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The Role of Deductive Grammar Teaching in Enhancing English Learning: The Case of Secondary School

A ThesisSubmitted as Partial Fulfilment forthe Requirements of the Degree of *Master* in Didactics.

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Dedications

I dedicate this work to my incredible family. To my parents, "Khelifa" and "Houria", thank you for your endless love, guidance, and the values you instilled in me. Your belief in my dreams gave me the strength to pursue them. May Allah bless them.

To my siblings: Amina, Khadidja, Omar, and Mohamed, your support, encouragement, and constant presence have meant more than words can express.

to all my loved ones who stood by me with patience, and this achievement reflects your unwavering faith in me.

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Abstract

This study investigates the impact of deductive grammar instruction on enhancing English language learning among secondary school students. Deductive grammar, characterized by explicit rule explanation followed by structured practice, has long been debated for its effectiveness in language acquisition. This research examines its application in secondary school classrooms, exploring whether it facilitates learners' understanding and application of grammatical structures in context. The study adopts a mixed-methods approach, combining quantitative data from student questionnaire and qualitative insights from teacher interviews. The findings highlight that deductive grammar instruction improves students' grammatical accuracy and confidence, particularly in written tasks. However, challenges such as student engagement and adaptability to different learning styles are also identified. By providing practical recommendations for educators, this research aims to support the integration of deductive grammar methods into English language teaching. It underscores the importance of balancing explicit instruction with interactive, context-based activities to achieve optimal learning outcomes.

Keywords: deductive, English language, explicit rules, grammar instruction, learners.

الملخص

تركز هذه الدراسة على اثر تعليم القواعد باسلوب استنتاجي في تعزيز تعلم اللغة الانجليزية لدى تلاميذ المرحلة الثانوية.

يعرف التدريس الاستنتاجي للقواعد متبوع بتدريبات منظمة، و قد طال الجدل حول فعاليته في اكتساب اللغة. تهدف هذه الدراسة الى استكشاف تطبيق هذا الاسلوب داخل اقسام اللغة الانجليزية بالمدارس الثانوية، و مدى مساهمته في فهم المتعلمين للبنى القواعدية و توظيفها في السياق.

اتبعت الدراسة منهجا يجمع بين الطريقتين الكمية و النوعية،حيث تم الاعتماد على استبيانات موجهة للتلاميذ و مقابلات مع المدرسين. اظهرت النتائج ان تدريس القواعد بطريقة استنتاجية يحسن من دقة المتعلمين القواعدية و يزيد من ثقتهم، خصوصا في المهام الكتابية و مع ذلك تم رصد بعض التحديات مثل قلة تفاعل التلاميذ و صعوبة تكييف الطريقة مع انماط التعلم المختلفة. و من خلال تقديم توصيات عملية للمدرسين،تهدف هذه الدراسة الى دعم ادماج منهج القواعد الاستنتاجي في

تعليم اللغة الانجليزية، كما تؤكد على اهمية الموازنة بين الشرح الصريح و الانشطة التفاعلية المرتبطة بالسياق لتحقيق افضل النتائج التعليمية.

الكلمات المفتاحية : القواعد الاستنتاجية، تعلم اللغة الانجيزية ، المدرسة الثانوية ، التدريس الصريح، استراتيجيات تدريس القواعد.

تعليم اللغة الانجليزية، كما تؤكد على اهمية الموازنة بين الشرح الصريح و الانشطة التفاعلية المرتبطة بالسياق لتحقيق افضل النتائج التعليمية.

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List of Acronyms

ALM: Audio-Lingual Method.

FL: Foreign language .

GTM: Grammar Translation Method. .

CBA: Competence Based Approach.

CLT: Communicative Language Teaching .

EFL: English as Foreign Language.

ESL: English as Second Language.

L2: Second language

General Introduction

Grammar is essential in the teaching and learning processes, as an example, grammar rules provide learners with knowledge that can be applied consciously in tests. It can be taught implicitly and explicitly through different syllabi.Different grammar teaching methods have been introduced in order to improve the quality of teaching and learning and attain the desired development in students. Yet debates about the most effective. There are some teachers who prefer the inductive approaches; others support the deductive methods in which the rules delivered directly. In the Algerian lycée limited body of work has examined how the practical part of deductive grammar instructions affects on students' performance.

Among these methods and approaches: The Deductive Grammar Approach, which starts with the presentation of a rule and is then followed by examples in which the rule is applied. The main principle of this approach is that it deals with second language learning, where the lesson content is presented by the teacher, and the student then works through examples to reinforce their understanding.

This study investigates the tools and strategies that may facilitate the teaching of grammar and develop students' grammatical accuracy.The types of grammar teaching methods/approaches used in secondary schools in Algeria differ from one teacher to another, with using teacher-centered strategies or learner-centered strategies.

In the present study at the Secondary School of Boudiaf Mohamed, the researcher examines whether students who are taught grammar deductively will demonstrate greater grammatical accuracy in English compared to those taught non-deductively.This study is significant as it investigates the deductive grammar teaching in order to develop learners' level and whether it positively influences secondary school learners' confidence and ability in the writing tasks.

Through this research, we aim to inspect the deductive grammar approach in secondary school classes and its effectiveness in improving the learners' level in English.

The main questions of this study are:

- To what extent does deductive grammar instruction enhance English language learning among secondary school students?

- **W**hat are the challenges teachers and students face when using deductive grammar in secondary school English classrooms?

- How does deductive grammar instruction impact learners' grammatical accuracy and confidence, particularly in written tasks?

Based on the research questions outlined above, the present study puts forward the following hypotheses:

H1: Students taught using deductive grammar instruction will demonstrate greater grammatical accuracy in written tasks compared to those taught through other methods.

H2: Deductive grammar instruction improves students' confidence in using grammatical structures accurately.

H3: What are the challenges teachers and students face when using deductive grammar in secondary school English classrooms?

In this study, a descriptive research methodology will be used. This study will be conducted both quantitatively and qualitatively (Action Research), through a questionnaire that will be administered to secondary school pupils to provide an in-depth view of what help them to learn English grammar effectively; on a random sample of 45 students of first and second years both Scientific and Literary streams at the Secondary School Boudiaf Mohamed, Saida. Moreover, through interviewing secondary school English teachers about teaching grammar deductively, its benefits on learners, and whether it is an effective approach.

This current thesis is composed of three chapters; the first chapter deals with the literature review, the second chapter portrays the study, and the last chapter is dedicated to the field work and brings suggestions and solutions. This work starts with a general introduction dealing with the statement of the problem and research questions. Also, the significance of the study, the hypotheses, and the methodology of the research.

The first chapter deals with grammar, approaches and methods of teaching it, advantages and disadvantages of both inductive/deductive approaches, the differences between them, and the place of grammar in language teaching.

General Introduction

The second chapter emphasizes the description of the study and the procedure of data collection. The instruments are used to gather data (questionnaires and interviews). The third chapter investigates and analyses the instruments used while gathering data; students' questionnaire and the teachers' interview, plus a discussion of the findings and giving solutions about the use of the deductive grammar approach in teaching.

The results of this study stated that deductive grammar instruction has a positive impact on students' correctness and confidence, especially in written tasks. Most of students indicated that the understood grammar better when the rules are explained clearly then followed with practices, which enable them to use those rules correctly in their exam and activities related to writing. Teachers also preferred the deductive method for it's' clarity, time saving, and the structured support it provides to learners. However, this study faced some challenges, such as different students' engagement and to create a learning atmosphere that suit all with all learners, Based on these findings, the study recommends that teachers of English in secondary schools use deductive grammar with clear purposes in their lessons and do not go randomly, Moreover they should integrate interactive activities to reinforce the motivation of students. In addition to that teachers should benefits from training concerning the deductive methods and provided with practical tools to ensure their effective implementation in classrooms

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Chapter One

LiteratureReview

1.1Introduction

A basic component of language, Grammar offers the rules and frameworks required for meaningful communication. It controls the arrangement of words in phrases, clauses, and sentences, enabling writers and speakers to express ideas intelligibly and successfully. Language would be inconsistent without Grammar, making communication and understanding challenging.

Grammar has long been crucial to developing linguistic competence in English language instruction. It helps students understand written and spoken materials, create precise and meaningful utterances, and actively engage in various communication situations. Even if methods for teaching grammar have changed throughout time, understanding grammatical principles is still crucial for teaching and learning.

1.2 Definition of Grammar

According to educators and students, Grammar is a system of rules that allows one to construct a coherent sentence; more precisely, Grammar is the study of the structures and forms of pure language.Additionally, grammatical rules reveal how the sentences are constructed in the language.

According to the Oxford Dictionary (2008), Grammar is "the whole system of structure of language or languages in general, usually taken as consisting of syntax and morphology" (p. 187). This indicates that Grammar is viewed as the study of morphology, the body of rules governing word production, and syntax, which is the body of rules governing the arrangement of words in a sentence. Haretwelt cites another definition of Grammar in Weaver, McNally, and Moerman (2001,p 3) by Haretwelt, who defines it as "a set of rules of the language. Shared by its speakers…and what language style to use in a given context." They present Grammar from another perspective, which is its relation to context. So, they highlight that Grammar is not only a set of rules.

1.3Approaches to Teaching Grammar

The primary challenge in language instruction is not identifying a process but rather identifying an effective process or technique. To be more precise, the method is the degree to which the theory is implemented. (Anthony, 1963, p. 13).In addition to earlier methods, applied linguists have proposed several other approaches to teaching grammar. These include a range of techniques that reflect evolving views on the role of theory and practice in language instruction. As the study of teaching took on a more central role among applied linguists starting in (1940), Richard and Rodgers explain in Approaches and Methods in Language Teaching that: "Many attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method." (2001, p. 15) the researcher will present a quick rundown of the most widely used approaches of language instruction. The investigator will designate areas for the Direct Method, the audio-visual approach, the Grammar Translation Method, Communicative language instruction, and a competency-based methodology.

1.3.1The Grammar Translation Method

Grammar Translation (GTM) was the dominant teaching approach for European and foreign languages between the 1840s and the 1940s. In order to read, comprehend, and create texts in various circumstances, it offers vocabulary with direct translation. It has been described as "a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin" by Wikipedia (2005). Students using this method must memorize many vocabulary words and grammatical rules and exceptions, and then translate entire texts word for word. Richards and Rodgers (2001,p 7) explained the method's seven features.They can be summed

up as follows:

1) It is a method of learning a language by closely examining its grammatical rules, after which this knowledge is used when translating text and sentences.

2) The two main components are writing and reading.

3) The reading materials used are the only basis for choosing vocabulary.

Translating sentences into and out of the target language takes up much of the class.

5) The emphasis is on accuracy.

6) Deductive grammar instruction.

7) Instruction is given in the student's mother tongue. It is employed to describe novel products.

According to Prator and Celce (1979,p. 9), other important characteristics of the Grammar Translation Method are as follows: Much vocabulary is taught via lists of single words. The content of texts receives minimal attention. To include some, the researcher shall outline a few strategies utilized to provide clarity to this approach:

The student uses the translation of literary passage technique to convert a reading passage from the target language into their mother tongue.

-Reading comprehension questions: The student responds to questions in the target language by expressing what they have learned from the text. Along with additional strategies like antonyms and cognates, applying rules deductively: Fill in the blanks, composition, memorization, and using words in sentences. According to Yih, in the Grammar Translation Method, despite the GTM's lengthy duration, it has numerous drawbacks, such as the teachers' authority, students' passivity, the absence of peer interaction in the classroom, and stress. Further reading and writing instruction. Damoharam,V.S. ,&Rengarajan,V.(1999) Rengarajan (1999)outline a few restrictions that could apply to the Grammar Translation Method:

Classroom instruction that involves "chalk and talk" is one method of disseminating knowledge. Figure 1 shows that teachers talk nonstop for an hour without knowing the students' reactions or responses. Growing opposition to the Grammar Translation Method in the middle and late 19th centuries made new approaches to teaching languages possible.

Message

Sender teahcer	→	Receiver Students

Meduim
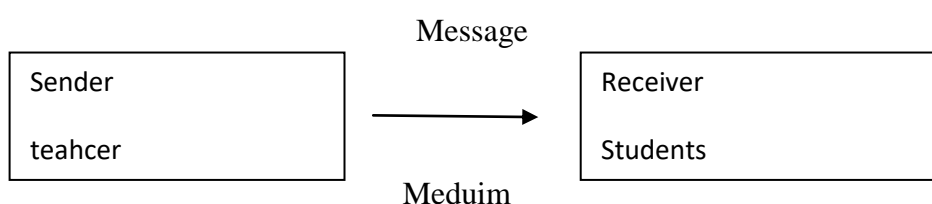
Figure 1.1 Rengarajan. Damodharam, innovative methods of teaching.

Figure 1Rengarajan.Damodharam,innovative methods of teaching

1.3.2 The Direct Method:

This method was created in response to the Grammar Translation Method and is called the Natural and Anti-Grammatical Method. Frank and Brown, proponents of the direct method, think that FL might be taught without translation, as Richards and Rodgers (2010,p. 12) have written about Approaches and Methods in Language Teaching. The most effective way to teach a language is to actively use it in the classroom. Instead of employing analytical techniques that emphasize the elucidation of grammatical rules in the classroom. "The Direct Method is teaching a foreign language through conversation, discussion, and reading in the language itself," according to Wasters (1984, p.76) opines that without using the student's language," she rejects both the translation process and the application of Grammar. She explains that the premise of the Direct Method is for the student to perceive things the same way as they would in their mother tongue. To clarify, the investigator outlines the primary features of this approach that Larsen (1986, p. 26–27) identified. A University of Michigan education professor who also serves as the director of the English Institute. This listing is in summary form and comes from only:

-Students must explicitly link meaning to the target language.

-Rather than translating a new target language word, the teacher uses pantomime or images to introduce it.

- The direct method's syllabus is situation-based (for instance, the unit would cover language used in a bank)

 - Grammar is taught inductively.

There may never be a clear grammatical rule provided. The student's part is less passive than that of the Grammar Translation Method; vocabulary emphasizes Grammar more than Grammar .In contrast with the grammar-translation method, the direct method is based on methods that emphasize speaking, listening, and using the target language in all classes;

students should be able to speak and comprehend the target language in natural contexts. According to them, here are a few of those methods.

Dictation: The teacher reads the passage aloud three times, the first time at a normal pace while the students listen; the second time, he reads the passage phrase by phrase, pausing long enough for the students to write down what they have heard; and the third time, the teacher reads the passage again at a normal pace while the students check their work.

Reading Aloud: Students alternate reading parts of a passage, play, or dialogue aloud. After each student's turn, the teacher uses gestures, pictures, realia, examples, or other methods to clarify the section's meaning. Other strategies include fill-in-the-blank exercises, conversation practice, asking students to self-correct, and question-and-answer exercises.

As we saw above, direct method

ologists treat the student learning FL as a child acquiring the first language, making the learning process difficult. "Its main focus was on the exclusive use of the target language in the classroom; however, it failed to address several issues" Richards, Rodgers, 2001, p. 13). By the early 1920s, the previews were a precursor to the development of this method; "It was gradually modified into versions that combined some direct method techniques with more controlled grammar-based activities." Rodgers, Richards (ibid).

1.3.3 The Audio-lingual Method

Due to several factors, including the Second World War, a new approach had emerged by the middle of the 1930s. Brown wrote on Teaching by Principles: Following World War II and into the 1950s, the United States Army offered an iteration approach to language pedagogy, and intense language classes that employed this approach mostly relied on repeated drills and listening to dialogue to memorize phrases. Brown (2003,p 56–58). In addition, many students traveled to the United States to attend American institutions. The advent of a novel technique known by several names, including the Audio-lingual Method (ALM), oral approach, and Aural-oral Approach.

Charles was a structuralist who rejected the Direct Method, claiming that "the language's structure was identified with its basic sentence patterns and grammatical structure" (2001,p 52), Richards, Rodgers. Fries opposed the Direct Method, which exposes students to the language and allows them to progressively pick up its grammatical patterns. For Fries, the

first step is Grammar. Hence, the teacher drilled students on using Grammar rather than emphasizing vocabulary instruction in the ALM.

Wikipedia: 2010. "The method of teaching arose as a direct result of the need for foreign language proficiency in speaking and listening skills by drilling repetition and habit-formation," according to Wikipedia (2010), is the definition of the Audio-Lingual Method. When this technique was initially used, it was believed that conditioningor assisting students in [1]The best method for learning a second language's sentence structures was correctly responding to stimuli by shape and reinforcement to encourage repetition. Figures 1 and 2 illustrate this.Richards and Rodgers (2001, p. 57) describe the Audio-lingual Method in Figure 1.2 the following ideas form the foundation of the Audio-lingual Method (Rahman, 2010)

-Memorization of structure-based conversation and its importance.Contextualization is not necessary for language learning; language learning is the acquisition of words, sounds, or structures.

The Audio Lingual Method

Reinforcement (behaviour like to occur

again and become a habit)

Stimulus ⟶ organism ⟶ Response

Behaviour

No reinforcement/Negative Reinforcement

(Behaviour not likelt to occur again)
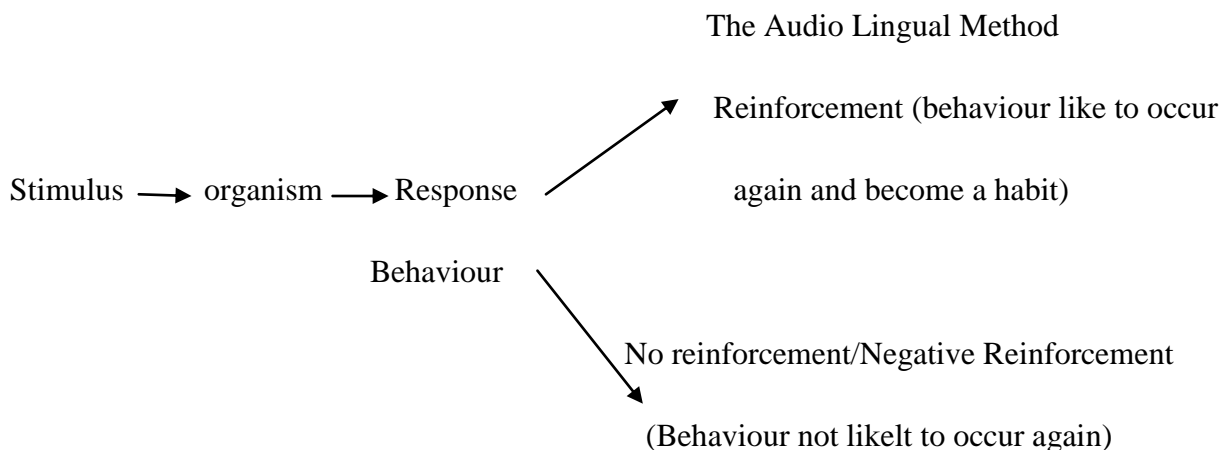
Figure1 .2, the Audio-lingual Method (Richards and Rodgers, 2001: 57)

Figure 2:Audio-lingual Method (Richards and Rodgers,2001:57)

Drilling method:

 -A lengthy series of rigorous drills and exercises precedes communication activities

It is prohibited to use the learner's native tongue. Sentence patterns are used to teach the language.

---

[1]

-An interest in the language's structure will be the source of intrinsic motivation.

Certain ALM techniques are used to apply such ideas. Dr. Saricoban's list of the audio-method's linguistic uses in teaching Turkish is provided below.

1) Dialogue Teaching: After presenting the dialogue to the class, the instructor works on it together.

2) Chain drills.

3) Practice substitution.

4) Inflection drill: The instructor narrates a sentence, and the pupils are supposed to utilize a different word form in it.

For instance, T: I brought the pencils.

SS: I had the pencils with me.

5. A new drill.

Along with the expansion, transposition, completion, and restatement drills, Contraction, transformation, integration, and other drills are examples. Saricoban, 2004, pp. 190–191. The ALM expects students to employ the aforementioned drills to over learn the language necessary for communication. Due to its reliance on drilling and memory, the audio-lingual teaching approach has not gained much traction. Language experts have questioned its usefulness in real classroom settings, and not all the texts or the principles of teaching methods that claim to be based on the Audio-Lingual Approach are applied to the same extent. According to Zillow, Woodsworth (1965,p.3) asserts that communication is more significant than Grammar as communicating does not require a high level of grammatical proficiency. Grammatical or structural errors are far less significant than the message being communicated. Zillo (2003,p.9).The Audiolingual Method has undoubtedly been criticized by many, which casts doubt on its efficacy.

1.3.4 Communicative Language Teaching

There was a shift in educational approaches in the 1970s that prioritized communication over the growth of intellectual capacity. In other words, placed more focus on language than knowledge. Teaching languages through communication was the strategy that embraced this

idea. To explain what CLT is, Duff defines it as follows in her essay (p. 2): "CLT is an approach to language teaching that emphasizes learning a language first and communicating with others." Loping Wei, who defines CLT, shares this opinion: "Teachers must go far beyond teaching grammatical rules, patterns, and other language knowledge to the point that they can teach students the knowledge of using language to communicate genuinely, spontaneously, and meaningfully.

In addition to learning about people's weekend activities, such as experiences or previous vacations, this communication may involve written messages, everyday routines with others, etc. The CLT Approach's primary helpful summary principles are supplied by Berns (1990, p.104) in Savignon's paper on Linguistic Theory and Classroom Practice:

1. Teaching language is predicated on the idea that language is a means of communication. In other words, language is viewed as a social tool used to convey meaning; speakers discuss topics with others orally or in writing for certain goals.

2. Second language learners and users, like first language users, acknowledge and embrace diversity as a component of language growth and usage.

3. Learners' competency is evaluated in relative rather than absolute terms.

4. Multiple language varieties are acknowledged as a successful teaching and learning approach.

5. Culture is acknowledged to play a significant role in determining a speaker's "communicative competence" in both their first and second languages.

6. No particular methodology or set of procedures is required.

7. It is acknowledged that language use serves ideational, interpersonal, and textual purposes and is connected to the growth of learners' proficiency in these areas.

8. Students must actively participate in language-related activities. In other words, they employ language for several learning objectives.

In addition to the aforementioned guidelines, Savignon notes that CLT does not call for work to be done in pairs or small groups; group projects are beneficial in various settings to boost classroom engagement and opportunity. She continues saying that the content was created. Utilized as tools for translation, memorization, and repetition.

These are the methods Tan (2005) discussed in CLT: Beliefs and Practice.

A) Information Gap: Students attempt to communicate with others by using resources.

B) Role-playing: Students attempt to use language to accomplish communicative needs.

C) Assignments: Students collaborate individually, in groups, or in pairs to finish the assignment and present their findings to their classmates.

Three strategies are typically used to encourage students to communicate with others in their second language inside and outside the classroom. Figure 1.3 activities listed in the Methodological Procedure section of Approaches and Methods in Language Teaching by Richards and Rodgers (2001, p. 171).

According to Richards and Rodgers (2001, p.173) CLT aims to improve communication skills so learners can use the language within and outside the classroom. To do this, they must experience or practice speaking the language they have learned. The four competency categories are Grammar, sociolinguistic, strategic, and subsequent discourse proficiency. The second goal is to develop analytical and problem-solving skills, or critical thinking. 173) Richards and Rodgers. As stated, CLT has advanced conceptions of language and learners must acquire knowledge. CLT is still widely used despite numerous objections.

Stephan Bax (2003) in his paper The End of CLT claims "CLT is now having negative effects and needs to be replaced as our main focus," A Context Strategy to Language Teaching, arguing against this strategy. Furthermore he contends that one crucial component of language instruction—namely, the context in which it occurs—has consistently been overlooked by CLT. The ramifications of this are so severe that we must abandon CLT as our primary paradigm and switch to something more akin to what is known as a context approach. Bax (2003, p.278). Additionally, he clarifies that "this implicit focus on methodology leads us to ignore one key aspect of language teaching, namely the particular context in which it takes place." "An additional critique that has significantly complicated the use of communication materials," Drame adds. (1990, p. 3) Most teachers and students are complaining about the shortage of resources, which means that not all foreign language programs have acces

s to them. Even though CLT is still opposed, those and other factors prompted the search for an alternative strategy, and some educators use it.

1.3.5 Competence-Based Approach

Approaches to EFL have evolved. However, they consistently identified loopholes, which is why numerous strategies and tactics exist. The competency-based approach (CBA), one of the 21st century's contemporary methods, is founded on the capacity to learn the duties and responsibilities expected of a professional (1998,p 1). Chelli and Khouni (2001, p. 1) state, "CBA is a very popular approach which focuses on measurable and useable knowledge, skills, and abilities." In other words, CBA is a method that depends on certain elements. The first is the type of knowledge, so acquire the language for its use, such as teaching students how to make requests or apologize. The second component is skills; to help students grow their competencies, it is crucial to concentrate on all four skills since earlier methods have concentrated on restricted ones, either receptive or productive, which caused a lapse in the learning process.

Additionally, its goal is to inspire students to realize their knowledge in real-world situations by providing them with the necessary skills. According to QEP (2010, p. 11), "CBA consists of organizing the content of a curriculum in terms of the development of competencies using specific pedagogical practice". The CBA is a relatively recent teaching methodology, but by the late 1960s, it originated in behaviorism. Certain characteristics are similar to those of CLT, such as the goal of helping students acquire useful communication skills (Richards and Rodgers, 2001, p. 143). Additional characteristics noted by Auerbach, cited in Richards and Rodgers (2001,p. 146), include the objective of teaching language in the context-specific form needed by the situation rather than in isolation so that students can become competent with the needs of the outside world. Since the student should learn how to apply this knowledge, the focus is on the overt conduct rather than the skill or understanding. Establishing three learning competencies is the goal of the CBA:

1- To interact orally in English.

2- To interpret authentic, oral, or written documents.

3- To produce simple, oral, or written messages.

This approach also seeks to set up language forms, functions, and social skills that help learners effectively use language in real-world contexts. The CBA seeks to help the learner gather knowledge acquired in multiple disciplines. Wongs identified two reasons for

Competency-Based Language Education CBLE; the first is that CBLE is a good method for validating the achievement of basic skills. The second is that CBLE is a good method for ensuring the total correlation of curriculum, assessment, and instruction, Wong (2008, p. 189)

CBA is the method where learning has taken on a new dimension: classes are now learner-centered, enabling students to take greater responsibility for the learning they create and releasing them from the forced application of learning that does not take into account their unique characteristics as well as acquiring certain abilities and talents that will enable them to respond in order to resolve peculiar situations in daily life. The teaching resources are also crucial; they aim to encourage and support communication among students, just like textbooks do by using brief discussions and real texts.

The Ministry of Education in Algeria has implemented the CBA, a very successful strategy. However, due to the antiquated and restricted resources teachers utilize, it does not fit the context and remains inactive. Moreover, it does not punch for the students. Instructors do not promote students' independence. Therefore, expecting the teacher to handle these problems independently and produce positive results at the end of the term or year is unreasonable and unjust. The competency-based approach, in summary, was developed to close the gap between social practices and academic learning. It transformed teachers' roles in the classroom from those of instructors to those of knowledge carriers.

1.4 Methods to Teaching Grammar

Many theoretical approaches have been developed to help students acquire new information. In teaching English to students of foreign languages, there are two main theoretical approaches for presenting new English grammar structures or functions to the students: the inductive approach and the deductive approach. The more traditional of the two theories is the deductive approach, while the emerging and more recent theory is the inductive approach.

1.4.1 The Deductive Approach

According to Thornbury (2001, p. 29), "a deductive approach starts with the Presentation of rules and is followed by examples in which the rules are applied." In other words, the grammar rule is presented, and the student interacts with it through studying and manipulating examples. Deductive instruction entails a teacher explaining the rule at the start of a lesson before students practice the language, according to Rabab" ah and AbuSeileek (2007, p. 5). Lin (2010, p. 20) listed the traits of the deductive approach:

1. It is a rule-based teaching style that involves presentation or explanation before learners encounter how rules function in language.
2. It is one of the explicit teaching styles where students are exposed to the rule of the language first
3. It contrasts with the inductive approach, which is also known as a rule-search or discovery-based approach. This approach involves having learners formulate rules from examples.
4. It is the one that is frequently used in ESL and EFL textbooks
5. It is easier for learners to acquire direct object pronouns in French as a second language, and the same is true for English language learners.

Several rules and aspects can be clearly defined.

Many adult learners' intelligence and maturity are respected.

-It validates the expectations of many students regarding classroom instruction.

Widodo (2006, p. 127) describes this method as giving pupils specific grammar instruction and practicing using the rules. It operates as shown in the accompanying figure, going from the more general to the more specialized.
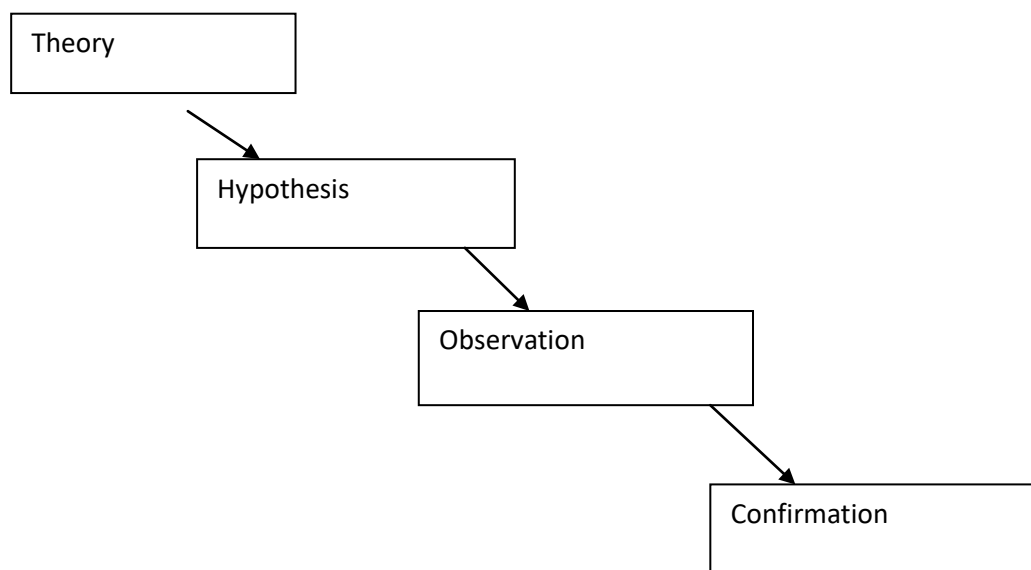
Burney (2008,p.5)

Figure 2.2 Deductive Research Approach.

Figure 3: Deductive Research Approach

1.4.2 TheInductive Method

The inductive approach, on the other hand, is described as follows: "An induction approach starts with some examples in which a rule is inferred." (30) Thornbury. In this procedure, the language learner is exposed to examples of language use from recognized vocabulary patterns. If Grammar is not taught, the learners will likely form incorrect assumptions about the foreign language (FL) based on scant information. With the aid of a sizable corpus, they might be open to exploratory learning; nonetheless, teaching these concepts directly is typically the most straightforward method. AbuSeileek and Rabab-ah (2007,p. 5).

This approach starts with input and allows students to think critically about the language they are learning. Within a communicative setting, students' attention is captured, and they can formulate and test theories about Grammar, thus increasing their awareness of the language they are learning (Paesani, 2005, p.16). This indicates that when grammar instruction and practice involve interpreting and attending to input, learners more successfully understand and produce the targeted grammatical structure over time than subjects exposed to traditional (i.e., deductive) grammar instruction (Patten andCadierno, 1993). This is demonstrated by the more

efficient intake when students' attention is drawn to grammatical forms in the input.Inductive learning "facilitates the acquisition of the grammatical knowledge needed for communication," according to Ellis (1992, p. 234–238). Additionally, he suggested some traits:

1. An effort is being made to isolate a particular language aspect for concentrated attention.

2. In addition to data demonstrating the desired feature, the learners may receive a clear rule that defines or explains the trait.

3. To comprehend the desired feature, the students must use cognitive effort.

4. Learners' misunderstandings or insufficient comprehension of the grammatical structure result in clarification in the form of more information and explanations.

5. Although unnecessary, learners may be asked to explain the grammatical structural rule. The inductive method functions in reverse, progressing from observations to more comprehensive generalizations and theories to demonstrate what we present.

Using inductive grammar education, which highlights grammatical constructions and their contextual significance, students are encouraged to see Grammar as a significant part of contextualized language use rather than merely as discrete letters, words, and sentences.

In contrast to the inductive approach, which focuses on grammatical structures utilized in context, Paesani highlighted that critics of inductive approaches to explicit grammar education offer such information, emphasizing content first, followed by form so that the pupil can cognitively recognize the underlying patterns at play (2005, p.16). When using an inductive technique, the instructor first introduces the form in a context that makes sense, such as a paragraph or story, and then asks the class to identify patterns in the language sample. Following students' determination of the form's purpose or meaning, the instructor explains it and then leads them to purposeful, sequential practice.He added that after comprehension is attained, it is in tandem with the creation of significant talk. However, according to Jarold, the inductive approach has become popular, particularly among individuals looking to foster communication skills.

1.5 Teaching Grammar in Context

The fact that many examples are drawn from actual circumstances sets Grammar in context apart from traditional Grammar. Grammar in usage is based on real-world examples demonstrating how writers and speakers use the language to communicate in various scenarios. Grammar instruction should be based on the students' writing or speaking.

Teachers should assign students tasks that illustrate the connection between grammatical items and the discursive contexts in which they occur. This will help them understand that effective communication entails agreeing between the functionalinterpretation and a word's formal, precise suitability to its context (Halliday, 1985, p.88).Grammar and context are frequently so closely linked in real-world communication outside of the classroom that the context and goal of the communication must be considered while making proper grammatical decisions.

Nunan (1993, p. 102) claims that it will be challenging for students to understand how and why different forms exist to express various communicative meanings if they are not given the chance to investigate Grammar in context. One common method of introducing the passive voice to students is to have them read a series of lines in the active voice and then change them to passives by following a model. Tasks that allow students to experiment when using the passive rather than the active are communicatively acceptable and must also be added.

Additionally, according to Carter et al. (2000, p.vii), a number of the examples call for single phrases, just like the majority of grammar books, which frequently demonstrate grammatical patterns using single sentences. However, because context-based Grammar emphasizes the examples, it frequently includes multiple sentences or brief conversational excerpts that demonstrate Grammar in action outside the sentence or the speaker's turn. This method frequently highlights Grammar as a choice and gives the student chances to practice grammatical choice concerning specific language usage scenarios (ibid). We shall distinguish between Grammar as structure and Grammar as a choice to examine Grammar in context.

1.6 The advantages of the inductive approach

1. Rule discovery is taught to learners; this could improve their independence and learning autonomy.

2. The deeper level of learners' cognitive abilities is "exploited."

3. Rather than passively receiving information, the students actively participate in learning. They will be inspired to participate in this activity.

4. The method incorporates students' problem-solving and pattern-recognition skills; this challenge piques the interest of specific learners.

5. Students can improve their language skills further if they work together to solve problems.

1.6.1 Disadvantages of the inductive approach

The following are some drawbacks of an inductive approach:

 1. It takes a lot of time and effort because it helps students understand the rules correctly.

 2. Implicit concepts may cause students to understand the rule incorrectly.

 3. It can put much emphasis on teachers during lesson planning.

 4. It encourages teachers to carefully and methodically design data or materials for instruction.

5. It may irritate students with their learning styles or prior learning experiences (or both) who would prefer to just be told the rule.

1.6.2 Advantages of the Deductive Approach

Using a deductive method has the following benefits:

1. It is direct and concise. As a result, time can be saved. Explaining many rules, particularly those about form, is easier and faster than eliciting them. Based on illustrations. More time for application and practice will result from this.

2. It recognizes how cognitive processes play a part in language acquisition and respects the intelligence and maturity of many pupils, particularly adult learners.

3. For many students, especially those with an analytical learning style, it validates their expectations for classroom instruction.

4. It frees the instructor from having to foresee and prepare for language points in advance, allowing them to be addressed as they arise.

1.6.3 Disadvantages of the Deductive Approach

These are a few potential drawbacks of the deductive method.

1. Some students, particularly younger ones, may find it off-putting to start the course with a grammar presentation. Their metalanguage may be inadequate (i.e., language used to discuss language, like grammar terms). Alternatively, they might not be able to comprehend the underlying ideas.

2. Grammar explanation promotes a transmission-style, teacher-fronted classroom; student participation and engagement are frequently sacrificed for teacher explanation.

3. Unlike other presenting formats, like a demonstration, explanations are rarely as memorable.

4. This method promotes the idea that mastering a language only requires understanding its rules.

1.7 The Difference between Deductive and Inductive Approaches

The main distinction between an inductive and a deductive method is the use of metalanguage in the teaching process, student and instructor roles, and lesson protocols. The top-down hypothesis is the foundation of a logical method where by Grammar principles should be presented and explained before being taught.

For students to first comprehend the grammatical rules and structures, the language is taught from the whole to the parts. After that, students observe the teacher's examples, and at last, they start creating their own. Conversely, the bottom-up hypothesis, which supports the idea that language learners prefer to concentrate on bits rather than the entire, is the foundation of inductive instruction. Given this, the teaching process starts with a context-based text, audio, or image. Second, students study the content to determine the rules on their own. In the end, they provide their instances.

Another important distinction is the function of the instructor. The instructor controls the classroom and uses a logical teaching approach. The teacher's primary responsibility is to present the new grammatical item to the students. The pupils' second responsibility is to create workouts. The instructor is also in charge of setting up and managing the classroom.

In contrast, an inductive instructor assists and guides pupils as they learn grammatical principles independently. Thus, the inductive technique is student-centered, whereas the deductive approach is conventional and teacher-centered.A deductive method employs linguistic terms to make language too descriptive, leading to the idea that language is merely a tool for making descriptions.

1.8 Teacher and Student Participation in the Deductive Approach

1.8.1 The Role of Teachers in Deductive Learning

Teachers are essential when teaching grammar because they ensure pupils comprehend the rules before they are applied. Their involvement includes direct explanation, supervised practice, evaluation, and feedback.

1.8.2 Straightforward Description

The instructor introduces a grammatical rule, frequently with precise explanations and illustrations. For example, while teaching the past simple tense, the instructor gives examples and explains how it is structured (subject + verb in past form):

"I went to school yesterday," for instance. Affirmative

For instance, **"Did you attend school yesterday?"** (Questioning)

Teaching deductive Grammar is successful when explanations are succinct, well-structured, and supported by usage-illustrated examples, claims Thornbury (1999).

1.8.3 Guided Practice

The instructor explains the rule and then offers controlled tasks to help students memorize it. Activities usually consist of:

Complete-the-blank tasks: In the market yesterday, she ___ (went).

Convert the sentence "He writes a letter" to the past simple tense.

According to Celce-Murcia and Larsen-Freeman (1999), these activities guarantee that students use the rule correctly before proceeding to more unrestricted practice.

1.8.4 Monitoring and Feedback

Teachers give prompt comments and monitor their pupils' work closely. They either directly fix mistakes or promote self-correction. For instance, if a pupil writes, "She went to school yesterday," the instructor can point out the error and inquire, "What is the correct past form of 'go'?". Corrective feedback in deductive learning aids in the development of grammatical awareness and precision, according to research by Ur (2012).

1.8.5 Evaluation of Grammatical Understanding:

Teachers use written assignments, tests, and conversational discussions to gauge their students' comprehension. For instance, a brief test consisting of multiple-choice questions about past simple verb forms assesses students' ability to apply the rule appropriately. Assessment ensures that pupils have absorbed the grammatical structure before proceeding to more complicated subjects.

1.9 The Function of Students in Deductive Education

Through practice, inquiry, and reflection, students actively apply grammatical principles as

The teacher guides teaching.

1.9.1 Taking Notes and Listening

Students start by paying close attention to the teacher's lecture and making notes on important grammatical concepts. Writing down guidelines and illustrations solidifies comprehension and serves as a resource for subsequent education (Nation, 2009).

1.9.2 Rules in Practice

1.9.2.1 Implementing Them:

Following teaching, students do tasks that concentrate on the grammar structure that has been introduced. A few examples of tasks are:

-Construction of sentences: Students use the past simple tense to build sentences.

-Student pairs engage in controlled dialogues in which they have brief discussions utilizing the desired format of Questions.

A: What were you up to yesterday?

B: I went to my grandparents' house.

1.9.2.2 Getting Clarification and Asking Questions

Students should proactively request clarification when they are unclear about a rule. For instance, a student might ask, "Why do we use 'did' in questions but not in affirmative sentences?" While primary verbs stay in their base form, the instructor might clarify that "did" is employed as an auxiliary verb in inquiries. Students have better comprehension when they are encouraged to ask questions (Lightbown and Spada, 2013).

1.9.2.3 Self-Repair and Evaluation by Others

After receiving their teachers' comments, students should review their work and fix any errors. Furthermore, learning is reinforced through collaborative correction in peer review activities, where students trade worksheets and verify each other's answers (Richards &Renandya, 2002).

Students can use the norms of organized communication through these exercises (Harmer, 2007).

1.10 Teacher-Student Participation: Obstacles and Solutions

Deductive learning can be difficult, even when it works well:

Challenge 1: Passive Learning: Pupils could unduly rely on their teachers.

Solution: Use interactive exercises, such as games and conversations, to keep pupils interested.

Challenge 2: Having Trouble Using Grammar in Conversation: Some students find it difficult use Grammar in conversation.

The answer is to use narrative and role-playing exercises to encourage organic language usage.

In deductive learning, students actively practice, ask questions, and apply what they have learned. Teachers also provide students withclear instructions, planned activities, and constructive criticism. The harmony between student involvement and instructor direction determines the effectiveness of this strategy. Deductive grammar education can improve students' comprehension and communication skills using interactive components and contextualized practice.

1.11 Teaching grammar in an EFL context

The grammar-translation technique has historically dominated grammar instruction in EFL contexts by translating the target language into native languages. This method clearly emphasizes the need to use the mother tongue to extract the meaning of the target language. For instance, such a strategy requires students to acquire the target language's vocabulary and grammar norms. Grammatical instruction is deductive; students are given examples and rules, instructed to commit them to memory, and then asked to apply the principles to more instances. Thornbury (2006) lists the following seven justifications for teaching Grammar in English language instruction:

According to the fine-tuning thesis, Grammar instruction is a remedy for this type of ambiguity. The fossilization thesis states that teaching Grammar helps students limit the amount of improper Grammar they use.

According to the rule-law argument, grammar instruction provides instructors with an organized framework that can be taught and assessed in sequential phases. It enables students to communicate and feel the language. According to the learner-expectation thesis, grammar instruction gives pupils a more effective and organized educational experience. A teacher may become upset when teaching Grammar to EFL students if they are taught grammatical concepts one at a time. Although students may improve their Grammar, they frequently commit grammatical errors when instructed to write and talk. Solving this case is difficult.

There is no "one size fits all" approach to teaching grammar. As educators, they are free to decide how they present and instruct in a new language; if they discover that their first strategy is ineffective, they can alter it. For example, they can use the PPP approach:

Presentation:

In this initial phase, they require a significant context to demonstrate the usage of this language. They may accomplish this using various methods, such as using a short video clip or photos, drawing on the board with speech bubbles explaining what is occurring, or even mimicking a brief scenario if they feel comfortable with their acting skills.

Practice:

We may engage learners in controlled practice in various ways. These include gap-fill activities, replacement drills, and sentence transformations, rearranging sentences, or matching an image to a sentence. Controlling the activities at this point is crucial to ensuring that the new grammatical structure receives almost all the attention. Manufacturing. In the lesson's last section, give students the opportunity to use the new Grammar more purposefully yet unrestrictedly. Role plays, pictorial cues, "find someone who...", knowledge gaps and interviews are all effective ways to help with this. For example, you may invite students to ask three people what they would do if they won the lotto as part of an interview exercise.

Grammar instruction satisfies students' expectations of what it means to acquire a second language while also enabling them to express themselves properly. This simple method will assist you in efficiently teaching such classes.

Therefore, they need to be knowledgeable, experienced, and skilled in the methods and techniques of teaching English as English instructors. They may utilize these to educate using the right approach and methodology, and they can accomplish the goals set before instruction and learning begin. Materials on parts of speech are also provided to students so they may accurately and appropriately generate English sentences, phrases, and expressions. Teachers can employ a variety of activities, which is another crucial element to remember.

1.12 The place of Grammar in Language Teaching

Grammar is the structure of the language system. According to Greenbaum (1991: 7), there are several reasons why teaching grammar is essential to teaching languages. Among these is the grammatical expertise required frequently necessary for punctuation, is beneficial for interpreting literary and non-literary texts since grammatical analysis can occasionally be a key factor in how a paragraph should be interpreted.

Grammar improves learners' performance in the target languages, according to Nunan (1991, p. 297). Additionally, he stated that kids who lack a basic understanding of Grammar cannot communicate effectively. Lin (2008, p. 3) asserts that Grammar's function is to aid students in understanding the nature of language, which is made up of predictable patterns that enable us to understand what we read, hear, write, and speak. Without Grammar, humans would only be able to convey meaning through specific words or sounds, images, and body language, according to Lin (2008,p.3), Grammar is the foundation of language, and it serves as a tool to aid students in understanding the target language. Grammar provides structured rules for word order, allowing students to construct their own spoken and written language. Students use these grammatical principles in conversation. Furthermore, according to Brown (1994, p. 194), language usage might readily become chaotic and unintelligible without grammatical structure. Grammar serves a variety of purposes and is also involved in communication.

According to Littlewood (1993, p. 2), grammar plays the following main roles in communication: Grammar allows speakers to discuss topics that are not present in the real scenario where people communicate. Put differently, it makes it possible for communication to be decontextualized and fulfills our innate desire to see beyond the present. With the help of Grammar, speakers may communicate ideas that would otherwise be too abstract and delicate. As a result, language can now convey the intricacy of human cognitive processes.

1.13 Grammar and the Four Skills

The foundation for accurate and unambiguous communication is Grammar. It gives us the framework and guidelines for arranging words, phrases, and sentences so that we may effectively communicate our ideas. Correct grammar ensures your intended message is successfully conveyed by removing ambiguity and misunderstanding. Gaining proficiency in Grammar can help you communicate more effectively in English by enabling you to express yourself clearly and confidently.

1.13.1Grammar and Reading

Most research on Grammar's function in L2 reading examined the relationship between students' grammatical knowledge and L2 reading comprehension skills.

According to Kuhn and Stahl's (2003) analysis of reading instruction ideas and studies, teaching L2 readers to break down sentences into meaningful phrases and giving them texts that have already been syntactically segmented significantly improved L2 reading comprehension. In other words, the ability to detect a sentence's syntactic structure, break sentences down into meaningful parts, and identify the syntactic functions of words all play a part in how meaning is constructed from the text.

1.13.2 Grammar and Writing

Understanding grammar is essential to comprehending written materials. You can more readily understand the meaning of phrases and paragraphs when you have a firm knowledge of grammatical principles. The links between words and phrases, the message's context, and the intended emphasis may all be determined with proper Grammar. You can properly extract information, analyze difficult texts, and increase your vocabulary in context by being aware of the Grammar used in written sources.

1.13.3 Grammar and Listening

Grammar is important in spoken conversation; it should be mastered to comprehend what is being heard. Grammar knowledge aids in better-spoken message interpretation and helps listeners predict sentence meaning (Nation and Newton, 2009).To understand the speaker's meaning absolutely, the listener must have prior knowledge of grammatical structures to differentiate what happened in the past from what is happening now.Teaching and learning Grammar will help develop listening abilities by facilitating understanding in real-time interactions (Field, 2008).

1.13.4 Grammar and Speaking

Proficiency in Grammar fosters confidence while speaking English. You can create grammatically sound sentences, employ suitable verb tenses, and express your thoughts clearly when you have a solid understanding of Grammar. You can participate in debates, have conversations, and express yourself clearly when you have this confidence. Stronger

interpersonal relationships and more successful communication result from your ability to comprehend and analyze what people are saying.

Conclusion

In conclusion, this chapter clarified grammar, grammar teaching strategies, and grammar instruction techniques. Additionally, it clarified the idea and some associated topics, such as its significance and function in raising students' language proficiency. In addition to methods that have been used for a long time, their successful strategies eventually give way to new methods that take their place due to imperfections in the method or in how it is applied. Because it demonstrated how to teach grammar using rules and examples, as well as how to teach grammar using both inductive and deductive approaches. Overall, this chapter presents the strategies and techniques that attempted   to facilitate effective grammar instruction.

Chapter Two

Research Design

1.1 Introduction

This chapter discusses the research methodology and research design for a study on the role of deductive grammar in improving English learning. It details data collection procedures, including questionnaire distribution to first and second-year students and interviews with four teachers, and provides insights into the methods used for analyzing both qualitative and quantitative data.

1.2 Research Methods

In contrast to employing each technique separately, the study employs a mixed-methods approach to collect, evaluates, and integrates quantitative and qualitative data in a single study, to enhance knowledge of research topics. The goal of this technique is to efficiently collect, analyze, and integrate data. To put it another way, researchers can answer research questions with enough breadth and depth when they employ mixed methods, which also makes it easier to extrapolate the findings and implications of the issues to the entire population (Enosh, Tzafrir, &Stolovy, 2014). For instance, a researcher can gather data from a large number of participants by using a quantitative technique, which increases the likelihood that the findings can be applied to a larger population. The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honouring the voices of its participants. In other words, whereas quantitative data promote a wide review about the subject, qualitative data offer a deeper perspective, In addition to that quantitative research results may be controlled by those from qualitative methods and the other way around

1.3 Context and Setting of the Study

1.3.1 Instruments of Data Collection

The practice of obtaining information for a research study utilizing a variety of instruments in order to accomplish particular goals and offer precise responses is known as data collecting. Based on student questionnaires and interviews, this study combines quantitative and qualitative methodologies. In the situation of research study different strategies are typically utilized to confirm data reliability and compelling results. This study combines both qualitative and quantitative data, the former contribute a detailed view of how deductive grammar has an

impact in English learning while the later supplies statistically derived results to get the intended outcomes, and a mixed technique approach is thus employed.

1.3.2 Sample and Participants

During the current academic year, the present study was conducted at Lycée Boudiaf Mohamed in an actual educational setting. Students from both first- and second-year classes made up the sample. To maintain neutrality and to reflect the school's larger student body, these pupils were chosen using a random selection procedure. Male and female students with different levels of English proficiency made up the total number of participants. They were generally between the ages of 15 and 17, which is the average age range for these levels of schooling in the secondary school system in Algeria. This varied sample made it possible for the study to record a variety of learner reactions and behaviours, especially with regard to their involvement with grammar lessons and general language acquisition experiences.To increase the validity and dependability of the results, the study sought to monitor natural interactions and outcomes in a genuine classroom setting.

1.4 Procedure of Data Collection

Both an interview and a questionnaire are utilized to collect the relevant data required to address the research objectives of the study. A questionnaire is initially presented to First and second-year learners to complete. A questionnaire is given to the pupils, who are then requested to replywiththeir opinions and experiences about grammar and the two methods (deductive and inductive) as a teaching aid to raise their proficiency in English. Following an analysis of the student data gathered, interview questions are created to enable in-depth interviews with English teachers employed by the Lycée. These interview questions were created with the learners' questionnaire replies in mind, seeking their thoughts on how the deductive grammar technique affects English language acquisition. Therefore, the mixed method technique is themost suitable for carrying out this study.

1.4.1Questionnaire

A questionnaire was developed in accordance with the literature review in the first chapter of the current dissertation in order to collect enough data for our investigation.   Its objective is to better comprehend the backgrounds, perspectives, and attitudes of the pupils regarding the subjects.

Discussed in the section on theory. The researcher employs a questionnaire, which is a set of structured questions, to get information from respondents' answers.

Question sequence: In order to guarantee the qualityof the respondents' responses, the researcher took into account the question-sequence when developing the questionnaire. The questions are arranged to reduce the possibility of misconceptions and to increase the getting more trustworthy information. To maintain the respondents' incentive to answer to the questions, open-ended questions are postponed until the very end.

1.4.2 Formulating the Questions

Since any misinterpretation of the questions might compromise the validity of the data, the researcher makes an effort to steer clear of difficult and perplexing ones. Furthermore, the researcher did not pose leading questions that might have affected the informants' opinions or viewpoints. Following careful consideration of the questions' phrasing, basic, well-known terms are employed in accordance with the students' proficiency level, and unclear interpretations are avoided. First and Second-year students were given a self-administered questionnaire.

Forty-fivelearners were given the questionnaire in order to collect information on their opinions regarding deductive grammar and how it can help them learn English. Ten (10) questions make up this test, and they are separated into two groups: open-ended questions, which ask students to provide their own responses, and multiple-choice questions, which require students to choose one response from a list of options. There are three sections to the questionnaire:

Section A: students background information.

Section B: Student's experiences with grammar learning

Section C: Challenges and suggestions for effective grammar learning.

1.5 Procedures of Data Analysis

As was mentioned after tacklingthe research tools, it is impossible to demonstrate the instruments' dependability for reliable data without a methodical approach, whichincludes testing the equipment before using it and takingobservation notes.

1.6 Research Design

The current study used a mixed-method methodology, incorporating both qualitative and quantitative research techniques. The researcher asked 45 students to complete a questionnaire in the study's initial phase, then, during the main phase, an interview with Boudiaf Mohamed's five EFL instructors were present. This research design was used to carry out the study:
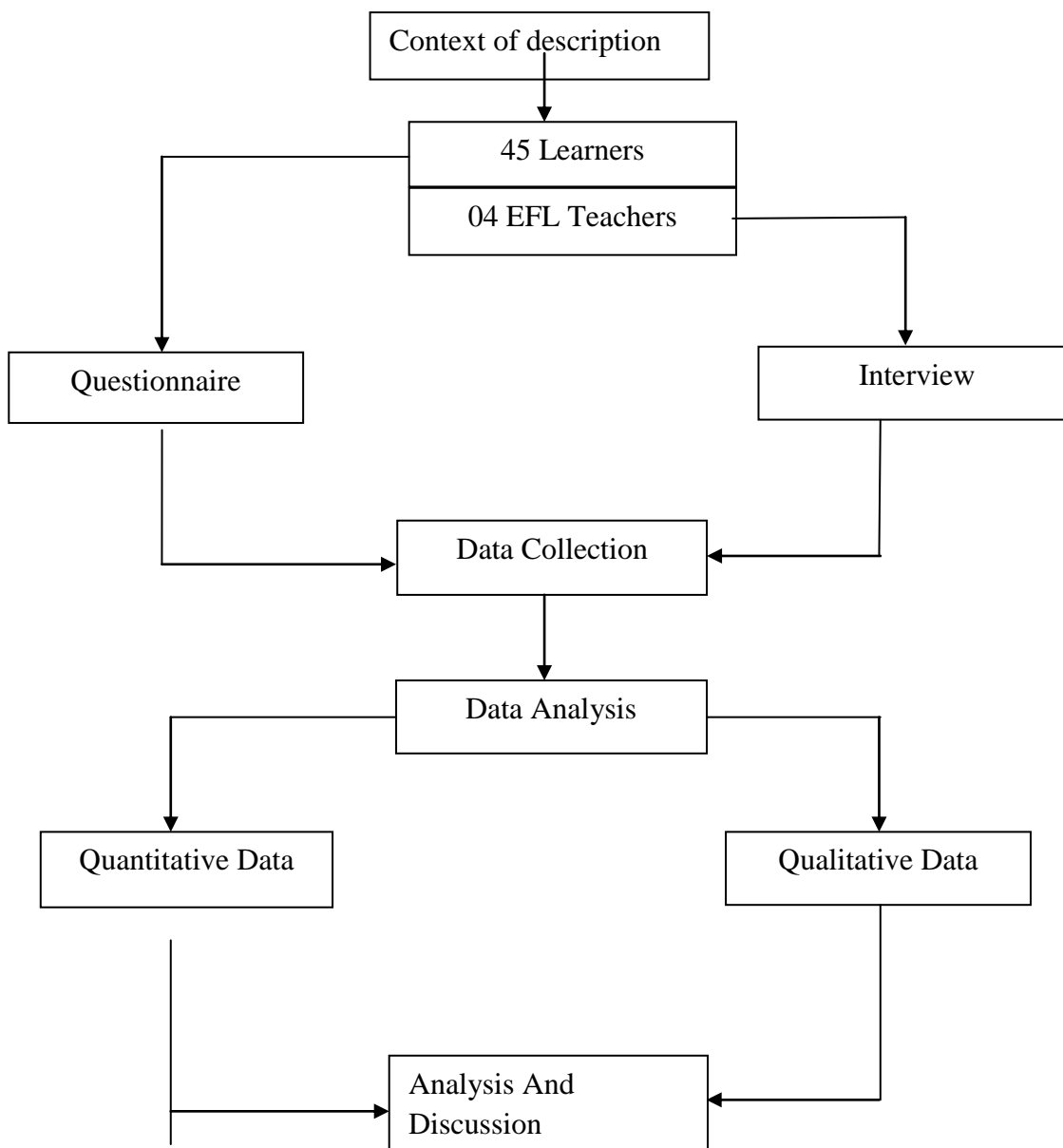

Figure 2.1 Design of the Research

Figure 4:Design of the Research

1.7 Teacher's Interview

 Four English teachers were especially interviewed at Boudiaf Mohamed. The researcherinterviewed to find out how teaching deductive grammar may enhance students' learning. There are four (04) questions in the interview that were questioned in person by the worried educators.

1.8 Setting and Participants

As mentioned before, the interview was conducted precisely in the secondary school. It involved five (04) English language teachers and was conducted in an organized manner. Questions on the teacher's teaching experience asked by the interviewer

the professors graciously provided answers on grammar. The interview was done with the participants in person. During the 15–30-minute interview, open-ended questions were asked.

1.8.1 Qualitative Analysis

The purpose of the qualitative analysis is to gather, characterize, and explore data in order toconclude how well deductive grammar improves English language acquisition. In this study, a qualitative technique was used by the researcher to examine the collected data. Within the current study, responses were first collected, and then examined, and lastly, findings were given after a thorough examination of the matter at hand.

1.8.2 Quantitative Analysis

A quantitative method is used for the analysis of the collected data. They are transferred and translated into several representations using tables, bar graphs, and pie charts. The quantitative analysis is to examine respondents' responses and make inferences about the role of deductive grammar in the study of English. This suggests that the researcher receives numerical data from the quantitative method for data analysis, which is useful for comparison and conclusion-making. Data collection, processing, and computerization for statistical analysis are also done.

Section Two:Research Methodology

2.1The Procedure of the Research

Action research is, quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. The main role of action research is to facilitate practitioners to study aspects of practice. Carrying out action research is all about developing the act of knowing through observation, listening, analyzing, questioning, and being involved in constructing one's knowledge (Koshy, 13, 14, and 15).

 -According to Elliott (in Hopkins, 1993), the essentials of action research design are as follows:

1-Initially, an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some forms of interventional strategy as named Bey Elliot (The reconnaissance & general plan).

2- Then the intervention is carried out (The action in action research).

 3-During and around the time of the intervention, pertinent observations are collected in various forms (Monitoring the implementation by observation).

4-The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implementable solution for) the problem is achieved (reflection & revision)

-Elliot (1991, 69) notes that action-research might be defined as _the study of a social situation to improve the quality of action within it'. It aims to feed practical judgment of action situations, and the validity of the 'theories' hypotheses it generates depends not so much on scientific 'tests of truth' as on their usefulness in helping people to act more intelligently and skilfully. In action research, 'theories ' are not validated independently and then applied to practice. They are validated through practice. When deciding on the topic of our research, we should give thought to the extent of our influence on the matter in question. Secondly, we should weigh some other factors related to the topic, such as whether it is of interest and whether it is worth the time and energy, we will have to invest in it (Ferrance, 2000, 10).

2.2.1 Gather Data

Data collection is the second step that should not be skipped before acting. Data can be gathered in a variety of ways, including focus groups, questionnaires, anecdotal records, checklists, journals, audio recordings, field notes, interviews, portfolios, diaries, and photos. Individual documents, test results, video recordings, case studies, surveys, and reports

2.2.2 Interpret Data

The analysis and identification of key themes are part of this step. Teachers may utilize individual, subgroup, or classroom data in relation to the question. Technical help or the use of statistics is not necessary for the analysis of some of the data because they can be quantified.

Tables can be used to summarize other kinds of data, like checklists, attitudes, or opinions.Unquantifiable data can be approached holistically with the notes of important elements and themes (Ferrance, 2000,12). After we have passed through all the three previous stages, we can start planning an action based on the data we have collected. The action aims to change something as well as to study1 the change. We should not forget that only one variable requires alteration, since when more changes are made, it is difficult then to put a finger on the action which led to certain results. While applying innovations, we should carry on with data collection and documenting ourperformance (Ferrance, 2000, p. 12).

2.2.3 Evaluate Results

Assess the impact of the change on the situation and whether it has resulted in some Improvement. In case it led to improvement, do the data provide clear evidence? In the Opposite case, it is worth considering an alternative change that would reflect more satisfying Results (Ferrance, 2000, 12).

2.3 Techniques for Collecting Data

Ferrance (2000, 11) states the collection of data is an important step in deciding what actions needs to be taken. Multiple sources of data are used to better understand the scope of Happening in the classroom or school. There are many vehicles for collection of data listed By Eileen as follows:

Interviews Diaries Audio tapes Memos Focus groups Checklists Individual files Videotapes Surveys Records-tests , report cards,	Portfolios Field notes Photos Questionnaires Logs of meetings Anecdotal records Journals Case studies Self assessment

- In this research, data will be gathered from both questionnaire and interview. As stated by Ferrance (2000, p.13) action research aids "identify additional questions raised by the data and plan for additional improvements, revisions, and next steps".

Regarding data collection, it is advised to use two distinct approaches, as was previously mentioned. For this purpose, the researcher believes that questionnaires and interviews are the most suitable methods.

Therefore, the following lines are devoted to the description of these methods outlined by
C.R. Kothari.

2.4 Methods of Data Collection

Following the definition of a research problem and the development of a research design or plan, the task of data collection commences. There are two types of data that the researcher should consider when choosing the data collection method for the study: primary and secondary. The primary data are those that are newly gathered and initially collected, making them unique in nature.

Conversely, secondary data are those that have previously been gathered by another party and subjected to statistical analysis. The researcher would need to choose one or the other data collection method based on the type of data he would be using (and thus gathering) for his study. Primary data must be gathered initially, whereas secondary data collection involves only compilation. As a result, primary and secondary data collection methods are different. We outline the various approaches to data collection along with their benefits and drawbacks.

2.5 Collection of Primary Data

When conducting experimental research, we gather primary data while conducting experiments. However, when conducting descriptive research and conducting surveys, such as sample or census surveys, we can obtain primary data through personal interviews or direct communication with respondents in one way or another.

* This translates to:

 * An experiment is an inquiry in which a variable or factor being tested is isolated and its effect or effects are measured. An experiment is a deliberate experiment in which the researcher measures the results. The term survey describes a technique for gathering data on a phenomenon from all or a chosen subset of respondents in the relevant universe. The researcher looks at things that happen in the universe regardless of what he does in a survey.

Primary data can be gathered in a variety of ways, especially for surveys and descriptive studies. Among the most significant are:

In-person interviews, questionnaires, schedules, and other methods such as warranty cards, distributor audits, pantry audits, consumer panels, mechanical devices, projective techniques, depth interviews, and content analysis are among the methods used:

2.5.1 Interview Method

The interview method of data collection entails presenting oral-verbal stimuli and receiving responses in the form of oral-verbal responses. This approach can be applied to in-person interviews as well as, if feasible, phone interviews.

(A) Personal interviews: The personal interview method involves an interviewer asking questions of the other person or people in person.

(Occasionally the interviewee may also ask specific questions, to which the interviewer replies; however, the interviewer typically starts the conversation and gathers the data.) This type of interview could be an indirect oral investigation or a direct personal investigation. Direct personal investigation requires the interviewer to personally gather information from the relevant sources.He must be present and meet with those from whom information must be gathered.

This approach works especially well for in-depth research. However, in some situations, it might not be feasible or beneficial to get in touch with the individuals in question directly, or the broad scope of the inquiry might preclude the use of the direct personal investigation technique. In these situations, an indirect oral examination may be used, in which the interviewer must cross-examine additional people who are thought to be knowledgeable about the issue being looked into and record the information gathered. This approach is used by the majority of government-appointed commissions and committees that conduct investigations.

The process of gathering data through in-person interviews is typically conducted in an organized manner. We refer to the interviews as structured interviews as a result. Such interviews are conducted using highly standardized recording techniques and a predetermined set of questions. Therefore, in a structured interview, the interviewer adheres to a strict protocol that is distinguished by a flexible approach to questioning. Askingquestions in the prescribed format and sequence.

Unstructured interviews, on the other hand, are distinguished by a flexible approach to questioning. Unstructured interviews do not adhere to a set of pre-planned questions or information-gathering standards. In a non-structured interview, the interviewer has much more latitude to ask follow-up questions if necessary or, if circumstances warrant it, to leave out specific questions. He might even rearrange the questions. When recording the responses, he has comparatively more latitude to include some details and leave out others. However, this kind of flexibility makes it impossible to compare one interview to another, and it takes a lot more effort and time to analyze unstructured responses than it does to analyze structured ones from structured interviews.Unstructured interviews also require the interviewer to have extensive knowledge and a higher level of skill. However, in exploratory or formulative research studies, unstructured interviews are the primary method of gathering data. However, we frequently employ the structured interview technique for descriptive studies due to its lower costs, safe foundation for generalization, and comparatively low interviewer skill requirements. We might as well discuss non-directive interviews, clinical interviews, and focused interviews.

-The purpose of a focused interview is to draw attention to the respondent's experience and its consequences. Under it, the interviewer is free to choose how and when to ask the questions, as well as to delve into the interviewee's motivations and reasons. In a focused interview, the interviewer's primary responsibility is to limit the respondent's conversation to topics he wants to discuss. These interviews make up a significant portion of unstructured interviews and are typically employed in the formulation of hypotheses.

- The clinical interview focuses on the person's life experiences or on broad underlying motivations or feelings.

The interviewer is typically free to choose how to extract information under it. The role of the interviewer in a non-directive interview is to simply encourage the respondent to discuss the subject matter while asking as few direct questions as possible. A thorough expression of the respondents' thoughts and feelings, as well as the context in which they acquire personal significance, is frequently sparked by the interviewer.

The main benefits and drawbacks of in-person interviews can be broadly listed, notwithstanding the differences in interviewing techniques.

The following are the main advantages of the interview method:

(a) It is possible to get more details, and in greater detail at that.
(b) The interviewer can overcome any resistance from the respondents using his own skills; the interview process can be adjusted to produce a nearly flawless sample of the general population.

(c) This method offers more flexibility because it makes it possible to restructure questions at any time, particularly during unstructured interviews.

(d) This method makes it easy to obtain personal information as well.

(e) Samples can be managed more successfully because missing returns are not an issue; non-response is typically very low.
(f) The person or people who respond to the interview can typically be chosen by the interviewer. Using a mailed questionnaire approach makes this impossible. Discussions in groups may also be held if that is desired.

(g) Unlike when a questionnaire is mailed, the interviewer may catch the informant off guard and elicit the most spontaneous responses.

(h) Misunderstandings regarding the questions can be prevented by tailoring the interview's language to the interviewee's aptitude or educational background.

(i) Additional details regarding the respondent's environment and personal traits can be gathered by the interviewer, which is frequently very helpful when interpreting the results.

However, the interview method has some drawbacks as well. The following can be listed as some of the significant weaknesses:

(1) The technique is highly costly, particularly when a sizable and dispersed geographic sample is used.

(2) Both the interviewer's and the respondent's bias is still a possibility, and interviewers' oversight and control continue to be a headache.

(3) Some respondents, such as high-income individuals or prominent officials or executives, might be difficult to reach using this method, and as a result, the data might not be sufficient.

(4) This approach takes a lot longer, especially if there is a large sample size and the respondents need to be recalled.

(5) The respondent may become overstimulated by the interviewer's immediate presence, occasionally even to the point where he divulges made-up information to spice up the conversation.

(6) The organization needed for field staff selection, training, and supervision is more complicated and faces significant challenges under the interview method.

(7) Interviewing can occasionally result in systematic errors as well.

(8) A successful interview requires a good rapport with the interviewee in order to encourage candid and open communication. This is frequently a very challenging prerequisite.

-Pre-requisites and basic tenets of interviewing:

Interviewers must be carefully chosen, educated, and briefed in order for the interview method to be implemented successfully. They must have the requisite technical proficiency and real-world experience, as well as be truthful, sincere, diligent, and unbiased.

To make sure interviewers are not cheating or deviating from the guidelines provided to them for effectively carrying out their duties, field checks should be conducted regularly. In order to take the proper action if some of the chosen respondents refuse to cooperate or are unavailable when an interviewer calls on them, some preparation should also be done beforehand.

Conducting interviews is an art that is guided by specific scientific principles. In order for interviewees to feel comfortable conversing and discussing with them, every attempt should be made to establish a friendly, trustworthy, and confident environment. The interviewer must ask thoughtful, appropriate questions and accurately and thoroughly record the interviewee's answers. In addition, the interviewer must address any valid questions the respondent may have asked and allay any concerns they may have had. Friendly, polite, conversational, and objective is how the interviewer should conduct themselves. The interviewer should not show surprise or disapproval of a respondent 's answer, but he must keep the direction of the interview in his own hands, discouraging unrelated conversation and doing everything in your power to keep the respondent on course.

(b) Telephone interviews: In order to gather information, this technique entails calling respondents. Despite being a relatively uncommon approach, it is crucial to industrial surveys, especially in developed nations. The main advantages of this kind of system are: 1. It is more adaptable than the postal method.
2. It is a quick way to get information and is quicker than other methods.
3. It is less expensive than conducting in-person interviews; the cost per response is comparatively low.

4. it's easy to recall; callbacks are quick and easy

5. Response rates are higher than with the mailing method; non-response is typically very low

6. Responses can be recorded without making respondents feel embarrassed

7. The interviewer can more easily explain requirements

8. Sometimes, access can be gained to respondents who otherwise cannot be contacted for one reason or another

9. No field staff is needed

10. A representative and wider distribution of sample is possible.

However, this information collection system has some drawbacks, some of which may be highlighted:

1. Respondents are not given much time to think through their responses; in most situations, the interview time does not go beyond five minutes.

2. Only those who have access to a telephone are eligible to participate in surveys.

3. Cost considerations may limit extensive geographic coverage.

4. It is not appropriate for lengthy surveys that call for thorough responses to a number of questions.

5. The possibility of the bias of the interviewer is relatively higher.

6. Because probes are hard to manage, questions must be brief and direct.

2.5.2 Collection of Data through Questionnaires

This technique to data collection is very common, especially for large-scale investigations. Research professionals, private citizens, public and private organizations, and even governments are   embracing   it. This method involves sending a questionnaire to the relevant parties, usually via postal mail, asking them to respond to the questions and send the questionnaire back. A questionnaire is a form or collection of forms with several questions typed or printed in a specific order. Respondents receive the questionnaire by mail, and it is expected that they will read it, comprehend its questions, and write their answers in the designated space on the questionnaire. The questions must be answered by the responders independently.

Most often used in business and economic surveys, the data collection method involves mailing questionnaires to respondents. The following are the benefits that this approach is said to offer:

1. Even when the universe is vast and geographically dispersed, the cost is minimal.

2. The responses are in the respondents' own words and are not influenced by the interviewer's bias.

3. Respondents have enough time to provide thoughtful responses.

4. It is also convenient to contact respondents who are difficult to reach.

5 Large samples can be made use of and thus the results can be made more dependable.

Here is a list of this system's primary drawbacks:

1. A low percentage of properly completed questionnaires are returned; bias resulting from non-response is frequently unknown.

2. Only when respondents are cooperative and well-educated can it be used.

3. After the questionnaire is sent, control over it might be lost.

4. Because it is difficult to change the strategy after the questionnaires have been sent out, there is inherent rigidity.

5. It is also possible for some questions to have unclear answers or no answers at all; it can be challenging to interpret omissions.

 6. The representativeness of willing respondents is hard to determine.

7. This approach is probably the slowest one.

   Conducting a pilot study (pilot survey) to test the questionnaires is always advised prior to utilizing this method. A pilot survey is extremely important in a large investigation. The pilot survey is a copy and practice run of the primary survey. Because the survey is carried out by professionals, it highlights any shortcomings in the survey methods and questionnaires. Through the experience acquired in this manner, progress can be made.

   Key components of a questionnaire: A questionnaire is frequently regarded as the central component of a survey. It should therefore be built with extreme care. If the survey is not set up correctly, it will undoubtedly fail. Because of this, we must examine the primary components of a questionnaire, including its general structure, question order, and formulation and wording. Regarding these three primary components of a questionnaire, researchers should take note of the following:

1. General form: A questionnaire can be classified as either structured or unstructured in terms of its general form. Questionnaires with specific, concrete, and pre-planned questions are known as structured questionnaires. Every respondent receives the questions in the same order and with the exact same wording. This kind of standardization is used to make sure that every respondent answers the same set of questions. The question format can be either closed (i.e., yes/no) or open (i.e., allowing

for a free response), but it should be stated beforehand rather than created as it is being asked.

Additionally, structured questionnaires may contain fixed alternative questions, where respondents' answers are restricted to the options listed. Therefore, a highly structured questionnaire is one in which all questions and responses are predetermined and there aren't many remarks made in the respondent's own words. Questionnaires that lack these features are referred to as unstructured or non-structured questionnaires. More precisely, we can state that in an unstructured questionnaire, the interviewer is given a general guideline regarding the kind of information that should be collected, but he is primarily responsible for formulating the questions and, to the greatest extent feasible, recording the responses in the respondent's own words; Tape recorders may occasionally be utilized to accomplish this.

Analyzing structured questionnaires is reasonably priced and easy to do. It can occasionally be easier to grasp the question's meaning when alternate responses are provided. However, these kinds of surveys also have drawbacks. For example, structured questionnaires cannot collect a wide range of data, and respondents' own words cannot be used to do so. When the goal of an investigation is to find out attitudes and the causes of particular behaviours or emotions, they are typically regarded as inappropriate. They are also inappropriate when investigating a problem and looking for potential solutions. Unstructured questionnaires can be used successfully in these kinds of circumstances. Next, using the outcomes of pretest (testing before final use) operations using unstructured questionnaires,for the primary study, a structured questionnaire can be created.

2. Question sequence: A researcher should consider the question-sequence when creating the questionnaire in order to make it effective and guarantee the quality of the responses received. The likelihood of individual questions being misinterpreted is significantly decreased when the questions are asked in the correct order. The order of the questions must be clear and fluid so that the respondent can easily understand how one question relates to another. The questions that are the simplest to answer should be asked first. The initial questions are especially crucial since they have the potential to shape the respondent's mindset and elicit the cooperation that is sought. Human interestshouldbepiqued by the opening questions :

1. Inquiries that overtax the respondent's memory or intellect

 2. inquiriesabout their personalities

3. Inquiries about their wealth, etc.

A connecting thread should run through each subsequent question, and after the opening questions, we should have questions that are truly essential to the research problem. It is ideal for the question sequence to align with the respondents thought process. Knowing what data is needed, the researcher can reorder the questions (which is feasible with an unstructured questionnaire) to suit the topic of discussion in each instance. The best way to determine the question sequence in a structured questionnaire, however, is to use a pilot survey. This will probably result in a positive rapport with the majority of respondents.

It is necessary to move relatively challenging questions to the end so that a significant amount of information will have been gathered, even if the respondent chooses not to answer them. The researcher should therefore always keep in mind that the answer to a particular question depends not only on the question itself but also on all earlier questions. The question sequence should typically proceed from the general to the more specific. For example, if one question asks about the typical price of coffee and the next asks why a certain brand is preferred, the latter question's response might be primarily about price differences.

3. Question formulation and wording: Regarding this part of the questionnaire, the researcher should point out that every question needs to be extremely clear because any kind of misunderstanding could cause a survey to be irreparably damaged. In order to avoid providing a skewed view of the actual situation, the question should also be objective. It is important to design questions so that they make sense as part of a carefully considered tabulation strategy. All questions should, in general, adhere to the following criteria: (a) be simple, meaning they should only express one idea at a time; (b) be easy to understand; and (c) be concrete and as close as possible to the respondents thought process.(For instance, instead of asking. ―How many razor blades do you use annually? ‖ The more realistic question would be to ask, ―How many razor blades did you use last week?‖

There are two main types of questions that we can discuss: multiple-choice questions and open-ended questions. In the former, the respondent chooses from among the options presented to him, while in the latter, he must provide the response in his own words. A question that has only two possible answers—typically "Yes" or "No"—can be referred to as a "closed question" or as a special instance of a multiple-choice question. Every possible question format has some benefits and drawbacks. However, the primary

disadvantage of fixed alternative questions is that they have the potential to "put answers in people's mouths," meaning that they may compel a statement of opinion on a topic on which the respondent actually has no opinion. They are inappropriate when the problem being studied is complicated and when the researcher is interested in examining a procedure.

Open-ended questions are thought to be more appropriate in these circumstances because they allow the respondent to freely respond instead of being restricted to a list of predetermined options. The respondent has a great deal of freedom in how they formulate their response to such questions.

It is rare to find a situation in practice where a questionnaire only uses one type of question. The different forms are complementary to one another. Because of this, a single questionnaire contains questions of various types. For example, a structured questionnaire, especially one that is sent by mail, is based on multiple-choice questions. To give a fuller picture of the respondent's sentiments and attitudes, however, several open-ended questions are typically included even there.

Since the wording of questions greatly influences the reliability and significance of the results, researchers must pay close attention to it. Words should be carefully chosen because they have the potential to influence responses. It is best to use straightforward language that all responders are familiar with. It is necessary to stay away from words with unclear meanings. Likewise, words with emotional overtones, catchphrases, or danger words ought to be avoided. Additionally, care must be taken when using expressions that cast doubt on the respondent's reputation. The wording of the question should never influence the response. Crafting and crafting questions is a skill that requires practice.

Essentials of a good questionnaire: For a questionnaire to be successful it should be relatively brief and straightforward; in other words, it should be as small as possible. From simple to more complex questions, the order of the questions should make sense. Intimate and personal inquiries ought to be saved for last. A questionnaire should not contain technical terms or ambiguous expressions that could be interpreted differently.

There are three types of questions: open-ended, multiple-choice, and dichotomous (yes/no).

The latter kind of questions should be avoided in a questionnaire as much as possible because they are frequently challenging to analyze. The questionnaire should include a few control questions to gauge the respondent's dependability.

For example, a question intended to ascertain the consumption of specific material might be asked.

* Interviewer bias is the degree to which an interviewer's actions or attitudes change the meaning of an answer.

First, in terms of money spent, and then, in terms of weight. Therefore, a cross-check is introduced by the control questions to determine whether or not the data gathered is accurate. It is best to steer clear of questions that could influence respondents' opinions. To aid in editing and tabulation, the questionnaire should have enough room for responses. Always allow for signs of uncertainty, such as "do not know," "no preference," and so forth. The questionnaire itself should always include brief instructions on how to complete the survey. Last but not least, the way a questionnaire looks influences the cooperation the researcher gets from the respondents. For this reason, an attractive questionnaire is favorable for obtaining cooperation, especially in mail surveys.

The quality of the paper, along with its colour, must be good so that it may attract the attention of recipients.

2.6 Technique of Analysing Data

Once the classroom action research has been completed, the researcher must analyze the findings. Two types of data are used to support the findings. One type of data is numerical or quantitative data. The data is derived from a Questionnaire given to forty-five students from first- and second-year at Boudiaf Mohammed. Data analysis and discussion of the research findings will be covered in the third chapter of this study, which will analyze the information obtained from the questionnaire. To determine whether deductive grammar aids in English learning.

2.7 Limitations of the Study

It is crucial to highlight the difficulties faced during the research process in any study. It offers a candid assessment of the study's parameters and scope, providing information on the potential influences on the research findings.

The limited number of questionnaire respondents compromises the validity, reliability, and generalizability of the results, which is one of the research's many shortcomings. Reduced

statistical power was another effect of this restriction. Time restrictions are an additional restriction that could have a major impact on the viability and quality of the study.

In addition, the researcher found that most people did not cooperate with the study.

2.8 Conclusion

With a comprehensive summary of the methodology used to examine how deductive grammar can improve English language learning, this chapter fulfilled a descriptive function. Information regarding the research's sample population is included in this chapter. It also illustrated the ethical issues and described the research techniques used to gather data. This chapter concluded by acknowledging the limitations of the study.

Chapter three

Data analysis and Recommendation

3.1 Introduction

The sample population, research methodology, and design were all covered in the previous chapter. In the meantime, the current one will collect facts and analyze the information gathered. The data gathered from the various research tools previously discussed enabled the researcher to gain a significant understanding of the deductive grammar method. Additionally, the study's key findings are presented and converted into various formats, including tables, paragraphs, and pie charts .This chapter focuses on discussing and interpreting the results from the teachers' interview and the students' questionnaire.

3.2 Analysis and Interpretation of the Findings

This chapter focuses on discussing and interpreting the results from the teachers' interview and the students' questionnaire.

3.2.1 Analysis of the Student's Questionnaire

Forty-five students were given the questionnaire during the second term of the 20224–2025 academic year. It is employed in the current study to support the research hypotheses and to collect student viewpoints on how teaching deductive grammar can enhance their English language proficiency.

Section One: Background information
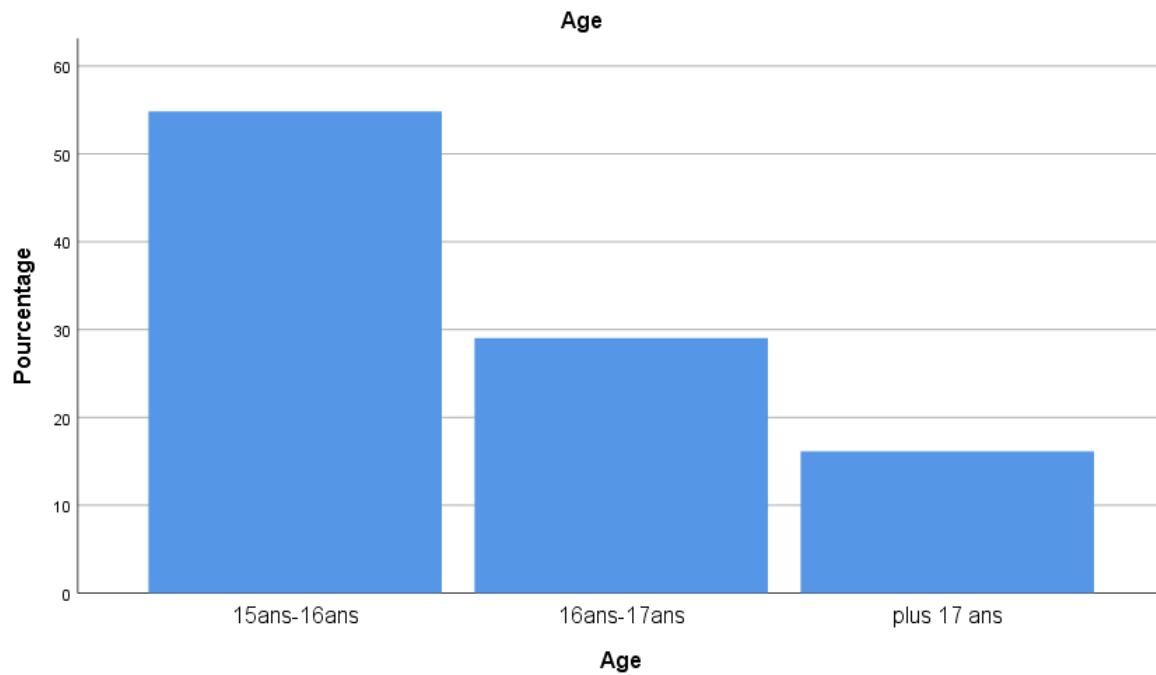
      Question 1: student's age

Figure 01: Age Distribution of Students.

Figure 5 Age Distributionof Students

The above graph shows that 55% of participants were between 15 and 16 years old. 29% were between 16 and 17 years old. The lowest percentage was 15% of students whose ages were more than 17 years old.

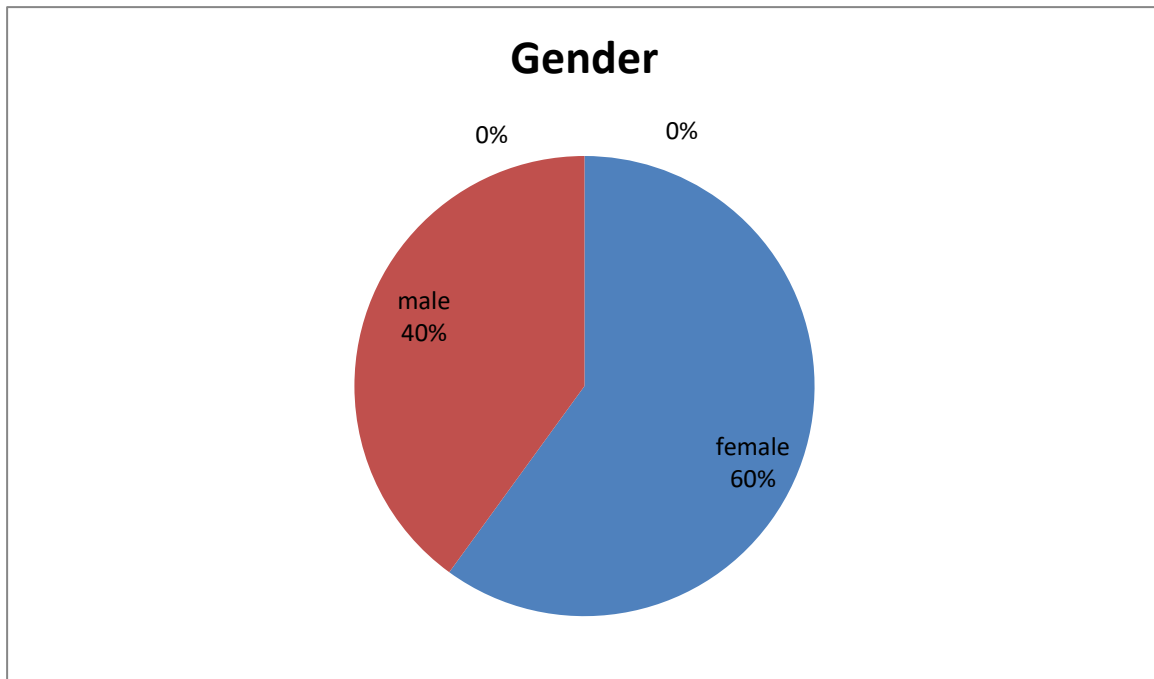**Question 2: Gender**

Figure 02:Gender Background of Participants.

From the gathered results, it shows that the majority of participants were female 60%,whereas the males were just 40%.

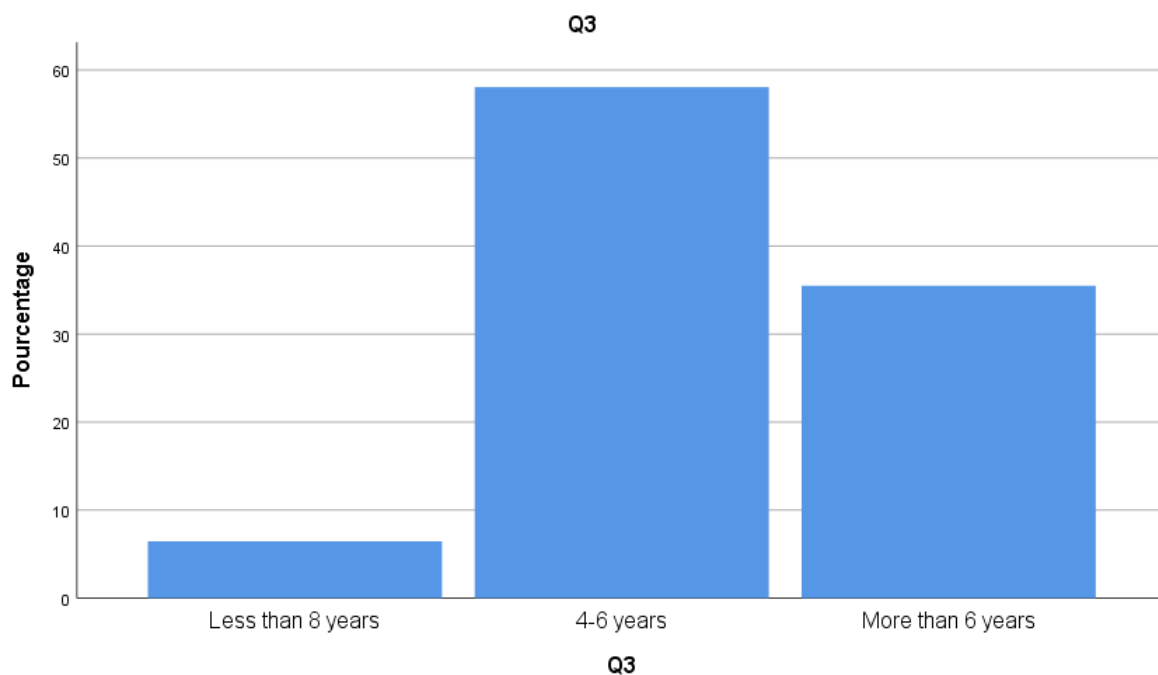**Question 3:How long have you been learning English**

Figure 03 Duration of English Learning.

Figure 7:Duration of English Learning

The data reveal that the majority of participants, 58%, were learning English for 4 to 6 years. While 35% were learning English for more than 6 years. And only a small percentage of 7% have been learning English for less than 8 years.

Section B: Your experience with grammar learning

Question 4: Do you enjoy learning English
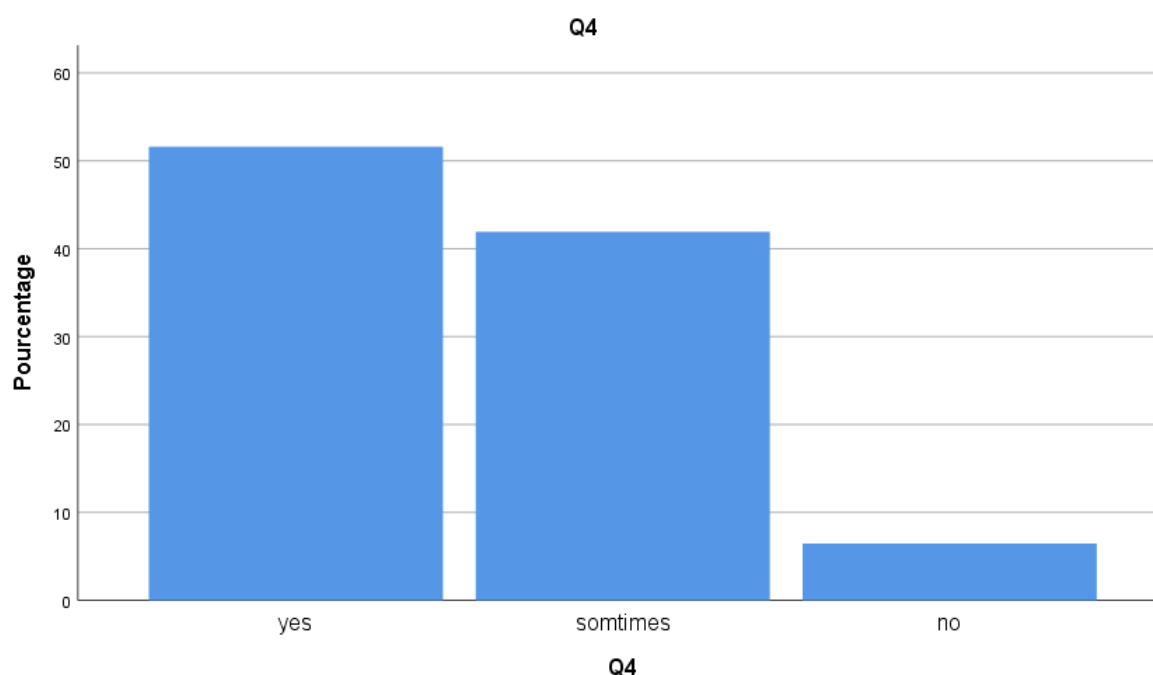
Figure 04: Students' Enjoyment of Grammar Learning.

Figure 8:Students' Enjoyement of Grammar Learning

The graph illustrates that 50% of participants enjoy learning English grammar. Whereas 42% of students stated that they enjoy only sometimes. The rest of the participants, 8%, responded that they do not enjoy learning English grammar.

Question 5: What helps you most when learning grammar?
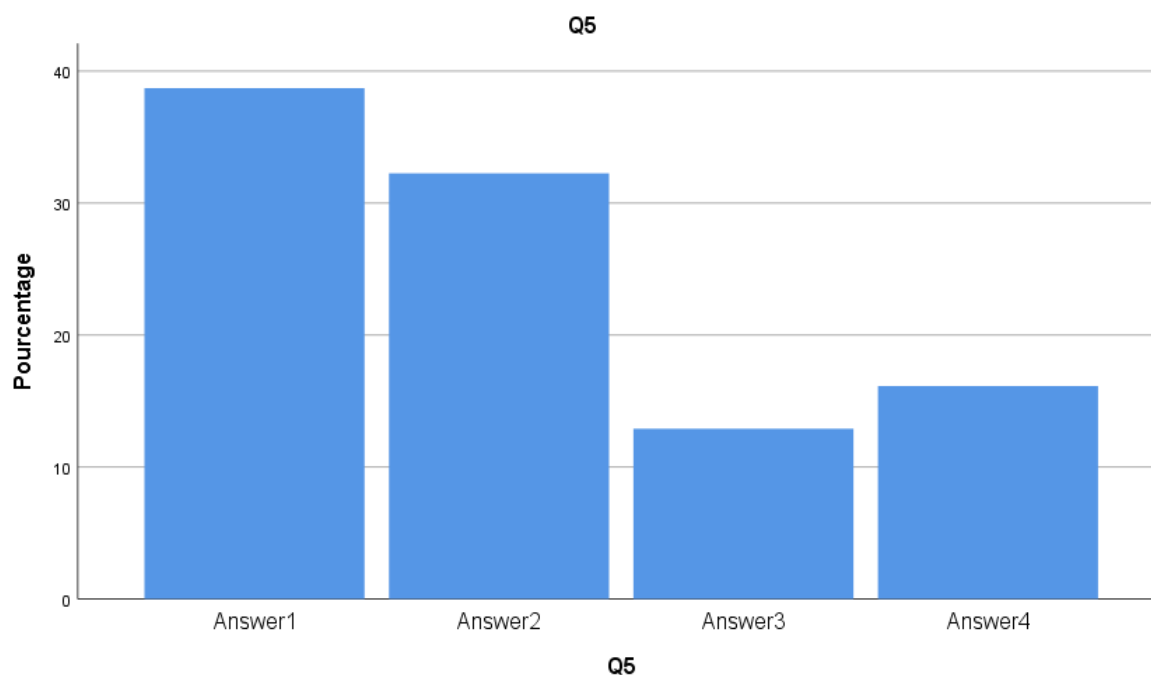
Figure a: Preferred Methods for Learning Grammar.

Figure 9:Preferred Methods for Learning Grammar

The data presented in the above chart indicates that the majority of participants, 39%, prefer learning grammar when the teacher explains the rules clearly, while 32% of students prefer to learn English grammar by discovering the rule themselves from examples. A small proportion of learner's 16% were answered that they find grammar easiest to learn when itis used in games or fun activities.Lastly,only 13% indicated that they learn English grammar more easily when grammar is part of reading or speaking tasks.

Question 6: Do you understand grammar better when the teacher
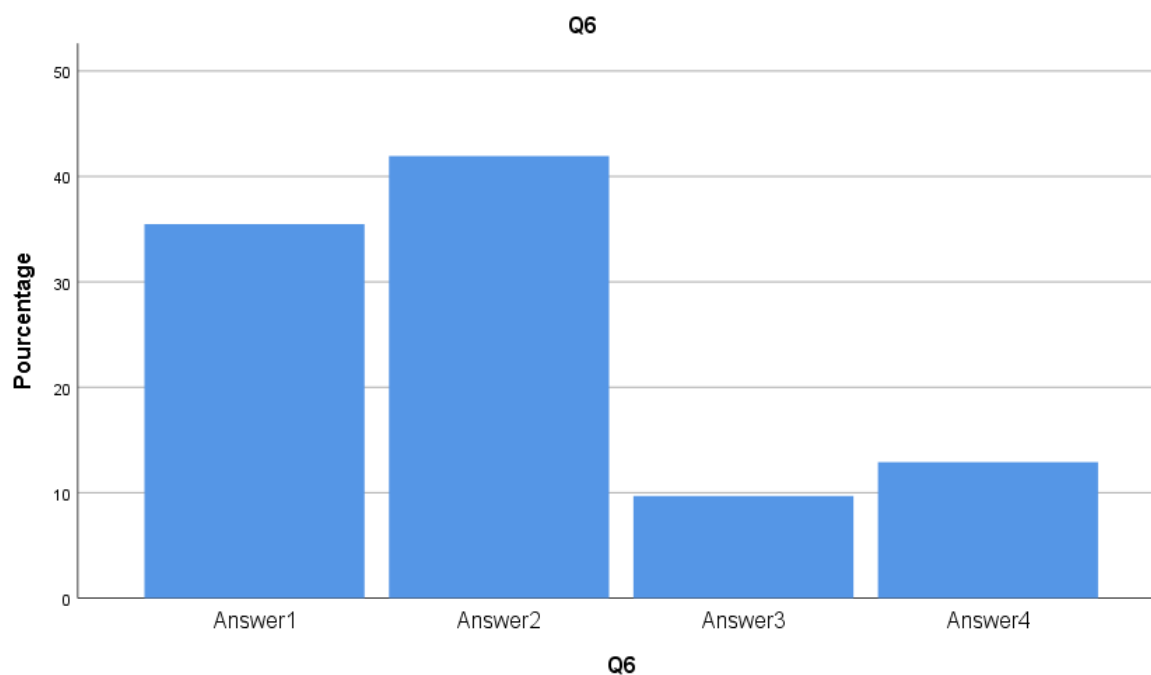
Figure b: NumberingStudents' Preferred Grammar Teaching Approach.

Figure 10:Numbring students' Preferred Grammar Teaching Approach

The graph illustrates above shows percentages concerning how they best understand grammar. The largest percentage of participants 41% stated that they understand grammar better when the teacher explains the rule first, then gives examples, which is a deductive method. Other respondents, 36.1% answered that they understand grammar better when the teacher gives examples first and asks students to figure out the rule (inductive method), a small percentage 9.9% indicated that both methods work the same for them. Meanwhile, 13% of students selected "I am not sure".

Question 7: How confident do you feel using grammar in writing or speaking
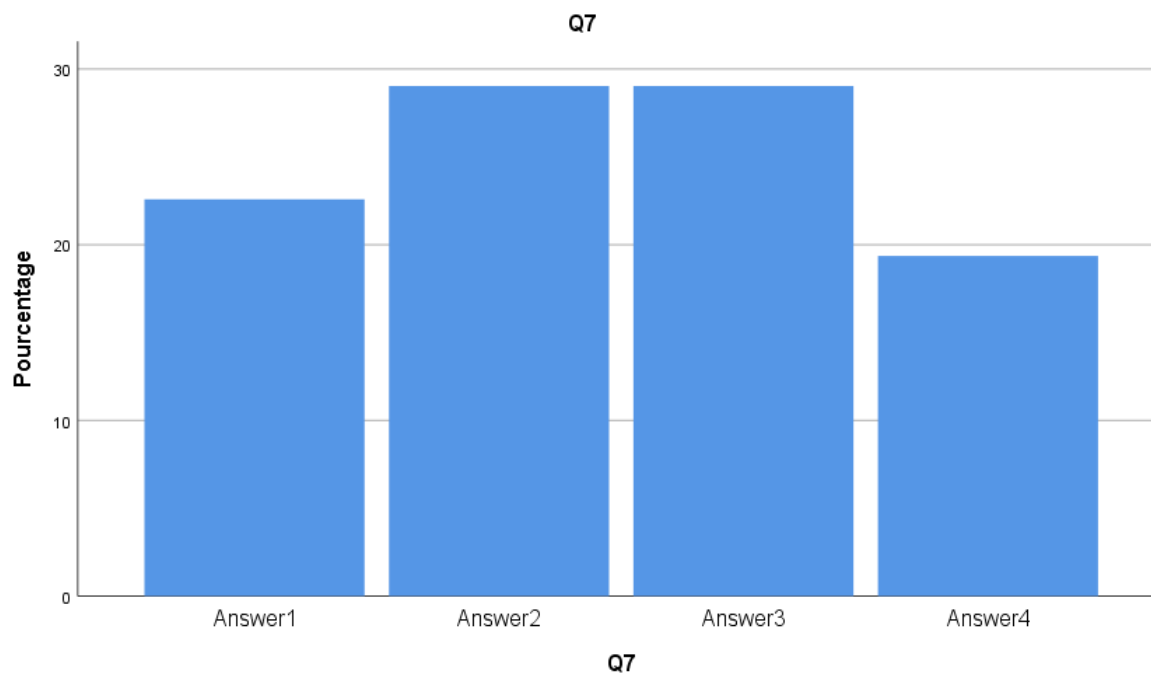
Figure c: Confidence in Using Grammar in Communication.

Figure 11:Confidence in Using Grammar in Communication

The graph above reports the students' confidence in using grammar during writing or speaking tasks. A percentage of the sample 29% stated that they feel confident, while an equal percentage 29% stated they feel a little confident. While 23% indicated that they feel very confident, in contrast, 19% declared that they do not feel confident at all.

Question 8: What kind of grammar activities do you prefer in class?
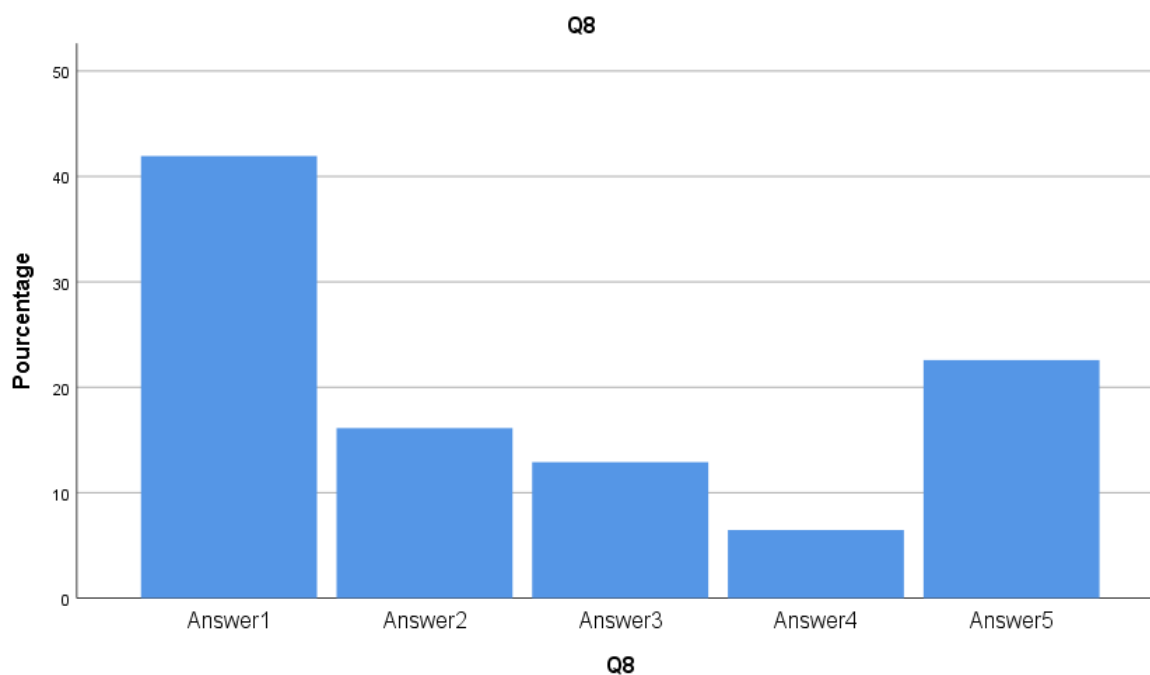
Figure d: Preferred Grammar Activities in Class.

Figure 12:preferred Grammar Activities in Class

The data shows learners' preferences for different types of grammar activities in the classroom, where 41% of students' answers were fill-in-the-blank exercises21% of respondents selected speaking activities using correct grammar. Additionally, 17% favour group games with grammar. A small percentage 14% stated that they prefer writing sentences using new grammar rules, and the last percentage 7 % preferred watching videos that explain grammar.

Section C: share opinions

Question 9: In your opinion, what is the best way to learn English grammar

Table 1:Open-ended Responses on Grammar Instrution

Table 01: Open-ended Responses on Grammar Instruction

Best way of teaching	Student's number
Deductive method (explain rules first)	7
Inductive method (provide example)then come up with rule	6
No response /out topic	32

Total	45

The table above shows that there were 45 respondents, only 13 students from them provided relevant responses .7 students reported that the best way to learn grammar is when the teacher explains the rules directly, followed by exercises, which is the deductive method. While 6 students preferred to learn grammar rules with examples first, then come up with rules on their own (inductive method) whereas the majority of students 32 did not share relevant responses. Their responses were out of topic and unrelated to grammar learning. Here are some students' answers: *"My best teacher chekhnaba","Read widely" "yes, speaking activities",* etc. From these answers, it is possible that students misunderstand the questions, or find difficulties in expressing their thoughts, or maybe they are not engaged in this type of question, which is open-ended.

Question 10: Any other comments about how your teacher teaches grammar, or how you would like to learn it better?

Unfortunately, all the answers given by the students to this question were unrelated to grammar instruction or pedagogical preferences. students wrote vast comments, for instance," My teacher is best", "In Funny way" , " استادتي افضل استادة ". ,"نحن لا نفهم "These answers do not provide relevant feedback about the methodologies in teaching, nor further analysis.

3.3 Interview Analysis: Teachers' Perspectives on Deductive Grammar Instruction

3.3.1 Part One: Background Information

1. Can you briefly describe your experience as an English teacher at the lycée level? (Number of years, level of teaching)

- Teacher one: I have been teaching English since 2010, and I have taught all levels for1 year, second and third year.

- Teacher two: I have been teaching English since 2010, I have taught all gradelevels.

- Teacher three: I have been teaching English since 2017 and have taught all levels

- Teacher four: I have been teaching English since 2021 and I have taught 1st and second years classes.

2.   How would you describe the general English proficiency level of your students?

-Teacher one: The level of my students differs according to stream when the literary stream's level was limited and they always need effort or to use the L1 for explaining, while the scientific stream was advanced

-Teacher two: The level of my students varies; most of the students have Basic English with strong grasp of everyday vocabulary, however, their ability to apply grammar rules correctly was inconsistent, especially in writing and speaking.

-Teacher three: students generally have a basic level; they can understand simple texts, write essays and paragraphs with simple words.

-teacher four: of course the student's level differs from beginners of basic understanding to advance level, however most of student have basic understanding of English .

3.3.2 Part Two: Teaching Grammar

1. How do you usually teach grammar in your classes? Would you say your approach is more deductive (rule-based) or inductive (example-based)? Why?

-Teacher one: It depends on the lesson itself. I used both deductive and inductive

-Teacher two: I generally prefer the deductive approach where I present the rules first and then provide examples, I find this approach efficient because it gives the student clear understanding of what they are expected to learn before they practice applied rule, and it also helps reduce confusion as the student has structure to follow when they practice.

-Teacher three: Most students feel more comfortable with the deductive method because it provides clear explanations and helps with exam preparation. But they are some of them enjoy discovering grammar rules themselves through examples, which makes learning more interactive and memorable. So, most time I used the deductive method, while in some lectures I use the inductive method to meet the needs of students who prefer discovering rules by themselves.

-Teacher four: Actually, my preferred method is the deductive method because it goes straight to the point, avoiding confusing the students in applying the rule. The deductive approach guides the student and provides him with the right structure in applying the practice.

2. Have you received any training or guidance on teaching grammar using a specific method (deductive/inductive)?

-Teacher one: actually we did not receive training except coordinating a meeting with our collegue in which we meet different teachers' level and we exchange ideas and so on.

-Teacher two: I was lucky yes, I have received formal training in both deductive and inductive method through workshop and professional development courses I was outside through British council and the American MBC that I have discover the differences how I can apply this two approaches of teaching grammar however I found the deductive method works best with my students to their level of understanding and limited time.

-Teacher three: actually I did not receive specific training on how we apply these two approaches, but we go according to what suits our students, where I found that the explicit grammar rules work with them better.

-Teacher four: actually my only training was during my teacher training when I joined different classes with teachers who have experience and I learned from them.

3. Do you think students prefer when grammar rules are explained explicitly (deductively)? Why? Why not?

-Teacher one: I think we don't have that kind of students who chose which approach they want

-Teacher two: Yes, many students seem to prefer explicit grammar explanation as it provides them with clear guidance on how to use the rules.

-Teacher three: Well I mostly use the deductive approach because I find it helpful for learners and event for the teacher because it does not take time and energy, and it's not complicated.

-Teacher four: I used to teach grammar by guiding them to discover rules, but I do mix with both approaches.

Part three: Perception and deductive grammar instruction

1. What are the benefits you have observed when using a deductive approach to teach grammar?

-Teacher one: It has many benefits as saving time;it's straight tothe point and so on...

-Teacher two: The primary benefits of the deductive approach are that it provides clarity and structure; students quickly understand the grammatical rules and can apply them in practice exercises, as it also helps in saving time.

-Teacher three: it is helpful for students with a low level because they will not be obliged to discover and make a big effort, it focuses on rules and showing students directly how to apply them in practice.

-Teacher four: It helps teachers gain time to focus on rules and how to use them, especially in written tasks, so students know exactly what is expected.

2. Have you noticed any challenges or limitations in using the deductive method with your students?

-Teacher one: The challenge or the limitation of using the deductive method may be is the teacher is the centre of the learning, so they will depend just about the teacher.

Teacher two: limitations of deductive it can sometimes feel too formalise for students who prefer to discover rules by themselves because we have kind of student who are ambitious and they want to discover grammatical rules by themselves, they do not like when the teacher give them everything, they try to make efforts and they are challenging.

-Teacher three: May be the challenge from the deductive approach is that the learners who prefer to discover the rules and learn through visual aids may face misunderstanding or they struggle to grasp the rules through direct explanation.

-Teacher four: deductive may sometimes face some challenges for example, they sometimes remember the rules but confuse how and when the use it correctly in its context.

3. How do your students respond to a rule explanation followed by structured practice? Do they seem to understand and retain the grammar better?

-Teacher one: Yes, students have a good response to the grammar rules explanation and seem to understand it; however, we must always follow it with practice to check their understanding.
-Teacher two: retention can be an issue, especially with a more complex structure, so I try to ensure that grammar is applied in varied contexts, for example, both reading and spoken exercises activities, to enhance the retention of my students' understanding.

-Teacher three: Yes, my students respond well to direct rule explanations, and they feel more confident.

-Teacher four: Yes they did, and it builds a solid grammar foundation, even though it helped them to use those grammatical rules accurately in speaking and writing.

Part 4: Classroom Practice and Outcomes

1. **Can you give an example of a grammar lesson where the deductive method worked particularly well?**

   -All teachers agreed that deductive grammar works well in tenses, passive/ active voice Reported speech,direct and indirect speech.

2 **Do you think the deductive approach has helped improve students' writing or speaking skills in English? If so, how?**

-Teacher one: here I think it's preferable to say that grammar rules help improve students' writing and speaking because both the inductive and deductive methods have its impact on students' learning.

-Teacher two: yes, the deductive approach helps students improve in writing and speaking, especially in accuracy, by a clear understanding of grammar rules, they are able to structure sentences more effectively .However speaking skills require more dynamic contextual practice, so I always supplement the deductive approach with conversational exercises.

-Teacher three: yes deductive approach helps to improve the students' level particularly in writing and speaking because they will be able to immediately apply it in communication and even whenever they write for example after learning deductively tenses students write better narratives like "last weeks, I visited my friend and we talked for hours."

-Teacher four: yes, it helps to improve the students' level in writing and speaking, as it helps organize their thoughts for example, they want to express a situation in which different actions happened so they can correctly use tenses to order it which one happens first the 2nd...

2. How do you assess students' grammar understanding after teaching with a deductive method?
   - Teacher one : the assessments can be in different ways through exercise, through games, groups work and so on

   - Teacher two: I assess understanding through structured quizzes, and writing assignments that specifically assess grammar thoughts, I also encourage students to self-correct and pair reviews which give me further insight into their grasp of the rules and how they apply them in context.

   - Teacher three: I used to assess them with short quizzes and written exercises.

   - Teacher four: I assess them through error correction, in which I give them sentences with mistakes and they correct them to check their understanding.

3.4 Results Interpretation

In the following section, the results gathered from students' questionnaire and teachers' interviews are interpreted concerning the hypotheses and objectives. The value is to comprehend how the deductive grammar methods serve students and teachers and whether this method helps them improve their language proficiency, particularly in writing and speaking.

To build this study, the first hypothesis suggested that using a deductive approach where grammar rules are explained explicitly could improve students' grammatical accuracy and overall language performance. After analyzing the responses of the students and teachers' feedback, the findings largely reinforce this hypothesis. The majority of students (41%) stated that they understand grammar when the teacher starts by the rules first then fallow with the practice which is deductive method. This aligns with Shirav and Nagai (2002), who determined that while both deductive and inductive approaches enhanced learners' grammatical performance; several students tend to choose the deductive method because of its clarity and structured nature.In the other hand, most teachers validated that they use the deductive grammar; not only for saving time but for its clarity in addition it provides students with the direct structure which helps them in exam and written tasks. This is in accordance with Ellis (2006), who claims that explicit grammar instruction helps faster learning and better long-term recall, particularly in formal in formal education settings. Additionally, Nassaji and Fotos (2011) highlight that deductive grammar instruction can contribute to higher grammatical accuracy when paired with meaningful practice.

Furthermore, the results indicated that students who learn grammar deductively they use it in their speaking and written tasks more confidently, which further shows that learners prefer clarity, guidance, and step-by-step explanations. Teachers affirmed these results, highlighting that the deductive method allows all the learners to apply grammar rules with confidence without Larsen-Freeman and Anderson (2011) as well reinforce this argument, indicating that deductive approaches are particularly beneficial for learners who favor structured and logical instruction.

However, the data also indicates that some students prefer to discover the rules by themselves, and they enjoy learning through examples, which is the inductive method, and severalteachers highlight that using a mix method is helpful in the classroom. This signifies that even the deductive teaching is effective, it is essential to be flexible.

Overall, the data gathered confirms that deductive grammar instruction has a positive impact on supporting students' learning outcomes in the EFL classroom. It improves the understanding of grammar and pushes students to use it accurately and is mostly preferred by both learners and teachers. However, the study also highlights the necessity to join the discovery-based practices in addition to the deductive strategies to keep learners' engagement and adaptability.

3.5 Recommendations

Given the results of this study, several recommendations are suggested to improve the teaching of English grammar regarding the use of deductive grammar in secondary schools. These suggestions seek to enhance both students' understanding of grammatical instruction and their confidence in applying it in different language skills.

Firstly, to encourage students' mastery of grammar rules, it is important for teachers to use the deductive approach that is known forits directness in presenting rules before practice. This clarity highlights to the student to grasp the structure of the language and apply it more accurately in their speaking and writing but teachers must not depend totally on it, they must be encouraged to integrate reliable and meaningful examples, and make them see grammar as a tool for real communication and non-just a set of rules.

Secondly, since students differ in the way they learn, a flexible teaching strategy that combines deductive and inductive methods is extremely recommended. Asseveral students learn through deductive instruction, others might be engaged in an example-based method and discover the rules by themselves. Providing a balance between the two approaches can address different learning preferences and aid in reinforcing motivation in classrooms.

Furthermore, grammar instruction should be reliable with coherent and elucidated practice. This includes exercises as self-correction, writing activities, interaction with classmates, all of that help students to build strong foundation in grammar and the rules taught as it reinforces their interaction, for instance, support the students in writing or engage them in communication using what they learn in grammar this make learning process more authentic and energic.

In addition, teachers are required to a teacher training that provides them with deeper explanations concerning these two approaches and when and how to apply them during their teaching in classrooms. Moreover, they should be supported through workshops and opened to opportunities that allow them to be familiar with these two approaches and deal with them according to students' needs and classroom realities.

Finally, students should be responsible somehow on their grammar learning. Teachers can offer the opportunity for students to choose which techniques suit them, involving them in evaluating their progress, and creating a peaceful atmosphere that allows students to make mistakes freely, knowing that mistakes are part of learning.

To conclude, the deductive approach has clear benefits when implemented thoughtfully and with flexibility. when combined with interactive, contextualized practice and a sensitivity to students learning styles, it can significantly improve grammar understanding and language proficiency in the secondary classrooms.

3.6 Conclusion

The ongoing chapter presented and interpreted the data gathered from students' questionnaires and teachers' interviews. Seeking to evaluate the impact of deductive grammar instruction on learners' performance. The results showed that several students prefer when the rules are presented directly, which supports the effectiveness of the deductive approach. Teachers also stated that using this method refers to its clarity and usefulness in preparing students for exams and written tasks. Furthermore, it was revealed that students taught deductively seem more confident in using grammar in their speaking and writing. On the other hand, some learners and teachers draw attention to the value of inductive methods as well, recommending that a flexible approach might be more suitable in mixed-ability classrooms. To sum up, the findings support the principal hypothesis and validate that deductive grammar instruction can significantly play a role in improving language proficiency when used thoughtfully.

General Conclusion

General Conclusion

Grammar is the basic part to learn the language, and the way it is taught may influence students understanding and even how they use the language.This study examined the role of deductive grammar instruction in enhancing English, particularly in secondary school. This research emphasize on the deductive approach, where the rules presented explicitly following up with practice. This method is often discussed in educational contexts, especially when it comes to engage and support students' performance particularly in writing and speaking.

The purpose from this research is to assess whether deductive grammar instruction may support students' accuracy and build confidence in using English. It also reviews how teachers apply this method in the classrooms and how learners respond to it.

On the basis of what have been stated earlier, the following hypotheses were formulated:

H1: Students taught using deductive grammar instruction will demonstrate greater grammatical accuracy in written tasks compared to those taught through other methods.

H2: Deductive grammar instruction improves students' confidence in using grammatical structures accurately.

H3: What are the challenges teachers and students face when using deductive grammar in secondary school English classrooms?

Based on the findings, this hypothesis was confirmed. The results indicated that several students enhanced their use of grammar particularly in writing as they became more confident when speaking .Teachers highlighted that this approach facilitated understanding and the use of language for students who preferred direct structure .while, they also noted that its' effectiveness refers to the way the method was delivered.

This research recommends that teachers should integrate active learning strategies to deductive teaching. In which they should presented the rules directly in addition to practices that enable them to apply these rules correctly. Moreover the teachers should have the chance to learn via teachers training development how to teach grammar effectively and in interactive way.

For future research, deductive grammar teaching should be compared with other methods or to assess its' effectiveness with different levels, ages and groups. One more significant area

which is technology and how it can serves in enhancing learning through learning apps, games that make it more interactive. Research might also test if this method suits the students from different language backgrounds or with learning difficulties.

This study has limitations as all the research; it was conducted in small numbers of secondary schools and with small population, which may affect to

And the time limited this research was done in a short period which

Also the students misunderstanding of some questions or lack of vocabulary that enable them to express their thought ideas

To conclude, the study confirmed that deductive grammar instruction has positive impact on learners' language improvements. When used thoughtfully and flexibility, it can develop their grammatical understanding and aid them communicate with confidence. In parallel, teachers are supported to tailor their strategies and integrate interactive, learning though examples when required,   to   support   all   students   effectively.

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Appendices

Interview

Part One: Background Information

1. Can you briefly describe your experience as an English teacher at the lycee level? (Number of years, level of taught)

2. How would you describe the general English proficiency level of your students?

Part Two: Teaching Grammar

1. How do you usually teach grammar in your classes? Would you say your approach is more deductive (rule-based) or inductive (example-based)? Why?

2. Have you received any training or guidance on teaching grammar using a specific method (deductive / inductive)?

3. Do you think students prefer when grammar rules are explained explicitely (deductively) ? Why ? Why not ?

Part three : perception and deductivegrammar instruction

1. what are the benefits you have observed when using a deductive approach to teach grammar ?

2. have you noticed any challenge or limitations in using the deductive method with your students ?

3. how your students respond to rule explanation followed by structured practice ? Do they seem to understand and retain the grammar better ?

Part 4: Classroom Practice and Outcomes

1. Can you give an example of a grammar lesson where the deductive method worked particularly well?

2. Do you think the deductive approach has helped improve students' writing or speaking skills in English? If so, how?

3. How do you assess students' grammar understanding after teaching with a deductive method?

Appendices

Questionnaire

Section One: Background information

Question 1: student's age

Question 2: Gender

Question 3:How long have you been learning English

Section B: Your experience with grammar learning

Question 4: Do you enjoy learning English

Question 5: What helps you most when learning grammar?

Question 6: Do you understand grammar better when the teacher

Question 7: How confident do you feel using grammar in writing or speaking

Question 8: What kind of grammar activities do you prefer in class?

Section C: share opinions

Question 9: In your opinion, what is the best way to learn English grammar

Question 10: Any other comments about how your teacher teaches grammar, or how you would like to learn it better?

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