. Meanwhile, attention has also been given to the teaching of grammar by teachers in the Algerian context and precisely the English Department of the University of Algiers 2 (such as Boukadoum-Zeghimi, 2002 and Herizi-Mili, 2007). Nevertheless, students are still confronted with difficulties in using certain grammatical points accurately and adequately, especially at the written discourse level. Teachers' experience reveals that incorrect use of tenses and tense shift, in particular, are amongst the major problems that students encounter in their written and oral production. It has been noticed by the teachers at the English Department that such grammatical errors persist until the final year. This is probably because there is a lack of consciousness of grammar patterns use on the part of students. Alternatively, this might be explained by the fact that the teaching of grammar in the Department of English is not integrated with other skills, as the latter are believed to give learners the opportunity to discover and use the target grammar items in a meaningful context. A further alternative explanation might be that these

students unconsciously do not connect grammar to writing particularly, since these two modules are taught as separate entities.

Hence, the use of an alternative teaching method to assist students in better internalising English tenses is a necessity and our main concern. The use of a combination of inductive and deductive methods in the teaching of some tenses is worth exploring in the Algerian context such as the English Department of the University of Algiers 2. To this end, this study aims at investigating the effectiveness of a combination of inductive-deductive techniques on first year students in the learning outcomes of the past simple and past perfect simple. The students' learning outcomes means their ability to understand and produce the target tenses (narrative tenses) accurately and meaningfully in a sequence of events. The objective of the research also seeks to investigate whether there exists a link between the students' learnt target tenses and their writing performance with the intent of finding out about the role of grammar instruction in the development of writing.

To meet the objectives of the research, two types of experimental designs were adopted: the quasi-experimental and correlational ones. The former was meant to investigate the effectiveness of the combination of inductive-deductive technique on students' learning of the past simple and past perfect simple. The latter sought to explore the existence of any connection between the written expression and the target tenses.

The experimentation involved the formation of two groups: the experimental and control ones. The experimental group was subject to a treatment, while the control group was exposed to the traditional way of teaching, i.e. deductive method. To collect data, three research instruments were employed: pre- and post-tests, students' questionnaire and the students' written production. The results obtained from these tools were exploited to answer the following three research questions:

- 1- A- Is the use of a combined inductive-deductive method more effective on the experimental students' learning of the past simple and past perfect simple than the deductive one?

B-What are the experimental students' attitudes towards learning the past simple and past perfect through the use of a combined inductive-deductive method?

2- Do experimental students who perform well in the grammar post-test perform equally well in the writing task?

Therefore, this study offers the following null research hypotheses:

- H0 1: The use of the combined inductive-deductive method is not more effective than the deductive one on the experimental students' learning of the past simple and past perfect simple.
- H0 2: The experimental students who perform well in the grammar post-test do not perform equally well in the writing task.

The layout of the present study is arranged in four chapters. The first chapter is composed of two sections. The first section illustrates the importance of grammar instruction in language learning and teaching. It also highlights the main distinctions between the inductive and deductive methods along with their strengths and weaknesses. Furthermore, it provides an overview of some studies conducted on the inductive and deductive methods, as well as the combination of the two. The second section is devoted to the discussion about the controversy concerning the relationship between grammar instruction and writing. The second chapter comprises the description and the rationale of the research methodology. It begins with the presentation of the research questions and experimental design, and then it extends to the description and provision of the rationale underlying the use of the experimental instructional materials, the participants and the research tools. The third chapter is concerned with the presentation and description of the data gathered from the use of the pre- and post-tests as well as the students' questionnaire and written production. The fourth chapter is intended to answer the research questions by means of a synthesis and discussion of the results. The chapter closes with a brief account of the limitations and the pedagogical implications.

Chapter One

Literature Review

The aim of this chapter is to provide an overview of the relevant literature, which is the backbone of the present study. To this end, this chapter is divided into two major sections. The first section, which is the most prominent one, is devoted to issues and concepts related to grammar teaching. In this section, we discuss the importance of grammar instruction in language learning and teaching. We also discuss the main distinctions between the inductive and deductive approaches. In addition, we examine the strengths and weaknesses of each approach so as to have a clear picture about the objective of the selection of a combination of inductive-deductive method in the teaching of grammar. Then, we move on to reviewing a number of studies related to the inductive and deductive approaches, as well as to the combination of inductive-deductive method in order to gain an insight into what researchers have found in relation to this topic.

The second section is dedicated to a discussion about the controversy with regard to the connection of grammar instruction to writing. This section is intended to explore whether there exists a correlation between grammar teaching and the development of the written production.

1- Grammar Teaching:

1.1-Definition of Grammar

Grammar is a major pillar of language learning and teaching. Numerous scholars (Baker, 2001; Ronald, 2006; Crystal, 2008; and Decapua, 2008) have strived to supply the domain of language teaching with an appropriate and exhaustive description of grammar, but their attempts have been seemingly unsuccessful. Following the diversity of opinions presented by experts in the realm of grammar arriving at an exhaustive definition seems difficult to attain. This challenge in the depiction of the meaning of grammar appears to reside

in the modification of the linguistic concepts of grammar in the course of time. This has engendered, as a consequence, a rise in the number of grammar constituents. As it is illustrated in the following quote:

Linguistic notions of grammar have changed over time....and this has significantly increased the number of components that could be called 'grammar'. In short, definitions of grammar and grammatical knowledge have changed over time and across context, and I expect this will be no difference in the future.

(Purpura, 2004:50-51)

In fact, grammar has been perceived differently by language specialists in the course of language teaching history. Initially, grammarians have been only concerned with the study of grammar at the sentence level. Grammar has been viewed as “a system of rules which governs how words and smaller morphemes can be combined to form sentences” (Keck and Kim, 2014:33). That is, grammar has been perceived as the study of syntax and morphology. Syntax is a set of rules which deals with the order of words in a sentence. It depicts how utterances are positioned and distributed within a sentence. Morphology, on the other hand, is a system of rules governing “the internal structure of words” (Matthews, 1991:9), i.e. it is concerned with the formation of words.

In the light of these views, grammar does not seem to be exclusively restricted to the study of the combination of words within a sentence i.e. syntax, but it is also concerned with the study of the formation of utterances i.e. morphology.

In the same line of thought, Seely (2007) defines grammar as the depiction of how words are assembled into sentences that carry a meaning. By this definition, the author refers to syntax and morphology. However, the author argues over the restriction of the definition on the grounds that it excludes many items such as “spelling, punctuation, how texts larger than sentences are constructed and style” (Seely, 2007:2).

Seely's depiction of grammar seems to support Purpura's view on the constant change of the definition of grammar in the course of time.

Conversely, Thornbury (1999:13) views grammar as “a description of rules for forming sentences, including an account of the meanings....., which are not easily inferable from the immediate context”. In contrast to previous definitions, the latter seems to depict grammar beyond the sentence level which includes semantics and pragmatics.

Additionally, Leech et al. (2006) suggest another perception to the description of grammar that of phonology and semantics. The authors believe that grammar connects ‘sound and meaning’ in that the meaning of a given message is conveyed by a combination of words by means of grammar rules, which in turn are conveyed by sound. This entails that grammar has a salient role in linking phonology to semantics for the purpose of delivering an intelligible message.

In the light of these opinions on the meaning of grammar, linguists, grammarians and language teachers acknowledge the complexity of grammar considering all of its components. The understanding of the complex interplay that exists between grammar and other language components may assist language instructors in their classroom teaching practices. The theme is dealt with below.

1.2-Importance of Grammar in Language Teaching and Learning

As mentioned in the introduction section, grammar is a salient component in language; without grammar, language is devoid of meaning and may not ease communication. The importance of grammar lies in its major uses, as indicated by Greenbaum and Nelson (2002) in the following quotation:

There are several applications of grammar study: (1) A recognition of grammatical structures is often essential for punctuation;(2) A study of one’s native grammar is helpful when one studies the grammar of foreign language; (3) A knowledge of grammar is a help in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis; (4) A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

(Greenbaum and Nelson, 2002:6)

In this quote, the authors highlight four chief practices of grammar in language learning. First, they consider grammatical knowledge as a prerequisite for correct punctuation. Second, the knowledge of the grammar of learner's native language is also conducive to comprehending the grammar of the target language. Third, a better analysis of a text, be it literary or non literary, is founded on a good mastery of grammar. The fourth aspect is that grammar is indispensable for writing. These reasons, therefore, stress the idea that grammar teaching is fundamental and should be given a due concern in second and foreign language learning contexts.

Accordingly, grammar is directly related to the learning of a language, in that, it contributes enormously to the enhancement of the productive and receptive skills. That is the reason why the incorporation of grammar with other skills appears to be necessary. In this sense, Widodo (2006:123) believes that EFL teachers "could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning language is ultimately achieved".

In the same vein, Swan (2002:151) pointed out that 'comprehensibility' is one of the chief motives for teaching chosen items of grammar cautiously. Comprehensibility, according to Swan, refers to the knowledge of how to assemble and utilise certain structures. The latter aid the communication of meaning successfully. In the absence of these structures, it is hard to construct intelligible sentences. Thus, it is obligatory to endeavour to recognise these structures and teach them properly.

Equally, Greenbaum and Nelson (2002) think that grammar is the core of the language on the basis that "it is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar." By this, Greenbaum and Nelson seem to pinpoint that some grammar background is necessary for comprehending grammar books.

Furthermore, Williams (2005) assumes that knowledge of grammar rules related to forms and functions facilitates both communication and language learning, particularly the writing skill. However, Williams (2005:41) concludes that “grammar itself does not lead to better writing, but grammar gives us tools that allow for more effective teaching of writing.”

Concerning the receptive skills, such as reading, Widodo (2006: 122) states that grammar contributes tremendously to reading comprehension in a way that “grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text.” Besides, the author emphasises the salience of grammar in vocabulary, especially in the delivery of a clear and understandable message. The author contends that grammar is a tool which enables learners to know how to combine ‘lexical items’ into correct sentences with the aim of attaining an effective communication. This implies that there is interdependency between grammar and vocabulary in the formation of grammatical and meaningful sentences.

In the view of these authors, it appears reasonable to claim that grammar is essential in language teaching and learning since it is not only directly integrated in the productive and receptive skills as well as language components, but it also determines meaning.

On the other hand, Nassaji and Fotos (2004) attribute the importance of the teaching of grammar to two basic reasons. First, the authors argue that raising learners’ awareness of the grammar under focus is crucial to the learning of a language due to the fact that conscious grammar teaching enables learners to pay attention simultaneously to both forms and meaning during their exposure to language. In other words, if these forms are highlighted during the teaching process, they will be internalised by students. Second, they argue that a number of research works have revealed the inappropriateness of instructional methods, as these are principally based on communication, not on grammatical accuracy. As a consequence of heavy focus on communication, learners have been capable of producing meaningful but inaccurate language.

To conclude, grammar knowledge occupies a paramount place in foreign language teaching and learning on the grounds that it directly intervenes in the four skills and other types of language use. Therefore, the teaching of grammar in the foreign language context is essential and unavoidable.

1.3-Inductive and Deductive Grammar Instruction

Grammar knowledge, as previously stated, is crucial to language learning and teaching. It has always been subject to numerous thorny debates in the instruction of foreign language, and broadly speaking its teaching has traditionally been conducted by using two prevailing approaches: inductive and deductive. These two approaches of grammar teaching have for quite a long time taken an opposing stance to each other. Researchers (Anani, 2017; Sik, 2014 and Zamani and Mohamadi, 2014) have made attempts to uncover which is more effective, but so far the results have been inconclusive. These methods of teaching are founded on very different approaches (i.e. inductive and deductive), yet they both aim at developing learner's grammatical knowledge. Erlam (2003:243) states that "both inductive and deductive methods of instruction fit along what Norris and Ortega (2000) described as a continuum of explicitness that ranges from the more explicit(deductive) to the less explicit (inductive)". This statement seems to mean that the two teaching methods are explicit, except that the deductive method is direct and the inductive one is indirect. The latter is depicted below.

1.3.1-Inductive Grammar Instruction

A significant body of linguists such as Purpura (2004) and Gower et al. (2007) depict inductive instruction as discovery learning in which learners generate rules from a number of examples. That is, students are exposed to instances of language data, then they are guided so as to arrive at the formulation of the rules. This entails that the inductive method shifts from particular instances of language to general rule construction. Historically, the inductive approach was related to the Audiolingual method (Shaffer, 1989; Gollin, 1998).

Gower et al. (2007:135) suggest that “When an inductive approach is used, a context is established first from which the target structure is drawn”. The authors seem to mean that in this type of grammar instruction, learners initially encounter the target grammar patterns in a meaningful context, such as texts, which enables them to elicit the rules from a natural setting. Moreover, Norris and Ortega, (2000) mention that in the inductive approach, learners focus on the grammatical items and strive to recognise them through careful observation in order to reach metalinguistic generalisations.

The inductive method or discovery learning appears to be a rewarding way of teaching since it not only assists learners in the understanding of the grammatical points, but it also triggers their motivation. This is what Harmer (1987) seems to pinpoint in the following:

Encouraging students to discover grammar for themselves is one valuable way of helping them to get to grips with the language [and] the use of discovery techniques can be highly motivating and extremely beneficial for students’ understanding of English grammar.

Harmer (1987:39)

In this connection, Lewis (1986) insists that when learners discover items by themselves, these are very likely to be embedded in their heads compared to the ones that are verbally transmitted. What these authors seem to highlight is that instructors should also consider the inductive method in their teaching practices, as it paves the way to genuine understanding instead of relying exclusively on receptive learning, i.e. deductive learning. This teaching model is described below.

1.3.2- Deductive Grammar Instruction

Broadly speaking, there is a general consensus among a great number of scholars (Shaffer, 1989; Erlam, 2003 and Hulstijn, 2005) upon the definition of deductive instruction. This has been defined as a traditional method in which the grammatical rules are presented by the teacher prior to learners’ involvement in grammar practice. In other words, “when a deductive approach is used, an example of a structure and the grammatical rule is given first and then the language is practised”

(Gower et al. 2007:135). This entails that the method moves from general rule instruction to specific instances of language use. Besides, deductive teaching is closely related to the grammar-translation method of teaching (Gollin, 1998).

Furthermore, Eisensten (1987) asserts that in the case of the deductive approach learners are in control during practice and are less fearful of drawing an erroneous conclusion pertaining to how the target language is operating.

Additionally, Larsen-Freeman (2003) pinpoints that there is no point in implementing an inductive method when the grammar items are simple. Therefore, an inductive grammar instruction is recommendable for complex grammar structures in order to illustrate clearly the use of the rules in the sentences.

Concerning the implementation of the deductive approach Swan (cited in Thornbury, 1999:32) suggested six characteristics in relation to the presentation of the rule. First, rules ought to be true to the reality they are depicting. Second, rules should indicate clearly the limits of the usage of a form in question. For instance, when a teacher states that *will* is used to express future, this does not give a clear picture to the learner about the disparity between *will* and *going to* forms of expressing future. Third, rules ought to be clear. Ambiguity, which is namely due to the use of ambiguous and unclear terms, usually brings about misunderstanding of the rule. Fourth, rules should be simple. That is, filling learners' minds with many details and exceptions can also cause misunderstanding and non retention of the rule. Fifth, explanation of the rules should be presented by using simple terms to which learners are accustomed. The reason is that the use of grammar jargon may impede the understanding of the rule. Finally, a rule ought to respond solely to relevant questions. That is, questions which learners are in need of being answered. Irrelevant responses may cause confusion and hinder comprehension.

To sum up, both inductive and deductive are divergent methods of teaching, yet both converge to one ultimate goal that of developing learners' grammatical knowledge. Nonetheless, the utilisation of one method to the detriment of the other in the teaching of grammar may engender more disadvantages than advantages. In this sense, Larsen-Freeman (2001:41) argues that "it is doubtful that a single method of

dealing with grammar in class would work equally well for all learners”. Consequently, Gower et al. (1995) recommend the use of a variation of instructional methods in the classroom teaching practices for the purpose of spurring learners’ motivation and interest. In order to do so, it is vital to examine the strengths and weaknesses of both instructional methods. These are addressed below.

1.4-Strengths and Weaknesses of Inductive and Deductive Methods

It has been argued in the previous discussion that knowledge of grammar is the cornerstone of the language system on which the other components of language are founded. No matter how essential these other components of language might be in themselves, they are intertwined with one another via grammar. As stated earlier, two major methods have been largely used in the teaching of grammar: Inductive and deductive. In what follows, we will attempt to examine which of the two methods is more efficient and appropriate to using in grammar instruction. To do so, one should scrutinise and ponder the cons and the pros of each method, so as to be able to draw a final conclusion.

1.4.1- Strengths and Weaknesses of Inductive Methods

Numerous scholars and researchers (such as, Thornbury, 1999; Brown, 2007, and Mammadova, 2016), believe that both deductive and inductive approaches have their strengths. The strengths of an inductive approach are by and large encapsulated as follows:

Strengths:

- The learner-centred nature of the inductive method makes learners more active and engaged in the learning process rather than being passive recipients. Thornbury (ibid) assumes that less explicit grammar teaching makes learners active, attentive and motivated provided that they participate in their learning.
- In this approach, learners are compelled to figure out the rules, formulate and interpret them on their own without prior direct assistance from the instructor.

Such independency encourages and develops learners' confidence, self-reliance and autonomy (Larsen-Freeman, 2003).

- The inductive approach promotes a better memorisation of the grammatical structures. It seems reasonable to assume that rules which are elicited by learners themselves through cognitive effort and context tend to imbed in their minds, as opposed to those which are directly provided by the instructor.
- In inductive grammar instruction, learners' attention is on the use of the language and it is not diverted by grammar jargon and rules, which may hinder comprehension and fluency (Ming-Jun, 2008).
- Inductive method makes grammar learning more meaningful in the sense that it is a way of teaching grammar in which the new grammatical structures or rules are presented in real language context (Gower et al., 1995).
- Moreover, in this type of instruction, the teaching of grammar is conducted in context and learners can work consciously with the language. Such awareness-raising enables learners to attend to target grammar patterns through examples and guides them to figure out the rules by themselves rather than putting everything at their disposal (Ruin, 1996). Context, on the other hand, is crucial for ensuring effective language learning. In this sense, Nunan (1998) assumes that declarative knowledge does not develop into procedural knowledge provided that learners are given opportunities to encounter grammatical structures in context. Accordingly, teaching contextualised grammar is of a prominent significance both in language learning and teaching. This seems to be guaranteed by the application of inductive grammar instruction.

On the whole, the strengths of the inductive method seem to revolve around learner-centredness, in which learners are autonomous and responsible for their own learning. Such autonomy is apparently conducive to the learning of grammar. Considering all the benefits forth mentioned, however, the inductive teaching embodies some weaknesses. These are summarised as follows:

Weaknesses:

- The inductive grammar method is time-consuming, in the sense that the time taken in the discovery of the rules may not leave room for productive practice. In addition, “ the time and energy spent in working out the rules may mislead students into believing that rules are the objective of language learning, rather than a means” (Thornbury, 1999:54). On top of this, the amount of time needed for the instructor to prepare successful inductive lessons is substantially high. That is, the inductive approach demands time and energy on the part of the teacher for a careful selection of the right materials. The latter “must include the new grammar with enough frequency and in enough variations that the relevant forms and form-meaning links can be discerned by students.” (Swann, 2012:20).
- Learners may elicit the rules erroneously which may engender faulty assumptions of the targeted grammatical point (Thornbury, 1999). Consequently, if the rules are not stated so as to ascertain their correct internalisation by learners, this can bring about a misuse of the language. This seems to suggest that this method may not be congruent with some types of learners, particularly with those who are not able to infer the rules by themselves. An example of such case was mentioned by Fortune (1992:168 cited in Harmer, 2001:76). One student in his research, which compared discovery activities with more traditionally taught grammar, commented that “I feel more secure with a rule because my intuition does not tell me a lot.”
- The inductive grammar approach has been criticised for its restricted usage in grammar teaching. For instance, Rivers (1975) recommended inductive approach for young language learners but not to adult learners. Additionally, Larsen-Freeman (2009) believed that the inductive approach could be very suitable for ‘complex rules’ that are hard to learn.

As indicated by the authors stated above, it is believed that the major defect of the inductive instruction lies on its time-consumption. This is followed by other limitations, which consist of (1) learners’ possibility of eliciting

erroneous rules, (2) appropriateness of inductive method to a certain type of learners, (3) its applicability to some grammatical structures and not to others

Having discussed the strengths and weaknesses of the inductive teaching, it is also worth discussing those of the deductive instruction. These are depicted below.

1.4.2- Strengths and Weaknesses of Deductive Methods

The deductive approach is believed to be advantageous; its strengths are encapsulated as follows:

- The deductive approach in grammar instruction is a straight forward approach; thus, not too much time is wasted in explanations, and it allows more practice for the intended grammatical structure.
- This kind of grammar teaching permits a quite clear presentation of rules. Also, this instructional method “can be easier on the teacher, as it requires less intricate advance preparation” (Swann, 2012:18). Thornbury (1999) stated that deductive instruction might be an efficacious way of teaching for attending to problems that come up incidentally in class and for which the teacher has not prepared. Such features which characterise the deductive teaching may justify its common use amongst teachers of grammar.
- A deductive instruction is recommended for adult and mature learners (Rivers, 1975), notably those learners who have an analytical learning style (Thornbury, 1999).
- “It respects the intelligence and maturity of many-especially adult-students, and acknowledges the role of cognitive processes in language acquisition” (Thornbury, 1999:30).

Globally, the straightforwardness property of the deductive method coupled with its clarity in the presentation of the rules to learners appear to ease the process of learning target grammatical points. And most importantly, this teaching pattern is seemingly convenient for learners with an analytical learning style.

In spite of the previously stated advantages, the deductive approach in grammar teaching contains some flaws which are summarised as follows:

- When grammatical rules are presented deductively by the teachers, learners might simply memorise such rules without any effort to understand and absorb cognitively (Shaffer, 1989). The author supports this view with Piaget's remark, who assumes that "rote memory cannot be equated with comprehension". Shaffer believes that despite the fact that learners' comprehension of those rules evolves, such comprehension is often doomed to be temporary.
- A deductive approach to grammar instruction has been criticised by Shaffer for its teacher-centredness, learners' deprivation of interaction and participation, and its neglect of meaning for the sake of form. Herron and Tomasello (1992) add that a prior presentation of the rules to learners can hamper their faculties for noticing grammar patterns and formulating rules.
- This approach is less congruent with learners who have a lower language proficiency level, notably for demonstrating grammatical structures that are complex both in form and function (Gower et al. 1995).
- This method can be discouraging and disinteresting for some learners, younger ones in particular, whose lack of metalanguage can inhibit the understanding of abstract grammatical concepts. Furthermore, this type of approach to grammar teaching can pave the way to an erroneous conception that knowing the rules is the ultimate goal to learn a language (Thornbury, 1999).

It is worth noting that deductive instruction, in contrast to the inductive one, seems to emphasise teacher-centredness in which learners depend totally on the instructor's explanations and rule provision. This may hinder, as a consequence, their abilities to observe grammatical structures under focus and formulate the rules by themselves.

In view of what has been discussed so far, one can acknowledge that both methods embody strengths and weaknesses in respect to teacher's and learners' roles, lesson planning and presentation, complexity of grammar items, time allotment, and above all learners' styles and cognitive capabilities. In this regard, it

seems equally important to review some empirical studies on the inductive and deductive methods so as to gain an insight in the effectiveness of either method. These are addressed in the subsequent section.

1.5-Empirical Studies on Inductive and Deductive Methods

Inductive and deductive teaching of grammar has been contrasted to each other for quite a long time. In contemporary times, there has been an increase in the number of quasi-experimental studies comparing inductive and deductive approach. In spite of such a massive increase, the results still seem to remain inconclusive.

There are a myriad of studies whose results indicate that inductive instruction is more effective. These are mentioned following a chronological order. In a study conducted by Gorat and Prijambodo (2013), the authors sought to find out about the effectiveness of deductive and inductive methods in instructing Indonesian students on conditionals. There were a total of 64 accountancy participants assigned to experimental inductive and control deductive groups. The results of this study indicated that the inductive approach was more effective than the deductive one in the mastery of conditionals. In addition, the learners expressed their approval and satisfaction vis-a-vis the inductive teaching.

Another study conducted by Alzu'bi (2015) examined the effectiveness of grammar instruction by employing inductive and deductive methods. 180 students were involved in this study: 80 freshman students in the English department and 100 students at the elementary stage. The participants were randomly distributed into control and experimental groups. A post-test, a treatment and pre-test were administered. The test was meant to assess learners' capability of recognition of tenses rules, and subject-verb agreement, as well as the formation of Yes/No and Wh questions, and negative form. The findings of the study showed that the grammar performance means of both groups were significantly different at both university and elementary levels. This entails that the inductive method was successful.

A study undertaken by Yarahmadzahi et al. in 2015 compared the impact of grammar instruction via consciousness-raising tasks and the conventional grammar instruction on learners' grammatical proficiency. The sample was constituted of 66 intermediate-level learners of four groups (2 second-grade and 2 third-grade classes) at a high school in Iran. These were distributed into four groups, two of which were experimental groups and performing grammar consciousness-raising tasks and the other two groups were control groups receiving traditional instruction. After the post-test was given, the findings suggested that there was a significant effect of grammar consciousness-raising tasks on learners' grammatical knowledge of the intended structures. That is, the inductive consciousness-raising tasks method was more useful than the traditional grammar method.

In 2016, Kaur and Niwas compared deductive and inductive methods of grammar teaching on elementary level students. There were 70 participants from an Indian school, who were split into two equal groups: deductive and inductive. After the post-test was given, the results revealed that the inductive group was more successful than the deductive one.

A further study conducted by Anani (2017) sought to explore the effectiveness of either the inductive or deductive method in the teaching of subject-verb agreement to pupils in Ghana. To this end, a sample of 72 Junior High School subjects was selected. These were divided into even groups: experimental and control ones. After the intervention, which lasted for 3 months, a post-test was administered. The results suggested that the experimental students outperformed the deductive ones. This entails that the inductive model was far better than the deductive one in teaching the target grammar.

Contrary to inductive method research findings, other studies have concluded that the deductive method is more efficient. In a study carried out by Chalipa in 2013, in which the researcher explored the effects of inductive and deductive methods of grammar teaching on Iranian university students. The sample consisted of 40 participants, who were instructed inductively and deductively on ten grammatical structures. Two identical tests were administered as pre- and post-test. The findings

revealed that the deductive approach was more effective on short-term learning. But the effects of both methods on long-term learning of the intended structures were similar. However, learners' attitudes were positive vis-a-vis inductive instruction.

In 2014, Sik inquired whether inductive or deductive approach of grammar teaching to adult learners would result in more academic success. There were 190 university students from diverse departments. These were equally and randomly split into inductive and deductive groups. Then a pre- and post-test were administered. The findings suggested that deductive grammar instruction was slightly more effective than inductive instruction despite the fact that the disparity was not significant. Moreover, learners were more comfortable when instructed grammar deductively.

Arifin (2016) tried to investigate the effectiveness of the deductive or inductive instruction in fostering learners' writing skills. To this end, 40 participants from Indonesia were divided into even groups: deductive and inductive. The treatment consisted in teaching the students tenses inductively and including the provision of writing tasks. The findings showed that the inductive instructional type was more successful than the deductive one in teaching tenses, given that a majority of the inductive subjects improved their writing skills.

In the same year (2016) Negahdaripour and Amirghassemi compared the effect of deductive and inductive grammar teaching on Iranian students' spoken accuracy and fluency. A total of 60 adult informants were assigned into experimental and control groups. After the intervention, which consisted in instructing the present simple, present continuous and past simple inductively, the post-test was presented. The results suggested that the deductive method had a positive influence solely on students' learning the present simple and present continuous.

In contrast to the previous findings concerning the inductive and deductive grammar teaching, some studies have suggested neutral results, i.e. there has been no significant difference between both ways of teaching.

Jean and Simard (2013) explored the effects of inductive and deductive methods, along with the relationship between learning gains, preferences and learning styles on French as a second language. The sample comprised 138 secondary school students from Quebec. The participants were taught inductively in one unit and deductively in the other unit. Pre- and post-tests, treatment appraisal and preference questionnaires and a learning style survey were used to collect data. The findings indicated that the learners preferred deductive teaching despite the fact that they considered both methods equally useful. There was no significant difference between the gains from the two units. In addition, there was no connection between learning gains and learning styles or preferences.

In a study carried out by Mallia (2014), in which the investigator compared the inductive and deductive methods. A sample of 50 Sudanese participants was taught on the past perfect and past simple for duration of three months. The results revealed that there were minor differences between the performance of inductive and deductive groups. Furthermore, the questionnaire findings indicated that the majority of the participants enthusiastically preferred the deductive teaching method for learning grammar.

In the same year (2014), a research work was undertaken by Zamani and Mohammadi. The authors examined whether a disparity existed between the inductive and deductive methods in instructing conditionals to Iranian students. A sample of 21 participants was split into inductive and deductive groups. The informants were instructed on conditionals for 6 days. Two identical pre- and post-tests were administered. The findings suggested that the results between the two groups were not different in spite of the apparent superiority of the mean of the inductive group.

Another study was carried out by Mahjoob (2015), who worked with 60 Iranian adolescent students of intermediate level. These were randomly split into two groups: experimental and control groups. The researcher contrasted the effect of inductive and deductive methods of grammar teaching. In her study, learners were instructed on simple past and progressive, simple future, see + simple form of the verb, possessive pronoun, infinitive form of the verb and noun clauses to both inductive and deductive

groups. After the treatment and the administration of the post-test, results implied that there was no statistically significant difference between both groups in spite of disparities in mean grade point average of both groups.

Tammenga-Helmantel et al. (2016) undertook an investigation in which they attempted to study the effectiveness of either the inductive or the deductive paradigms in teaching German to Dutch learners. The sample of the study consisted of 219 secondary school subjects. These were instructed on a complex grammatical structure: the subjunctive for reported speech. The findings of the writing post-test indicated that both instructional methods had a positive impact on learners' performance. However, the results of the grammaticality judgement test showed a significant advantage for the inductive instruction.

In the light of the studies above surveyed, it is very awkward to draw a firm and final conclusion regarding the effectiveness and appropriateness of either method in the teaching of grammar patterns. In this respect, the use of a combination of the two instructional methods is expected to be useful since both have been proven to be effective on some occasions and neutral on others, and it is apparently the key answer to this issue. This mixed instructional method is depicted below.

1.6- The combination Inductive-Deductive Method

In the light of what has been reviewed so far, it seems (as suggested on page 20) that the findings of diverse studies on inductive and deductive approach still remain inconclusive. In addition, both these approaches have their strengths and weaknesses. Thus, researchers (such as Gollin, 1998; Prince and Felder, 2006; Pujunen, 2007; Haight et al., 2007 and Hird, 2015) recommended the use of a combination of both approaches in grammar instruction. They believe that a blend of both inductive and deductive approaches is possibly an appropriate choice and is more likely to yield better results in EFL setting.

1.6.1- Definition of the Combination Inductive-Deductive Method

The mixed method is a combination of both inductive and deductive approach in teaching grammar. It first begins with an inductive procedure, then it ends with a

deductive one. The reason underlying the adoption of such an instructional order is that “there are times, usually after people have first grappled with issues on their own, that ‘teaching by telling’ can work extremely well” (Schwartz and Bransford, 1998 as cited in Bransford et al.,2000:11). Moreover, the inductive method is implemented in order to make students focus their attention on meaning, as well as to infer, comprehend and be able to use the rules of English tenses communicatively. In contrast, the deductive method is applied to focus on the form and make students remember the rules as well as to reinforce learners’ correct intake. In short, this mixed method entails the applicability of a combination of deductive and inductive approaches in one grammar session.

To describe the combination of inductive-deductive method, we shall refer to Gollin’s (1998) statement, in which the author explains the method thoroughly in the following quote:

In between these two approaches [inductive and deductive], there is a range of techniques, commonly called ‘discovery’ or ‘guided discovery’ techniques, in which explicit focus is combined with inference from examples. These techniques vary according to whether the explanation of the rules takes place before or after practice and according to the degree of guidance the students are given in working out the rules.

(Gollin, 1998:88)

From this quote, it is understood that the combination of the inductive-deductive technique embodies one of these varieties of techniques which exists between the inductive and deductive methods, and which swings along the inductive and deductive continuum from less explicit instruction to more explicit one. This implies, therefore, that the technique is neither a pure inductive nor a pure deductive but a blend of both.

Eriksson (2014) refers to this blend of inductive and deductive methods as a ‘modified-inductive’ approach. The author depicts the technique as a process whereby students are presented with ‘language samples’ from which students attempt to discover the rules themselves and formulate them before finally obtaining the

instructor's explanation. By utilising this approach, the risks of learners making erroneous assumptions are expectedly reduced (Eriksson, 2014).

Having defined the combination of inductive-deductive method, it seems equally necessary to review some empirical studies in this respect in order to gain an insight into its effectiveness in the teaching of grammatical items.

1.6.2-Empirical Studies on the Combination of Inductive-Deductive Method

Few empirical studies have been undertaken in relation to the combination of inductive-deductive method, some of which are Eriksson(2014), Esfandiari and Rath(2014) and Mammadova's (2016). These are briefly surveyed below following a chronological order.

In 2014, Eriksson carried out a research work which aimed at investigating the effectiveness of 'modified inductive' versus deductive teaching of word order to secondary Swedish learners. The sample of the study was composed of 53 participants. These were distributed randomly in three groups, two of which were experimental groups and one control group. The two experimental groups consisted of 27 learners were taught inductively, while the control group, composed of 26 learners, received no instruction on word order. Two instruments were employed: pre- and post-tests and a survey. After the post-test was administered, the study showed that the results of both 'modified inductive' and deductive groups were superior compared with the control group. It also indicated that 'modified inductive' method was only significantly more effective than the deductive for a few learners only.

In another study undertaken by Esfandiari and Rath (2014), the researchers used a comparison of two approaches: one using inductive technique and the other a combination of inductive and deductive techniques in the teaching of the past perfect to adult EFL learners. The subjects of the study were 24 learners. Twelve learners were assigned to the control group and another twelve learners were assigned to the experimental group. Two different tests were administered as pre- and post-tests. After the post-test was administered, the results suggested that the experimental group performed significantly better than the control group regarding the correct use of the

past perfect. Thus, the study indicated that the combined approach was far more effective than the inductive one.

Finally, Mammadova (2016) conducted an investigation in an attempt to discover the most appropriate method to teaching grammar to first year university students at Azerbaijan. To this end, 72 participants from the Faculty of English Language Philology were selected. These were split into a mixed method group and a deductive group. The students were instructed on conditionals and future perfect continuous for duration of 6 weeks. After the administration of the post-test, the findings indicated that the mixed method group performed much better than the deductive group in the post-test. This suggests that the combined method was successful in the teaching of the target grammar. Nevertheless, the students' attitudes towards the deductive method were positive.

The empirical studies mentioned above seem to suggest that the utilisation of a combination of inductive-deductive method is rather more successful than the deductive and inductive methods used in segregation. These positive findings in relation to these investigations are, as a consequence, another incentive to adopt the combined method.

Having examined the importance and role of grammar in language teaching and learning, now we move on to discussing the relationship of grammar to writing.

7.1-The Relation of Grammar to Writing

Grammar plays a paramount role in writing, and generally, a good control of grammar is a prerequisite for a good writing performance. However, the issue of whether the teaching of grammar aids students to improve their writing still remains controversial even after decades of investigation. Such contention on the relationship between grammar and writing instruction has not only been amongst foreign language scholars and researchers, but also amongst native Anglophone ones.

While consulting the literature regarding the salience of grammar teaching in foreign language writing, the researcher has observed that the research works exploring this relationship have almost totally focused on error feedback and correction (such as Bintang, 2015 and Maleki and Eslami, 2013). This implies that there are apparently a few studies which have investigated the role of the connection of grammar instruction in foreign language writing, particularly in the Algerian context. And most importantly, teachers' experience has revealed that a significant proportion of students in the Department of English do not seem to link the learnt grammar knowledge to the written production. In other words, there seems to be no transferability of the acquired grammar knowledge to the written output on the part of the students since a great number of students still encounter difficulties in using certain grammatical structures accurately and adequately, tenses and tense shift in particular. This leads, therefore, to believe that there may not exist a connection between the learnt grammar knowledge and the writing ability.

A number of research works concerning the effect of grammar instruction on the development of writing have been conducted in the context of English as a mother tongue (L1) in an Anglophone setting. Some of these studies undertaken by native speakers of English (Andrews et al., 2006) have shown that formal grammar instruction has no effect on writing improvement and there is no positive interplay between grammar teaching and writing ability. Nonetheless, Myhill et al. (2013) argued that these studies (i.e. studies conducted in Anglophones countries) have not explored the importance of integrative grammar in writing, in which grammar is presented in a meaningful way. Instead, these studies have principally focused on the question of whether teaching distinct grammatical points would lead to better writing achievement.

In line with this view, Jones et al. (2013) also argue that there is a dearth of studies which have explored the effect of contextualised grammar teaching on young learners' writing. Most of the research has been limited to "isolated grammar instruction and offers no theorisation of an instructional relationship between grammar and writing" (Jones et al., 2013:1241). Accordingly, Jones et al. (ibid) investigated the impact of contextualised grammar instruction on students' writing performance. The

results showed that there was a beneficial effect of grammar teaching on writing improvement. In this regard, other empirical studies (Fearn and Farnan, 2007; Myhill et al., 2012 and Myhill et al., 2013) also support the evidence of the positive benefit of grammar instruction on L1 learners' writing improvement. In an EFL setting, a few research works have investigated the link between the teaching of grammar and writing performance. Among these are Wang and Wang (2014), Adhiyatma et al. (2015), Javidnia and Mahmoodi (2015) and Karimkhani's (2016) studies, all of which have revealed the existence of a positive correlation between grammatical knowledge and EFL learners' writing performance. Nevertheless, few investigations in this respect (Huang, 2011) have shown no or little evidence of the correlation between grammatical knowledge and writing performance on EFL learners.

In the light of this discussion concerning the relationship between grammar instruction and writing, one may state that the impact of grammar instruction on enhancing writing skills is still debatable. This is probably due to an inappropriate use of adequate methods in grammar teaching and the context in which grammar is presented.

Throughout this chapter, there has been an attempt to review some concepts related to grammar teaching as well as to examine the salient role of grammar language teaching and learning in EFL context. In this chapter, we have also tried to discuss the strengths and the defects of both inductive and deductive approaches in grammar instruction. In this connection, we have reviewed some recent studies concerned with the inductive and deductive approaches. The contradictory nature of the findings of these studies along with the consideration of the strengths and weaknesses of both approaches in grammar teaching have provided us with a useful framework for our investigation and have led us to select and adopt a combination of both inductive and deductive approaches in the grammar instruction. A review of studies in relation to this technique has also helped us understand better the objectives of the present study.

Finally, this chapter has also shed light on the controversial relation of grammar instruction to writing. It appears that the effectiveness of grammar teaching on the development of the written production is still debatable, not only amongst foreign language specialists but also amongst native language specialists, which requires, thus, a further investigation.

Chapter Two

The Research Methodology

This chapter encompasses the description and the rationale of the research methodology. It provides an account of the research design, then an in-depth description of the experimental instructional materials and procedures, along with the informants and the research tools. In addition, it includes the rationale underlying the employment of each tool.

2.1- The Research Questions

The current study attempts to investigate the effect of the combination of the inductive-deductive method on the students' target grammar learning. The combination of inductive-deductive method represents the independent variable, whereas the students' target grammar learning embodies the dependent variable. The study also seeks to reveal whether there is a transferability of the learnt grammar knowledge to the written production, i.e., a relationship between the grammar knowledge and the students' writing performance.

To fulfil the objective of the present study, the following research questions are raised.

- 1- A- Is the use of a combination of inductive-deductive method more effective on the experimental students' learning of the past simple and past perfect simple than the deductive one?

B-What are the experimental students' attitudes towards learning the past simple and past perfect through the use of a combination of inductive-deductive method?
- 2- Do experimental students who perform well in the grammar post-test perform equally well in the writing task?

2.2- Research Design and Procedures

This investigation, which took place in the Department of English at the University of Algiers 2, was carried out at the end of the first semester in mid-January 2017. That is, six weeks after the pre-test administration in early December 2016. It lasted three weeks including the post-test administration. This implies that two sessions of an hour and a half each were scheduled per week for both the experimental and control groups. The intervention phase consisted of four sessions, and in the final session, the post-test was administered. The following table illustrates the experimental instructional plan:

Weeks	Experimental Group (Mixed Method)	Control Group (Deductive Method)
Week 1	<u>Section 1:</u> (90 mins) <u>Unit 1:</u> Introduction to the past simple <u>Section 2:</u> (90 mins) <u>Unit 2:</u> The uses of the past simple and time phrases	<u>Section 1:</u> (90 mins) <u>Unit 1:</u> Introduction to the past simple <u>Section 2:</u> (90 mins) <u>Unit 2:</u> The uses of the past simple and time phrases
Week 2	<u>Section 3:</u> (90 mins) <u>Unit 2:</u> The uses of the past simple and time phrases (Follow-up) <u>Section 4:</u> (90 mins) <u>Unit 3:</u> The past perfect simple and time phrases	<u>Section 3:</u> (90 mins) <u>Unit 2:</u> The uses of the past simple and time phrases (Follow-up) <u>Section 4:</u> (90 mins) <u>Unit 3:</u> The past perfect simple and time phrases
Week 3	<u>Section 5:</u> (90 mins) Post-test administration + questionnaire filling	<u>Section 5:</u> (65 mins) Post-test administration

Table1: The Experimental Instructional Plan of Experimental and Control Groups

To conduct the present study which aims at answering the research questions mentioned earlier, two types of research designs were adopted: the quasi-experimental and the correlational ones. The quasi-experimental design was intended to investigate the effect of the use of a combination of inductive-deductive method on the students' learning of the target tenses. The aim of employing the correlational experimental

design was to strive to find whether there would be an existing relationship between learners' grammar achievement and their writing performance.

Accordingly, for an appropriate data collection, the following research instruments were selected. Such selection was certainly imposed by the desire to achieve triangulation by means of qualitative data collection instruments. The objective of using mixed quantitative and qualitative research methods was to attain a greater understanding of the investigated matter by studying it from various standpoints, as well as to reach a final conclusion from the comparison of the results obtained from the two opposing research methods in order to perceive the extent of their convergence or divergence (Cohen et al., 2007; Dornyei, 2007). In addition, the researcher's 'exclusive reliance' on one method may bring about a bias and a partial distortion of the truth on the matter under investigation (Cohen et al., 2007).

The instruments and the sampling that were employed in the collection of the data are depicted in the subsequent section.

2.3- Data Collection

This section is devoted to an account of the sampling and experimental instruments used in the collection of the data. It is worth recalling that there are two types of data: quantitative and qualitative. The quantitative data were obtained by the means of the pre- and post-tests, while the qualitative data were collected from the experimental students' questionnaire and written production.

2.3.1- Sample

The sample of the participants that took part in this research included thirty students. These were first year students enrolled in the English Department at the University of Algiers 2 whose age range varies between eighteen and twenty-one. Most of the participants were at an upper-intermediate level of English, as they had been studying English for over seven years. The entire intact group was divided into two groups: the experimental and control groups. Each group consisted of sixteen and fourteen students respectively. The experimental group was instructed via a mixed

method, whereas the control group was exposed to the deductive method of teaching. It is important to point out that the participants had not received a prior teaching of tenses at the English Department before the intervention.

2.3.2- Instruments

To gather data, three research instruments were used: pre- and post-tests, students' questionnaire and the students' written production.

2.3.2.1- Pre- and Post-Tests

In the present research study, two basic research tools (pre- and post-tests) were employed for a quantitative measurement of the data. These were purposefully designed so as to ensure an accurate collection of data, thus, avoid any erroneous results. Both tests were criterion-referenced whose aim was “to measure the amount of the learning that a student has accomplished on each objective” (Brown, 1996:2). The pre-test had been administered six weeks before the treatment began. The purpose of the pre-test was to determine the initial level of proficiency in the target grammar of the participants both in the experimental and the control groups prior to the intervention phase. After this intervention phase had finished, the post-test was administered to both groups. The objective of the post-test was to measure both the students' grammatical achievement in the experimental and control groups after their submission respectively to the combination of inductive-deductive and deductive ways of teaching the target tenses. The comparison of the results obtained from the pre- and post-tests was meant to perceive the effect of either instructional method on the students' grammar learning. Besides, our main concern underlying such a comparison was also to obtain some information regarding the influence of the combination of inductive-deductive method of teaching on the experimental students' writing performance.

With the purpose of ensuring the validity and the reliability of the tests, the pre- and post-tests were constructed in such a way that they were identical in the format but different in the content. The reason that lies behind such a choice was the desire for “a new version of the same test with the same assurance of reliability and validity”

(Fulcher and Davidson, 2007:52). Moreover, the pre- and post-tests were constructed in such a way as to assess only the target grammatical structures taught during the experimentation, not anything else. This implies that the test content was representative of the experimental teaching material in order to maximise the test validity. It was believed that once the conditions of test reliability and validity were fulfilled, this would systematically guarantee that “the validity of the students’ scores [was] mainly attributed to the students’ grammatical ability not to the types of tasks” (Purpura, 2004:113). This clearly indicates that validity and reliability are a prerequisite for a test design.

In addition, special attention was also paid to the piloting of the pre- and post-tests and questionnaire before the administration phase.

- **Piloting:** Prior to the administration of the pre- and post-tests, a pilot test was carried out with five students belonging to the same population but other than the participants in the experimentation. The objectives of the piloting phase were threefold: to vet the clarity of the instructions, to avoid any ambiguity that might be caused by terms complexity, and to ensure that the time allotted was sufficient to accomplish all the tests tasks. The piloting study revealed that the instructions and test items were clear in the pre- and post-tests. However, the participants encountered difficulty in the comprehension of the words ‘rescued, frostbite and depict’ concerning the pre-test (see Appendix 1), and the words ‘trial, rattle, goldsmith, crown, spill and buoyancy’ regarding the post-test (see Appendix 2). Accordingly, the students’ remarks were taken into consideration by including the explanation of the words in both tests. The goal of providing the participants with the vocabulary was to ensure the validity of the tests, as these tests were intended to assess the students’ grammatical ability and not any lexical knowledge. This means that content relatedness is vital for ensuring the validity of the test which is crucial to the test construction. Besides this, the participants in the piloting phase were not able to successfully perform the tests tasks within the time of allotment, notably the writing task. Hence, ten minutes were added to the previously allocated time. After having described the piloting phase, we now provide an account of the scoring and testing techniques.

- **Scoring and Testing Techniques:** As previously mentioned, both the pre- and post-tests were identical in the format, this entails, then, that the scoring procedure was virtually similar. Furthermore, the test-takers in both groups were acquainted with most of the testing techniques from classroom teaching practices. Such a students' familiarity with the testing techniques was taken into account with the aim of avoiding the unfairness of the tests, as the latter might confound the results obtained.

The tests consisted in using a combination of objective and subjective items as recommended by Genesee and Upshur (1996), and Purpura (2004). This variation in the use of the testing techniques was principally meant to strike the balance of the tests. The reason is that both the objective items such as the multiple choice questions and the gap-filling tasks, as well as the subjective items such as the production task contain a few inadequacies. Some of these are embodied in the fact that close-ended tasks are scored objectively, whereas open-ended ones are scored subjectively. In addition, close-ended tasks are controlled by the assessor by assessing specific grammatical items. In contrast, in open-ended tasks such as writing, the test-takers' specific responses are not monitored by the assessor since test-takers may use solely the grammar patterns of which they are capable and confident. However, open-ended tasks can demonstrate learners' ability of using a wide range of grammatical structures to convey meanings in context as opposed to close-ended tasks. Consequently, the combination of the objective and the subjective items would seemingly permit the compensation for each other's defects.

Both the pre- and post-tests comprised two sections. The purpose of the first section was to assess the amount of knowledge the students had learnt with respect to the target tenses, i.e., their ability to utilise the past simple and the past perfect simple accurately and appropriately. This first section included three parts. The first part consisted of a multiple choice task which aimed at measuring the knowledge of the grammatical forms, i.e. syntactic accuracy, in combination with some time phrases (see Appendices 1 and 2). These time markers were landmarks that facilitated the

selection of the adequate tense. In this task, the test-takers were required to select the appropriate verb form out of three options. The first part was scored out of 3 pts in the pre-test and 2.5 pts in the post-test.

As for the second part of the first section, a cued gap-filling task was utilised; it was intended to measure the grammatical ability of the students both in form and function as it was presented in discourse. That is, their capacity for understanding the context in order to make use of the right tense accurately and meaningfully. This task consisted in supplying the correct verb form in the given space by taking into account the context. The latter involved a general comprehension of the written discourse on the part of the examinees. This second part was scored out of 7 and 7.5 pts in the pre- and post-tests respectively.

The third part of the first section was an interpretation task (Purpura, 2004). The primary concern of this task was to evaluate students' faculty of using the appropriate tense in nuanced situations by considering both form and meaning. This interpretation task consisted in choosing one correct statement amongst two options which best depicted the picture. Since the response options were limited, the test-takers were requested to justify their answers in an attempt to eliminate surmising, as recommended by Purpura (2004). This task was scored out of 3pts both in the pre- and post-tests.

Regarding the second section, it was mainly concerned with the degree to which the learners were capable of transferring the learnt target grammatical structures to the written production. In other words, this sought to reveal whether after having exposed the experimental students to the treatment, they internalised the rules that would allow them to use the target grammar patterns accurately and appropriately. This task consisted in writing a short paragraph about a past event, which required the use of narrative tenses under investigation. It was scored out of 7 pts in both the pre- and post-tests (see Appendices 1 and 2).

In addition, while marking the experimental students' writing, great emphasis was put on the learners' ability to utilise the past simple and the past perfect simple

appropriately and meaningfully so as to convey meaning in a written discourse, coupled with the use of time phrases. A special attention was also paid to the correct use of the verb forms along with the adequate use of punctuation which was directly related to the utilisation of the time phrases. Such case is well illustrated in these two examples: “By the time we got to the hotel, the chambermaid had left the room”, and “When we visited the Sahara, we bought some souvenirs”. Nonetheless, mistakes that were not pertaining to the target structures were ignored so as to ensure the validity of the test.

For the sake of increasing the reliability of the written production scoring, a second rater was invited to mark the writing task of both the experimental and control groups in the pre- and post-tests following a rating scale (see Appendix 3). This is because subjective tests such as writing tasks, might bring about ‘variance’ in the scoring procedure resulting from the rater’s ‘inconsistencies or biases’; as a consequence, this would have a potential influence on the learners’ scores (Brown, 1996:191). Once the piece of writing was marked by both raters, an average score was taken for each written task (see Appendices 10 and 11). The following table summarises this section:

Section	Parts	Testing Techniques	Number of Items		Score for each Item	General Score	
Section I	Part 1	Multiple-Choice Task	Pre-test	Post-test	0.25 pts	Pre-test	Post-test
			12	10		3 pts	2.5pts
	Part 2	Cued gap-filling Task	Pre-test	Post-test	0.5 pts	Pre-test	Post-test
			14	15		7 pts	7.5 pts
	Part 3	Interpretation Task	6		0.5 pt	3 pts	
	Section II			Open-ended Task (writing Task)			7 pts

Table2: The Rating Procedure and the Testing Techniques of the Pre- and Post-tests

After having administered the pre- and post-tests with the purpose of evaluating the learners’ target grammar knowledge, the second salient step in the present study was to elicit the experimental students’ views regarding the combination of inductive-deductive method via the administration of a questionnaire. The latter is presented in the section that follows.

2.3.2.2- Experimental Students' Questionnaire

This questionnaire was constructed with the aim of eliciting the experimental students' attitudes and preferences vis-a-vis the instructional method used to teach the target structures as well as to infer the experimental students' perceptions in relation to the transferability of the learnt grammar knowledge to writing.

This questionnaire was administered solely to the experimental group immediately after the completion of the post-test phase. It was first read and fully explained to the experimental students in order to ensure an appropriate comprehension of the instructions. It is worth noting that the questionnaire was not administered to the control group simply because the control students were not subject to the treatment. Therefore, they were not familiar with the combined inductive-deductive method and would be unable to answer questions related to this mixed method of which they were completely ignorant.

The questionnaire was piloted a week prior to its administration. The piloting was conducted with five students from the same population but with the exclusion of the sample subjects who participated in the experiment. The questionnaire piloting revealed that the instructions were understandable and non ambiguous with the exception to question 1 option C "A combination of A and B", along with question 4 option A "Better understand the rule which escaped my notice" (see Appendix 4). Thus, these two questions were devoted a special consideration and were thoroughly explained to the target students throughout the questionnaire administration phase in order to alleviate any ambiguity that may be brought about by the questions wording.

This questionnaire included three open-ended questions (questions 1, 5 and 6), two multiple-choice items questions (questions 3 and 4), and one Likert scales question (question 2). (See Appendix 4).

Through this questionnaire, we intended to elicit information from the respondents about their attitudes towards learning the past simple and the past perfect simple through the use of the combined inductive-deductive method. The goal was to reveal how beneficial the mixed method was in helping the participants clearly

understand and adequately use the combination form-function-meaning of the target tenses. Equally important was the exploration of the extent to which the experimental students were capable of linking the learnt grammar knowledge to their written production. That is, how effective the learnt grammar knowledge was in enabling the experimental students to write correctly.

2.3.2.3- Experimental Students' Written Production

As previously stated, the production task was included in the test with the view to compensate for the weaknesses embodied by the close-ended items. But most importantly, the writing task was added to the pre- and post- tests in the two groups with the purpose of perceiving the extent to which the test-takers were capable of linking the learnt grammar knowledge to the written production task. The examinees were required to write a short paragraph about a past experience. This entails that the students were expected to employ the narrative tenses such as the past simple and past perfect simple in the written production because the theme of the writing task needed its use. Accordingly, the experimental students' production tasks would be the source of a qualitative analysis in the sense that the writing tasks would be analysed in terms of their ability of transferring the learnt grammar knowledge by either using it adequately and meaningfully or not.

It is important to mention that a quantitative analysis in this respect was also conducted in parallel. The latter resided in the test of correlation, which would reveal whether there would be any existing relationship between students' grammar achievement and their writing performance. This is thoroughly discussed in the following chapter.

After having described the experimental instruments for the collection of the data, we now move on to the description of the experimental instructional materials.

2.4- Description and Rationale of the Experimental Instructional Materials

This section is devoted to describe the teaching materials that have been utilised in this study along with the rationale behind such utilisation.

In an attempt to design the experimental instructional materials that meet the purpose of our study, the teaching of the past simple and the past perfect simple using a combined inductive-deductive method, two concepts have been taken into consideration: the use of consciousness-raising tasks and the teaching of grammar in context. The former is founded on the task-based approach to language teaching. The latter consists in teaching the target grammar through the use of discourse.

In order to adhere to the concepts mentioned above, we have adopted Willis's framework of Task-Based Language Teaching (1996). Moreover, we have taken into consideration the suggestions provided by Ellis (2003); Nunan (1991, 2004) and J. Willis and D. Willis (1998) for the incorporation of the concept of grammatical consciousness-raising and interpretation of grammar tasks in the teaching of the target grammar. We have also been inspired by the suggestions provided by Bardovi-Harlig (1997); Celce-Murcia (1990, 1997) and Nunan (1991, 1998) for teaching grammar in context and discourse.

The present study was principally based on the teaching of tenses through the use of texts. To achieve this goal, text-based activities were selected. The selection of such activities was grounded on the fact that text-based instruction permits learners to observe written discourse and analyse samples of language use. The use of texts as instructional tool was expected to raise learners' awareness of language features (Basturkmen, 2002). That is, consciousness-raising tasks are meant to facilitate learners' comprehension of a specific grammatical pattern, what it is composed of and how it operates (Ellis, 2003). This implies that "what we are trying to do is to encourage learners to think about language and to formulate their own categories of description. We are also encouraging learners to learn for themselves" (D. Willis and J. Willis, 1998:73).

Furthermore, the study of grammar through texts does not solely stress the form in the same manner as it does in a decontextualised and isolated context, but it also emphasises the meaning in a purposeful context as a whole. This is well demonstrated by Carter (2003:33-34) as cited in Mishan(2005:38) when he states that:

An examination of grammar in texts means that grammatical form is not an exclusive focus, for grammar is necessarily seen only as part of more complex social and textual environment and as realising specific functions in a purposeful context. A study of grammar in texts is a study of grammar in use.

Carter (2003:33-34)

In the same vein, Nunan (1991) believed that activities which are built on decontextualised grammar provide learners solely with ‘formal, declarative mastery’. In contrast, activities in which grammar patterns are encountered in context are more beneficial to learners because they provide them with opportunities to develop their ‘procedural skills’. In other words, learners are susceptible of perceiving the connection that exists between form, meaning and use. Hence, the use of a combination of tasks which focuses on form, function and meaning in grammar lessons is seemingly useful according to Bardovi-Harlig (1997), Harmer (2001), Ur (2012), Weaver et al., (2001) and J. Willis, (1996).

The experimental teaching materials that have been chosen in this study are mainly based on texts. These are selected on the basis of the following presupposed criteria:

- Simple texts and of a short length: By simple texts, it is meant that the texts used are devoid of very difficult words and complex phrases and sentences, which may engender ambiguity. As for the length of the texts, most of them are short- length texts, for they are intended to only provide enough illustrations about the use of the target grammar in written discourse. It is worth mentioning that the texts that have been employed in this study are meant for language teaching purposes. These are believed to be authentic as long as the language is not subject to modification to the point that it is not close to that used by Anglophones in real life (Harmer, *ibid*).

Furthermore, authentic texts seem to be difficult for learners to understand. Therefore, they may hinder learners understanding of the intended grammatical structure. The complexity of authentic texts may also “prevent the learners from responding in a meaningful way but can also lead them to feel frustrated, confused, and, more importantly, demotivated.” (Guariento and Morley, 2001:348). In addition to this, it has been difficult to find authentic texts that cover the various uses of the target grammatical structured intended to teach.

- Texts that facilitate learners’ discovery of the combination of form-use-meaning through written discourse. In fact, the texts that are selected for the study contain multiple instances that illustrate the form and function along with the meaning through context in a written discourse. This variety of illustrations in respect to form and function is expected to ease the process of the discovery of the relation that exists between form and function.
- Motivating texts: The selected texts are believed to be motivating in the sense that they stimulate learners’ interest via the themes they display, which are carefully chosen.

Accordingly, to meet the criteria stated above, a number of texts types were utilised. These were selected from various sources (see Appendix 5).

2.5- Teaching Procedures

As stated above, the present study explores the effect of teaching the past simple and the past perfect simple through the use of the combined inductive-deductive method in contrast with the deductive method. In this section, we try to provide a description of both the combined inductive-deductive experimental teaching and the deductive teaching.

2.5.1- Experimental Teaching Procedure (Combined Method)

This instructional procedure was based on the teaching of the target grammar via the use of the combination of inductive-deductive method. To fulfil this aim, we

took into consideration the suggestions made by some researchers such as Ellis (2003), Nunan (1991,2004) and J. Willis and D. Willis (1998) to raise learners' consciousness about the use of the past simple and the past perfect tenses. We also considered the suggestions provided by Bardovi-Harlig (1997), Celce-Murcia (1990, 1997) and Nunan (1991, 1998) for teaching grammar in context and discourse. To do so, three units were designed so as to teach the past simple and the past perfect by using the inductive-deductive method (see Appendix 5). The first unit was an introduction to the past simple. The second unit was a follow-up of the first unit on the grounds that it consisted in teaching the uses of the past simple and some of the time phrases. The final unit was devoted to the teaching of the past perfect simple and the corresponding time phrases, as well as the teaching of the use of the past simple in contrast with the past perfect simple.

In fact, each of the three units included the following stages:

Stage1: Presentation of the Target Grammar in Context

Throughout this stage, the experimental students were provided with short texts to read. This stage consisted of the three following steps.

Step A: Prior to reading the texts, the students were requested to make predictions about the texts from the titles. The purpose underlying this phase was intended to ease the learners' comprehension of the text. Building an idea about the text via the key words of the text's title, we believe, renders the text more intelligible and boosts learners' motivation. This engenders in turn a successful performance of the tasks to come.

Step B: After the prediction of the topic of the text, the students were asked to do the reading comprehension activities; they were, thus, permitted to utilise dictionaries in case they encountered unknown words which might inhibit the understanding of the text. The comprehension activities consisted in answering the questions in relation to the text. The deliberate use of the questions and the students' responses were chiefly meant to draw students' attention to the various forms of the target grammar in the interrogative, affirmative and negative statements. Accordingly,

the students were divided into small groups consisting of three to four students, all of which had a representative by taking turns. Across the entire tasks, students were first required to work individually then discuss their work in groups using the target language. Individual work was meant to give a chance to low-achievers to test their cognitive abilities and to avoid the monopoly of high-achievers. Unlike individual work, group work was intended to foster the students' collaborative learning and to allow them to use the target grammar communicatively.

Step C: After that, the representative of each group was invited to report their answers orally. In case they failed, another group representative would be given an opportunity to report their own answers. The researcher, however, would intervene in the last resort. The role of the researcher was to guide the students by providing them with necessary comments and feedback.

The objective of this introductory consciousness-raising activity is to draw the students' attention to the different verb forms of the target tenses utilised in the three types of sentences: affirmative, negative and interrogative, as well as to explore the learners' reading comprehension abilities within texts based on these target tenses.

Stage 2: Exploring and Analysing Grammar

At this stage, the students were provided with guided questions which aimed at raising their awareness regarding the function of the target tenses at the discourse level. Another aim for the leading questions was to ease the process of rule discovery (see Appendix 6).

This stage was intended to allow the students to:

- a) Notice the form and the use of the past simple and the past perfect simple in written discourse.
- b) Discover the target grammatical structures occurrence in different settings.
- c) Ponder over the function of the target tenses and their meanings in the text.
- d) Explore the grammar rules from the underlined examples in the text.

After the provision of the students with guided questions, they were invited to work individually then compare their responses with their peers. Then, they reported their answers to the class. If all the students failed to supply the right responses to the guided questions, the researcher would intervene by supplementing the students with further more specific questions which would pave the way to a more successful discovery of the rule.

As a final process in this phase, the students were required to formulate and verbalise the rules. In addition to the formulation of the rules on the part of the students, the researcher provided an in-depth, metalinguistic explanation of the rules to ensure and reinforce the students' understanding.

It seems worth noting that this phase was amongst the most difficult one for the students to accomplish successfully at the very beginning, for it demanded from them much more self-reliance on their cognitive abilities in order to induce the appropriate rules. Nevertheless, they became accustomed to such method in the course of the sessions.

Stage 3: Grammar Summary

In this task, the students were requested to write down the previously explained rules by completing a set of statements (see Appendix 6). The objective of this step was to consolidate the grasp and the correct use of the rule, particularly with some types of students who had difficulties in noticing and understanding, and with whom this method might be less congruent.

It is worthwhile to mention that the phases previously described through which the experimental teaching procedure had evolved illustrate clearly the utilisation of a combination of the inductive and deductive methods (i.e., the combination of the inductive-deductive method) in the target tenses instruction. That is, the combined inductive-deductive method begins with less explicit teaching i.e. inductive through the provision of texts from which the students are encouraged to discover the rules by themselves. Next, the mixed method ends with a more explicit instruction i.e. deductive via the formulation of the rules by the students then by the teacher in case of

the students' failure. This is followed by another phase of a completion of a grammar summary on the part of the students. This instructional phase demonstrates overtly the direct teaching of the deductive method.

Stage 4: Practice Phase

This phase is meant to allow the students to practise and reinforce the use of the target tenses through various types of activities. It is also intended to explore the extent to which the students were capable of implementing the learnt rules in the activities. This phase included three steps: Grammar in discourse, editing and consolidating the syntactic patterns (see Appendix 6).

Step A: Grammar in Discourse

In this sub-phase, the participants were provided with gapped texts in order to complete them with the appropriate tense. The aim of this activity was to make students perceive the use of the target tenses in the context of written discourse.

Step B: Editing

In this sub-phase, we provided the students with short texts which contained errors. We asked them to identify the errors then correct them. The objective of this activity was meant to draw the students' attention to the adequate use of the target tenses, notably in written discourse.

Step C: Consolidating the Syntactic Patterns

In this activity, the students were required to supply the questions for the given answers. The objective of this activity was to reinforce the correct use of the form of the grammatical patterns which had already been studied.

Throughout the sub-phases stated above and the experimental teaching process, the students were encouraged to justify their responses.

Stage 5: Production Task

In this task, the subjects were requested to write sentences of their own by utilising the target tenses. In other cases, they were provided with pictures to depict a

sequence of events (see Appendix 6). As a matter of a fact, a substantial number of learners found this activity somehow challenging in the sense that this activity involved much more effort on the part of the students and needed more time in order to produce their own piece of writing. Consequently, the learners were asked to work collaboratively by doing the task in pairs.

2.5.2- The Deductive Teaching Procedure

Unlike the mixed method in the experimental teaching, inductive instruction is solely grounded on the use of the deductive method with the control group. The display of the target tenses is basically sentence-level and teacher-centred.

The methodology adopted in this kind of instruction is characterised by the following properties:

- The control students were first provided with the rules of the target tenses followed by thorough explanation.
- The presentation of the past simple and the past perfect simple tenses was at the sentence-level on the basis that the students were supplied with instances on the white board in a decontextualised way.
- The provision of the rules was also meant to enable them to implement them adequately in the practice phase.
- The teacher's intervention in the lesson was more dominant in contrast to the students'. They were rather passive and receptive.
- The practice phase was characterised by providing the students with a set of activities which were mainly based on filling gapped texts, correcting errors and form-focusing.
- The teacher's role in the practice phase was to intervene whenever necessary by providing an immediate feedback to the students.
- In the production stage, the students were invited to write a few sentences of their own using the learnt tenses and the time phrases.

In the course of this chapter, we have strived to provide detailed information about the research design, the experimental teaching materials and procedures used in the present research study. We have also tried to supply a thorough description of the sample and the instruments employed in the collection of data. This description has been systematically followed by the rationale underlying each selection. The data gathered serve in the data analysis, which is presented in the following chapter.

Chapter Three

Presentation and Analysis of the Results

This chapter aims at presenting and analysing the data collected through the selected research instruments. These consist of the pre- and post-tests, the students' questionnaire and the students' written production. The findings are reported in accordance with the order of the steps followed in the experimentation previously described in chapter two. To present and analyse the gathered data, the study first begins with the presentation of the pre- and post-tests responses and the analysis of students' written production. Next, it moves on to scrutinising the correlation between the results related to the target grammar and those related to writing. Finally, it concludes with the presentation of the students' questionnaire responses. The presentation of the results is principally based on tables, figures and charts in order to better illustrate the results.

3.1-Procedure of the Statistical Data Analysis

The data gathered from the use of the research tools were computed by means of the Statistical Package for Social Sciences (SPSS). For the purpose of analysing the obtained results, both descriptive and inferential statistics were used. The descriptive statistics consisted in calculating the means and the standard deviations, whereas the inferential statistics resided in the test of comparison i.e., the Independent Samples T-test, along with the correlation test. Accordingly, the findings are displayed in the form of tables, histograms and graphs.

3.2- Presentation and Analysis of the Experimental Tests Results

As previously mentioned in chapter two, the objective of administering the pre-test was to determine the initial level of proficiency in the past simple and past perfect simple tenses of the subjects in both the experimental and control groups before the treatment. On the other hand, the purpose of the post-test was to measure the subjects' grammatical achievement in both the experimental and control groups after their exposure to the combination of inductive-deductive and deductive ways of teaching.

The raw scores (see Appendices 7, 8, 9, 10, 11) obtained from both tests were computed and subject to statistical operations (calculation of means, standard deviations, maximum, minimum and T-test). The processed data are displayed by means of tables, histograms and graphs. The utilisation of statistics enables us to compare individuals' scores between the two groups as well as to compare the individuals' scores within the same group.

The means, the standard deviations of the pre- and post-tests were calculated in each group. In addition, the minimum and maximum scores of the pre- and post-tests were also selected in the groups. These are displayed in the table below.

Tests	Nb	Minimum	Maximum	Mean	Standard Deviation
Experimental_Pre_Test	16	3.75	13.75	8.5000	3.25320
Experimental_Post_Test	16	8.00	16.87	12.6244	2.73653
Control_Pre_Test	14	4.00	10.50	7.8121	1.75746
Control_Post_Test	14	3.50	15.75	11.5536	3.22726

Table 3: Descriptive Statistics Resulting from the Experimental and Control Students' Scores in the Pre- and Post-tests

The figures in Table 3 reveal that the means of the test scores in the experimental group improved from 8.50 in the pre-test to 12.62 in the post-test. Likewise, the means of the test scores in the control group improved from 7.81 in the pre-test to 11.55 in the post-test. Furthermore, the standard deviation for the experimental group is 3.25 and 1.75 for the control group in the pre-test. As regard to the post-test, it is 2.73 for the experimental group and 3.22 for the control group.

However, in spite of the progress made by both the experimental and control students, their means of test scores (12.62 and 11.55) are almost identical. Accordingly, in an attempt to ensure that the results of both groups are similar, a test of comparison (Independent Samples T-test) between the two groups was conducted. The findings appear in the table below.

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,014	,907	,984	28	,334	1,07080	1,08854	-1,15896	3,30057
Equal variances not assumed			,973	25,690	,340	1,07080	1,10090	-1,19345	3,33506

Table 4: The Independent Samples T-test Comparison of the Post-test Scores of the Experimental and Control Groups

The results in Table 4 reveal that despite the fact that the mean score of the experimental group (12.62) was slightly higher than the mean score of the control group (11.55), this difference was not significant. By analysing the above findings ($0.334 > 0.05$), it appears that the combined inductive-deductive method was as effective as the deductive method in the achievement of the target grammar by the students. Therefore, the null hypothesis which stated that the combination of inductive-deductive method was not more effective than the deductive method was validated.

For practicality reasons and better illustration and analysis of the results, the pre- and post-tests scores for both the experimental and the control groups were classified into five categories (Table 5). From these five categories, thus, histograms in Figures 1, 2 and 3 and a graph (Figure 4) were established.

Scores Ranges	Experimental Group (The Combined Method)		Control Group (Deductive)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Below 10 /20 (Weak)	50 % (8 Students)	12.5 % (2 Students)	85.71 % (12 Students)	14.28 % (2 Students)
Between 10-12 /20 (Average)	43.75 % (7 Students)	43.75 % (7 Students)	14.28 % (2 Students)	42.85 % (6 Students)
Between 12.5-14 /20 (Good)	6.25 % (1 Student)	12.5 % (2 Students)	0 % (0 Student)	28.57 % (4 Students)
Between 14.5-16 /20 (Quite Good)	0 % (0 Student)	12.5 % (2 Students)	0 % (0 Student)	14.28 % (2 Students)
Above 16 /20 (Very Good)	0 % (0 Student)	18.75 % (3 Students)	0 % (0 Student)	0 % (0 Student)

Table 5: Classification of the Students' Scores for the Pre- and Post-Tests in the Experimental and Control Groups

As it is clearly noticeable from Figure 1 (page 53), there was considerable improvement in the experimental students' scores from the pre-test to the post-test. We can observe that the rate of the students who scored below average was high (50 %) in the pre-test while it was low (12.50%) in the post-test. Nevertheless, this contrast in the rate of the students' scores was not maintained in the sense that it reached the same rate (43.75 %) in both the pre- and post-tests between scores ranges 10 and 12. This was followed by a decrease in the students' scores rate from 43.75 % to 6.25 % for the pre-test and from 43.75 % to 12.50 % for the post-test in the categories "between 12.5-14". Similarly, this was accompanied by a successive decrease of the rate in the pre-test from 6.25 % to 0 % for both categories between 14.5 and 16 as well as above 16. Regarding the post-test, the rate of the students' scores was maintained (12.50 %) between scores ranges 14.5 and 16. Yet, we noticed a rise in the rate from 12.50 % to 18.75 % for students who scored above 16 in the post-test.

In addition to the comparison of the experimental students' scores in the pre- and post-tests, another comparison was drawn between the pre- and post-tests in the control students' scores. As the results in Figure 2 (page 53) indicate, there was a considerable improvement in the control students' scores from the pre-test to the post-test. It is quite remarkable that the rate of the students who scored below 10 was exorbitant (85.71 %) in the pre-test and down (14.28 %) in the post-test. However, the rate of the students' scores dropped sharply from 85.71 % to 14.28 % in the categories between 10 and 12 in the pre-test, whereas the rate of the students' scores tripled (42.85 %) in the post-test within the same categories. This entails that the rate of the students who ameliorated their scores soared. Besides, the decrease in the rate of the students' scores in the pre-test continued until it attained 0 % between the categories 14.5-16 and above 16. In contrast to the students' scores in the pre-test, the rate of the students' scores in the post-test was followed by a slow decrease (14.28 %) between scores ranges 14.5-16 until reaching 0 % for students who scored above 16. Generally speaking, this implies that there was no student who scored either above 16 in the post-test or above 12 in the pre-test for the control group.

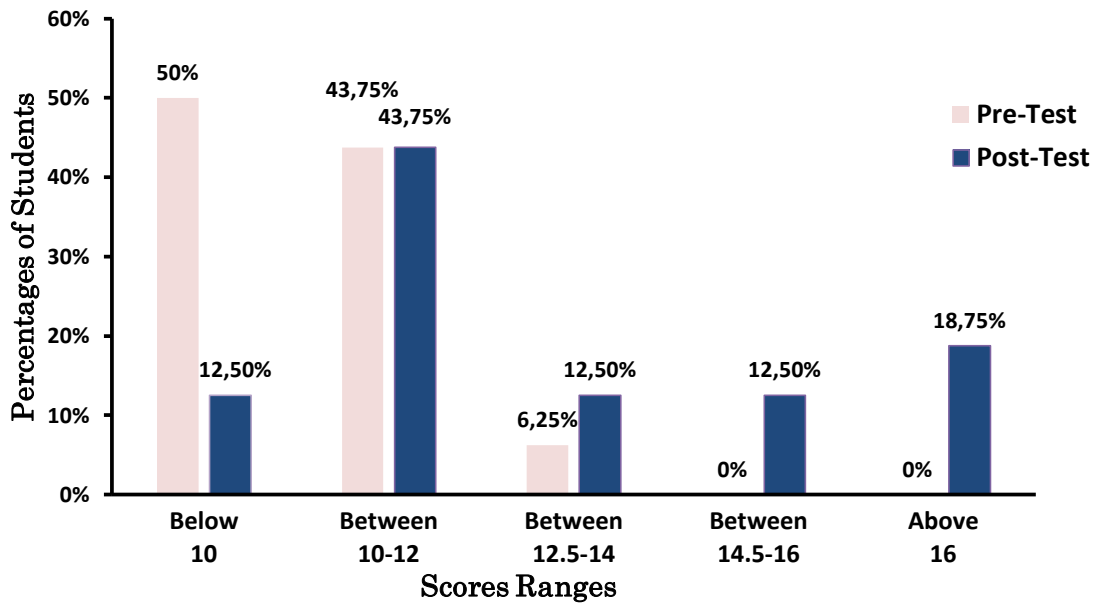


Figure1 : Histogram of Experimental Students' Scores in the Pre- and Post-Tests

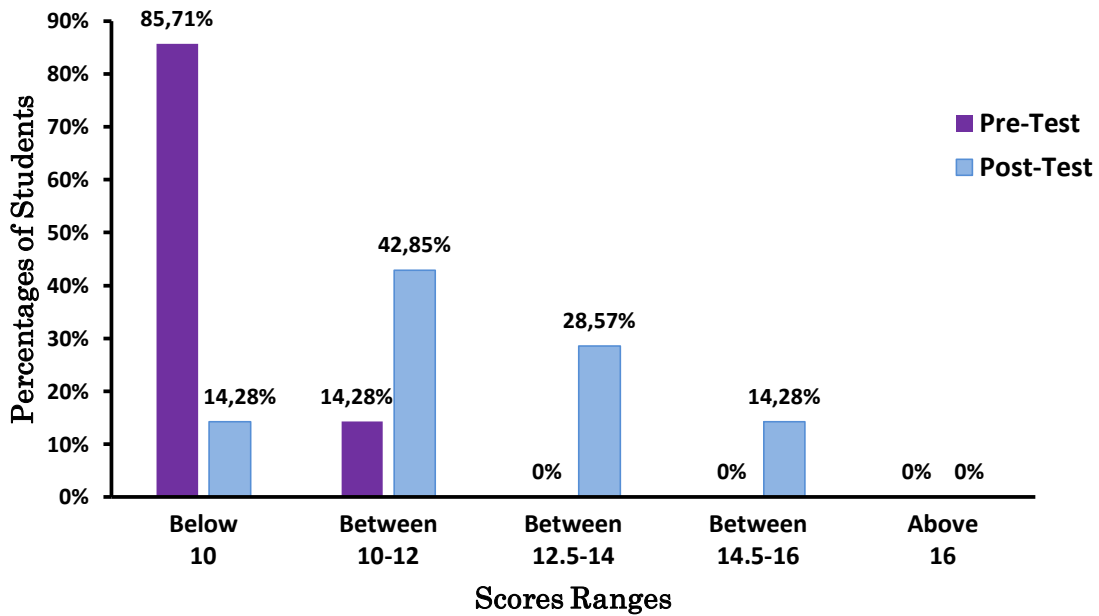


Figure2 : Histogram of Control Students' Scores in the Pre- and Post-Tests

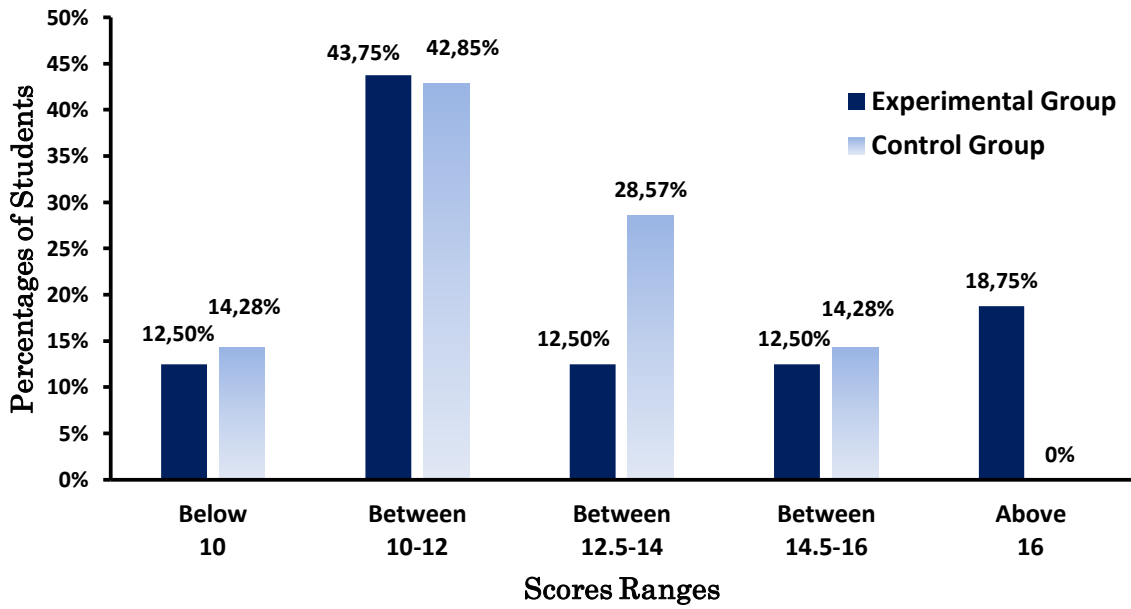


Figure3: Histogram of Experimental and Control Students' Scores in the Post-Tests

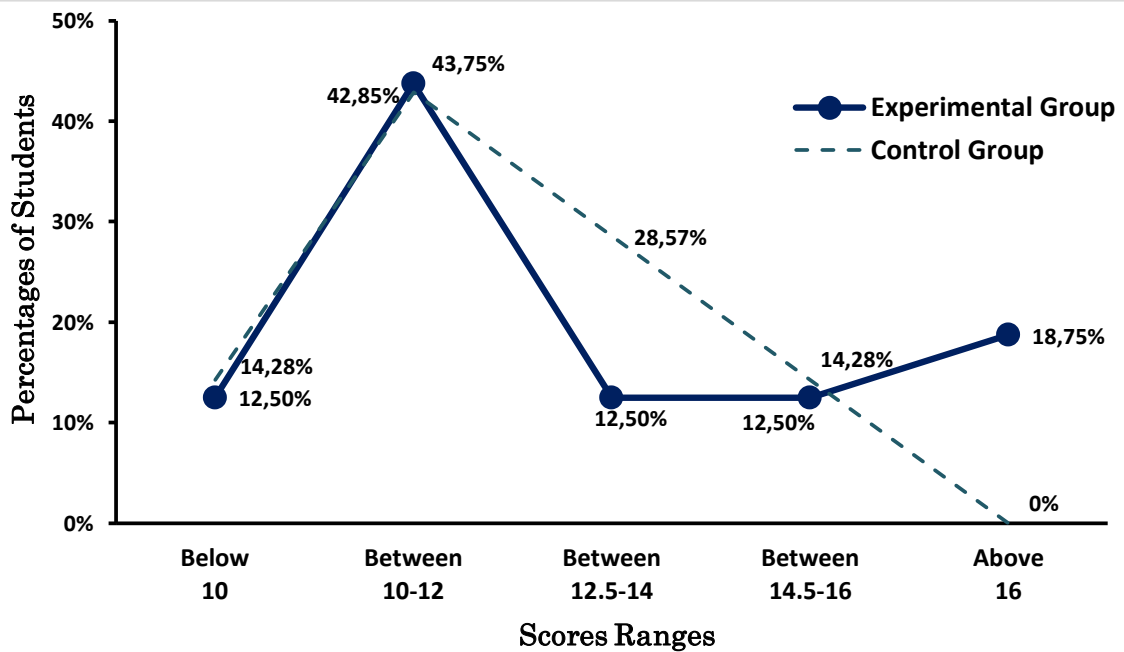


Figure4: Graphic Representation of Experimental and Control Students' Scores in the Post-Tests

Once the comparative analysis was established between the individuals' scores within the same group in the pre- and post-tests for both the experimental and control groups, it is fundamental to draw a comparative analysis of the learners' scores in the post-test between the experimental and control groups. The objective underlying such a comparative analysis was to find out about the effectiveness of either the combination of inductive-deductive method or the deductive one, which were respectively represented by the experimental and control groups. Hence, both Figures 3 and 4 are the embodiment of the experimental and control students' scores in the post-test. In fact, the students' performance in the post-test for both experimental and control groups is clearly illustrated in Figure 4 (page 54).

According to the graph in Figure 4, it is clear that there was a progress in the students' scores since a few students scored below average in the post-test for both the experimental (12.50%) and control (14.28 %) groups. This was followed by an increase in the rate of experimental students' scores (43.75 %) and the control students' scores (42.85 %) between scores ranges 10 and 12. This may imply that a great deal of students made an improvement in the scores ranging between 10 and 12. Nonetheless, the rate of the students' scores decreased in that 28.57 % students from the control group against 12.50 % students from the experimental group obtained scores ranging from 12.5 to 14. Equally, this phase was followed by a phase of decline in the rate of the students' scores (14.28 %) in the control group and by a phase of stability in the rate of the students' scores (12.50 %) in the experimental group between score ranges 14.5 and 16. On the other hand, while no student obtained a score above 16 in the control group, 18.75 % students in the experimental group were capable of scoring above 16.

3.3- Presentation and Analysis of the Pre- and Post-tests Results

In the current study, the pre-test was administered to the combined inductive-deductive and deductive groups before the intervention. The purpose of the pre-test was to evaluate the students' knowledge in relation to the target tenses. The findings revealed that there was nearly no discrepancy between the mean of the pre-test scores in both the experimental group (8.50) and the control group (7.81) with standard

deviations of 3.25 and 1.75 respectively (see Table 3, p.50). This suggests that the two groups had some prior grammar knowledge from their educational background before the experimental teaching, and such knowledge was approximately similar.

3.3.1-Experimental Group

The post-test was administered after the treatment to experimental group along with the control group. The results suggested that there was some progress in the mean of the test scores in the experimental group from 8.50 in the pre-test to 12.62 in the post-test. Interestingly, this progress seems to be noteworthy. Therefore, in order to confirm the significance of the obtained results, a Paired Samples Test between the pre- and post-tests was run. The findings are displayed in the table below.

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental_Pre_Test Experimental_Post_Test	-4,12438	1,93070	,48267	-5,15317	-3,09558	-8,545	15	,000

Table 6: The Paired Samples Test of Comparison on the Pre- and Post- tests in the Experimental Group

The results in Table 13 show that the difference of the students’ mean score between the pre- and post-tests was significant, as $p < 0.001$ and with a gain score of 4.12. This is an indication that the experimental students’ test scores in the target grammar improved from the pre-test to the post-test.

3.3.2- Control Group

Likewise, the means of the tests scores in the control group improved from 7.81 in the pre-test to 11.55 in the post-test. Interestingly, this improvement was apparently significant. Thus, in an attempt to ensure the significance of the obtained results, a Paired Samples Test between the pre- and post-tests was computed. The results are illustrated in the table below.

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control_Pre_Test Control_Post_Test	-3,74143	2,16526	,57869	-4,99161	-2,49125	-6,465	13	,000

Table 7: The Paired Samples Test of Comparison on the Pre- and post-tests in the Control Group

The findings in table 14 reveal that the difference between the pre- and post-tests was effectively significant, for $p < 0.001$ and with a gain score of 3.74.

3.4- Presentation and Analysis of the Students' Written Production

As previously mentioned in chapter two, the students were requested to write a short paragraph about a past experience (see Appendix 12). The students were expected to write a narrative, which systematically requires the use of narrative tenses such as the past simple and the past perfect simple verb forms. Hence, the experimental students' writing tasks in the post-test were analysed qualitatively. The objective underlying such a content analysis was to explore the extent to which the subjects were able to link the learnt grammar knowledge to the written production. That is, did the students use the target grammar accurately and effectively in the narrative?

After reading and analysing the content of each piece of the experimental students' writing, the results obtained from the analysis (see Appendices 12 and 13) are reported as follows:

- Mean Rate of the Correct use of the form:
 - Past simple: (98.43 %)
 - Past perfect simple: (68.75 %)
- Mean Rate of the Correct use of the function:
 - Past simple: (78.49%)
 - Past perfect simple: (21.87 %)
- Tense shift:

- Average Frequency: 2.21
- Total of the General Use of:
 - Past Simple: 186
 - Past perfect simple: 21

According to the elicited data, it is remarkable that the mean rate of the correct use of the past simple form was relatively high both in form (98.43 %) and function (78.49 %). Conversely, the mean rate of the past perfect simple was high in the correct use of the form (68.75 %) but was low (21.87 %) in the correct use of the function. Additionally, the total of the general use of the past simple was 186 while that of the past perfect simple was 21. Furthermore, it was observed that most of the experimental students' written production was subject to a tense shift at varying degrees; the latter's average frequency was 2.21.

3.5- Presentation and Analysis of the Correlation Grammar-Writing

A correlation test was run in order to examine whether there existed any relationship between the target tenses and the written production. In other words, the post-test scores of the past simple and the past perfect simple tasks and the written production in the experimental group were computed so as to explore the findings of the correlation test. The obtained results are exhibited in the table below.

			Grammar Experimental Post-test	Writing Experimental Post-test
Grammar Post-test	Experimental	Pearson Correlation Sig. (2-tailed) N	1 16	,690** 16
Writing Post-test	Experimental	Pearson Correlation Sig. (2-tailed) N	,690** 16	1 16

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8: The Results of the Correlation Test between the Grammar and the Writing Post-test Scores of the Experimental Students

According to the above mentioned results, the coefficient of correlation is flagged with asterisks, which means that it is significant at the level 0.01. The coefficient of correlation (0.690) is also close to one. In addition, the p value is small (0.003) and less than 0.05. This implies that a correlation seems to exist between the target grammar and the written production.

Now, we move on to the presentation and analysis of the data gathered through the students' questionnaire.

3.6- Presentation and Analysis of the Students' Questionnaire Results

After the administration of the students' questionnaire, the obtained data are presented and described in this section. The presentation of the students' questionnaire responses is illustrated by means of tables. The students' responses were expressed in frequencies which were in turn converted into percent frequencies.

Question 1: What do you prefer?

Students' Preferences	Percentages	Frequencies
A-When the instructor provides the rules, explains them then provides tasks.	31.25 %	5
B-when the instructor asks you to do the tasks then guides you to discover the rules.	0 %	0
C-a combination of A and B	68.75 %	11
Total	100 %	16

Table 9: Experimental Students' Preferences on the Way of Learning Grammar

The results obtained from the students' responses indicate that the highest percentage (68.75%) of the participants preferred the use of a combination of the deductive and inductive methods in the grammar learning, while the remainder of the respondents (31.25 %) opted for the deductive teaching method. However, no one chose the inductive method.

The participants were required to justify their choice by providing clarifications. The participants' responses were organised into two categories: A- proponents for the combined inductive-deductive method and B- proponents for the deductive method.

A- Proponents for the Combined Inductive-Deductive Method: In this category, the participants expressed their desire for the use of a combination of the inductive and deductive methods in the grammar instruction. Almost all the respondents explained their choice by their preference for thinking before any rule provision by the instructor as well as their liking for rule discovery by themselves. One of the participants and several others commented, "I like to think and to figure out the rule first before my teacher tells me". Also, the subjects expressed the belief that rule discovery procedure enhances rule retention, as one of the subjects wrote "I can remember the rules without revision even after a week". In the next set of comments, some informants found this type of instructional method enjoyable and non tiresome, as one student stated "I like this method because it is enjoyable and I am not bored".

B-Proponents for the Deductive Method: This type of respondents favoured being instructed deductively. The motives underlying the students' choice lie in the straightforwardness, orderliness and clarity of the deductive method. For these subjects, the deductive teaching was apparently straightforward and orderly, for the rules were provided prior to the performance of any task. They also claimed that it was so much straightforward and orderly that the rules were clearer. Other respondents justified their preference for the deductive instruction by their inability to perform the activities before any grammar explanation. Unlike rule provision procedure, self-rule discovery procedure, in participants' perspectives, brings about confusion and sensation of loss. One participant pointed out "I can't do exercises when I don't have rules and I don't understand the lesson, I feel lost and blocked". Such claims account for the students' acquaintance with the deductive method, as one of the participants commented "I am used to the teacher gives the rules then we practice them".

Question2: Please, tick (✓) the appropriate answer about the use of the Past Simple and the Past Perfect.

Items	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree
1- I now understand clearly the use of each verb form.	18.75% 3	68.75% 11	12.5 % 2	0% 0	0% 0
2-I now can use the Past simple correctly.	31.25% 5	56.25% 9	6.25 % 1	6.25% 1	0% 0
3-I now can use the Past Perfect correctly.	18.75% 3	43.75% 7	31.25 % 5	6.25% 1	0% 0
4-I now can use both tenses successfully.	12.5% 2	37.5% 6	31.25 % 5	18.75% 3	0% 0
5-When I am writing, I take into consideration grammar.	43.75% 7	37.5% 6	12.5 % 2	6.25% 1	0% 0
6-In the written production task, the learnt grammar knowledge helped me write correctly.	43.75% 7	37.5% 6	12.5 % 2	6.25% 1	0% 0
7-when I was writing, I linked the writing to the learnt grammar knowledge	50% 8	31.25% 5	0 % 0	18.75% 3	0% 0

Table 10: Experimental Students' Perspectives on the Target Grammar Learning

Table 8 reports the experimental students' perspectives on the target grammar learning. From the table above, we can see clearly that the majority of the experimental students (68.75 % + 18.75 %) seemed to have understood clearly the use of each verb form, but only 12.5 % was neutral. In relation to the second item in the questionnaire, a majority of students (56.25 % + 31.25 %) were apparently capable of using the past simple correctly, whereas a small number 6.25 % was not, and the remainder had no opinion. The experimental students' responses regarding the third item in the questionnaire indicated that more than half of the students (43.75 % + 18.75 %) believed that they were able to use the past perfect simple correctly while 6.25 % was not and 31.25 % was neutral. As it can be seen from Table 7, for item 4, half of the respondents (37.5 % + 12.5 %) appeared to have the ability to use the tenses successfully; however, 18.75 % did not, and 31.25 % sat on the fence. In response to

the fifth item in the questionnaire, a majority of the students (43.75 % + 37.5 %) assumed that they had a tendency to take into consideration grammar when writing. Nonetheless, 6.25 % of the students manifested their disagreement and 12.5 % had no opinion. As for the sixth item in the questionnaire, a majority of the participants (43.75 % + 37.5 %) thought that the learnt grammar knowledge had helped them write correctly in the written production task. But only 6.25 % showed their disapproval towards this statement, and the rest were neutral. Lastly, the students who apparently linked their writing to the learnt grammar knowledge were a majority (50 % + 31.25 %), whereas a smaller proportion (18.75 %) did not. Broadly speaking, the findings for this question revealed that the majority of the learners held a positive perspective vis-à-vis the learning of the target grammar.

Question 3: Trying to discover the rules from the text was:

Items	Percentages	Frequencies
A- Difficult and boring but effective.	18.75%	3
B- Easy, interesting and effective	31.25%	5
C-Difficult but interesting and effective	50%	8
D- Easy, boring and ineffective	0%	0
Total	100%	16

Table 11: Experimental Students' Responses to the Discovery of the Rules from the Text

It is clear from table 9 that half of the respondents (50%) believed that the discovery of the rules from the text was difficult but interesting and effective. About one third of the participants (31.25%) found rule inference from the text easy, interesting and effective. Only 18.75% of the informants thought that inducing the rules from the text was difficult and boring but effective. Nevertheless, none of the subjects stated that the discovery of the rules from the text was easy, boring and ineffective.

Question 4: The grammar summary helped me:

Items	Percentages	Frequencies
A- Better understand the rules which escaped my notice.	43.75%	7
B- Remember the rules well.	6.25%	1
C- Both understand and remember the rules.	50%	8
Total	100%	16

Table 12: Experimental Students' Attitudes Regarding the Grammar Summary

The results in the table above reveal that half of the students (50%) believe that the grammar summary helped them both understand and remember the rule. Less than a half (43.75%) think that the grammar summary contributed in a better understanding of the rules which escaped their notice. However, only 6.25% of the subjects assume that the grammar summary provided some assistance in rule retention.

Question 5: Do you think that the teacher's method helped you better understand and use the tenses properly?

Responses	Percentages	Frequencies
Yes	100%	16
No	0%	0
Total	100%	16

Table 13 : Experimental Students' Opinions vis-à-vis the Teacher's Instructional Method

The results obtained from table 11 clearly indicate that all the participants manifested a positive attitude towards the instructor's way of teaching. All of them believe that the instructional method assisted them in better understanding and using the tenses properly.

The subjects were then requested to provide explanations about their choice; two categories of answers emerged: A- students' absolute agreement and B- students' partial agreement

A-Students' Absolute Agreement: All the participants (100%) apparently highlighted their strong preference for the combination of inductive-deductive method. This is because they believed that the new teaching method was effective. Such effectiveness, in students' views, resided in their enjoyment of self-discovery of the rules, which systematically reinforced their retention. Besides, the subjects held the assumption that the metalinguistic tasks provided by the instructor, the grammar summary in particular, facilitated a better retention of the grammatical rules too. Some students commented "the teacher gives us a lot of tasks and exercises like the grammar summary that helps us to use the tenses correctly" and "It gave us the chance to do some efforts and it's easy to remember because we found the rule and wrote it in our own words". Most importantly, other participants believed that this new teaching method raised their awareness on the grounds that they began spotting the grammar mistakes in their output, as one of the students pointed out "With this method, the rules are stuck in my mind..... and I start to check my grammar mistakes".

B- Students' Partial Agreement: However, less than a third (31.25 %) showed their consent with some reservations. The students argued that although the combination of inductive-deductive method helped them better understand the use of the two tenses, the deductive method remained their favourite one. This was mainly due to the clarity and easiness of the deductive instruction and the learners' accustomedness to this strategy of teaching. One of the participants commented "The deductive method is clear and easy to understand and I'm use to it". Somewhat surprisingly, one participant proposed the utilisation of the deductive method as a result of the easiness of the grammatical structures taught, as the student put it "The grammar I'm studying is quite easy to understand not hard to practice in class so it is better when the teacher gives the rules then moves to practice". Another student claimed that this mixed teaching model might be valid and applicable to a particular type of grammar patterns but not to others, such as complex structures, as the participant stated "This method can be used with some grammar structures but it can't be used with difficult structures".

Question 6: During the writing task, did you link your writing to the learnt grammar knowledge?

Responses	Percentages	Frequencies
Yes	87.5%	14
No	12.5%	2
Total	100%	16

Table 14: Experimental Students' Views Concerning the Link between the Writing and the Learnt Grammar Knowledge

As visible from the table above, most of the respondents (87.5%) answered that they connected their writing performance to the learnt grammar knowledge. Nonetheless, a few among the participants (12.5%) did not connect their written production to the learnt grammar knowledge.

When asked to explain how they linked the written production to the learnt grammar knowledge, the students' explanations revealed two categories of responses: A- students' link of the writing to grammar and B- students' non-link of the writing to grammar.

A- Students' Linking their Writing to Grammar: This kind of students indicated that they connected their writing to the learnt grammar knowledge by means of proofreading, i.e., "by reviewing my piece of writing and correcting the mistakes I've made in grammar and more particularly the tense shifting", as one of the informant wrote. Another student added "by taking into consideration the context and trying to put each tense exactly where it should be". Interestingly, one respondent stated that "it's all about context for example when writing the tense of each verb, I have to take into consideration that I'm going to write about (narrating, describing, ...), each type has its own tense".

B- Students' not Linking their Writing to Grammar: Students' inability to recall the rules was thought to impede them from linking their written production to grammar. One student pointed out "I don't link because I forget the rules". Another reason that

prevented them from relating their writing to the learnt grammar knowledge was the fact that they were so absorbed by the writing task that they were distracted from connecting grammar to their written output, and this seemed to become a learning habit amongst some students. One student commented “I’m so into it that I can’t even think of tenses or rules”. In addition to this, the restricted time allotted to the written production apparently did not suffice to do the editing, as one of the subjects mentioned “Most of the writing tasks have a short and specific amount of time to do them so I don’t have time to check grammar”.

In this chapter, the data collected from the use of three research instruments have been presented and analysed. The findings have been displayed following the order of the experimentation phases. In order to present the gathered data, the description of the study first began with the presentation of the pre- and post-tests. Next, the students’ written production was scrutinised. This was followed by the analysis of the correlation between the target grammar and the writing. Finally, the students’ questionnaire was presented and content described. In the next chapter, the results obtained from the data analysis will be discussed thoroughly.

Chapter Four

Discussion-Interpretation of the Results and Implications

The aim of this chapter is to discuss the results that were presented and described in chapter three with reference to the literature. The discussion focuses on five main points: the experimental tests results, the correlation grammar-writing, the students' questionnaire findings, as well as the limitations of the study. These are followed by some suggestions and pedagogical implications. Meanwhile, the research questions are answered simultaneously with each point discussed.

4.1- Discussion of the Experimental Tests Results

The objective underlying the use of the experimental test was to answer the first research question which aimed at finding out whether the combination of inductive-deductive method was more effective than the deductive method for learning the past simple and past perfect simple first year students. At the end of the experiment, the findings revealed that the experimental students' mean of tests scores (12.62) was slightly higher than the control students' mean of tests scores (11.55) in the post-test. This result implies that the experimental students' performance in the target grammar seems somehow better than the control students. Nevertheless, despite this improvement in the students' performance, the students' means of tests scores tend to be almost similar.

In order to find out whether these results were equivalent, a test of comparison (Independent Samples T-test) between the two groups was conducted. Surprisingly, the findings of the test of comparison (table 4, p.51) showed that they were statistically insignificant since the p value (0.334) was greater than 0.05; hence, the null hypothesis which stated that "The use of the combined inductive-deductive method is not more effective than the deductive one on the experimental students' learning of the past simple and past perfect simple" was accepted. This explains that although the mean score of the experimental group (12.62) slightly improved in comparison to the mean score of the control group (11.55), this difference was not important.

In the light of these results, it is possible to claim that both types of instruction were equally effective and the combination of inductive-deductive method did not prove to be superior to the deductive one in the learning of the past simple and the past perfect simple. As a consequence, the treatment did not seem to substantially influence the students' learning of the target grammar patterns.

The results generated from this study are unexpected because they are in conflict with those of Eriksson (2014), who concluded that the mixed method was significantly more effective than the deductive one but only with some learners in the teaching of word order. Esfandiari and Rath (2014) also found that the combination of the inductive and deductive methods was far more effective, yet while comparing it with the inductive, not the deductive one. Similarly, Mammadova's (2016) findings are incompatible with the present study results. The researcher concluded that the effect of the mixed method was much better than that of the deductive one in the teaching of conditionals.

However, these results tend to somehow support other previous researchers' findings (Mallia, 2014; Tammenga-Helmantel et al., 2014; Zamani and Mohammadi, 2014; Mahjoob, 2015 and Tammenga-Helmantel et al., 2016), who concluded that both inductive and deductive instruction were neutral and equally effective when contrasted in isolation, not in combination.

This lack of effectiveness of the blend of inductive and deductive method compared to the deductive method may be attributed to a number of parameters which possibly came into play.

Firstly, students' learning styles and preferences are different that is why they learn differently. In the light of the participants' responses, it has been noticed that there were two categories of learners: deductive and inductive learners. The deductive learners, also named analytic or field independent learners (Ehman and Oxford, 1990, and Oxford and Anderson, 1995), are content with the 'structured teaching' since it necessitates a deep analysis of words and sentence structures (Felder and Henriques, 1995). In contrast, the inductive learners, also called holistic or field dependent

learners, are keen on “holistic strategies such as guessing at words and searching for main ideas, and may respond well to relatively unstructured approaches” (Felder and Henriques, 1995:25). Accordingly, it seems that the experimental group was bound to include participants with different learning styles (analytic and holistic). That seems the reason why they performed differently and expressed their preferences for the strategy that fitted their cognitive styles. This also appears to explain more why the combination of inductive-deductive teaching is convenient for a particular type of learners but not for others. Thus, this leads us to the conclusion that a difference in students’ styles may bring about a discrepancy in the results and learning outcomes.

Additionally, the sample of the current study may not seem significant. That is, only 30 students participated in the research; the scale of the research work may be too small to mirror the true effectiveness of the mixed method. Thus, had the size of the sample been larger, the results of the blend of inductive and deductive instruction might have been more significant.

Furthermore, the length of the experiment, which was rather limited, may have had repercussions on students’ adequate assimilation of the grammar patterns. It must be acknowledged that the deductive group had more time to better grasp the grammatical structures under investigation as opposed to the mixed method group. Indeed, the combination of inductive-deductive method is time-consuming. Such time-consumption is a major weakness that characterises the inductive method as aforementioned in chapter 1 (section 1.4.1 page 16).

The small size of the sample along with the time constraint may account for the lack of superiority of this way of teaching over the deductive one. Such an interpretation is probably valid since Mammadova’s findings (2016) revealed the superiority of the mixed method of teaching grammar over the purely deductive method. This superiority was probably due to the number of participants involved in the study (72 students). This is a larger sample compared to the sample (30 students) utilised in the present study. A large-scale study is likely to produce better outcomes. Also, Mammadova’s experiment lasted for six weeks. The duration of the experimentation might also have contributed to the success of the mixed method of

grammar instruction. Accordingly, further work is required to determine whether a large-scale and long time duration generate different results.

In addition to the aspects previously mentioned, students' acquaintance with and preferences for the deductive method might be additional determining factors that undermine the superiority of the combination of inductive-deductive method over the deductive one. It must be confessed that students are more accustomed and comfortable with the deductive type of instruction because of their previous educational background. Unlike deductive instruction, the combination of inductive-deductive one, which partially stems from inductive reasoning, seems to be new to the informants. This unfamiliarity with this method coupled with its cognitively-demanding property may have brought about an increase in some of the participants' affective filter in the course of the learning process. The latter might have impeded, in its turn, their ample grasp of the target grammar items. Participants' inclination to and comfort with the deductive method were clearly demonstrated by a body of researchers such as Mallia (2014) and Nesic and Hamidovic (2015). Mallia's study indicated through the questionnaire results that 94 % of the students showed their strong preference for the deductive teaching against 6 % of them for the inductive one. The researcher explained this by the fact that learners were "traditionally comfortable with deductive approaches." Likewise, Nesic and Hamidovic (2015) found out, through a questionnaire, that over 70 % of the students showed their enthusiasm for deductive teaching and 40% of them expressed their preference for inductive instruction along with others who hoped for the use of the two methods in combination. This is a clear indication that EFL learners, regardless of the learning setting, are accustomed to and feel more comfortable and secure with the traditional way of grammar teaching. Hence, time is needed to train first year students and make them adapt to this teaching strategy.

Moreover, the straightforwardness of the deductive method was likely the reason for the correct understanding of the rules, their accurate and appropriate use. The students' provision with direct and clear explanations of the rules without recourse to their induction seems to enhance their adequate learning as well. This is possibly

due to participants' inability to elicit rules from complex or unknown grammar patterns. Also, this is probably the reason why Arifin (2016) attributed the success of the deductive method to the learners' provision with "clear explanations of the rules and the concepts underlying the tenses explicitly." (Arifin 2016:86)

Finally, additional extraneous variables including the English proficiency level of the students, their motivation, the nature of the target grammatical structures and the participants' ability to recall the rules may also have influenced the results of the current study.

To sum up, factors such as the students' learning styles, the size of the sample, the duration of the experimentation, the students' learning habits, the straightforwardness of the deductive method and other extraneous variables may be the cause of the lack of superiority of the combined inductive-deductive method over the deductive one.

4.2- Discussion of Pre- and Post-tests Results of the Experimental and Control Groups

In the present study, the results showed that there was significant progress in the students' scores from the pre- to the post-tests in both experimental and control groups. Effectively, the findings in Table 13 (page 63) revealed that there was seemingly substantial improvement of experimental students' test scores from the pre- to post-tests. This may indicate that the mixed method appears to have had a great influence on students' grammatical performance. This impact was possibly attributed to the intervention. The latter was a combination of both inductive and deductive methods; it included the advantages of the two methods, which may have compensated for each other's defects, as previously mentioned in chapter 1.

Similarly, the results in Table 14 (page 64) indicated that there was apparently considerable improvement of the control students' test scores from the pre- to post-tests. This result can be interpreted by the positive effect of the deductive instruction on students' performance in the target grammar. Unexpectedly, the deductive method proved to be effective in the same way as the mixed method did. The present result

supports the view of some researchers, such as Chalipa (2013), Sik (2015), Arifin (2016) and Negahdaripour and Armirghassemi (2016), who all showed through empirical studies that deductive instruction was also successful in grammar instruction. Such effectiveness can be explained by the straightforwardness property of the deductive method, coupled with the learners' accustomedness to and comfort with the grammar teaching method, as aforementioned.

4.3- Discussion of the Correlation Grammar-Writing and the Students' Written Production

The study of the correlation between the target grammar and the experimental students' written production aimed at obtaining an answer to the third research question. The latter consisted in exploring whether a relationship existed between the students' grammar performance of the two tenses under study and their written output. In other words, do the experimental students who perform well in the grammar test perform equally well in the written production? The results for this question seem to reveal that there is correlation between the written production task and the grammar tenses under scrutiny. And most importantly, this correlation is positive; that is, the more the students internalise the learnt grammar knowledge, the more the quality of their writing performance increases. Such findings may be interpreted on the basis that the experimental subjects not only managed somehow to internalise accurately and effectively the tenses under investigation, but also succeeded in applying the learnt grammar to their writing. Students' transferability of their internalised grammar to their written expression appears to provide evidence that there is a connection between grammar and writing in the sense that high achievers in grammar seemingly performed well in the written production. It can be concluded that since there is apparently a link between the target grammar and students' writing; therefore, the null hypothesis which stated that "there is no connection between the target grammar and writing" was rejected.

The results of the current study seem to be in conformity with a substantial body of research works conducted by native English researchers on L1 learners, which concluded that there exists a relationship between learners' grammatical knowledge

and their writing performance (Myhill et al. (2012), Jones et al. (2013) and Myhill et al. (2013)). In addition to these works, other studies were carried out in EFL settings by Saadian and Bagheri (2014), Wang and Wang (2014), Adhiyatma et al.(2015), Javidnia and Mahmoodi (2015), and Karimkhani (2016) also found that the students' grammar knowledge and writing ability were positively correlated. Nonetheless, different results were obtained in studies undertaken by few researchers, such as Huang (2011), which indicated that EFL students' grammar knowledge had no or little connection with the writing performance.

In the light of these findings, it appears that the first year students have shown their ability to transform declarative knowledge into procedural knowledge. In other words, the students have managed to transfer, to a certain extent, the internalised rules into their written output accurately and meaningfully. It is also important to mention that the teaching of grammar in context may have contributed to adequate and meaningful utilisation of the grammar patterns in question. Consequently, it can be concluded that grammar knowledge plays a prominent role in writing performance and it is a prerequisite for good quality writing, especially when grammar is taught via an appropriate instructional method.

Concerning the qualitative analysis of the experimental students' written production in the post-test, its main objective was to explore whether the results of the quantitative analysis in the correlation of grammar to writing matched those of the qualitative one. Accordingly, the findings of the content analysis of the experimental writing tasks in the post-test reveal that the majority of the students showed seemingly a good mastery both in form (98.43 %) and function (78.49 %) of the past simple. Conversely, students' monitor of the past perfect simple form (68.75 %) appears to be in paradox with that of function (21.87 %). A great number of subjects managed to employ the past simple successfully either in form or function. However, it has been noticed that few students ventured to use the past perfect simple; a majority of them avoided its use probably for fear of making mistakes. This is amenable to the assumption that there still may exist some confusion and nuance in students' minds in relation to the use of the past perfect simple. This is because the students seem to have

difficulties in learning the perfect tense accurately and appropriately; this is possibly due to its inexistence in their native language or its distinct functional use in the second language: French. Another important thing that has been noticed in the participants' written production is that all of them with the exception of one student were susceptible to a tense shift. This accounts for the learners' inability of maintaining the appropriate tense in the course of the writing process or their neglect of proofreading.

Such content analysis seems to bring some evidence that most of the students had the potential to turn their declarative knowledge into procedural one. That is, the students were to a certain degree capable of transferring the learnt grammar knowledge to the written task through the use of some adequate tenses (narrative tenses), which were congruent with the writing of an account. It goes without saying that the mastery of the past perfect tense function still remains uncontrollable by the students, yet one must acknowledge that on the whole the informants' target grammar knowledge improved and their consciousness toward the appropriate use of tenses in the writing of a narrative raised too. This suggests that the mixed method has had a significant role in raising learners' awareness regarding the utilisation of adequate and accurate tenses under investigation. These qualitative results are seemingly compatible with the quantitative findings generated from the statistical analysis of the correlation between target grammar knowledge and written output. This leads, consequently, to the conclusion that there seems to be a connection between the students' target grammar knowledge and their writing performance.

4.4- Discussion of the Students' Questionnaire Results

In an attempt to seek an answer to the second research question, a questionnaire was administered to the students in the experimental group. Its aim was to gain some insights about the learners' perspectives regarding the learning of the past simple and the past perfect simple through the combination of two types of grammar instruction. The Students' questionnaire consisted of six questions; each of which will be addressed separately.

The results obtained from question 1 indicate that a great number of students (68.75 %) favoured the use of a combination of the inductive and deductive teaching. In contrast, only 31.25 % expressed their preference for the deductive method. This means that the students' attitudes towards this way of teaching are somewhat positive in comparison to those of the learners who showed their preference for deductive teaching. The findings of the current study suggest some contradiction between the students' views and their performance. Such contradiction resides in the fact that 87.5 % of the experimental students scored above the average, whereas only 12.5 % of them scored below the average. These conflicting results lead us to draw the conclusion that despite the fact that a majority of the students performed well in the grammar test, there is seemingly a portion (18.75 %) amongst this majority (87.5 %) who were not in favour of the combination of inductive-deductive method, yet they managed to score above the average. This entails that there is a percentage of students whose performance did not harmonise with their preferences, i.e. a proportion of students whom the mixed method was not to their liking, but they succeeded in performing well in the grammar test, while others (12.5 %) completely failed.

Concerning the justification of the respondents' choice of instructional methods, we have noticed that their perspectives were paradoxical. Most of the proponents for the combination of inductive-deductive method explained their desire for the new way of teaching by stressing on three salient points. First, the supporters expressed overwhelmingly their preference for rule discovery prior to their provision by the teacher. Second, rule-discovery procedure was perceived to promote rule retention even in long term, which implies that some students appear to better internalise grammar rules through trial and error. This was confirmed by a number of researchers such as McConnell (1934) and Swenson (1949) cited in Felder and Henriques (1995). Lastly, the blend of inductive-deductive instruction apparently spurred students' motivation in the sense that it made them more involved in the learning process and more interactive with their peers as well as the instructor. This, as a result, alleviated their boredom and rendered their learning more enjoyable.

Conversely, the proponents for the deductive method were in favour of the provision of rules by the instructor prior to the practice phase. For them, the characteristics of deductive instruction, such as straightforwardness and orderliness rendered the internalisation of the rules clearer. Such claims signal the students' incapability to handle tasks that demand more cognitive effort such as noticing, inferring and problem solving. Besides, deductive instruction apparently made the students more dependent and less autonomous which explains why they felt confused and lost without the provision of grammar rules. Above all, the deductive method seems to develop in students this sense of accustomedness, as most of the practitioners have a tendency to rely exclusively on the traditional way of teaching, particularly in the pre-university stage.

It is worth underlining that none of the respondents opted for the inductive method. This is possibly due to the fact that the students were not able to distinguish between the combination of inductive-deductive method and the purely inductive one; thus, they chose the ones with which they were more familiar, i.e. the mixed method and the deductive one.

To conclude, this divergence in students' opinions with regard to grammar teaching may be explained by the disparity in the students' learning styles and preferences.

The findings of question 2 reveal, by and large, that the majority of the participants held positive views towards the learning of the grammar tenses under investigation. 87.5 % of the participants believe that they understood clearly the use of each verb form. This response seems to support partially the results generated from the qualitative analysis of their written production. The reason is that the content analysis of the writing task indicated that 98.43 % of the students were capable of using the past simple form correctly. However, only 68.75 % of them managed to use the past perfect simple form properly. Furthermore, most of the participants (87.5 %) thought that they had the ability to utilise the past simple function adequately, while 62.5 % of them had the potential to employ the past perfect simple function correctly. This finding is in conflict with that of the qualitative analysis of the written output, for the

correct use of function of both the past simple and past perfect simple were 78.49 % and 21.87 % respectively. Besides, 50 % of the informants stated that they were capable of using both tenses successfully. This statement is partially in disagreement with the aforementioned results since a substantial portion of the participants had the potential to utilise the past simple accurately and adequately. Nonetheless, many of them encountered some difficulties in using the past perfect tense correctly either in form or function. Moreover, the majority of the participants (81.25 %) assume that they tended to take into consideration grammar while writing, the learnt grammar declarative knowledge helped them write correctly and they linked their writing to the learnt grammar knowledge. All their claims seem consistent with the results obtained from the correlation test. The test findings reveal that there is a positive correlation between the students' target grammar and the writing task. This suggests that the learnt grammar knowledge assisted the participants in the written production in that they managed to employ the appropriate tenses (narrative tenses) in the writing of an account. As a result, the participants seem to have the faculty for connecting the learnt grammar knowledge to the written task.

In view of the participants' responses in relation to the discovery of the rules from the text, we may infer that there were different types of students due to different learning styles and preferences. 18.75 % of the students who found the discovery of the rules from the text difficult and boring but effective seem to represent the category of analytic learners. This type of deductive learners is possibly keen on the deductive method, for it is more cognitively demanding. Hence, the combination of inductive-deductive method does not seem to be appealing to them despite their belief in its effectiveness. Another reason is probably that "grammar learning is a necessary evil: boring but effective" (Jean and Simard, 2013:1034). Furthermore, 31.25 % of the informants who believe that rule inference from the text was easy, interesting and effective may embody the category of holistic learners. This type of learners is keen on inductive teaching because it spurs their cognitive abilities (such as problem solving) and motivation. As for the 50% of the students who think that the discovery of the rules from the text was difficult but interesting and effective, this category appears to represent the type of learners who showed their preferences for the deductive strategy

but managed to perform well under the suggested way of teaching in spite of its difficulty. These students may have the faculty for adapting to difficult learning situations and adequate have cognitive abilities to assimilate the grammatical points under both instructional models. Indeed, it seems reasonable that none of the participants found the discovery of the rules from the text easy, boring and ineffective because the suggested response contains contradictory attributes that neither suit the analytic learners nor the holistic ones.

In addition, the participants' responses also indicate that 50 % of the students believe that grammar summary helped them both understand and remember the rules. This category seems to mirror the type of students who performed well in the post-test, i.e. students whose scores ranged between 12/20 and above 16/20. Generally speaking, not only were these students capable of internalising the target grammar, but they had seemingly also managed to transfer the learnt grammar knowledge to their writing, thanks to the comprehension and retention of the rules. The grammar summary assisted them in better consolidating the understanding and retention of the grammar knowledge. These findings seem also to support those of question 2, item 4 since 50 % of the participants believe that they internalised the target tenses. On the other hand, roughly 44 % of the subjects assume that the grammar summary helped them to better understand the rules which escaped their notice. This implies that the grammar summary reinforced apparently their understanding of the rules but not their retention. This may lead us to conclude that there might have been some students who did not have difficulties in understanding the rules but rather in recalling them. This apparently confirms some students' justifications for their inability to transfer the learnt grammar knowledge to the written task simply because they had problems in remembering the rules. Meanwhile, 6.25 % of the participants believe that the grammar summary assisted them in remembering the rules well. This entails that the grammar summary appears to have provided some assistance to certain students in memorising the rules but not in understanding them. Seemingly, these field independent learners did not understand the target tenses properly, probably because they were accustomed to the deductive instruction and were unable to grasp the rules

through the inductive reasoning. Hence, they found themselves somehow compelled to memorise the rules.

Concerning the students' perspectives towards the instructor's method, basically all the subjects think that the method helped them to understand and use the tenses properly. Nevertheless, when requested to provide explanations for their choice, 68.75 % of the respondents absolutely agreed with the statement, whereas 31.25 % of them partially consented. The present findings apparently corroborate the results of question 1, in which 68.75 % of the participants expressed their preferences for the blend of inductive-deductive teaching, while 31.25 % of them stated their likeness for the deductive instruction. This proportion of students (31.25 %) whose overall preferences were for the deductive method did not coincide with the combination of inductive-deductive one. The reverse holds true for the other category of learners (68.75 %) whose general preferences were for the combination of inductive-deductive teaching, which was apparently in accordance with the instructor's method. This is possibly the reason why the participants assume that the combination of inductive-deductive method helped them better understand and use the target tenses adequately. Additionally, 12.5 % of the students who scored below 10 (see table 5, page 51) seem to belong to the category of 31.25 % of the learners whose preferences were for the deductive method.

In the view of the justifications of the learners who showed their absolute approval for the instructor's method, three main points have been elicited. First, the informants who expressed their preferences for the mixed method hold the belief that this teaching pattern was effective. It appears that there is some truth behind such belief given that 50 % of the experimental students scored between 12 and above 16. This seems to suggest that a correlation apparently exists between the students' preferences and their performance. Nevertheless, further work is needed to unravel the credibility of such assumption. Moreover, the provided tasks, which were based on awareness-raising, are seemingly an incentive to better retain the target grammar rules. The students' emphasis was especially on the grammar summary, which seems to play a prominent role in the rules retention. This may be due to the fact that the restatement

of the rules and the provision of further explanation have made the information become embedded in the learners' minds. Besides, the combination of inductive-deductive instruction has apparently raised the students' awareness in the sense that they have become conscious of their mistakes committed in their output, which has lead automatically to self-correction.

As for the students who showed their partial consent, we observe that they were very inclined to the deductive way of teaching in spite of their acknowledgement for the efficiency of the combination of inductive-deductive model. This may be interpreted by the acquired learning habits on the part of the participants during the pre-university stage. This was referred to as "pedagogy of possibility" by Kumaravadivelu (2001).The author suggests that students 'consciousness about past learning experiences can be exploited by teachers in bringing steady improvement in teaching practices. Interestingly, some students have developed apparently some awareness in relation to grammar learning strategies. This has been elicited from their assumption that the use of the deductive or combination of inductive-deductive method depends on the nature of the grammatical structures being taught, i.e. complex or simple. Such belief, therefore, needs to be proved through a further empirical study.

According to the participants' answers to question 6, it has been remarked that the learners' views were divided into two categories. The first category, which represents a majority (87.5 %), believed that they connected the learnt grammar knowledge to the written output. It seems clear from their statements that the subjects have developed this sense of consciousness regarding the existence of a link between the learnt grammar and the writing expression, and the latter are not separate entities. The learners have demonstrated this by means of proofreading their piece of writing. Furthermore, the provided tasks, which were founded on grammar contextualisation, seem to have had an impact on some students' writing. This suggests that the learners have begun to consider the context- meaning prior to engaging in any tense use. Most importantly, some learners have become aware of the application of the appropriate tenses to the relevant writing situations (e.g. narrative, descriptive).

The present findings support somewhat those of question 2, items 5, 6, 7 (see page 61). 81.25 % of the participants assume that they linked the writing to the learnt grammar knowledge while writing. However, the current results are partially in accordance with those found in the qualitative analysis of the informants' written production. According to the content analysis, it has been revealed that the students' use of both form and function of the past simple were significant (98.43 % and 78.49 % respectively). Yet, the use of form and function of the past perfect simple were relatively less substantial (68.75 % and 21.87 % respectively). This entails that the students still encounter some difficulties in the use of the past perfect simple, particularly the use of its function. But on the whole, it can be said that the students managed to transfer the learnt grammar knowledge to their writing despite some obstacles.

As for the second category, this represents a minority of the students (12.5 %) who did not connect the learnt grammar knowledge to the writing task. The students' inability to recall the rules was believed to have hindered this connection. It goes without saying that their incapacity to remember the rules was bound to affect substantially their performance. It may be concluded, therefore, that this category of students is possibly akin to that of the students who scored below 10 in the post-test, with a proportion of 12.5 %. Also, it can be elicited that this category of students whose tendency to forget the rules may have influenced the score gains in the experimental group.

Furthermore, the students appear to focus enormously on the written content and neglect its form. Such attitude is conducive to serious repercussions on the overall performance of their written production. Another issue is that the time allocated to any given written task was thought insufficient for its accomplishment to this type of students. Consequently, this category of learners should be trained to work within the allotted time by attending to both content and form of the written expression without the neglect of either aspect.

4.5- Limitations of the Study and Suggestions

The generalisation of the findings of the present study cannot be extended to the population and other contexts due to a number of limitations. First, the sample size was restricted to 30 participants (i.e., 16 experimental and 14 control students). As a matter of fact, we initially began the research with 40 participants; that is, all the subjects took the pre-test. However, as the exams were drawing nearer, there were irregular attendance during the experimental lessons and absence on the post-test day on the part of some students. This engendered the elimination of the absentees and irregular attenders at the end of the experimentation. Besides, the teaching of the tenses was scheduled in the official syllabus at the end of the first semester. Therefore, the researcher had to adhere to this administrative constraint; this seems to have restricted the duration of teaching. Such small-scale study may not be applicable to the entire population; as a result, it is recommended for future research to increase the sample in order to find out about the experimental instructional method more clearly.

Another limitation of this study was time constraint. It obvious that the time span for this investigation was limited. Extended time might have enabled the experimental students to better internalise the target grammatical structures given that the combination of inductive-deductive method has this property of time-consumption. A good internalisation of the grammar items under investigation would have, in its turn, yielded better learning outcomes. As a result, potential researchers should try to lengthen the duration of the treatment with the aim of setting favourable conditions to the students for a better exposure to the target grammar patterns.

In addition to the suggestions stated above, it is advisable for future researchers to undertake an investigation on the impact of the combination of inductive-deductive method on the teaching of grammar items in the long term. This aspect has not been dealt with in this research; hence, an investigation in this matter may reveal the superiority of the combination of inductive-deductive instruction over the deductive one or otherwise in the long run.

Moreover, it has been concluded from this study that there seems to exist a correlation between the students' learning styles, preferences and grammar performance due to two main reasons. The first one is that there are seemingly two categories of learners within the experimental group: inductive and deductive ones. This discrepancy in the participants' learning styles is believed to have influenced the students' learning outcomes. The second reason is that it has been observed that most of the informants who have shown their preferences for the combination of inductive-deductive teaching have performed well in the post-test. As a consequence, prospective researchers are recommended to explore these aspects in order to reveal their effect on grammar teaching. These findings are systematically useful on the grounds that they may help grammar teachers in considering students' learning styles and preferences in their classroom practices so they can meet their needs and interests.

Furthermore, some students believe that the utilisation of the combination of inductive-deductive or deductive strategies depends on the nature of the grammatical patterns in question, be it complex or simple. Hence, such belief opens the door to future investigators to explore the matter. Our recommendation is to compare the outcomes of the combination of inductive-deductive and deductive methods by alternating the teaching of the target complex and simple grammar patterns in both teaching types. The aim of alternating teaching is to clearly find out whether to attribute the obtained results to the effect of the teaching method or to the nature of the grammar items under investigation.

4.6- Pedagogical Implications

A number of implications can be drawn from the present study. To begin with, the findings of the current research have revealed that both instructional methods have a positive impact on the learning outcomes. Therefore, our recommendation to EFL grammar instructors and syllabus designers is to not restrict the teaching of grammar solely to the deductive model, but to also utilise the inductive pattern alternately with the traditional one or in combination. The objective underlying this variation in the utilisation of instructional methods is to bring a change in the classroom practices for

the purpose of effective grammar learning, as well as to mitigate learners' boredom and stimulate their motivation.

Additionally, the use of the combination of inductive-deductive method seems to be beneficial in the teaching of the target grammatical points, as it has brought some improvement in learners' performance. Such positive outcome may be attributed to the characteristics of the method. This type of teaching involves the integration of the four skills including reading, writing, speaking and listening. The consciousness-raising tasks on which this teaching model is founded require from students the use of the productive and receptive skills such as texts reading, verbal formulation of the rules and pair or group interaction, and summary writing. This instructional method also necessitates some cognitive abilities including noticing, rule eliciting and problem-solving from the input. Accordingly, the incorporation of the productive and receptive skills on the part of the practitioners in the grammar lessons not only aids the internalisation of the target grammar structures by the learners, but it also improves their proficiency level of English, particularly in EFL setting.

Finally, the results of this study also have indicated that the students have the faculty of building bridges between the learnt grammar knowledge and the written production. In other words, the students are seemingly capable of transferring the learnt grammar knowledge to the written output as long as favourable teaching conditions are offered. These conditions reside in the provision of meaningful tasks based on grammar contextualisation and awareness-raising. This type of activities permits learners to encounter the target grammar patterns in a meaningful context that assist them in the writing tasks. As a consequence, the incorporation of grammar in writing may give birth to a new module named grammar and writing. The latter is believed to offer opportunities to learners to put into practice the learnt grammar knowledge in the written production. The teaching of grammar with writing could be an immediate, revealing instructional technique about learners' internalisation of the target grammar as well as their ability to adequately transfer the learnt knowledge to the written production. Hence, teaching grammar in combination with writing rather in isolation may bring fruitful learning results.

In this chapter, we have discussed the results of the current research. First, we have discussed the results of the experimental tests, which have revealed that both instructional methods are statistically similar. This has been accompanied by the discussion of the correlation grammar-writing. The latter appears to confirm our initial hypothesis. As far as the students' questionnaire is concerned, we have come to the conclusion that almost the majority of the learners show positive attitudes towards the combination of inductive-deductive teaching. Additionally, the generalisation of the findings cannot be possible because of some limitations. Nevertheless, some suggestions have been made for further research.

General Conclusion

The diverging results that emerged in the literature regarding the effectiveness of the inductive and deductive methods in the teaching of grammatical structures triggered the researcher's interest. The findings of these studies have indicated an advantage for inductive teaching, while others for deductive instruction. Yet, others have revealed the neutrality of both instructional methods. In addition, the researcher's interest in this study stems from a recurring observation made by the teachers of the English Department of the University of Algiers 2. This consists in students' persistence in producing ungrammatical sentences in their written assignments. Such observation also reveals that in spite of the improvement that has been brought to the teaching of grammar, a substantial proportion of students still encounter some difficulties in utilising certain grammatical patterns accurately and appropriately; they, in particular, misuse tenses at discourse level.

Accordingly, the main objective of the current study was to investigate the effect of the use of a combination of inductive-deductive method on EFL students in the learning of the past simple and the past perfect simple. This research work equally sought to explore the extent to which the students were capable of transferring the learnt grammar knowledge to the written output. In this sense, this investigation attempted to find better ways and make adjustments in the instruction of the target grammar to first year university students with the hope of ensuring optimum learning.

In an attempt to attain the objectives of this study, a teaching experimentation was conducted at the English Department by selecting 30 first year students, who were assigned into two groups: the experimental and control. The former was exposed to a combination of inductive-deductive method, while the latter was instructed via a deductive way of teaching. The data were gathered by means of a pre-test, which had been administered prior to the instructional experiment. A post-test and a students' questionnaire were administered at the end of the experiment to the experimental group.

For the purpose of analysing and interpreting the collected data, the scores obtained from the experimental and control groups were contrasted. Besides, the score means of the pre-test were compared with those of the post-test in the two groups. The findings revealed improvement in the performance of the experimental group as opposed to the control one. Nonetheless, this progress in the experimental students' performance was modest and proved to be statistically insignificant. This led, thus, to the conclusion that both instructional methods were evenly similar and had the same effect on the learners' instruction of the target tenses in the short term. This lack of effectiveness of the combined method in contrast to the deductive one might be attributed to some factors and limitations. Interestingly, we noticed a substantial improvement in the students' score gains from the pre- to the post-tests in both teaching models.

Additionally, the students' questionnaire indicated that nearly a majority of the students held positive attitudes towards learning the past simple and past perfect simple through the use of a combination of inductive-deductive method. Such outcome was interpreted as evidence that these students' general preferences seemed to coincide with the combined instructional method.

Furthermore, the results of the investigation revealed the existence of a positive correlation between experimental students' learnt grammar knowledge and their writing performance, in that the students who obtained high scores in the grammar post-test managed to perform well in the writing task. This was mainly attributed to the fact that the students' awareness was raised on the grounds that they began considering meaning prior to engagement in any tense use, implementing adequate tenses to the relevant writing situations and proofreading. And most importantly, the experimental students started to realise that grammar and writing are not separate entities.

In the light of these findings, we can conclude that a combination of inductive-deductive method seems to be equated with the deductive way of teaching following probably the intervention of some parameters and limitations, such as the students' learning styles, the size of the sample, the duration of the experimentation, the

students' learning habits, the straightforwardness property of the deductive method and other extraneous variables. Hence, had the conditions of the present study been more favourable, the results would have been more substantial and in favour of the suggested instructional method. However, this does not mean that deductive instruction is useless in contrast to the combined instructional model, but it simply implies that the implementation of either method depends on students' learning styles and preferences and the nature of the grammatical structure among other factors.

Consequently, our recommendations to grammar instructors are to not rely exclusively on deductive teaching but also to use the inductive method in alternation with deductive instruction or in combination. This is in order to make the students' learning of grammar more efficient by meeting their needs and interests, as well as to mitigate their boredom. Another recommendation is concerned with the teaching of grammar in combination with writing with the aim of allowing students to build bridges between the learnt grammar knowledge and written expression. The incorporation of grammar in writing enables students to immediately transfer the learnt grammar knowledge to relevant writing situations.

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Appendices

Appendix 1: The Pre-Test

University of Algiers 2

English Department

Student's Name:

Group:

Timing: 65 minutes

The Pre-Test in Grammar

Section I: Part 1: (3 pts)

Select the appropriate verb form (A, B or C) for each answer below. Then write it in the blank.

- 1- Outlying villages which had been quiet, sleepy places before trains became busy suburbs.
A- had arrived B- have arrived C- arrived
- 2- By the time they were rescued,nearly three days without food and water.
A- they had spent B- they spent C- they have spent
- 3- After he bought the ticket, he to wait for the train to arrive.
A- Had sat down B- has sat down C- sat down
- 4- When I reversed the car out of the garage, I the rear number plate.
A- Had damaged B- have damaged C- damaged
- 5- His condition considerably when I saw him in hospital last night.
A- Improved B- had improved C- was improved
- 6- When I arrived, the lecture so I didn't find it easy to follow.
A- Started B- had started C- has started
- 7- In 1993 Steven Meltzer of Brooklyn New York96 sausages in 6 minutes.
A- Has eaten B- ate C- had eaten
- 8- Billto retire at 60, but they persuaded him to stay on for a few more years.
A- Hoped B- had hoped C- has hoped
- 9- I worked very hard all morning and by lunchtime I all my job for the day.
A- did B- have done C- had done
- 10- We were very excited to meet again because we each other for five years.
A- didn't see B- hadn't seen C- haven't seen
- 11- "How did you become a teacher?" "Ito be an actor, but things didn't work out."
A- Have intended B- intended C- had intended
- 12- What were you writing when your computer.....
A- Had crashed B- was crashing C- crashed

Part 2: (7 pts)

Write the verbs in brackets in the correct verb form.

On March 1st 2002, Ann Daniels, Caroline Hamilton and Pom Oliver
 (fly) from England to Canada to walk to the North Pole. They (be) all experienced
 explorers and they (already walk) to the South Pole two years earlier. By
 the time they (leave) the UK they (train) for months
 with the British army and they (put on) 16 kilos in weight. However, as
 soon as they (set off) they (start) having problems because
 of the weather and temperatures of - 50° C. Pom soon (get) frostbite and by day
 47 her feet (become) so painful that she couldn't continue. By the time Ann and
 Caroline(arrive) at the North Pole they (walk) 750 miles
 in 81 days. When they arrived back in England, they (receive) a hero's welcome.
 No other women (ever walk) to both Poles before.


Part 3: (3pts)

Choose the best sentence (A or B) to depict each picture and justify your choice.

1 

A The film began when they arrived at the cinema.
 B The film had begun when they arrived at the cinema.

6

4 

A By the time we arrived at the zoo the elephants were having their bath.
 B By the time we arrived at the zoo the elephants had had their bath.

2 

A I hoped to get a good result.
 B I had hoped to get a good result.

5 

A I watched TV when Jane called round.
 B I was watching TV when Jane called round.

3 

A I felt sick when I ate the pudding.
 B I felt sick when I'd eaten the pudding.

6 

A. He retired after he had worked for the company for forty years.
 B. He retired after he worked for the company for forty years.

Part 2: (7.5 pts)

Read the story of Archimedes and his bath then complete the verbs in brackets in the correct verb form.

Archimedes, the Greek mathematician, is probably most famous for the story of King Hieron II of Syracuse and the gold crown. The King (want) to give a gold crown as a gift to the gods, and (give) a carefully weighed amount of gold to a goldsmith. The man(produce) a beautiful crown, but the King was worried that the craftsman (not use) all the gold to make the crown. Dishonest craftsmen often (mix) gold with silver, which was cheaper, but the King could not find a way of proving that the man (do) this. He asked Archimedes to solve the problem. Archimedes (know) that gold and silver have different densities. The problem was that nobody could calculate the mass of an object like a crown. While Archimedes was thinking about the problem, he decided to go to the public baths to relax. While he was climbing into the bath, he noticed some water on the floor. It(spill) over the side of the bath, and he (realise) that he (solve) the problem by accident. The total amount of water that..... (spill) out of the bath must be the same as the volume of his body. He could use a piece of pure gold and calculate its volume, and then test the crown and see if it was the same. According to the story, he (jump) straight out of the bath and(run) down the street calling ‘Eureka- I’ve found it.’ The goldsmith soon(admit) that he (cheat) the King, and was punished. Archimedes had discovered a principle of buoyancy.

Vince, M. (2007). English Grammar in Context. Intermediate. Oxford: McMillan Publishers Limited.

Part 3: (3pts)

Choose the best sentence (A or B) to depict each picture and justify your choice.



Appendix 3: The Rating Scale of the Writing Task

1-Form	1.75 Pts
2-Use	3.5 Pts
-Correct use of P.S -Correct use of P.P.S*	
3-Tense shift**	-0.5 Pt
4-Punctuation of the use of P.S and P.P.S	0.5 Pt
5-Use of time conjunctions	0.75 Pt

*In case a student does not use P.P.S, 0.75 Pt is deducted.

** In case a student is subject to a tense shift, he/she loses 0.5 Pt.

P.S: Past Simple

P.P.S: Past Perfect Simple

Pt: Point

Appendix 4: The Students' Questionnaire

Dear Student,

This questionnaire serves to conduct a research study on grammar teaching. I would be so grateful if you could answer the following questions as honestly as possible.

Please tick (✓) the appropriate answer.

1- What do you prefer?

- A- When the instructor provides the rules, explains them then provides tasks.
- B- When the instructor asks you to do tasks then guides you to discover the rules.
- C- A combination of A and B.

Please, explain why?

.....

.....

.....

.....

2- Please, tick (✓) the appropriate answer about the use of the Past Simple and the Past Perfect.

Items	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1- I now understand clearly the use of each verb form.					
2-I now can use the Past simple correctly.					
3-I now can use the Past Perfect correctly.					
4-I now can use both tenses successfully.					
5-When I am writing, I take into consideration grammar.					
6-In the written production task, the learnt grammar knowledge helped me write correctly.					
6-when I was writing, I linked the writing to the learnt grammar knowledge					

3- Trying to discover the rules from the text was

- A- Difficult and boring but effective.
- B- Easy, interesting and effective.
- C- Difficult but interesting and effective.
- D- Easy, boring and ineffective.

4- The grammar summary helped me

- A- Better understand the rule which escaped my notice.
- B- Remember the rule well.
- C- Both understand and remember the rule.

5- Do you think that the teacher's method helped you better understand and use the tenses properly?

Yes

No

Please, explain why?

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

6- During the writing task, did you link your writing to the learnt grammar knowledge?

Yes

No

Please, explain how?

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

Thank you very much for your cooperation.

Appendix 5: The Source of the Texts Used for the Experimental Teaching

- Bolton, D. and Goodey, N. (1997). Grammar Practice in Context. London: Richmond Publishing.
- Comyns-Carr, J. and Easles, F. (2005).New Cutting Edge. Upper Intermediate. Work Book. England: Pearson Education Limited.
- Cunningham, S. And Moor, P. (2007). New Cutting Edge. Upper Intermediate. Student's Book. England: Pearson Education Limited.
- Elbaum, S.N. (2010). Grammar in Context. Boston:Heinle Cengage Learning. Fifth Edition).
- Foley, M. and Hall, D. (2003). Advanced Learner's Grammar. England: Pearson Education Limited.
- Harris,M., Mower,D. And Sikkorzynska, A., (2002). Opportunities. Students'Book. Upper Intermediate. England: Pearson Education Limited
- Jones, L., (1991). New Cambridge Advanced English. Student's Book. Cambridge: Cambridge University Press.
- Kay, S. and Jones, V. And Kerr, P. (2001). Inside Out. Upper Intermediate. Student's Book. Oxford: Macmillan Publishers Limited.
- Obee,B., and Evans,V. (2003). UpperStream :Upper Intermediate. WB. Berkshire : Express Publishing
- Olejniczak, M., (2011). English for Information Technology. Vocational English Course Book. Essex: Pearson Education Limited
- Philpot,S.(2007). Topical Grammar Practice 2. Singapore, Learners Publishing Limited
- Richards, J., C. (1997). New Interchange: English for International Communication. Cambridge: CUP Cambridge: CUP
- Vince, M. (2007). English Grammar in Context. Oxford: Macmillan Publishers Limited.
- Walker, E. And Elsworth, S. (2000). Grammar Practice for Upper Intermediate Students. England: Pearson Education Limited.

Appendix 6: The Experimental Instructional Materials

Unit 1

Introduction to the Past Simple

The Objectives of this Unit:

By the end of this unit, students should be able to:

- Infer the Past Simple rules from the texts.
- Recognise the two types of verbs in the Past Simple: Regular and irregular verbs.
- Produce the accurate forms of three sentence types: affirmative, negative and interrogative in the Past Simple.

1-Presentation of the Target Grammar in Context

Task A: Read text A and answer the following questions:

Text A :

A Wonderful Day

Last year, my family and I visited Rome. We travelled there by plane and arrived early in the morning.

The first day, my father and I walked around the centre of the city and looked at all the wonderful monuments. My mother and sister did not want to come with us. They decided to go shopping instead. At lunchtime, my father and I joined my mother and sister in a little restaurant near our hotel. The food was delicious. Everybody agreed on going to a museum after lunch. The museum was very big! When we arrived back at the hotel, I wanted to go to sleep. It was a great start to our holiday, though.

Philpot, S. (2007). Topical Grammar Practice 2. Singapore, Learners Publishing Limited

1- How did the writer and his family travel?

.....

2- Why didn't the writer's mother and sister want to go with the remainder of the family?

.....

3- Where did the writer and his father join the rest of the family?

.....

4- Was the beginning of their holiday awful?

.....

Task B: Read text B and answer the following questions:

Text B:

Mahatma Gandhi

Mahatma Gandhi was born in 1869. He went to England to study law. After completing his law studies, he left England and went to South Africa to work. There he saw that Indians and Africans were treated badly. He made a decision to help them, and so he did not go back to India until 1915. When he did go back, he joined the National Congress Party and led them in their fight against British rule. India was a British colony then. The British sent him to prison several times, but he continued to work for the independence of India. In 1947 India became independent.

Philpot, S. (2007). Topical Grammar Practice 2. Singapore, Learners Publishing Limited

- 1- When was Mahatma Gandhi born?
.....
- 2- Where did he go after completing his studies?
.....
- 3- When did he join the National Congress Party?
.....
- 4- Did he stop working for the Independence of India in spite of being sent to prison?
.....

2- Exploring and Analysing Grammar:

Task A: Underline all the verbs in texts A and B and then answer the following questions:

- 1- What do you notice about these verbs?
- 2- What conclusion can you draw?
- 3- Consider the underlined sentences in texts A and B. What kind of sentences are these?
- 4- Now, consider the questions in both texts A and B. What can you elicit from these types of sentences?

Task B: Work individually and then check your answers with your peers in groups.

Task C: Write the negative and interrogative forms of the first underlined sentence in both texts A and B.

A-.....

B-.....

3- Grammar Summary: Complete the following statements about the Past Simple.

- Regular verbs are formed by
- Irregular verbs are.....
- The affirmative sentence in the Past Simple is formed by
- The negative sentence in the Past Simple is formed by
- The interrogative sentence in the Past Simple is formed by.....


4- Practice Phase:

4.1- Grammar in Discourse:

Activity A: Complete the text with the Past Simple affirmative, negative or question forms of the verbs in parentheses.

Louis Pasteur 1822–1895

As a young man, Pasteur a studied at the École Normale in Paris. Then at the age of just 32, he b (become) _____ a professor at the University of Lille. In 1856, Pasteur c (receive) _____ a visit from a man called Bigo who d (own) _____ a **factory** that e (make) _____ alcohol from **sugar beet**. He f (have) _____ a question for Pasteur: why g (the alcohol / turn / to acid?) _____? When this h (happen) _____, they i (not can) _____ use it and j (throw) _____ it away. Bigo k (ask) _____ Pasteur to find out the reason for this. At first, Pasteur l (not know) _____, but when he m (examine) _____ the alcohol under a **microscope**, he n (find) _____ thousands of tiny micro-organisms. He o (believe) _____ that they p (cause) _____ the problem. q (milk, wine and vinegar / behave / in the same way?) _____? Other scientists r (disagree) _____ with him, and newspapers s (make) _____ fun of him. However, Pasteur t (continue) _____ with his work, he u (invent) _____ methods of testing his theory and v (**prove**) _____ that he was right. Later he w (work) _____ together with two doctors and x (develop) _____ **vaccines** for diseases such as anthrax and rabies.



Vince, M. (2007). English Grammar in Context Intermediate. Oxford: Macmillan Publishers Limited.

4.2- Editing:

Activity B:

Read this newspaper story. Look carefully at each line. Some of the lines are correct and some have a mistake. If a line is correct put a tick (✓) after it. If a line has a mistake in it, underline the mistake and write the correction in the brackets.

Carl Harris was in Brixton prison, London. He works in the prison kitchen.	(1)
One morning he saw a chance to escape. A truck full of potatoes come into the prison yard. He took half the sacks of potatoes into the kitchen. The driver tells him to leave the rest in the truck. Harris then hid among the sacks of potatoes which was still on the truck. The truck then left the prison.	(2)
After half an hour the truck stopped and the driver gets out. Harris now thinks it was safe to come out. He couldn't believe it - he wasn't free, he was in another prison yard! The other sacks of potatoes were for the prisoners in Wandsworth Prison, London!	(3)
	(4)
	(5)
	(6)
	(7)
	(8)

Bolton, D. and Goodey, N. (1997). Grammar Practice in Context. London: Richmond Publishing.

4.3- Consolidating the Syntactic Patterns:

Activity C: Complete the question for each answer.

The Industrial Revolution in Britain

- 1- When?
The Industrial Revolution happened during the second half of the 18th century in Britain.
- 2- What?
The first factories produced iron, steel, and textiles.
- 3- What?
New technology encouraged the production of more ships, and railway equipment.
- 4- What?
Factories used steam power.
- 5- Where?
Manufacturers constructed their factories close to coal mines.
- 6- What?
Factories also needed limestone and iron ore, for the manufacture of steel.
- 7- Where?
Industry in Britain developed near the coal fields of South Wales, the Midlands, north-east England and central Scotland.

Vince, M. (2007). English Grammar in Context. Oxford: Macmillan Publishers Limited.

5-Production Task:

Write four sentences (Affirmative, negative and interrogative) in the Past Simple using both regular and irregular verbs.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Unit 2

The Uses of the Past Simple and Time Phrases

The Objectives of this unit:

By the end of this unit, students should be able to:

- Infer the different uses of the Past Simple from the texts.
- Identify the various time phrases used with the Past Simple.
- Use the Past Simple and the three types of sentences: affirmative, negative and interrogative.

-Extract A: Comyns-Carr, J. and Easles, F. (2005). New Cutting Edge. Upper Intermediate. Work Book. England: Pearson Education Limited.

-Extract B: Cunningham, S. And Moor, P. (2007). New Cutting Edge. Upper Intermediate. Student's Book. England: Pearson Education Limited.

-Extract C: Jones, L., (1991). New Cambridge Advanced English. Student's Book. Cambridge: Cambridge University Press.

-Extract D: Kay, S. and Jones, V. And Kerr, P. (2001). Inside Out. Upper Intermediate. Student's Book. Oxford: Macmillan Publishers Limited.

-Extract E: Harris, M., Mower, D. And Sikkorzynska, A., (2002). Opportunities. Students' Book. Upper Intermediate. England: Pearson Education Limited.

-Extract F: Olejniczak, M., (2011). English for Information Technology. Vocational English Course Book. Essex: Pearson Education Limited

1-Presentation of the Target Grammar in Context

Task A: Read extracts A, B, C, D, E and F and then answer the following questions:

Extract A:

Hooliganism

Eighteen-year-old Joseph Willis appeared in court yesterday, charged with attacking a police car. The incident happened outside the ground after the match between Arsenal and Liverpool. Willis, who comes from Wales and is a passionate Liverpool supporter, started a fight with Arsenal fans because his team had lost the match. 'I don't believe it.' said his girlfriend. 'Jo's a gentle person and he's never been in trouble before.'

Extract C:

Victorian Britain

When Queen Victoria died in 1901, she had reigned for 63 years. During her reign, many great scientific discoveries were made and the population of Britain rose from 18 million to 40 million. The British Empire had grown to become the world had ever known and by then it included a quarter of the world's people. During her reign, Britain enjoyed a time of peace and prosperity and had not fought in any major war since the battle of Waterloo in 1815. No one suspected that the First World War, in which so many young men would be killed, was going to break out some 13 years later.

Extract B:

Two years ago, ninety-two-old Fauja Singh ran the London Marathon in 6 hours 11 minutes. Not bad for someone who had only taken up running three years before! If all goes to plan, by his ninety-fifth birthday, he will have taken part in further Marathons in Toronto and New York!

Extract D:

In 1977, Art Fry was a product design with the huge 3M Corporation in the USA. Each Sunday, as a member of his local church choir, he checked which hymns he was to sing during the service, and mark them with bits of paper in his hymnbook. Inevitably, just as a hymn was about to start, the paper used to drop out, and Fry used to have a frantic search for the right page. One Sunday, he was listening to the sermon when his mind began to wander. He remembered that a few months previously, a research colleague had made glue which had been discarded when it proved to have poor sticking power. The following day, he managed to obtain some of his failed glue and started making his bookmarks with it. Post-its are now a billion dollar business.

Extract E:

On Thin Ice

Mrs Janet Williams, of Wrexham, had a nasty shock last weekend. She was driving her car in Chester, when she noticed people were waving at her as she passed by. She started to get the feeling that something was wrong. It was! She had taken a wrong turn and was driving on a frozen canal! She managed to get out of the car just before it sank through the ice.




Extract F:

Karl's IT Career

'I left school in Cambridge in the UK at the age of 18 and went straight to the University of Bristol to study computing in 2000. I graduated in 2004 and decided to travel around the world for a year.

In 2006 I got a job back in Cambridge with the software company Arm. I stayed with Arm for two years and then went to work for Microsoft in Seattle in the USA. This is where I am now and I love it!



Questions:

- A- 1- Why did Josef Willis appear in court?
2- What happened?
- B- 1- What happened to Fauja Singh two years ago?
2- Why was the event special?
- C- 1- When did Queen Victoria begin ruling Britain?
2- Why did the population of Britain rise during Queen Victoria's ruling?
- D- 1- What was the problem that Art Fry encountered?
2- What was the solution to the problem?
- E- 1- When did Janet Williams realise that something was wrong?
2- What was the trouble?
- F- 1- When did Karl leave the Software Company Arm?
2- When did Karl leave Cambridge?

2- Exploring and Analysing Grammar:

Task A: Answer the following questions.

- 1- In extracts A, B, C, D, E and F, what kind of a verb tense is used on the whole? Why?
- 2- How does Extract C differ from the remainder of the extracts?

Task B: Work individually and then check your answers with your peers in groups.

Task C: Underline all time phrases in extracts A, B, C, D, E and F, and then answer the following question.

-Why is such a verb tense used with such phrases?

Task D: Work in groups and check your answer with your peers.

Task E: Consider the underlined sentence in Extract D and F and then answer these questions.

- 1- What does the time phrase “Each Sunday” refer to in the Extract D?
- 2 -In the Extract F, does Karl still work with Software Company Arm? Why?

Task F: Work individually and then check your answers with your peers in groups.

3-Grammar Summary: Complete the following.

The Past Simple is used:

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

4- Practice Phase:

4.1-Grammar in Discourse:

Activity A:

Write the correct verb form of the verbs in parentheses.

SmallpoxThat's History Now!

Edward Jenner(1749-1823) (make) a discovery that (change) the course of history. Many people(die) from smallpox in eighteenth-century England, and for a long time, Jenner(try) to find a cure. Jenner(live) in the country, and he(notice) that the local milkmaids never(catch) smallpox. After experimentation, Jenner(conclude) that this was because they all had suffered from cowpox at least once in their life and therefore, had become immune to smallpox. Based on these observations, Jenner(develop) the method of “vaccination” and in 1798 he(publish) his findings. In 1853, vaccination (be) compulsory in Britain and in 1980 it was declared by the World Health Assembly that smallpox had been eradicated throughout the world.

Upstream Upper Intermediate

Activity B:

Complete this newspaper story with verbs in the past simple. Choose from these verbs.

Not know lose ring steal make go be(×2) get understand say take have
--

On Tuesday last week, Mrs Hilary Fox her purse while on a shopping trip. When she home the telephone The man at the other end he the manager of a local supermarket and he her purse. She immediately back to the supermarket. But the manager anything about her purse. But half an hour later, she the reason- the same thief who her purse the phone call. Then, while she at the supermarket, he the opportunity to steal in her flat as well as her purse.

Upstream Upper Intermediate

Unit 3

The Past Perfect: Uses and Time Phrases

The Objectives of this unit:

By the end of this unit, students should be able to:


- Infer the different uses of the Past perfect from the texts.
- Identify the various time phrases used with the Past Perfect.
- Produce the accurate forms of the three sentence types: affirmative, negative and interrogative in the Past Perfect.

1-Presentation of the Target Grammar in Context:

Task A: Read this text then answer the questions below.

Text:

The Titanic



The year was 1912. The radio had already been invented in 1901. The Wright brothers had already made their first successful flight in 1903. The *Titanic*—the ship of dreams—had just been built and was ready to make its first voyage from England to America with its 2,200 passengers.

The *Titanic* was the most magnificent ship that had ever been built. It had luxuries that ships had never had before: electric light and heat, electric elevators, a swimming pool, a Turkish bath, libraries, and much more. It was built to give its first-class passengers all the comforts of the best hotels.

But rich passengers were not the only ones traveling on the *Titanic*. Most of the passengers in third class were emigrants who had left behind a complete way of life and were coming to America with hopes of a better life.

The *Titanic* began to cross the Atlantic Ocean on April 10. The winter of 1912 had been unusually mild, and large blocks of ice had broken away from the Arctic region. By the fifth day at sea, the captain had received several warnings about ice, but he was not very worried; he didn't realize how much danger the ship was in. On April 14, at 11:40 P.M., an iceberg was spotted⁵ straight ahead. The captain tried to reverse the direction of his ship, but he couldn't because the *Titanic* was traveling too fast and it was too big. It hit the iceberg and started to sink.

The *Titanic* had originally had 32 lifeboats, but 12 of them had been removed to make the ship look better. While the ship was sinking, rich people were put on lifeboats. Women and children were put on the lifeboats before men. By the time the third-class passengers were allowed to come up from their cabins, most of the lifeboats had already left.

Several hours later, another ship arrived to help, but the *Titanic* had already gone down. Only one-third of the passengers survived.

Elbaum, S.N. (2010). Grammar in Context. Boston: Heinle Cengage Learning. Fifth Edition.

- 1- What had the captain received by the fifth day?
- 2- Why had the *Titanic*'s lifeboats been removed?
- 3- When another ship arrived to provide help, what had happened to the *Titanic*?

Task B: Read the following conversation then answer the questions below.

Conversation:

Richards: How did you get into modelling?

Stacy: Well, when I had graduated from drama school, I moved to Los Angeles to look for work as an actress. I was doing auditions, and I had thought about having some parts but I never got any.

Richards: So, what did you do?

Stacy: I got a job as a waitress in seafood. I had hoped to find a better job but I was running out of money and I needed it. While I was working there, a custom offered me some work as a model. Within few weeks, I was modelling full time.

Richards: Wow! What a lucky break!

Richards, J., C. (1997). New Interchange: English for International Communication. Cambridge: CUP

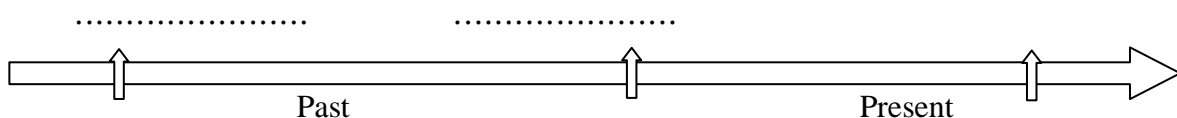
- 1- Had Stacy graduated from food cooking school?
- 2- Had she thought about having some parts while doing auditions?
- 3- Did she get some?

Task C: Work individually and then check your answers with your peers in groups.

2-Exploring and Analysing Grammar:

Task A:

- 1- What verb tenses are used in the text and the conversation?
- 2- In the conversation, why is the Past Perfect used for one event (I had graduated from drama school) and the Past Simple for another (I moved to Los Angeles to look for work as an actress).
- 3- Put these events in the correct order on the timeline below:
 - I had graduated from drama school.
 - I moved to Los Angeles to look for work as an actress.



- 4- The underlined sentence in the text (By the time the third-class passengers were allowed to come up from their cabins, most of the lifeboats had already left) means that the lifeboats were all used up
- A- before the third-class passengers were permitted to leave their cabins.
 - B- after the third-class passengers were permitted to leave their cabins.

Task B: Consider the two underlined sentences in the conversation. Had Stacy’s expectations happened and hopes been fulfilled? Thus, what conclusion can you draw?

Task C:

- 1- Underline the time phrases used with the Past perfect in the text.
- 2- Can you explain the use of such time phrases with the Past Perfect?

Task D: Work individually and then check your answers with your peers in groups.

3-Grammar Summary: Complete the following statements.

- The Past Perfect is formed by.....
- The negative sentence in the Past Perfect is formed by
- The interrogative sentence in the Past Perfect is formed by
- The Past Perfect is used
 - A-
 - B-

4- Practice Phase:

4.1-Grammar in Discourse:

Activity A: Write the verbs in the parentheses into the Past Simple or Past perfect

James (sit) outside the office waiting for the interview. He(feel) so nervous that he (not know) what to do with himself. The person who (go in) before him (be) in there for nearly an hour. And she (look) so confident when she (go) in, not like James. He (feel) sure that she (already get) the job. The problem (be) that he (want) this job so much. It (mean) everything to him. He (think) about it such a lot before the day of the interview. He (imagine) himself performing brilliantly at the interview and being offered the job immediately. But now he (be) feeling terrible. He (cannot remember) all those things he (plan) to say. At that moment, he (almost decide) to get up and leave. But no – he had to do this. He (spend) so much time thinking about it that he (cannot give up) like that. His hands (be) hot and sticky and his mouth (feel) dry. Finally the door of the office (open). The woman who (go in) an hour earlier (come out) looking very pleased with herself. She (smile) sympathetically at James. At that moment James (hate) her. The managing director then (appear) at the office

door. 'Would you like to come now, Mr. Davis? I'm sure to have kept you waiting.' James suddenly wished that he had gone home after all. He (get up), legs shaking and forehead sweating and (wonder) whether he looked as terrified as he felt.

(Walker, E. And Elsworth, S. (2000). Grammar Practice for Upper Intermediate Students. England: Pearson Education Limited.)

4.2- Editing:

Activity B: Correct the mistakes in the following sentences.

- 1- When I had tried to use my laptop, I realized the battery had run down.
.....
 - 2- I only remembered I had not paid the bill when my internet connection had stopped.
.....
 - 3- As soon as I downloaded the document, I knew I made a mistake.
.....
 - 4- My niece's riding was rather a setback because she expected to pursue a career as a ballet dancer.
 - 5- By the age of 40, Caesar rose to the top of the political world and formed a political alliance with a powerful general, Pompey, and a rich man, Crassus.
.....
 - 6- In 50 BC, the Senate had ordered Caesar to return to Rome. By that time, Crassus was dead and Pompey became Caesar's enemy.
.....
 - 7- When he was 15, his father had died, and to avoid political problems in Rome, Caesar had served as a soldier in the east.
.....
 - 8- They hoped to get to the summit but Travers fell at base camp.
.....
- Vince, M. (2007). Macmillan English Grammar in Context. Intermediate. Oxford:Macmillan Publishers Limited.
 - Foley, M. and Hall, D. (2003). Advanced Learner's Grammar. England: Pearson Education Limited.

5-Production Task:

Write five sentences using the Past Simple and the Past Perfect.

.....

.....

.....

.....

.....

Appendix 7: Students' Scores for the Pre- and Post-Tests in the
Experimental and Control Groups

Experimental Group (Scored out of 20)			Control Group (Scored out of 20)		
Students Nb: 16	Pre-Test Scores	Post-Test Scores	Students Nb: 14	Pre-Test Scores	Post-Test Scores
S1	11.75	16.12	S1	10.5	15.75
S2	13.75	16.87	S2	8	13.5
S3	4.5	10.25	S3	7	12
S4	11.5	16	S4	4	6.25
S5	11.75	16.25	S5	8.25	13
S6	10	13.5	S6	9	13.25
S7	10.75	11.5	S7	6.5	10.75
S8	11.5	15.25	S8	9.75	12
S9	5.25	10.5	S9	10	13.5
S10	7	11	S10	6.75	11.75
S11	8	9.5	S11	7	11
S12	5.75	11.75	S12	9	14.75
S13	10	12	S13	7.37	10.75
S14	4	8	S14	6.25	3.5
S15	6.75	10.75			
S16	3.75	12.75			

Appendix 8: Students' Grammar Achievement and Writing Performance

Scores for the Pre- and Post-Tests in the Experimental Group

Grammar Performance Scores (Scored out of 13)			Writing Performance Scores (Scored out of 7)	
Students	Pre-Test	Post-Test	Pre-Test	Post-Test
S1	7	9.5	4.75	6.62
S2	8.5	10.75	5.25	6.12
S3	1.75	7	2.75	3.25
S4	6.5	9.5	5	6.5
S5	5.5	10	6.25	6.25
S6	6.25	8.75	3.75	4.75
S7	4.75	8	6	3.5
S8	6.25	8.75	5.25	6.5
S9	4.25	6	1	4.5
S10	3.25	7.25	3.75	3.75
S11	5	7	3	2.5
S12	5	8.25	0.75	3.5
S13	7	7	3	5
S14	3.25	4.75	0.75	3.25
S15	4.5	6	2.25	4.75
S16	3	7.75	0.75	5

Appendix 9: Students' Grammar Achievement and Writing Performance

Scores for the Pre- and Post-Tests in the Control Group

Grammar Performance Scores (Scored out of 13)			Writing Performance Scores (Scored out of 7)	
Students	Pre-Test	Post-Test	Pre-Test	Post-Test
S1	5.75	9.25	4.75	6.5
S2	6	9	2	4.5
S3	3.75	6.75	3.25	5.25
S4	2	4.25	2	2
S5	3	8.5	5.25	4.5
S6	5.25	10	3.75	3.25
S7	3.75	7.25	2.75	3.5
S8	5.75	9	4	3
S9	6.5	9.5	3.5	4
S10	5	8	1.75	3.75
S11	3.5	7.75	3.5	3.25
S12	5.25	9.25	3.75	5.5
S13	6	7	1.37	3.75
S14	3	1.5	3.25	2

Appendix 10: Raw Sores of the Students' Writing for the Pre- and Post-Test
in the Experimental Group

Students	Pre-Test			Post-Test		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
S1	5	4.5	4.75	6.75	6.5	6.62
S2	5	5.5	5.25	6.25	6	6.12
S3	3	2.5	2.75	3.5	3	3.25
S4	5	5	5	6.5	6.5	6.5
S5	6	6.5	6.25	6	6.5	6.25
S6	3.5	4	3.75	4.5	5	4.75
S7	6	6	6	3.5	3.5	3.5
S8	5	5.5	5.25	6.5	6.5	6.5
S9	1	1	1	4.75	4.25	4.5
S10	4	3.5	3.75	3.5	4	3.75
S11	3	3	3	2.5	2.5	2.5
S12	1	0.5	0.75	3.5	3.5	3.5
S13	3	3	3	5	5	5
S14	1	0.5	0.75	3.5	3	3.25
S15	2.5	2	2.25	5	4.5	4.75
S16	1	0.5	0.75	5	5	5

Appendix 11: Raw Scores of the Students' Writing for the Pre- and Post-Test
in the Control Group

Students	Pre-Test			Post-Test		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
S1	4.5	5	4.75	6.5	6.5	6.5
S2	2	2	2	5	4	4.5
S3	3.5	3	3.25	5	5.5	5.25
S4	2	2	2	2	2	2
S5	5	5.5	5.25	5	4	4.5
S6	4	3.5	3.75	3.5	3	3.25
S7	2.5	3	2.75	3.5	3.5	3.5
S8	4	4	4	3	3	3
S9	3.5	3.5	3.5	4.5	3.5	4
S10	2	1.5	1.75	4	3.5	3.75
S11	3.5	3	3.5	3.5	3.5	3.25
S12	5.5	5.5	3.75	3.5	4	5.5
S13	1.5	1.25	1.37	4	3.5	3.75
S14	3.5	3	3.25	2	2	2

Appendix 12: Samples from Students' Writing Tasks

Writing Task: (7pts)

Write about 1- an enjoyable travel experience you had.

2- Or an unpleasant travel experience you had. (Do not exceed 10 lines)

Paragraph 1

Once my family and I went to Sahara "Oued Souf" to visit my aunt. It was beautiful, and it had amazing views. It was a hot day like usual when my father and I had decided to wander the Sahara desert, we took a lot of pictures while we were walking until suddenly, we saw an old lady with three little girls. They were her kids, and they all were shoeless. I could tell they were poor. They were looking at me, my clothes, and my every move. So, I got down to their level, and gave each one of them a bracelet. The reaction was and still an unforgettable memory. They gave me a tight hug. I felt so happy, and I couldn't believe that this tiny little gesture could mean so much to a person.

Paragraph 2

Last summer, my dad and I went to Tizi-ouza. We had prepared ourselves before that day came. I had bagged my dad stuffs and had put everything we were in need to. When the day arrived, we got up at 5 o'clock. I wasn't excited a lot because country side isn't the best place where I had wanted to go. Anyway, my dad was very happy since he was going to meet his family which he hadn't seen since 4 years. So we stayed over there 8 days. After fewer days, I realised that they were kind, generous, lovely people with whom you can live. And it was an enjoyable travel experience.

Paragraph 3

I will never forget the day when I experienced an unpleasant travel. It was a summer day; my family had decided to visit Biskra; however, I didn't want to go. My father asked me to prepare my bag and to leave

the house as quick as possible. We left the house and we started our trip by car. During the first hour; we were all happy enjoying the trip, but suddenly our car broke down. We couldn't go back because we were ~~stuck~~ stuck in the middle of the road, so we were stuck in the highway.

While my father was trying to fix the car, he called my uncle to come to help us. As we were screaming at each other because we were annoyed, my uncle finally arrived and took us back home.

Paragraph 4

I will never forget the enjoyable travel that we have done me and my family to Tizi Ouzou. We woke up at 6 a.m.; we prepared ourselves and then ~~got~~ we got in the car. My father turned the music on, it made us feel more relax. My father had bought food before we lived, so we were enjoying it while watching TV. After that, we arrived at a gas station which was located ~~is~~ near a ~~big~~ lake so it was beautiful. We ~~had~~ ^{ate} ice cream while ~~it~~ watching the amazing view. We got back in the car and then we started to see huge mountains and forest and animals. It was a memorable journey that ~~is~~

Appendix 13: The Representation of the Mean Rates in the Use of the Form and Function of the Past Simple

	General Use of P.S	Correct Use of P.S	Incorrect Use of P.S	Correct Use of Form P.S	Correct Use of Function P.S
S1	15	14	1	15/15 (100%)	14/15 (93.33%)
S2	17	13	4	17/17 (100%)	13/17 (76.47%)
S3	7	5	2	7/7 (100%)	5/7 (71.42%)
S4	12	11	1	12/12 (100%)	11/12 (91.66%)
S5	17	17	0	17/17 (100%)	17/17 (100%)
S6	8	7	1	8/8 (100%)	7/8 (87.5%)
S7	13	8	5	13/13 (100%)	8/13 (61.53%)
S8	18	18	0	18/18 (100%)	18/18 (100%)
S9	8	7	1	7/8 (87.5%)	7/8 (87.5%)
S10	13	10	3	13/13 (100%)	10/13 (76.92%)
S11	11	7	4	11/11 (100%)	7/11 (63.63%)
S12	11	4	7	11/11 (100%)	4/11 (36.36%)
S13	8	8	0	8/8 (100%)	8/8 (100%)
S14	8	4	4	7/8 (87.5%)	4/8 (50%)
S15	9	7	2	9/9 (100%)	7/9 (77.77%)
S16	11	9	2	11/11 (100%)	9/11 (81.81%)
Total	186	149	37	$\bar{M} = \sum \% / \text{Nb. Ss}$	$\bar{M} = \sum \% / \text{Nb. Ss}$
%		80.10 %	19.89 %	98.43 %	78.49 %

P.S: Past Simple

M: Mean

\sum : Sum

%: Percentage

Nb: Number

Ss: Students

Appendix 14: The Representation of the Mean Rates in the Use of the Form and Function of the Past Perfect Simple

	General Use of P.P.S	Correct Use of P.P.S	Incorrect Use of P.P.S	Correct Use of Form P.P.S	Correct Use of Function P.P.S
S1	2	1	1	2/2 (100 %)	½ (50 %)
S2	5	1	4	5/5 (100%)	¼ (25%)
S3	1	0	1	1/1 (100%)	0/1 (0%)
S4	4	3	1	4/4 (100%)	¾ (75%)
S5	1	0	1	1/1 (100 %)	0/1 (0%)
S6	0	0	0	0 (0 %)	0 (0%)
S7	0	0	0	0 (0 %)	0 (0%)
S8	1	1	0	1/1 (100 %)	1/1 (100%)
S9	2	0	2	2/2 (100%)	0/2 (0 %)
S10	0	0	0	0 (0 %)	0 (0 %)
S11	1	0	1	1/1 (100%)	0/1 (0 %)
S12	0	0	0	0 (0 %)	0 (0 %)
S13	2	2	0	2/2 (100%)	2/2 (100 %)
S14	1	0	1	1/1 (100%)	0 (0 %)
S15	1	1	0	1/1 (100%)	1/1 (100%)
S16	0	0	0	0 (0 %)	0 (0 %)
Total	21	9	12	$\bar{M} = \sum \% / \text{Nb. Ss}$	$\bar{M} = \sum \% / \text{Nb. Ss}$
%		42.85 %	57.14 %	68.75 %	21.87 %

P.P.S: Past Perfect Simple

M: Mean

\sum : Sum

%: Percentage

Nb: Number

Ss: Students

فعالية إستخدام الطريقة الثنائية الإستقرائية-الإستنتاجية على طلبة السنة الأولى إنجليزية في تعلم أزمنة الأفعال الماضية وأثرها على التعبير الكتابي

المخلص

نظرا للنتائج المتضاربة في الأدبيات حول الإستخدام المنفصل للطرق الاستقرائية أو الإستنتاجية في تدريس القواعد النحوية في اللغة الإنجليزية كلغة أجنبية بالإضافة إلى عدم التحكم الجيد للطلاب في القواعد النحوية، فإن الدراسة التالية تحاول استكشاف التأثير المحتمل لاستخدام الطريقة الثنائية الإستقرائية-الإستنتاجية على تعليم أزمنة الأفعال الماضية في الخطاب لطلاب اللغة الإنجليزية كلغة أجنبية. وبناء على ذلك، تم اعتماد نوعين من التصاميم التجريبية ألا وهما الشبه التجريبي و الإرتباطي. قد تضمنت الدراسة التالية اختيار ثلاثين طالباً في قسم اللغة الإنجليزية بجامعة الجزائر 2 ، والذين تم تعيينهم إلى فوجين: التجريبي والمراقب ، وقد خضع الفوج الأول للتعلم على الطريقة الثنائية الاستقرائية-الإستنتاجية في حين خضع الفوج الثاني للتعلم على الطريقة التقليدية. من أجل ذلك، جمعت البيانات بواسطة ثلاثة أدوات بحث و التي تتمثل في اختبارات ما قبل وبعد التدريس، استبيان للطلاب و التعبير الكتابي للطلاب. وقد كشفت النتائج عن تحسن في أداء الفوج التجريبي في تعلم الأزمنة المستهدفة في هذا البحث عكس الفوج المراقب. وعلى الرغم من التحسن الملحوظ في استخدام الأزمنة من قبل الفوج التجريبي إلا أن هذه النتائج غير معتبرة من حيث الدلالة الإحصائية. ومن ثم، فقد تم استنتاج أن كلا الطريقتين التعليميتين متشابهتين ولديهما نفس التأثير على تعليم المتعلمين للأزمنة المستهدفة في المدى القصير. أما بالنسبة لاستبيان الطلاب، فهذا الأخير يظهر أن غالبية الطلاب تقريباً لديهم ردود أفعال إيجابية تجاه تعلم أزمنة الأفعال الماضية من خلال إستعمال الطريقة الثنائية الإستقرائية-الإستنتاجية. علاوة على ذلك، تشير نتائج الدراسة أيضا إلى وجود علاقة إيجابية بين معرفة قواعد اللغة و التعبير الكتابي للطلاب.