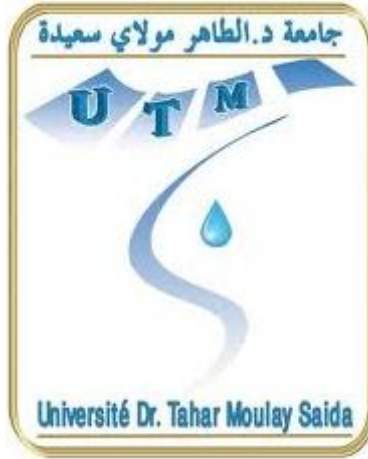


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Approaches and Methods in Developing the Students Four Skills

Case of study

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ABSTRACT

This study aims to investigate the effectiveness of both deductive and inductive and methods in developing the student`s four skills to adult learners of English. The study was based on quantitative research design students from English departments at Saida University and 10 English lecturers from different educational institutions were the participants of the study. At first, the level students were divided into two groups as “inductive” group and “deductive” group. After that, the grammar topics were taught inductively and deductively to the groups for four weeks. The results were analyzed in two parts: “Experimental Group Results” and “Control Group Results”, a feedback questionnaire about the perceptions of both the lecturers and the students was implemented. The data obtained through the questionnaires was the basis of the study. The results of the study revealed that deductive teaching was slightly more effective than inductive teaching considering the academics success of the students. This study shows that adult learners feel more relaxed while learning deductively skills. Another main finding of the study is that lecturers feel better when they teach deductively skills. These findings suggest that teaching deductively would be a more preferred way by language instructors.

Key Words: Adult Learners, Approach, Deductive skill Teaching, Inductive skill Teaching, Methods Teaching.

I. General Introduction

Language learning has become important so the question of language teaching by means of different methods and ways attracts the attention of language teachers. Considering most of the educational systems and the needs of English language learners are considered, four skills teaching is seen to be one of the most controversial issues. Therefore, there is a growing demand to examine how the language teachers teach. Grammar is mostly seen as an essential part of language; therefore, “The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.” (<http://www.oxforddictionaries.com/>). It is also defined by Rutherford, as “a necessary component of any language teaching programme” In terms of teaching all the grammatical systems and structures, skills teaching is not only teaching to put words in sequence or just to form words, but also about teaching the meanings of the words coming together to create a sentence. When meaning is examined, Ur (1996) mentions “skills does not only affect how units of language are combined in order to ‘look right’; it also affects their meaning.” Although some language researchers (Prabhu, 1987) think that for language learners, meaning should be more emphasized than the form and the instructors should teach the language in order to convey meaning and for communication, some others (Dickins and Woods, 1988) think that being competent about the grammatical structures of a specific language is very critical because grammatical competence is acknowledged equal to being fluent in communicative skills. Although the perceptions about the value of skills teaching have been changing, it has a pivotal role in ELT. In this regard, teachers who have a traditional view of language teaching may use explicit way of skills teaching to present the structures; however, the ones who admit that learners can acquire the language without overt skills instruction may utilize the implicit way of skills teaching to present the structures; however, the ones who admit that learners can acquire the language without overt skills instruction may utilize the implicit way of skills teaching. However, there is not a consensus about the effectiveness in developing the student`s four skills.

Based on this question, it is the key point for the language teachers to choose the best way of teaching for the profile, needs and interest of the language learners. In skills teaching, the age groups of the learners are basic determiners as well as the other characteristics of the learners to select the best method to teach. Although teachers may use realia, videos, games etc. with

young learners, more instructional and more teacher centered methods are employed with adult learners.

There has been an ongoing argument about teaching four skills in class. Although for some teachers it is not vital to teach skills in language classes separately because it is viewed as such a skill that learners may acquire when they are exposed to the language (Zhang, 2009), for some others language is a tool for communication; therefore, specific teaching of grammar doesn't contribute (Krashen,1982; cited in: Aydemir, 2007) . In addition to these ideas of teachers, most of the language educators and researchers think that all skills of language are in a circle and they should be taught in an order giving equal importance to all as language teaching is not only teaching grammar, vocabulary or reading (Cowan, 2009). Walter (2012) states that explicit teaching is obviously more effective than implicit teaching or not teaching grammar at all.

Indeed, a skill teaching is a must in language classrooms and adopting the most appropriate way to teach in the classroom according to student profile is an important issue. Teachers' transform their technical knowledge to practice may vary significantly. In this study, the effectiveness of inductive and deductive approaches in teaching to adult learners of English is studied. Therefore, comparison of these two ways is mainly based on effectiveness.

1.1.Introduction

The purpose of this paper to scrutinise the teaching receptive and productive language skills in English. Language is an instrument for communication and human beings practice it for getting and conveyance information among themselves. Communication can be oral or written, oral communication includes listening and speaking and written communication encompasses reading and writing. These skills can be grouped differently: reading and listening are receptive skills as they used in receiving information and speaking and writing are productive skills as they are useful for producing and conveying information. Language is very important means of communication. It is human conception and it is most beneficial for human being to resolve multi problem in their communication. Everyone required segmenting their sensation and emotion to others. Language is the special gift for the human being through man shares his information to each other. There are four skills in English Language one is the receptive and another is the productive skill. In receptive skills, it includes two skills listening and reading skills and in productive skills, one is speaking and writing.

Successful communication involves interesting the necessary skills; in addition, we use non-linguistics features such as gestures and sounds while communicating language.

1.2. General Background of the Study

Language teaching procedures do not produce exactly the same effect on different students, the essential point here is to select the best way in language teaching. More social and extrovert learners may have difficulty in learning through drills although shy learners may feel better with them. The pedagogical options are not fixed in classroom environments, the implementation may be altered in accordance with some variables like students profile, needs and interests of the students.

There is a growing need to explore the effects of inductive or deductive ways to understand better, distinction between deductive and inductive ways may be helpful to observe the ways of these two with explicit and implicit teaching ways. “An explicit approach to teaching insists upon the value of deliberate study of grammar rule either by deductive analysis or inductive analogy. An implicit approach is one which suggest that students should be exposed to grammatical structure to acquire it as naturally as possible” (Scott,1990). Deductive teaching is defined as beginning with theories and progressing to applications of those theories and deductive teaching is the way of teaching starting with the examples and applications and students notice the theory (Prince and Felder, 2006). In inductive way, example sentences are the starting point of teaching and students are expected to notice the grammatical structure. In deductive teaching, teachers start by explaining the rule of a structure and then provide examples about it. Deductive way is directly related to explicit instruction which includes conscious learning in the basic understanding of required skills which can be built by means of exercises by the learners and learners are aware that they have learned something and can apply the structures. However, explicit instruction can be presented both by the inductive way and deductive way. In inductive way, learners are provided with the examples first and the learners are supposed to deduce the grammatical rules with the help of these examples. Implicit instruction, as well as explicit instruction, can include both deductive and inductive reasoning. In contrast to explicit instruction, in implicit instruction examples and illustrations are presented without giving the direct grammatical rules and learning occurs as an unconscious continuum. The process of implicit learning is similar to the process while acquiring the native language and explicit learning includes the processes like learning to play tennis.

There are some advantages and disadvantages of both ways. The deductive way may be effective with adult learners who already know the basic structures of the language. However, for young learners, who do not have background knowledge about the language, it is more difficult to apply deductive way and it is less advisable to present the rules that are complex in form and meaning for lower level of learners for cognitive reasoning. As indicated by many studies, the advantage of the inductive approach is that students can concentrate on the communication through the language without being hindered by grammatical terminology and rules that can put down fluency level (Rivers and Temperley, 1978). The inductive way also encourages learners to have practice for meaningful communication and for participation in classroom activities. All around the world the inductive approach has been appreciated because of its success in EFL/ESL classrooms; however, the most overwhelming disadvantage of it is the fact that it is sometimes difficult to make the learners who got used to traditional styles retrieve the rules from context. Understanding the disadvantages and advantages of both approaches may help the teachers to vary and organize the EFL/ESL lesson in order to keep classes interesting and motivating for the students.

1.3. Aim of the Study

The question of having sessions in classroom or not has been a controversial issue for long years. In addition to this issue, in English Language Teaching, teaching methods to adult learners is another controversial issue and as suggested in Chomsky's "Critical Age Hypothesis" after a certain period, it is much more difficult for adult learners to learn or acquire a language; in need of finding the best way to teach skills, most of the instructors who are teaching to adult learners at universities or private courses prefer deductive approach as the most appropriate way of teaching. Deductive teaching is a kind of traditional way to teach skills and instructors may feel more confident with this approach. In addition to this fact, in deductive approach teachers are in the centre of instruction and students do not need to actively participate in the classroom instruction; therefore, the students also feel more satisfied about the deductive way. In other words, it is easier for the learners to list what they have learnt when the deductive way is employed. Although in most of the studies, it is seen that for the adult learners, deductive way is more effective in teaching skills; researchers are mostly in favor of the learners' awareness of what they are learning (Goner, Philips and Walters, 1995). However, for the young learners, inductive way is more common because young learners may learn better when they study with the help of peripheral way.

The aim of the present study is to investigate the effects of inductive and deductive way of teaching student s four skills to adult learners of English. Determining whether deductive or inductive teaching is more effective is the main purpose of the study. It is also aimed to get information about the feelings of the adult learners about the grammar part of English and the approaches that instructors use through their courses.

It is influential for the instructors to be receptive of different learning styles and different learner profiles in the classroom. Even for the adult learners, it is required for the instructors to get the learners highly motivated to learn the four skills with different methodological frameworks.

1.4. Research Questions

The study focuses on two ways of skills teaching to adult learners in EFL classes. Therefore, the main research question is “Which way of teaching skills is more effective with the adult learners of English- deductive or inductive?”

There are also some sub-questions related to the main research question. One of the worthy sub-questions is “What is the main methods to develop the student s four skills?”

In modern educational systems and approaches, the emotional situation of the learners is one of the key points for the instructors as suggested that learners learn better when they feel relaxed emotionally and physically, another research problem is “How do adult learners feel when deductive and inductive approaches are used in skills instruction?” Apart from the feelings of the learners, their attitude and perceptions toward deductive and inductive ways in teaching is the key point for this research. Another research questions “What are adult learners’ perceptions and attitudes towards deductive and inductive instructions?”

Considering these research questions, it is extremely important that the idea of covering all the skills in language teaching not be ignored. However, the most appealing point is to select the convenient method or approach to learn that language. This is because all learners have different learning styles. Accordingly, the key determiner for these pedagogical implementations is the age of the learners. The main research problem for this study is about adult learners who learn skills with the help of either deductive or inductive teaching.

1.5.Key Terminology

As this study aims to investigate the effectiveness of inductive and deductive skills teaching for academical levels of adult learners of English, it is necessary to explain the meanings of these concepts that are used in the study.

Inductive Teaching: Way of teaching beginning with examples of the target structure and leading the students to notice the rule.

Deductive Teaching: Way of teaching beginning with the introduction of the target structure and leading the students to use the structures in the examples.

Adult Learners: The university students above the age of 18.

Lecturer: English Language teachers working either at private institutions or at public universities.

Implicit Way of Teaching: Deliberate study of skills either inductively or deductively. A way of teaching in which learners study the language consciously.

Explicit Way of Teaching: A way of teaching that expose the learners to the target language to make them acquire the language as naturally as possible.

II. METHODOLOGY

Throughout the research, data collection tools (questionnaires) were prepared and their reliability was measured. The participants (students and teachers) for the questionnaires was designated. The group division of the students (inductive or deductive group) was determined. The structures to be taught were regulated within the A1 frame and two different syllabuses were prepared for different groups. Students were instructed for four weeks. After the instruction, Then, feedback questionnaires were applied to the students and instructors. At the end, the results were analyzed..

2.1 General Overview

This study attempts to give a comprehensive picture of skills teaching approaches in foreign language instruction. In order to understand how instructors and language learners at the university level deal with different instruction styles to teach/learn English skills, it is curicial to examine the approaches and styles of learners and instructors that influence language teaching. Therefore, a questionnaire focusing on instructors' belief systems about English skills teaching was created. The findings of data were used to define the underlying factors for drawing conclusions about skills teaching in English courses at the university.

This research is a quantitative study which refers to the organized observational investigation of phenomena via statistical, mathematical or numerical data or computational techniques (Given, 2008). In the research, there were two kinds of questionnaires ; therefore, getting the most accurate results was only possible with evaluating the data through some quantitative methods. The questionnaire was implemented at a vocational school with the students of the departments of English Language. The study was arranged in the winter term of the 2016-2017 academic year. As the profile of the adult learners attending language courses was most reliably found at public universities in the Algerian educational system, a public university was chosen for the study. Furthermore, the reason for choosing the mentioned departments is that the students of the departments were highly enthusiastic about courses, learning the four skills, in preparation for the exams that they must have taken to graduate. Although there was not a specific book used for the skills instruction in this study, additional sources from different publishers and from different web sources were used within the classroom. Thus, it was expected that data gained would give deeper insight into the research interest.

Adult language learners at the elementary level were involved in the study. The study attempted to investigate the possible effects of two different instruction types on skills

teaching. The aim of the study was to compare two instruction types—deductive instruction and inductive instruction—and to find more effective instruction type that could be used in second language classes.

The study aimed at exploring whether or not teaching the four skills through deductive or inductive instruction has a significant effect on university students’ .

This chapter presents the methodology that was adopted in this study, giving detailed explanations about participants, data collection instruments and procedures, and data analysis.

2.2. Data Collection Procedure

Choosing the most appropriate way to teach skills is an overwhelming process in language teaching. For most instructors, especially those who are teaching to adult learners, it seems difficult to select an appropriate instruction type that will help students learn certain structures in language.

In terms of the data collection process, it was hard to find different activities that were the most appealing to learners. In order to find the most reliable data for the research question, kind of questionnaires. At the very beginning, the structures that should be taught were selected according to A1 level English courses syllabus. Then, two teaching plans were prepared for each group of students.

Before starting the instruction of four weeks, deductive teaching was practiced for the first group of students; whereas, the second group was taught inductively.

At the end of the four week-period, a questionnaire to get the feedback about how the students felt was conducted. A different questionnaire to get feedback from teachers was also administered.

2.3. Data Collection Tools

For the present study, two types of data collection tools were used.

2.4. Questionnaires

For the study, there was a large number of participants to increase the reliability. So, it was only possible to get detailed data from the participants through feedback questionnaires. Another reason for using the feedback questionnaires is that the questionnaire is useful and can be administered without the presence of the researchers to large numbers of participants. Additionally, what makes a questionnaire popular in social research is its easiness to be constructed. “The main attraction of questionnaires is their unprecedented efficiency in terms

of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software.”

There were two sets of questionnaires. One was for the learners and the other was for the instructors. The purpose of the questionnaires was to find out how the adult English learners and instructors felt when inductive and deductive methods of teaching were used in learning and teaching skills. The aim was to determine how the participants feel throughout the four weeks of instruction. It was also important to find how the students felt about the sessions separated from the other skills in language teaching courses.

The student questionnaire included 15 items that were about different views and methods of teaching as adult learners. The questionnaire was ranging from 1 to 5 (“1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree.”) The statements in the Likert Scale were directly related to students’ feelings and emotions.

The second type of questionnaire was for the instructors who teach English to adult learners. The statements in the questionnaire were generally about the techniques about which the instructors think more effective for teaching adult learners and their ideas about the inductive and deductive methods of teaching skills. The instructors’ questionnaire was developed in the light of the students’ questionnaire. Instructors were asked about how they made necessary decisions in regard to teaching. They were given a 16 item questionnaire. For the format of the questionnaire the Likert Scale was utilized just like the questionnaire for students.

2.5. Data Analysis

The data analysis procedure included the analysis of questionnaires at the end of the study.

A software called Statistical Package was used to analyze the questionnaires and how the participants reacted to the questionnaire items.

2.6. Limitations of the Study

As this study had a small environment including 10 language instructors, further research could be expanded to more instructors to get better definition of the issue. Also the current study mostly focused on the teaching of the four skills based on the inductive and deductive teaching

I . LITERATURE REVIEW

The pedagogical tendencies which have characterized second and foreign language teaching have been profuse and varied. As Stern (1983: 453)¹ phrases it, “The conceptualization of language teaching has a long, fascinating, but rather tortuous history”, which Brown (1994: 52) portrays as the “changing winds and shifting sands of language teaching”. This history has been formulated mainly in terms of diverse teaching methods, each of which has attempted to find more effective and efficient ways of teaching languages and each of which has been based on different views of what languages are and of how they are best taught. And the aim of this chapter is precisely to review such a methodological history of language teaching; framing recent approaches to language teaching against the backdrop of a general historical overview which evolves from the Grammar-Translation Method to the post-communicative period.

Behind any teaching enterprise there always exist some theoretical assumptions. We may refer to them as guiding lines or principles. Sometimes not even teachers can state them as such explicit foundations. But these principles do work and influence their everyday teaching activity. As Stern (1983: 24-5) puts it, “A language teacher can express his theoretical conviction through classroom activities as much as (or indeed, better than) through the opinions he voices in discussions at professional meetings”.

The idea of how to teach a foreign language affects not just teaching development, but also its results. There are many circumstances and factors which determine or modify the teaching process, but a good theoretical body is fundamental in order to moderate every factor and to achieve the general goal. We should analyse our own beliefs on

how to teach the FL and adapt them, if it is the case, to more rigorous and contrasted assumptions. History shows different trends or models which evince how a variety of choices and options have been followed (Howatt, 1984). Throughout time, FL teaching has changed and it is interesting to discover our own contradictions or quests about the issue in parallel to historical development so that a solid conclusion is drawn. Some may think that all traditional methods are similar and, thus, obsolete. Or, what is worse, some may think that new technologies are a genuine panacea to solve methodological problems of any type. An open and receptive attitude to analyse our own teaching conceptions upon the best methodology to follow is the key to construct solid foundations.

¹Teaching Language to Young Learners. Ernst Klett Sprachen

1. The Main Methods to Teaching Language

Methodics and Method analysis: Terms used by Halliday, McIntosh and Stevens (1964) and Mackey (1965)², respectively, in order to consider the whole teaching processes. Special emphasis is placed on selection, grading, presentation, repetition and testing.

1.1 The Grammar Translation Method:

A long tradition in teaching the FL according to academic and formal trends is present in the Grammar-translation method. The knowledge of grammar constitutes the core, and translation is the most important type of exercise. The study of written texts of classical languages exerts a great influence.

Language is reduced to the grammatical system. The sentence is the main unit of reference, and its morphological elements must be organized according to a series of prescriptive rules.

Logico-semantic criteria are used to describe the linguistic model.

Learning is understood as a result of a great intellectual effort where the memorization of rules and vocabulary is necessary. This mental discipline is taken to a general social conduct.

1.2 The Direct Method

The criticism of the traditional Grammar-translation method has a response in the second half of the 19th century. Several authors react against an excessive theoretical and academic tradition which did not prove to be efficient in everyday language conversation. Howatt (1984: 161-206) provides a broader view of this reaction, whose principal facts are treated here.

Particularly outstanding is Gouin (1880), a French teacher of Latin who decided to study German as a foreign language. He followed the same Grammar-translation methodology he had applied in his lessons. He studied the grammar rules and a great amount of vocabulary, and even translated literary works. But he could not understand a single word when he took part in conversations. The failure made him search for the reason underlying those negative and frustrating results. To make things worse, after going back home, he observed how his three-year-old nephew had acquired his mother tongue and was able to speak without any problem. These sorts of observations took him to the insights that, after listening, children conceptualize meanings and develop a capacity of thinking and speaking in that language. Thus, importance was attached to the exclusive use of the target language

²Teaching Grammar.Oxford, Blackwell

as a direct methodology and an easy sequence of concepts to present and practice the content. Gouin created the series method, where sequenced actions as such concepts are taught step by step. Learners will associate each sentence to the specific movement to which it refers.

A similar conclusion on how first language is acquired takes Berlitz to an immersion or direct methodology. The features of the Direct Method can be summarized along the following lines:

- Only the target language is used
- Everyday language is the first goal
- Questions and answers are the main vehicle for a graded oral progression
- Inductive techniques so that learners discover rules
- Correction is not neglected

Both the Grammar-translation and the Direct methods have influenced FL methodology. Without doubt, the admittance of a less formal variety of the FL is widely accepted. The age factor could determine the complexity of cognitive tasks when teaching the new language: an oral treatment was thought as most appropriate in early stages, without completely rejecting the advantages of using reading, translations and references to the mother tongue. The use of reading texts should not neglect the spoken activity. The controversy has found a compromise solution which responds to “the needs for better language learning in a new world of industry and international trade and travel”, as Stern (1983:457) puts it. The right balance between the opposite poles has been difficult to determine. Circumstances have leaned the pointer towards one or the other side, which is a positive pragmatic perspective.

II. Different Grammar Types

There is not a clear distinction between different types of grammar. The notion of grammar, in fact, is considered as important skill but there is not a clear consensus about the classification. Within this ambiguity, it is required to define the types of grammar that instructors mostly use in grammar teaching to adult learners of English. It is possible, however, to differentiate between types of grammar by focusing on the distinct features taught in classroom settings. This may lead different researchers to come up with different discrepancies or names. For example, Crystal (2003) puts forth six types of grammar, named traditional grammar, reference grammar, theoretical grammar, pedagogical grammar, prescriptive grammar, and descriptive grammar; Woods (1995) comes up with another classification for grammar types

which are named as traditional grammar, prescriptive and descriptive grammar, phrase-structure grammar, functional-systematic grammar and transformational-generative grammar. Types of grammar will be analyzed in the groups of prescriptive, descriptive, traditional, structural, and transformational-generative grammar.

2.1 Prescriptive Grammar

Prescriptive grammar is the grammar type that distinguishes between different forms of language as “grammatical or not. Prescriptive grammarians tend to classify between correct and incorrect use of language.

Researchers who describe prescriptive grammar believe that certain forms are correct while other forms are not, although all these forms are used in daily language by most native speakers. Therefore, prescriptive grammar focuses on the rules as they should be used. However, in daily use of language, native speakers may use the grammatical rules in different ways. A prescriptive grammarian strictly limits the usage of the rules about the structure of a language. Different from descriptive grammarians, prescriptive grammarians deal with the grammatical structures they believe to be right and wrong, good or bad. According to them, rules should be followed while speaking, otherwise incorrect language will be generated.

Grammar that makes clear distinctions between correct and incorrect or good and bad with the help of rules is defined as prescriptive grammar. Prescriptive grammar is argued by Crystal (1997) as: “A manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of language. Prescriptive grammar states rules for what is considered the best or most correct usage. Most of the traditional grammars are of this kind.” Additionally, Hudson (1980) clarifies that there is a distinction between the use of grammar, which does not only lead to different types of grammar but also leads to a distinction in society in terms of prestige. Here, it is good to mention that there are people who cannot use grammar perfectly and also language is a living phenomenon and changes. Thus, it is more notable for prescriptive grammarians how something is said than what is said. In general, the aim of prescriptive grammar is to have a standard and formulated language with correct and good rules.

2.2. Descriptive Grammar

Descriptive grammar is a type of grammar which accepts the language as it is used by its native speakers in daily use. Descriptive grammarians do not tend to classify between good and bad or correct and incorrect.

Descriptive grammarians analyze the way the structures of a specific language are used by its native speakers in daily life and then attempts to formulate rules about the structures. It does not deal with what is right or wrong in language use; forms and structures which may not be included in a system called “Standard English” might be viewed as valid and useful in a language system. Descriptive grammar is a kind of structure that consists of how language is used and only describes the daily use of native speakers. It is accepted by descriptive grammarians as long as the structure is adequate to convey the meaningful messages. Therefore, it would be possible to conclude that descriptive grammar endeavors to “describe” what native speakers use as language in daily life. Unlike prescriptive grammar, descriptive grammar avoids making judgments about correctness, and focuses on describing and explaining the way people use language in daily life (Nunan, 2005).

It is also important for descriptive grammarians how language evolves and exists. This means that grammatical rules evolve from the daily use of language by native speakers. Stern (1980) also emphasizes that as a scientist, he accepts language as he finds it. According to him, his job is to observe what the language is and how it comes to existence. He focuses on the fact that it is not his responsibility to improve the language or to make the language more profitable by hindering the deterioration stemming from daily use but his responsibility is to study the language as it is.

Generally linguists define descriptive grammar a type of grammar that does not categorize rules as being good or bad. Hudson (1980) proposes different options, which overlap those of Stern(1980).Hudson (1980) states that linguistics should be descriptive not prescriptive saying “It is widely acknowledged that this slogan raises problems. It is harder than many linguists realize to avoid prescriptivism, since the historical development of linguistic theory has been so closely linked to prestigious varieties, such as standard languages.”

2.3. Traditional Grammar

Traditional grammar is a type of grammar that entails grammar teaching with traditional methods. According to traditional grammarians, grammar is a language skill that is taught by using traditional methods. According to traditional grammarians, grammar consists of eight different parts of speech formed by nouns, verbs, articles, pronouns, prepositions, participles, conjunctions and adverbs. Hinkel and Fotos (2002) assert that in order to learn a language, learners should study these eight categories separately and develop rules in accordance with their use in translation. According to Howatt (1984), the main point of traditional grammar is to make language rules systematic and explicit. Celce-Murcia (1991) explains traditional

grammar's main goal as the study of literature through reading literary pieces and translating these pieces. Traditional grammar does not have a background theory in general because language is considered not as a tool, but as an object to be instructed. Using a textbook is essential in this type of grammar and learners generally learn the grammar structures by memorizing passages and literature pieces, etc. Richards and Rogers (1986) point out that pronunciation or any communicative aspects of the language attract very little attention, and this leads to ignorance of many skills or variety in language use.

As understood from different studies on traditional grammar, language is not considered as a living and changing organism in traditional grammar. Therefore, traditionalists behave as if all languages have same structures and they aim to describe all languages in the same way.

2.4. Structural Grammar

Structural grammar is a type of grammar that analyses how elements of sentence are put together like phonemes and morphemes. The main structures that are used in fully grammatical sentences are the main focus of the structural grammar.

Focusing on the features of the structures according to the structural grammar, Francis (1993) outlines that: "A language constitutes a set of behavior patterns common to the members of a given community. It is part of what anthropologists call the culture of the community. Its phenomena can be observed, recorded, classified and compared. The grammar of each language must be made up on the basis of a study of that particular language – a study that is free of preconceived notions of what a language should contain and how it should operate. The analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory: simplicity, consistency, completeness, usefulness."

In addition, structural grammarians such as Bloomfield and Fries explain their aims as:

- "To describe the current spoken form of language of an individual or of a community,
 - To limit the area of language to be described by emphasizing language form as the single objective observable and verifiable aspects of language this relegating meaning to subordinate place,
 - To carry out this program of description by means of systematic objective and rigorous procedure allowing the analyst to derive the grammar of a language from a corpus of recorded data in quasi mechanical way."(Roulet, 1975)
- Structural grammar and behaviorist theory, which were founded by Watson (1913), may be linked in that the focus is on verbal behavior in both, an idea that is widely supported by many researchers (Skinner,1957). Also, according

to Rivers (1968), language acquisition is only possible when instructors provide enough imitation, practice reinforcement and habituation, which are general steps to language learning.

All in all, it is crucial for language instructors to view the grammar as a growing and changing mechanism and it is important to consider grammar learning as a continuous activity as it has to do with a changing mechanism.

III. Approaches to Grammar Teaching

With the development of educational theories in language teaching, new approaches and methods have arisen in language teaching especially in teaching grammar. The best known new approaches in grammar teaching may be named as “focus on forms” , “focus on form” and “meaning focused instruction”.

3.1. Focus on Forms

Focus on forms approach includes traditional methods in grammar. This approach makes the learners and the instructors to focus on different formations in language one by one just because they are on the syllabus. Harmer (2007) argues that: “Many language syllabuses and course books are structured around a series of language forms. Teacher and students focus on them one by one because they are on the syllabus. This is called ‘focus on forms’ because one of the chief organizing principles behind a course is the learning of these forms.”In other words, in “focus on forms” approach, the instructors firstly teach the structure and after that they provide the learners with the controlled practice and lastly learners are made to follow with free practice. Furthermore, Ellis (1991) implies that most traditional approaches to grammar teaching are based on providing the learners with opportunities to use the target structure first in controlled practice and then in free or communicative practice. In fact, this progress in language teaching seems related with a model known as “presentation, practice, production”.

Larsen-Freeman (2001) states that in grammar teaching, the “focus on forms” approach begins with teaching activities focused on structure and practice. Developmental skill activities follow the instruction of the target framework. However, in the focus on forms approach, the important thing for the learners is to know the grammatical rule for a specific formation. That is why most researchers are opposed to the idea of focus on forms instruction. Although a learner may know the grammatical rule very well, s/he may have difficulties in production (Larsen-Freeman, 2009).

Long (1997) undertakes to explain the problems of Focus on Forms as follows:

- “There is no need for analysis to identify a particular learner’s or group of learners’ communicative needs, and no means analysis to ascertain their learning styles and preferences. It is a one-size-fits-all approach.
- Focus on forms ignores language learning processes altogether or else tacitly assumes a long discredited behaviorist model. Of the scores of detailed studies of naturalistic, classroom and mixed L2 learning reported over the past 30 years, none suggests anything but an accidental resemblance between the way learners acquire an L2 and the way a focus on forms assumes they do, e.g., between the order in which they learn L2 forms and the sequence in which those forms appear in externally imposed linguistic syllabuses.
- Leaving learners out of syllabus design ignores the major role they will play in language development, nonetheless. Despite the best efforts even of highly skilled teachers and textbook writers, focus on forms tends to produce boring lessons, with resulting declines in motivation, attention, and student enrolments.
- The assertion that many students all over the world have learned languages via a focus on forms ignores the possibility that they have really learned despite it (studies of language acquisition in abnormal environments have found the human capacity for language acquisition to be highly resilient), as well as the fact that countless others have failed. A focus on forms produces many more false beginners than finishers.”

3.2. Meaning Focused Instruction

In grammar teaching, the “focus on form” and “focus on forms” approaches emphasize on the form and structures of grammatical items. In form-focused instruction, the important thing is the formal sequence of grammatical formations. Contrary to these definitions, meaning-focused instruction focuses on the ability to communicate effectively and to transfer ideas meaningfully. The most important target of meaning-focused instruction is transferring intended meanings with the help of different classroom tasks and activities.

A different aspect of the distinction between form-focused and meaning-focused instruction, according to Ellis (1990), is that different activities and tasks are especially designed to teach specific grammatical structures in form-focused instruction. In meaning-focused instruction, learners are provided with meaningful communication environments and are engaged in activities in which the main purpose is meaning and achieving grammatical correctness with specific frameworks. Long and Robinson (cited in Shang, 2007) explain that “Children can naturally learn their first language successfully, and according to the proponents of this

theory, adults can learn the foreign/second language if they follow the principles of the first language learning.”

VI Stages in Grammar Teaching

As in every skill in language teaching, grammar should consist of different stages according to students' levels. So grammar teaching includes different forms in language courses according to differences in the teaching environment or student profiles. Thus, the stages in grammar instruction may be altered according to the educational background and methodological application of the teachers' or students' profiles and proficiency levels. At this point, the question of whether to apply practical activities or more intellectual and conscious-raising processes bothers researchers. As an answer to this question, Ur (1988) suggested that “contextualized practice is still controlled but it involves an attempt to encourage learners to relate form to meaning by how structures are used in real-life communication. Additionally, as reported by Ellis (2008), it will have the following characteristics no matter whether the courses have more communicative or contextualized aspects:

- “There is some attempt to isolate a specific grammatical feature for focused attention.
- The learners are required to produce sentences containing the targeted feature.
- The learners will be provided with the opportunities for repetition of the targeted feature.
- There is an expectancy that the learner will achieve the grammatical feature correctly, in general, therefore, practice activities are success oriented
- The learners receive feedback on their performances whether grammatical structure is correct or not. The feedback may be given immediately or may be delayed.”

To focus on the difference between practice and conscious-raising instruction in grammar teaching, Ellis (2008) lists the features of conscious-raising as follows:

- “There is an attempt to isolate a specific linguistic feature for focused attention.
- The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.
- The learners are expected to utilize intellectual effort to understand the targeted feature.

- Misunderstanding or incomplete understanding of the structure by the learners leads to clarification in the form of further data and description or explanation.
- Learners may be required to articulate the rule describing the grammatical structure.”

Accordingly, Murcia and Hilles (1988) assert that a grammar lesson generally consists of four parts, including presentation, production, communicative practice, and teacher feedback. In this study, teacher feedback and correction are accepted as a part of the practice stage.

4.1. Presentation

The presentation stage of a grammar course, commonly, includes the lecture part in which the teacher gives clear information and examples of the use and form of a specific structure. The structure is presented either inductively or deductively in this stage. Harmer (1987) emphasizes that “presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language and learn how to put the new syntax, words and sounds together.”

Doff (1990) believed that in regards to the question of teaching grammar, there are two aspects that must be dealt with in the presentation phase of the lesson. He argues that “When we present a structure, it is important to show what the structure means and how it is used, by giving examples; show clearly how the structure is formed, so that students can use it to make sentences of their own” (Doff, 1990). In fact, this explanation includes ideas about the general overview of a grammar course from the presentation level to production stage.

Ellis (1997) believes that acquisition of grammatical structures generally occurs casually and gradually in a sequence. It may take several months or years for students to acquire a grammatical structure. Therefore, Ellis (1997) emphasizes that acquiring a structure immediately is impossible, even if the course is planned excellently.

It is suggested by Ellis (1997) and Doff (1990) that presentation of grammatical structures includes:

- “building up an appropriate context in which the meaning of the item is clear
- eliciting/ providing target structure in a marker sentence
- drill target structure chorally, then individually
- focusing on form, explain/ demonstrate how structure is formed
- focusing on meaning, check understanding of meaning through concept checking questions
- providing written model on board”

According to Harmer (1987), the characteristics of a good presentation are:

- “A good presentation should be clear.
- A good presentation should be efficient.
- A good presentation should be lively and interesting.
- A good presentation should be appropriate.
- A good presentation should be productive.”

In other words, in presentation stage of a grammar course, whatever the language proficiency level of the students is, the lecturer should be clear, constructive and productive enough. This productivity can be provided by either inductive or deductive teaching.

4.2. Practice

The practice stage of grammar teaching may include two parts, which are slightly different from each other. The first stage of practice may be named as “focused practice.” In focused practice, the important thing is to make use of the knowledge presented in the first stage.

In this stage of grammar teaching, learners are allowed to internalize what they have learnt in the presentation stage. “The purpose of this step is allowing the learner to gain control of the form without the added pressure and distraction of trying to use the form for communication” (Celce- Murcia & Hilles, 1988). As suggested by Celce- Murcia & Hilles (1988), in the focused practice stage, learners try to gain the control of the structure just for communication. The second part of practice stage is “communicative practice”— the objective of which is to let the learners communicate by using the target structure. The learners are mainly assumed to get involved in communicative activities to make use of structure. Morrow and Johnson suggest that, “A communicative task incorporates the actual processes of communication; the more of these features an exercise incorporates, the more communicative it is” (cited in Celce Murcia & Hilles, 1988). In addition to this idea, it is a widely known that communication-oriented activities may make the learners feel relaxed while learning the targeted structure in a communicative environment.

According to Doff (1990), “It is obviously more useful to give students practice in which they [students] have to think, in which they understand what they are saying, and in which they express meaning.”

4.3. Production

The production stage of a grammar course is the main stage that the learners are allowed to use a particular grammar structure in a less controlled way and produce piece of language with the help of less controlled activities.

In the communicative phase, less control over grammatical structure is exercised than during the practice stage. The aim of this stage is to have students use the structures to communicate with each other in a meaningful way. According to Larsen-Freeman (1990) as cited in Celce-Murcia (1991), “replying to a letter/ e-mail,” “writing about a topic” and “discussion” are some communicative activities that can be used in production stage of a grammar lesson.

According to Baker (2003) “Learners can be directed to use the structure in a kind of role-play, guessing game, in an interview, group work and pair work.”

VII. Inductive and Deductive Instruction

In grammar teaching, especially in the presentation stage of grammar teaching, the method that the lecturer adapts may influence the flow of the course. For many years, lecturers mostly preferred to use either inductive or deductive methods of grammar teaching in the presentation stage.

In teaching activities, the important point for lecturers is to employ the most appropriate teaching way. In that, the interests of students and the aim of them for learning the language are essential. Some learners like ‘noticing’ the grammatical structure while learning different skills. However, some learners need to see the grammatical structure with its basic rule directly to acquire the topic.

Methods of grammar teaching are divided into two parts. Some present the structure directly and some indirectly. It should be emphasized that in direct grammar presentation, the main focus is on structure rather than meaning. In indirect presentation, on the other hand, the main focus of instruction is on the meaning of the target structure. While making plans for a grammar course, instructors need to develop either a direct or indirect methodology. After selecting the appropriate style for their classrooms, instructors may focus on form with direct and deductive methods or they may concentrate on the meaning with indirect and inductive methods.

For both approaches, it is certain that there are advantages and disadvantages. The utmost distinction, however, is the role of the teacher. In a deductive classroom, the teacher introduces and explains concepts to students, then expects students to complete tasks to

practice the concepts—a very teacher-centered approach. Conversely, inductive instruction is a much more student-centered approach and makes use of a strategy known as ‘noticing.’

As the main purpose of a language is to convey the message in a meaningful way, Williams (cited in Baleghizadeh, 2010) suggests that the important thing in language teaching should be conveying messages in a meaningful way, and that learners should not be engaged with the forms of grammatical structures.

According to Williams (cited in Baleghizadeh, 2010), meaning-focused instruction has the following characteristics:

- “They emphasize using authentic language.
- They emphasize tasks that encourage the negotiation of meaning between students, and between students and teacher.
- They emphasize successful communication, especially that which involves risk taking.
- They emphasize minimal focus on form, including: 1. Lack of emphasis on error correction, and little explicit instruction on language rules.
- They emphasize learner autonomy.”

5.1. Inductive Instruction

In inductive instruction, new grammatical frameworks or rules are presented to students in an authentic language context (Goner, Phillips, & Walters, 1995). “Noticing” is a good factor in inductive instruction. Instead of explaining a given concept and providing the learners with examples, the teacher provides students with many examples to show how the concept is used. The aim of the instruction is for students to “notice,” by way of the examples, how the concept works.

Scrivener (1994, cited by Adrian Tennant, 2005) suggested “discovery technique” as an inductive way of teaching grammar. The main aim of the “discovery technique” is to engage students in discovering a generalized grammar rule or pattern. The idea is that students will “discover” the grammar through a series of steps and will deduce both the form and the meaning with the help of these steps.

Researchers did not identify “noticing” as a way of teaching grammar until 1990s. Research conducted after the 1990s show that “noticing” may help the learners to acquire certain grammatical structures. The main hypothesis is that “noticing” a certain grammatical structure is required for learning to be placed in short-term or long-term memory. Here raises the question, “What is ‘noticing’ in teaching grammar?” The word “notice” is mainly described

as “to see or become conscious of something or someone” (http://dictionary.cambridge.org/dictionary/British/notice_1?q=notice)

Noticing is the action that occurs as students become aware of the target formation in particular. Noticing can be used to teach grammar structures in the inductive approach when students are provided with different examples, and they deduce the rule by noticing the commonalities among these examples. In an ordinary classroom situation, noticing can be used to teach many language skills.

In the inductive approach, a converse process of deductive approach is applied. The inductive approach starts with subjecting students to examples of language use, engaging them to use target language, and then encouraging students to generalize the rules deduced (Thornbury, 1999; Decoo, 1996; Gollin, 1998). It involves the process of getting particular examples and discovering the general frameworks (Gollin, 1998; Thornbury, 1999).

In fact, there have been various studies on the effectiveness of inductive and deductive methods of grammar teaching. The results of these different studies are mixed, however some conclude that the inductive approach may be more advantageous than the deductive approach (Herron & Tomasello, 1992), while other studies suggest that the deductive approach is more successful (Robinson, 1996; Seliger, 1975), and still other studies overlap both of the ideas by claiming that there is no distinction between the two approaches (Abraham, 1985; Rosa and O’Neill, 1999; Shaffer, 1989).

It is possible to conclude from the results of all this research that there is ambiguity on this issue. Historically, the audio-lingual method is engaged in the inductive approach and the deductive approach is associated with the cognitive-code learning method. In the audio-lingual method, learning takes place through habit formation and through actions that are held by the learners unconsciously. In other words, learners acquire language on the basis of unconscious exposure to the target language in the habit formation process. They learn by studying various examples of a structure until the use of the structure becomes automatic. In this process, learners are inspired to acquire the target language in an innate way without stating the specific rules in the structure and may not be fully aware of what they are learning until the end of the course, when the teacher puts the objective into words (Hammerly, 1975; Fischer, 1979; Shaffer, 1989).

The inductive approach stems from inductive reasoning, in which reasoning improvement proceeds from special situations like observations or measurements to more general concepts such as rules, laws or theories (Felder & Henriques, 1995). In short, when learners use induction, they observe a number of specific instances and they infer a general principle or

concept from these particulars. In general, the advantages of the inductive approach are summarized by Chalipa (2013):

- “Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
- The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memo ability.
- Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated. It is an approach which favors pattern-recognition and problem-solving abilities which suggests that it is particularly suitable for learners who like this kind of challenge.
- If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
- Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.”

In general the disadvantages of the inductive approach can be summarized as follows (Chalipa, 2013):

- “The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means.
- The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
- Students may hypothesis the wrong rule, or their version of the rule may be either too broad or too narrow in its application: this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- However carefully organized the data is, many language areas such as aspect and modality resist easy rule formulation.

- An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.”

As a conclusion, it is inferred that in inductive grammar teaching, teachers should make students ‘notice’ the targeted structure with the help of different methods of language teaching.

5.2. Deductive Instruction

The deductive instruction in grammar teaching is a more teacher-centered approach as compared to inductive instruction. This means that the teacher introduces the students with a new concept, explains it, and then has the students practice using the concept. For example, when teaching a new grammar concept, the teacher will set forth the concept, explain the rules related to its use, and finally the students will practice using the concept in a variety of different ways.

According to some researchers, “The deductive method is often criticized because: a) it teaches grammar in an isolated way; b) little attention is paid to meaning; c) practice is often mechanical.” For some of the researchers, this method might be an applicable option in certain situations; for example, when dealing with highly motivated students, teaching especially a difficult concept for native speakers of a specific language, or for preparing students for written exams.

The deductive approach may refer to a traditional style in grammar teaching because grammatical structures or rules are dictated to students first, a more effective and time saving way under certain circumstance just like teaching a monolingual class (Rivers and Temperley, 1978).

Krashen (1982) argues that the deductive approach seems “much more reasonable (in comparison with inductive approach) – why make students guess the rule?” According to him, “Teachers should present a clear explanation and have students practice until the rule is internalized” (Krashen, 1982).

The deductive approach is explained as a process that starts with the presentation of a rule by a teacher who then provides examples in which the target structure is applied (Thornbury, 1999; Norris & Ortega, 2000; cited in Erlam, 2003). Next, students engage in language practices in the process of applying a general rule to specific examples (Gollin, 1998).

Staatsen (2009) states that the deductive approach may not be used practically because the inductive approach usually has the most desired learning outcomes. On the other hand, in her study comparing the deductive and inductive approach in teaching foreign languages, Shaffer (1989) concludes that there is not a clear distinction between the effectiveness of both

approaches: “This offers strong evidence against the notion that an inductive approach should not be used for difficult structures.”

Dekeyser (1994) delivers that: “Deductive means that the rules are given before any examples are seen; inductive means that the rules are inferred from examples presented first. Implicit means that no rules are formulated; explicit means that rules are formulated (either by the teacher or the students, either before or after examples/practice).”

According to Brown(1987), inevitably, deductive and inductive reasoning are polarized. In deductive reasoning, learners are moved from a general to definite instances, which means specific frameworks are inferred or deduced from a general principle. Whereas inductive reasoning refers to the fact that a learner stores a number of specific instances and induces a general law or rule or conclusion with the help of these instances.

In addition, Nunan(1991) states that deductive reasoning occurs only when the learners are taught rules consciously and given specific information about a language.

Selinger(1975) also mentions that explicitly giving grammar rules at the beginning of a course allows learners to practice the rules consciously in the example step of the course and allows learners to apply the rule during the practice segment of the lesson rather than spending time confirming hypotheses as when a deductive method is used.

Eisenstein (1987) suggests that with the deductive approach, the control of the teacher over learners increases and so learners may have less fear to produce incorrect structures related to how the target language is functioning.

In general, the advantages of the deductive approach are summarized by Chalipa (2013) as follows:

- “It gets straight to the point, and can therefore be time-saving. Many rules especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.”

In general, the disadvantages of the deductive approach are summarized by Chalipa (2013) as follows:

- “Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient met language (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
- Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
- Explanation is seldom as memorable as other forms of presentation, such as demonstration.
- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.”

5.3. Explicit vs. Implicit Instruction of Grammar

“Explicit learning is a conscious awareness and intention to learn” (Brown, 2007). In addition, explicit learning involves “input processing to find out whether the input information contains regularities, and if so, to work out the concepts and rules with which these regularities can be captured” (Brown, 2007). On the other hand, implicit learning is “learning without conscious attention or awareness” (Brown, 2007). Implicit learning occurs “without intention to learn and without awareness of what has been learned” (Brown, 2007).

Grammar instruction continues to be a significant issue in language education (Ellis, Basturkmen, & Loewen, 2002). For many years, language instructors have been conflicted regarding two approaches: structurally-oriented instruction which focuses on grammatical rules and communicatively-based, that is, the more meaning-oriented option (Celce-Murcia & Larsen-Freeman, 1999).

It is a well-known fact that children acquire their first language in a communicative environment in which they participate by observing their parents, so they learn certain rules automatically. However, as linguists, we are aware that although people acquire and speak their first language automatically without any formal instruction, they cannot figure out or talk about the rules specifically. This is exactly the difference between explicit and implicit knowledge (Ellis, 2008). Therefore, implicit knowledge can be categorized as indirect knowledge (Reber, 1989), acquired knowledge (Krashen, 1981), procedural knowledge (DeKeyser, 1998), interlanguage (Birdsong, 1989; Hamilton, 2001; Pienemann, 2005; Selinker, 1992; Tarone, 1979), or learner language (R. Ellis & Barkhuizen, 2005).

Celce-Murcia and Larsen-Freeman (1999) stated that using communicative processes, leads to a shift toward a stronger emphasis on explicit language instruction by combining the way people use language (mainly its function) with the grammar (mainly the target form) they need. Nowadays, most language researchers emphasize the need for teaching and learning academic English, which is not acquired automatically but should be taught or learnt intentionally (Cummins, 1984; Hakuta, 2001). As Fillmore (2003) claims, “No one is a native speaker of an academic language.”

Ellis (2006) suggests that, in order to understand the main role of teaching explicit knowledge of grammar, it should be necessary to ask the following three questions:

- “1. Is explicit knowledge of any value in and of itself?
2. Is explicit knowledge of value in facilitating the development of implicit knowledge?
3. Is explicit knowledge best taught deductively or inductively?”

Moreover, defending the importance of explicit instruction, Norris and Ortega (2000) published an article that aimed to determine how effective explicit instruction is in L2 teaching across 49 studies. According to the results of these studies, explicit instruction results in a more successful learning of target structures when compared to implicit instruction. In addition to these, Norris and Ortega emphasize that in L2 instruction there is a need to determine best practices so as to teach target language structures in an effective way, in addition to the need for methodological analysis of ways and approaches in language or grammar teaching.

To recognize the difference between explicit and implicit knowledge, DeKeyser (2003) thinks that, “in some cases, explicit knowledge can be considered functionally equivalent to implicit knowledge.” According to Ellis (1994), grammatical rules do not become implicit, but rather sequences of language and rules are used to construct different structures do.

As a similarity between implicit and explicit knowledge, Dekeyser (2003) suggests that: “Even though implicitly acquired knowledge tends to remain implicit, and explicitly acquired knowledge tends to remain explicit, explicitly learned knowledge can become implicit in the sense that learners can lose awareness of its structure over time, and learners can become aware of the structure of implicit knowledge when attempting to access it, for example for applying it to a new context or for conveying it verbally to somebody else.”

Scott (1990) defines explicit and implicit approaches in grammar teaching as follows: “An explicit approach to teaching grammar insists upon the value of deliberate study of grammar rule, either by declarative analysis or inductive analogy, in order to recognize linguistic elements efficiently and accurately. An implicit approach, by contrast, is one which suggests

that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire, as naturally as possible, the grammar of the target language.”

VIII. RECEPTIVE AND PRODUCTIVE SKILLS

There are two groups of skills that are known and studied in the context of educational process represented by teaching and learning. The category of receptive skills - also recognized as passive skills – is demonstrated by reading and listening. In many cases of foreign language learning they appear as the first skills to be understood and comprehended. Foreign language learners mostly start their way of mastering a new language by observing, reading and collecting language experience. Passive language skills do not force students to produce anything actively.

6.1.The Teaching of Listening Skills: Listening is an important skill but inappropriately, teachers incline to neglect this skill in English classes. We found that teacher ponder over that listening skills, they assume that the skill of listening will develop automatically. When the learners hear English spoken in the classes. It is not true when we speak in the class our learners hears us most of the time, and if we want to develop their listening skills, we have to use activities that encourage these skills. Listening is different from hearing as it involves understanding. We hear whenever our ears are open and functional: we hear the bell; we hear the car and motorcycle. Whether we like them or not but we listen to something when we are interested in it and listening is complete only when we understand what we listen. So listening skills have to be developed with the help of certain tasks. Listening should be conveyed by some activity through which students can demonstrate their comprehension and experience the pleasure of success.

I have mentioned some techniques of listening skill in English. Make it a point to expose the student to a ‘good’ model because the students are required to produce or generate the language. Learner should bear in mind that listening is a significance like speaking. Make listening activities motivating and informative. Listeners must distinguish that phonic substance the sound patterns in bounded segments related to phrase structure. Listen and complete the story: Learner should listen to a part of a story from the teacher or from a cassette and complete it individually or in groups. Understanding intonation patterns and interpreting attitudinal meaning through variation of tone. Teacher should give more importance to training listening skill and learners must become more aware of their own

listening skill. The teacher can read to the class a short passage or dialogue and ask questions on it. The choice of the passage is important, the passages should be simple, interesting, challenging and within the learner's experience. The teacher's reading should be clear, slow, and expressive so that learners get the meaning of the passage without much difficulty.

6.2. The Teaching of Speaking Skill: Speech is primary; the crucial function of language is for interaction and communication. We speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship. In our spoken communication we use 'transactional language' or interactional language'. The transactional language contains information. It is also for conveying a message as interactional language. The developments of speaking skills are not paid enough attention in most of the English classes, because the teacher does not feel confident and competence to do it or learners do not feel the need for the skills. In most of time classes or school or college, we have found that the teacher that only speaks and the learner hardly gets opportunities to speak in front of the audience or class or school; if they speak, it is often repeating what the teacher says. In English spoken classes or school, learners should have given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. Most of the time we ponder over the classes' teacher tends to neglect the speaking skill that has to use by learner. The teacher should give more opportunity to interact only in English language not mother tongue.

I have mentioned some activities to develop the speaking skills in learner. Role-play is a technique that can use to make the students use language and thereby develop spoken skills. It can offer enjoyment and a mental escape from classroom. Free role-play, in this type the guidance is oral and the students will have to develop their own scene. An advantage is that weaker students can restrict themselves to a few simple exchanges. Learner should be encouraged to talk about short story and take a part debate and discussion and teacher can help them with stimulating questions or clues. Learners are encouraged to converse on topics of interest in classes. Mock interviews can arrange once a while. Arranging mock parliament sessions is a common activity in many colleges these days. Speaking activities should not occupy the entire class time; ten minutes in a period may be spent in a day or activities like debates can be organised once a month or week. The teacher should listen to the learners when they speak and correct their errors tactfully after the activity is over. Though speaking is an important activity, the teacher should not force learners to speak, especially in the

beginning classes, when they are not ready to speak; productive skills take longer time emerges unlike receptive skills in young learners

6.3. Teaching of Reading Skills: Reading is not as many still believe a passive activity in which readers just move their eyes over the printed page in linear order. It is interactive the reader brings his personal knowledge to the text in front of him. The interactivity is triangular between the reader the text and the message. The goal is specific to engage the thoughts, facts, and viewpoint, bias etc. The writer has to put together on the page in order to arrive at the best personal meaning. Reading is the most favoured and most practiced skills in English classes. Reading should be followed by checking the learners' understanding of comprehension. In addition, teacher can use specific activities for developing reading, using materials that are authentic.

I have mentioned some technique for teaching Reading skills. The reader need not either seek or find in a text all or only what the writer has put into what the writer. In order to understand a text, each reader brings to it different types of knowledge to make meaning. The teacher's main task is to help make students' reading efficient and effective by intervening differently at different stages in its development. Equip the school library with plenty of books and journals or magazines at the appropriate levels. This will require the co-operation from teachers belonging to all subjects and every department. Dictionary – based activities: pages from a good dictionary can be given to the learners and reading activities such alphabeting words or finding out abbreviation may be set.

6.4. The Teaching of Writing Skills: It is common knowledge that many of those who speak fluently and intelligibly. When the person use the language at job he or she fails when it comes to write for well-defined, job related or academic purpose. Written language can be very different from the language of speech. Frequently two may even differ in the purposes they serve; they clearly differ in the way language is organised to convey each purpose. Most occasion of speaking have a social purpose and in particular contexts. Writing skills are practiced in English classes; in fact, they are the skills, which are paid attention to classes but most of the time learners' writing is copying from the blackboard or textbook. In school where there are prescribed Workbooks, learner write in them, most often the teacher dictates the answers. Learners' writing will improve only if the teacher helps them to write on their own, after preparing them to write. Writing involves motor skills such as handwriting and cognitive skills such as arranging ideas: both should be paid attention. Handwriting can be

developed through regular practice with the teacher's attention to the size and shape of the letters and spacing between words. Learners can be encouraged to use good copybooks for this purpose. Filling in forms such as money order form, telegram form, application form for bank account etc. Writing captions for the pictures cut out of magazines or newspapers. Writing letters to a newspaper and responses to other letters in the newspaper. Note taking and note making from reference books. Answering questions in writing, questions may be on the texts or topics of interest to the learners. Writing reviews of films or plays. Write some vocabulary games, which can be memories in the class room or free time. Make a practice of words for examples.

7. Conclusions

The Oxford English Dictionary defines it as "The whole body of words and of technique of combination of words used by a nation, people or race; a tongue; which implies that a language can exist in spoken as well as written forms". Language is not a social phenomenon; it is a conception of man's social needs. Experience tells us that teaching a skill at the exclusion of other skills is impossible because language is an integrative activity and so it is wise to teach language skills interactively, more than one skill at a time. If you read carefully the activities suggested for developing the skills above, you will realise that some of them involve the use of more than one skills; this is inevitable. Language skills are very important for the learners those come from second language acquisition. Generally, we found the many classes have been neglecting the writing and speaking skills. Therefore, the learner gets some difficulties in their communication. Many classes have been still using the deductive technique for teaching language skills but if we ponder over the language skills. It should be taught in inductive technique.

I . SUGGESTION AND RECOMMANDATION

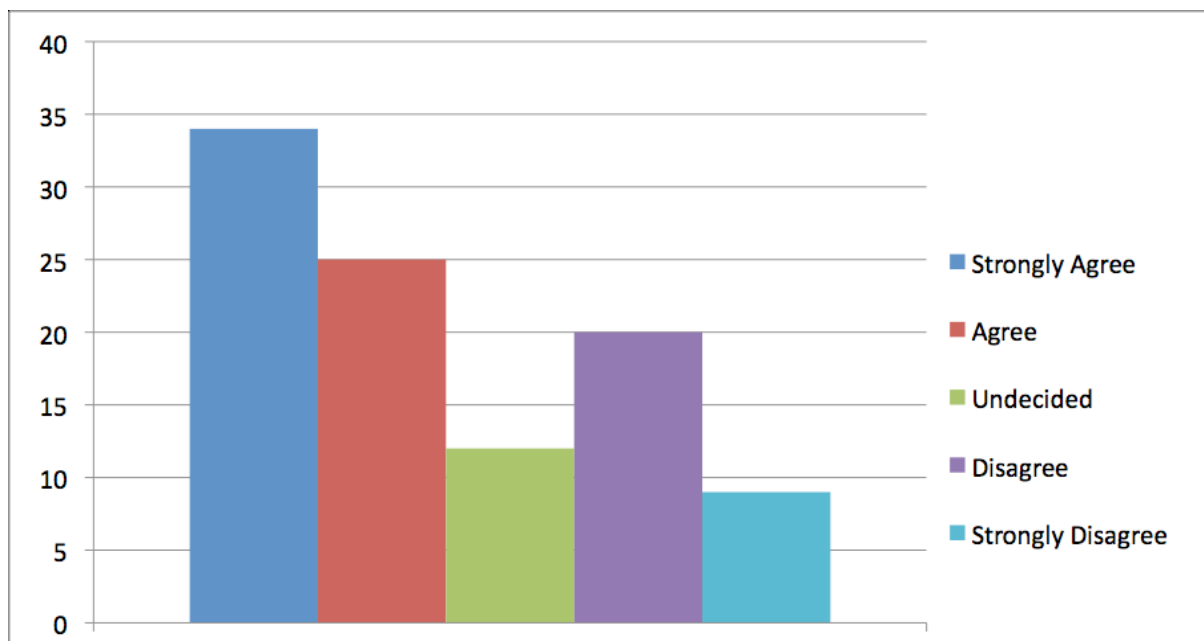
1.1 Introduction

In this paper much attention will be paid mainly to one category of language skills and those are productive skills. There are two groups of skills that are known and studied in the context of educational process represented by teaching and learning. The category of receptive skills - also recognized as passive skills – is demonstrated by reading and listening. In many cases of foreign language learning they appear as the first skills to be understood and comprehended. Foreign language learners mostly start their way of mastering a new language by observing, reading and collecting language experience. Passive language skills do not force students to produce anything actively

1.2. Analysis

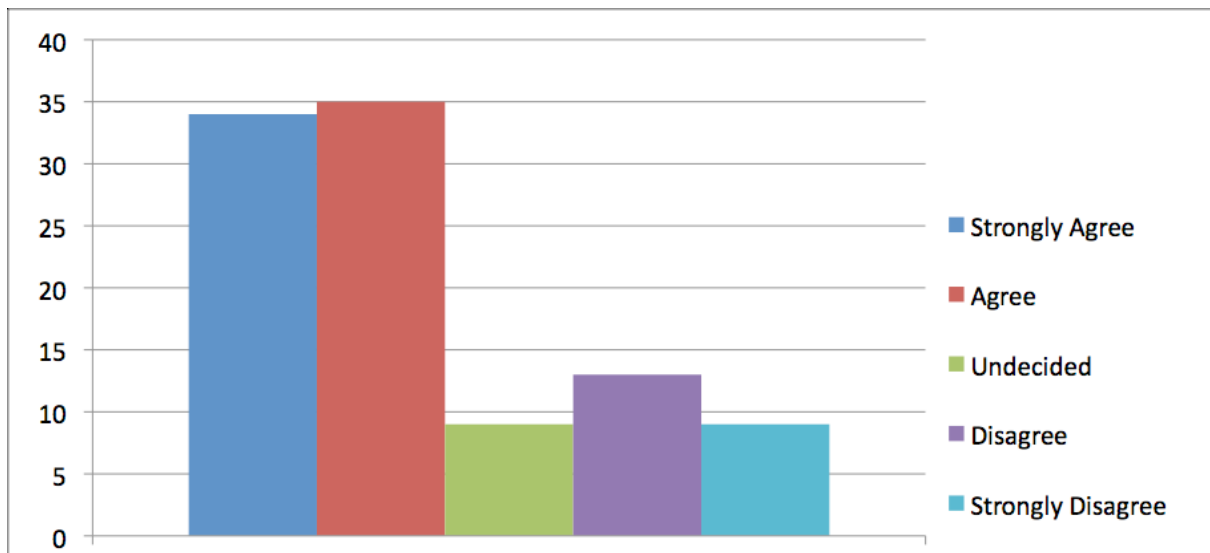
As previously stated, data were analyzed in two separate parts; therefore, data were discussed in two parts. For this study, there were two questionnaires: teacher and learner feedback questionnaires.

As this research aimed to find the differences between the effectiveness of inductive and deductive methods of teaching the four skills to adult learners, a Likert Scale questionnaire was administered to understand their feelings about inductive and deductive skills teaching. The item analysis of the statements in the questionnaire for the adult learners of English has been given in the following graphs:



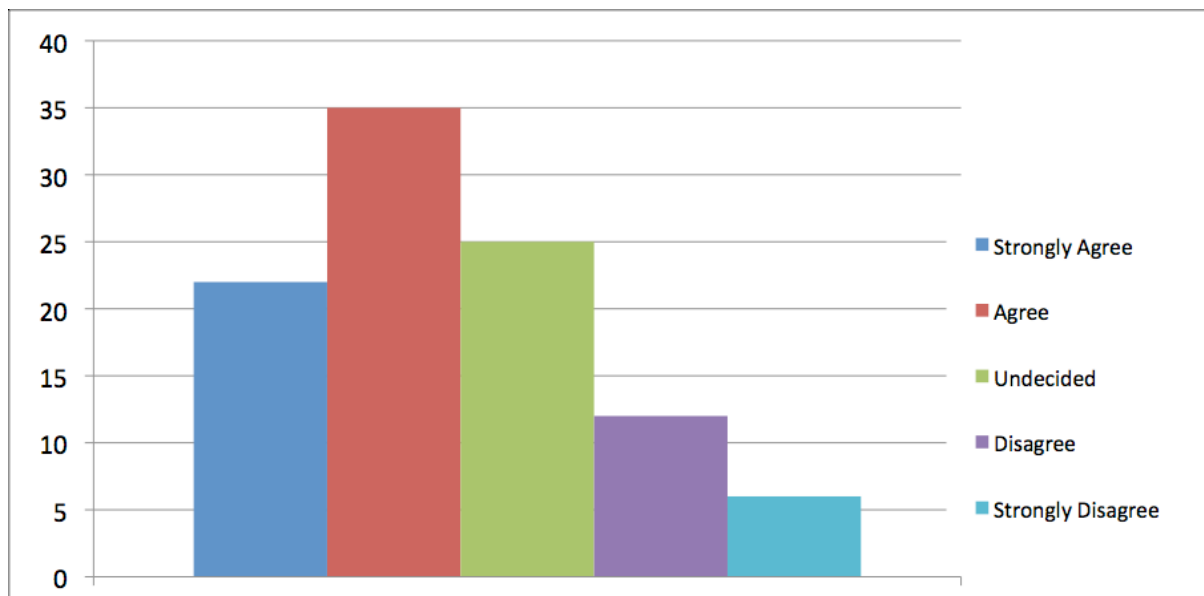
Graph 1. It is difficult to learn skills in English

During the latter questionnaire of learning students get acquainted with more specialized vocabulary and previously mentioned activities can be replaced with more advanced levels of those and/or new types of tasks. With respect to certain factors that may influence the final outcome of the language teaching, the following activities can be used: more complex conversation role-plays with stress on proper grammar structures and extended vocabulary register of certain topics, description of real-life topics and more serious local and global issues in a form of writing tasks, and e.g. oral summary of a recently seen film, read book or heard story. There are numerous ways how to raise learners' awareness of adequate phraseology of any foreign language and grammar accuracy but one important and necessary part in the process of learning is teacher's evaluation and provided feedback. Traditionally, the teacher evaluates his learners either by giving grades or verbally. The teacher's feedback involves criteria such as focus on content, i.e. clarity, original idea, organization and delivery of the speech, and whether the goals of the activity were kept.



Graph 2. The most difficult thing in foreign language learning is learning skills

When one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skill. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolises a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language. This theoretical background applies to any studied language. This should also prove that both types of skills are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete.



Graph 3. I learn skills by studying only.

When one starts learning a foreign language, he surely and subconsciously is exposed to both categories of language skill. As mentioned before, productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge - such as listening and reading - symbolises a springboard to active implementation of grammar structures, passive vocabulary lists, heard and repeated sounds of a foreign language. This theoretical background applies to any studied language. This should also prove that both types of skills are inseparable and one cannot exist without the other. When learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete.

Most adult learners of English are undecided about their preference of skills in English in comparison with grammar courses, but other skills are also enjoyed by 35% of the learners.

1.3. Discussion

This study is remarkable in examining the perceptions and opinions of adult learners about inductive and deductive instruction. Findings of the study shed light about the fact that both inductive and deductive teachings are effective in teaching skills to adult learners. Investigating the issues concerning inductive and deductive teaching is important because it is supposed to provide clear insights about an ongoing argument. The findings are of the paramount importance for the language instructors teaching to adult learners.

The study has familiar parts with some past research, like Schafer (1989) who asserts that there is not a significant difference between two approaches. But different from Schafer's research, this study indicates that deductive teaching is more advantageous for adult learners in contrast with the studies of Herron & Tomasello (1992), which present more favorable results for inductive teaching. But, this study supports the claims of Erlam (2003), Robinson (1996) and Seliger (1975) who ascertain a general advantage for deductive instruction.

Additionally, Norris and Ortega (2000) propose that explicit analysis seems more useful than indirect or implicit treatment. This assertion is in the same direction with the findings of this study.

Furthermore, in a study of Heo (2007), the relationship between different levels of noticing, difficulty in rules, and types of skills knowledge were investigated. The learners were divided into three groups and the most successful group seems to be the group for which the deductive method of skills teaching was applied.

Advantages of the deductive method of teaching were also expressed in another study, which was conducted with an artificial language called "esperanto" (de Graff, 1997). The inductive group participated in, not only a variety of structural activities, but also meaning-focused activities; the deductive group received rule explanation in addition to these functional and meaning-focused activities. De Graff found a clear difference in the group that received explicit instruction, and as an overall result, the deductive method was found better.

One of Andrews's (2007) studies partially supports the deductive way of grammar teaching. That study aims to search for the influence of implicit and explicit teaching both simple and complex grammatical structures. As a result of his study, Andrews (2007) claims that learners are more successful when deductive instruction is applied for simple structures; however, for more complex structures both inductive and deductive methods of teaching seem equally effective. On the basis of Andrew's idea, . Therefore, the results may emerge from this generalization. So, several reasons for these findings should be considered. Firstly, motivational factors in addition to the Algerian Educational System and examination system may have impacts on this result. As learners are a part this system for a long time, their learning style may be adapted to the outcomes of this system. Another explanation may come from the fact that inductive teaching may be new for both learners and instructors. Once students are familiar with analyzing data and discovering rules for themselves according to their own learning style, this will most likely bring about positive learning effects .

In conclusion, according to most of the research in this area, it is claimed that learning takes place with both inductive and deductive methods. There is not a considerable difference

between learners' academic success and structural comprehension. Thus, it is not possible to divide these two instruction types. While according to the results of some studies inductive skills teaching seems more effective in terms of interaction and student feelings, there are also various findings supporting deductive teaching.

1.4. Recommendations

As the results of this study did not show a serious difference between the two types of instruction, further research may be extended to a larger sample of participants.

Moreover, further study may have more detailed subsections in response to the question "Which structures are best suited to inductive versus deductive teaching?" Additionally, "learning" in this study is defined with the results of multiple choice questions so further research may focus on testing written essays and spoken discourse.

Lastly, in the lights of these implications, only the instruction stage of a grammar course is taken into consideration in this study. To get a better definition of the topic, feedback and the introduction part of courses should be taken into consideration in further research.

1.5. Conclusion

This study aimed to determine the approach in developing of deductive and inductive methods of teaching skills on the academic success of adult learners of English. In addition, the feelings of adult learners and language instructors were considered for the study. The results obviously pointed at the discrepancy between inductive and deductive skills teaching. The research questions for this study were;

1. Which way of teaching more effective in teaching skills to adult learners of English-inductive or deductive?
2. What effects does the deductive instruction have on university students' skills knowledge?
3. How do adult learners feel when deductive and inductive approaches are used in skills instruction?

The findings show that 59% of adult learners find it difficult to learn topics. For most learners (69%), the most difficult part of language learning is learning productive skills. 57% of the learners prefer to study receptive skills, rather than example sentences. Although they consider it as a difficult skill, 73% of the learners think that they need to study grammar in order to speak a specific language. 37% of the learners think that memorizing grammatical

rules is a reasonable way to learn a language. This may be based on the nature of Algerian Educational System.

In addition to the learner feedback questionnaire findings, teacher feedback questionnaire indicates that all the instructors have sessions to teach separated from other skills. For 93% of the instructors, productive skills are essential part of language and they enjoy teaching. 40% of them prefer receptive teaching. However, the instructors are not sure whether to label the methods they use as either “Modern” or “Traditional”. Just like the adult learners, 80% of the instructors think that it is not possible to speak a language without enough grammatical knowledge. In addition, instructors (40%) do not think that grammar is linked to other skills of a language and so learners do not need grammatical knowledge to be proficient in other skills of language.

In terms of the academic success of adult learners, the deductive teaching group seems to be more successful and more proficient in using the structures that were taught in the skills sessions. It is concluded that deductive teaching works better with the adult learners when the academic success and proficiency levels are examined.

Another conclusion reached as a result of the data analysis in this research was the impressions of the adult learners and instructors. Although some participants revealed the notion that they feel satisfied with inductive way of teaching, most of them conveyed the idea that they are better with the deductive teaching/learning. Further, they propose that deductive way let them internalize the target framework easily.

As the final remark, most of the learners revealed that they feel better with deductive way and their pre and post test results show that they learn better deductively. Additionally, instructors, no matter experienced or not, esteem that the inductive way is much more vulnerable in teaching.

II General Conclusion:

This three chapters has allowed us to review the methodological history of language teaching. It has shown teachers' reflections on how to improve FL teaching. The manner in which methods have evolved is the referential issue to search for and find more effective responses. The Grammar-translation method gave way to direct and oral methods. Both poles have proposed an eclectic solution based on the learners' needs, as the Reading method claimed. Technological and scientific advances in linguistic and psychological studies provided new tools and different criteria on content and techniques, with which the Audiolingual and Audiovisual methods have contributed. Anyway, the task was limited and more insights were necessary.

Cognitive Code Learning, as a reaction to Audiolingualism, started to recognize learning as a creative process, and looked for the universal features underlying all languages. This search for universal patterns led to the Second Language Acquisition tradition, in which L2 teaching imitated L1 learning modes. Parallel to these developments, humanistic/designer methods such as the Silent Way, Suggestopedia and Community language learning, removed from psychological and linguistic frameworks, continued the search for the ideal teaching method. Their failure, together with the view of

language as a social process, led to Communicative Language Teaching, with its emphasis on meaning, fluency, and real-life communication, which then became the recognized approach to language teaching for several decades. This is the case until we enter the post-communicative period, when the theoretical and practical deficits of this approach are voiced and when a disciplined and cautious eclecticism is favoured. Pedagogical approaches to language teaching continue to proliferate in this era

The purpose of this study was to investigate the effectiveness of inductive and deductive explicit learning conditions on language retention in an online language tool. The advantages and disadvantages of deductive and inductive techniques have been widely discussed in the existing literature but findings of previous studies regarding the effectiveness of one over the other have been inconclusive. Previous research has also failed to distinguish between different measures of performance. This paper sought to clarify the effect of the two learning strategies on accuracy and response times in comprehension and production tasks. The case-marking of animate nouns in the Polish nominative and accusative case was used as the target

structure in the tool, an example of the type of transformational morphological with which L2 learners of all abilities persistently struggle with.

The first two hypotheses predicted that inductive learning treatment would result in significantly better performance overall, as well as specifically comprehension and production tasks, than the deductive treatment. No support for these hypotheses was found, although significantly higher rates of accuracy on comprehension tasks was found in the inductive condition. A third hypothesis was formulated predicting that learners with a non-inflected linguistic background would perform better in the deductive than in inductive condition, whereas learners with prior knowledge of a similarly inflected language as Polish, would perform better with an inductive learning strategy than with a deductive one. No evidence was found to support this hypothesis as the results showed that both learning strategies were equally effective.

On the whole the results indicate that, learning strategy has little to no effect on accuracy or response times. This finding is consistent with that of the study by Hwu and Sun (2012), which found that learning performance was unaffected by learning condition. There also appears to be no interaction between the linguistic background of the learner, in this case prior knowledge of an inflected-language, and learning treatment. No significant difference was found between those in different instructional conditions within the groups of inflected and non-inflected languages. Perhaps predictably, further analysis revealed that linguistic background has a significant effect on accuracy in both production and comprehension tasks. Response times differed little between-groups, even when accuracy scores differed significantly. This suggests that response times do not accurately reflect language difficulty and are perhaps a poor measure of language retention.

These findings conflict with those of Herron and Tomasello (1992) somewhat, who found significantly better performance among learners in the inductive condition. Reasons for the discrepancy may be the differences in target grammar and implementation of the learning strategies as well as teaching procedure (one was an online study, the other classroom-based). For example, Herron and Tomasello (1992) used 10 different grammar constructs in French, whereas this study was limited to case-marking in Polish. Nevertheless, in our results accuracy in the inductive condition was generally better than in the deductive condition, even if this difference was not significant. Response times were also lower in the inductive condition, suggesting either greater hesitation in the minds of learners in the deductive condition or greater clarity of understanding among those in the inductive treatment. It may be that some participants struggled to decode the rule table in the deductive treatment. In the pre-

test, some participants expressed difficulty in understanding this and it was subsequently revised, however, if participants struggled to understand the table in training, they may have had difficulties recalling the rules in the test phase.

Potential confounding variables could be the uneven sample size in the two learning conditions and uncontrolled-for linguistic knowledge of participants. The participant pool was not gender-balanced, with far more female participants, and the sample was possibly non-random, as those with an interest for languages were far more inclined to participate. Therefore, it is questionable whether the findings can be generalised to the wider population without further research that controls for these factors. This highlights one disadvantage of online studies – lack of control over the participant pool. The tool was designed for use by adults of all ages but some systematic variation between groups of adults of different ages may exist. Future online studies should aim to collect a large enough sample size so that results can be sub-divided into age groups and effects between age groups identified. The present study also only examined one type of grammar structure so different results may be found for other types of grammatical features. A further weakness of the present study was the fact that length of exposure of learners to the training material was very limited and only measures of short-term acquisition were taken. Perhaps a longitudinal study where training and testing takes place over an extended period of time could provide a more accurate assessment of language acquisition and long-term retention. The present study's findings also put the validity of response times as an indicator of language retention into doubt. This is particularly true of production tasks, where latency may be influenced by other factors such as typing speed, rather than language retention alone. Finally, there is the question of whether the learning conditions could be more effectively implemented. For example, whether participants in the deductive condition in the present study actually used the rule table or chose to ignore these is unclear.

The findings of this study have a number of theoretical as well as practical implications. It has been argued that explicit learning strategies are useful for achieving linguistic competence in communication, in particular with regards to grammatical accuracy. The distinction between inductive and deductive explicit approaches has traditionally been made in theoretical discussion by scholars. However, the present study's findings suggest that this distinction is of little significance and in practice teachers should be free to use both. Nevertheless, based on the present findings it can be argued that if a choice must be between the two, an inductive learning approach should be taken. The inductive training led to higher accuracy and lower response times overall, even if the discrepancy was not significant. It is unclear why inductive

training should result in significantly better accuracy in comprehension than deductive training. One reason may be that learners find it easier to retain rules that they have inferred themselves rather than rules presented to them. This implies that an examples-to-rules approach may be more effective than a rules-to-examples approach for acquiring comprehension skills in an L2, although it is unclear why this was not the case in the production task. This study confirms the importance of taking the linguistic background of the learner into account when designing instructional strategy. Even if no interaction between learning strategy and linguistic background was found, the findings suggest that learners exploit their existing knowledge in acquiring an L2, possibly through a process of linguistic hypotheses testing. In the present study, participants with knowledge of a similarly-inflected language did this to achieve higher accuracy in rule-learning. The practical implications of this finding are difficult to apply in a classroom environment where the abilities and backgrounds of students are mixed. However, computer-based methods can easily be designed to assess learners' prior knowledge of grammatical features. For example, a computer-based tool can ask students to enter the languages they have studied, and adjust the training accordingly.

A further advantage of e-learning tools is that they provide the learner with immediate feedback. Ellis (2010) stresses the importance of corrective feedback in learning and Herron and Tomasello (1992) also underline the contribution of immediate feedback to the learning process. Therefore, future research would do well to examine the role of feedback in grammar learning. It could do so, for example, by incorporating an element of feedback into the testing procedure and assessing its effect on short and long-term language acquisition.

Feedback may play a crucial role in the process of linguistic hypothesis building; therefore, greater understanding of types of feedback may be very fruitful for language learning.

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APPENDIX. QUESTIONNAIRE FOR STUDENTS

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	It is difficult to learn productive skills in English					
2.	The most easy thing is to learn productive skills					
3.	I don't feel comfortable in receptive skills					
4.	When the teacher sets up activities, I learn receptive skills more easily					
5.	Productive skills is easier than receptive skills					
6.	I think receptive skills is an important part of language learning					
7.	I think productive skills are useless than receptive skills					
8.	When I learn new words, I can remember them more easily					
9.	I forget the new words easily when I memorize them					

Age:..... Department- Class:..... Gender:

Additional Comments.

