

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**Universidad de El Salvador**

*Hacia la libertad por la cultura*

**GRAMMAR TEACHING APPROACHES AND THEIR EFFECTIVENESS WITH  
SECOND AND FOURTH YEAR STUDENTS AT THE FOREIGN LANGUAGE  
DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR DURING THE YEAR 2014**

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## **OBJECTIVES:**

### **General Objective:**

- ✓ To determine the Grammar Teaching Approaches and their Effectiveness with Second and Fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014.

### **Specific Objectives:**

- ✓ To collect information from teachers of Licenciatura en Idioma Inglés Opción Enseñanza, who are in charge of the subjects English Grammar I and Advanced Grammar, based on their viewpoints, about the way the grammar courses are taught at the Foreign Language Department of the University of El Salvador.
- ✓ To gather information from students of Licenciatura en Idioma Inglés Opción Enseñanza, who are taking English Grammar I and Advanced Grammar, based on their viewpoints, about the way that teachers develop their classes.
- ✓ To find out the main approaches used by teachers at The Foreign Language Department with students of English Grammar I and Advanced Grammar.

## 1. INTRODUCTION

There is a set of different approaches for teaching grammar regarding the learning of a second language. Some of them are: the deductive approach – rule-driven learning, the inductive approach – the rule-discovery path, the functional- notional approach, Communicative Approach, Grammar Translation Method, and Communicative Language Teaching (CLT). The first and second approaches are the most relevant at the Foreign Language Department (FLD), and departing from this, it is necessary to know, about those two, grammar teaching approaches and their effectiveness with second and fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014. It is important to remember that all the previous approaches already mentioned affect students in one way or another and make a positive or negative impact in their achievement. This research takes into account a sample of 39 students of the grammar courses from the second and fourth year of Licenciatura en Idioma Inglés: Opción Enseñanza at the Foreign Language Department of the University of El Salvador. It has been noticed that one of the main reasons why some students of English Grammar I and Advanced Grammar get the rules and the grammatical structures better than others is because some of them have developed a close connection with any of the approaches used by the teachers, and which are taken into account in this research work.

Students from English Grammar I and Advanced Grammar have been taught with the deductive and inductive approaches – one of them or combined – to learn how to practice thinking skills. Deductive learning is an approach to language teaching. The teachers tell the rules and give specific information to their students. Students are taught the rules when they use the language. In contrast, inductive learning does not teach rules first. They learn the rules from their experiences of using language (Richards et al, 1985). Peck (1988) found that the models of



inductive and deductive learning provide this chance to learners. These modes can help to form a cooperative environment among learners. It is very important to understand that both deductive and inductive approaches can accept feedback in the form of their production through meaningful discourse. Students can use language to communicate their ideas in the classroom rather than listening to their teachers.

In this study, the researchers will highlight two relevant approaches for teaching grammar, which are the deductive approach – rule-driven learning - and the inductive approach – the rule-discovery path. They will also describe deeply the Grammar Teaching Approaches and their Effectiveness with Second and Fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014. Furthermore, they will explain how the deductive approach is taught and the advantages and disadvantages from this approach. In order to do this, it will take into account the level in which the approach is applied, basic or high level, depending on the level the effectiveness from this approach will be verified through the learning reflects on the students. A deductive approach is defined as students being given an explanation, regardless of the timing relative to the practice part of the lesson. Besides, the researchers, through this investigation, will find out if students related with the approach have more success in terms of getting better the grammatical structure than those who have no experience with the deductive approach.

## **1.1 STATEMENT OF THE PROBLEM**

Experimental evidence obtained by the authors indicates that the study of how learners acquire a second language (SLA) has helped to shape thinking about how to teach the grammar of a second language. There remain, however, a number of controversial issues. And some

questions came over for example Should we teach grammar? Or should we simply create the condition by which learners learn naturally? What grammar should we teach? When should we teach grammar? Should grammar instruction be intensive (e.g., cover a single grammatical structure in a single lesson) or extensive (e.g., cover many grammatical structures in a single lesson)? Is there any value in teaching explicit grammatical knowledge? Is there a best way to teach grammar for implicit knowledge? Should grammar be taught in separate lessons or integrated into communicative activities?

It is certainly true that grammar teaching can consist of the presentation and practice of grammatical items. But, as will become apparent, it need not. Ellis (2006) points out some key concepts in teaching grammar. First, some grammar lessons might consist of presentation by itself (without any practice), while others might entail only practice (not a presentation). Second, grammar teaching can involve learners in discovering grammatical rules for themselves (no presentation and no practice). Third, grammar teaching can be conducted simply by exposing learners to input contrived to provide multiple exemplars of the target structure. Here, too, there is no presentation and no practice, at least in the sense of eliciting production of the structure. Finally, grammar teaching can be conducted by means of corrective feedback on learner errors when these arise in the context of performing some communicative task.

These reasons suggest that grammar teaching is essential and should be considered in second language learning because for decades, grammar teaching has been through some debates, but grammar teaching holds a crucial role in English as a Foreign Language (EFL) teaching, as without good command of grammar, the language use will be constrained. Brown (1972) mentions that the potential for forming a basis for better achievement of the goals of grammar teaching, teaching grammar as a psychological reality is the optimal blending of

cognitive and affective variables in classroom activity; many current approaches minimize the crucial importance of the latter, affective domain. Teaching grammar is basically teaching the language rules, also known as the sentence patterns, which are essential to define meaning and use.

Departing from this, the present study is planned to determine the grammar teaching approaches and their effectiveness with second and fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014.

## **1.2 SIGNIFICANCE OF THE PROBLEM**

Understanding another language jointly with our mother tongue is really important in this globalization world. It cannot be denied that English is one of the most famous and useful foreign languages to speak around the world: for business, tourism, work, or education. Many people want to learn English to use it and to apply it because it is considered as a key for the success in the future and also to become a professional in this major.

However, getting the grammar in a second language can be difficult for many students. In some cases, they try to find the way to increase their language grammar skills but there might be some factors that can block the learning process of the students. For that reason, the group has taken into account the methods or the approaches in which the grammar is taught such as the deductive approach and the inductive approach. This group of researchers has a special interest in knowing how these two main approaches make the difference in a better acquisition of the grammatical structure. And, of course the researchers are also interested in giving some suggestions that can support the English grammar acquisition.

This research study could provide useful information on the principal approaches: deductive and inductive. Furthermore, this study would be beneficial to the grammar teachers and learners at University of El Salvador specifically, teachers and learners who have a close relation with the English grammar as this study enhances the necessary knowledge of the approaches and their effectiveness. Furthermore, to the future researchers, this study can provide baseline information on the recent status of grammar teaching approaches and the effectiveness of those ones.

The study has been chosen because both students and teachers have a clear idea about the importance of teaching grammar through determined approaches about which ones both know very little. For example, in many cases it can be possible that the approaches are not being used in the right way as a result of misunderstanding information about them. It is important to explain consciously each one of the grammar approaches. Students may not have a pure idea of the meanings per each. For that reason, the effectiveness obtained from the deductive and inductive approaches is not totally established.

It is obvious that most teachers have a sense of teaching through traditional grammar approaches, but the question then becomes how to help teachers, and transfer and improve some of that senses of grammar teaching to what we consider to be "learning". One of the goal of the Foreign Language Department is undoubtedly to focus on learning and seeing if our curriculum is aligned with our student's learning outcomes. This project should fit in well through the results.

Wilga Rivers, who was identified with the cognitive camp, uses the terms deduction and induction to discern between modalities A (Actual deduction: The grammatical rule or pattern is explicitly stated at the beginning of the learning process and the students move into the application of this grammar (examples and exercises). and B (Conscious induction as guided discovery: The students first encounter various examples, often sentences, sometimes embedded in a text. The "conscious discovery" of the grammar is then directed by the teacher: on the basis of the examples he normally asks a few key-questions and the students are led to discover and formulate the rule. The rationale usually given is that students who discover the rule on their own will profit from this.), not to oppose "conscious" versus "subconscious". Induction thus happens when a student "evolves a rule" from the given examples "with the help of his teacher" (Rivers, 1975:105; see also Rivers, 1972:81-83). In a more detailed discussion of this process, Rivers recommends the use of an age-criterion to select between the two approaches: the deductive approach (modality A) is most useful for mature, well-motivated students, or for adult student in intensive courses, while the inductive approach (modality B) is more appropriate for young language learners (1975:248).

Through this research study, the researches pretend to provide clear information about the terminological identification per each of the approaches. In terms of meaning, there always has been a little confusion at the moment of appliance in the grammar courses it is too important mention that The only somewhat confusing terminological identification comes in Fischer's statement that "historically, the inductive approach has been associated with the audio-lingual method". And it is important to provide a way for differentiating both approaches and, of course, their effectiveness with second and fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014.

A significant number of researches have been carried out about deductive and inductive approach and their effectiveness in teaching grammar, but it is necessary to continue investigating more deeply about these kinds of topics. Through future studies, scientists will undoubtedly provide better applications to the approaches described above. Also, the effectiveness from both approaches will be unquestionably a success.

### **1.3 PURPOSE OF THE STUDY**

The purpose of this study is to gather information about the grammar teaching approaches and their effectiveness with second and fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014. In other words, this research is planned to figure out about the way the grammar courses are taught at the Foreign Language Department of the University of El Salvador. By finding out about this content, teachers may have a better idea about how to teach grammar in their classes.

Ellis (1997) suggests that language learners play a determining role in a language classroom as they directly affect the way the teachers teach, that is, the teaching approach.

Most of the students act in a different way in their academic lives. Even so, most of the teachers ignore the principal reasons why some students fail their grammar courses or why they approve them. If teachers know about the students' profiles, they can change or mix up in some way their methodology and some of the main approaches (deductive and inductive) to teach them effectively and understand students' behavior better.

Chomsky (2002) suggests that an inductive approach can help students to rediscover their subconscious knowledge of English Grammar and bring it to consciousness, as the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation. As a conclusion of the study carried out by Chomsky, it seems, however, that a number of teachers are still not fully convinced that the benefits of student's self-discovery of grammar rules (deductive approach) may not facilitate students' long-term memory and application of the grammar rules acquired in appropriate contexts.

This research is focused on how the deductive and inductive approaches work either alone or combined in order to help students in the development of their English language competence while studying the English Grammar I and Advanced Grammar courses at the Foreign Language Department of the University of El Salvador. "To sum up, both deductive and inductive presentations can successfully be applied depending on the cognitive style of the learners and the language structure presented (Brown 2000)."

#### **1.4 RESEARCH QUESTIONS**

To improve grammar teaching, three suggestions are presented. First, teaching needs to be informed by descriptions of grammar which accurately reflect authentic language and show how grammar is a resource for making and exchanging meanings in context. Second, grammar teaching needs to be integrated into the teaching of speaking, listening, writing, and reading skills. In other words, grammar should be seen as facilitating communication in all modes, not as an isolated area of study exemplified by "the grammar lesson." Third, grammar needs to be taught through engaging learners in meaningful and motivating activities. Thus, this study

pretends to give some contributions for the Foreign Language Department by answering the following questions:

**Main Research Question:**

- Which are Grammar Teaching Approaches and their Effectiveness with Second and Fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014?

**Subsidiary Questions:**

- What are the most common approaches applied in Grammar courses?
- What is the teachers' perspective from those different approaches?
- Which are the pros and cons do the teachers perceive in the method selected by them?
- What is the students' point of view respect to those methods used by their teacher?
- How the teachers do determine the necessary improvements for his/her students respect to the grammar course?

**1.5 ASSUMPTIONS, LIMITATIONS AND DELIMITATIONS**

**1.5.1 ASSUMPTIONS**

The most relevant assumptions to this study were related to the data and major findings, which were gathered from the students and the teachers at the Foreign Language Department. First of all, the researchers expected that the students would answer the questionnaires with factual responses. Moreover, the data obtained from the teachers in charge of each group in relation to their personal opinion about the different approaches for teaching grammar would be



neutral regardless to the method that he/she has applied during their teaching process. Finally, the sample that was taken, it is assumed as the appropriate one for the inquiry and the population represents a good percentage to obtain the data.

### 1.5.2 LIMITATIONS

- ☑ Unfortunately, the researchers could not administer the interview to English Grammar I students in semester I completely due to the end of the semester and to some activities made by teachers. So only 75% of the sample population was interviewed.
- ☑ During the development of the thesis, there were some problems regarding the incompatibility of the researchers' and the students' schedules.
- ☑ Some teachers in charge of the research groups did not have enough time available to help the researchers to get the data for the investigation.

### 1.5.3 DEFINITION OF THE KEY TERMS

**Grammar teaching:** “Involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it Meta Linguistically and/or process it in comprehension and/or production so that they can internalize it”. Ellis (2006)

**Grammar:** “The entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker& Weiner, 1994, p.177) Oxford Dictionary of English Grammar

**The Deductive approach:** derives from deductive reasoning where the concept goes from general to specific rules. Patterns and principles are presented first; then, examples are given. This is also known as rule- driven teaching where the grammar instruction is commonly initiated by an explanation.

**The Inductive approach** is defined as a form of teaching which proceeds from the particular to the general. Teachers offer appropriate questions and examples to model an idea or principle before rules are stated. This is called inductive teaching. Also, it starts with some examples from which a rule is inferred. In grammar teaching, teachers present the examples at the beginning; then, they generalize rules from given samples.

**Explicit knowledge** “is generally accessible through controlled processing. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way”. Brown (2000)

**Implicit knowledge** “is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken.” Brown (2000).

## 2. LITERATURE REVIEW

Grammar is the basis for learning a foreign language in the best way, and it is for that reason that the system through which grammar is taught has an important role. Since many authors, teachers, researchers and even amateurs know the important role that grammar has in languages, a clear example is that “*Grammar is the business of taking a language to pieces, to see how it works.*”Crystal, David ( 1995 ) So, grammar is structured with little blocks that learners have the priority to join one by one in order to obtain a well-constructed building. As in constructions, there are different ways to build in the best form. Also, there are different approaches designed to teach English grammar like, the functional- notional approach, Communicative Approach, Grammar Translation Method, Communicative Language Teaching (CLT), the deductive approach – rule-driven learning, and the inductive approach – the rule-discovery path. In case of the deductive and inductive approaches are the most relevant and useful for the professors.

In terms of improving the corresponding knowledge about all the approaches mentioned before, it will be necessary to explain and clarify all the aspects related to them. For doing it in the best way, each approach will be explained one by one.

### 2.1.1 NOTIONAL – FUNCTIONAL APPROACH

A notional-functional syllabus is an approach where the organization of the material is determined with notions or ideas that learners expect to be able to express through the target language and the functions acts learners expect to be able to accomplish (Wilkins, 1976).

As described by Wilkins (1976), the functional-notional syllabus has its starting point something different from either the grammatical syllabus or the situational one. He also points that it is not the linguistic items to be taught but rather the behavioral organization in terms of the purposes for which language is being learned and the kinds of language performance (in terms of language functions) necessary for such purposes. The roots of this type syllabus would be to look at kinds of meanings which have to be considered in second-language teaching (Yalden, 1983). Therefore within them a central concern is that the meaning of an expression originates from the whole situation in which language is used, not from words or sentences in isolation.

The notional-functional approach concerns two important elements: one is a notional or conceptual view, which is involved with some concepts such as time, space, movement, cause and effect; another one is functional view which is used for intentional or purposive description and classification. It is a new type of syllabus because it could take notional-functional categories as an organizing principle which would not only be determined by grammatical considerations but also be concerned with communicative categories into account as well (White, 1988). All of the grammatical syllabus, the situational syllabus, and notional-functional syllabus belong to 'Type A Syllabuses'. Neither grammatical nor situational syllabus would be denied that the purpose of learning languages is to communicate both of them give learners few adequate opportunities to promote the communicative capacity. However, the notional-functional syllabus takes the desired communicative capacity as the starting-point. From the notional-functional syllabus, it asks speakers to communicate through language. So the designers are able to organize language teaching in concerning of the content rather than the form of the language (Wilkins, 1976).

As happens in all the different approaches, techniques or strategies there is a set of advantages and disadvantages, which have a role at the moment of being applied. So for those reasons, it is necessary to point out those ones. Functional-notional syllabuses are of a number of merits which are mainly the major characteristics of this type of syllabuses suggested by Finocchiaro and Brumfit (1983). These merits can briefly be viewed from four perspectives.

- ☑ From a sociolinguistic perspective, the functional-notional approach emphasizes the communicative purpose of the speech act.
- ☑ From a psycholinguistic perspective, the functional-notional approach has placed the needs of learners at the very core of the teaching program.
- ☑ From a linguistic perspective, the functional-notional approach gives emphasis to the dialectical requirements established by the foreign learners.
- ☑ From an educational perspective, the functional-notional approach generates a serial of essential components for any educational level.

The above merits are drawn from the ideal level of functional-notional approach. However, the practical application of this kind of syllabuses shows a number of problems, which has aroused criticisms against functional-notional syllabuses among researchers in this field (e.g. Dubin&Olshtain, 1986; Richards, 2001; Widdowson, 1979; etc.). The major disadvantages can also be seen from different perspectives like:

- ☑ From the perspective of course design, i.e. the application of a functional-notional syllabus, the designers always encounter difficulties during the selection of the content

- ☑ From the perspective of the nature of language, the basic assumption of functional-notional syllabuses can sometimes be misleading
- ☑ From the perspective of language teaching and learning, functional-notional syllabuses bring along dissatisfactions and problems unanswered to language teachers and learners.

Functional-notional is a method of language teaching that categorize along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. This approach holds that the classification of skill levels should be based on what people want to do with the language (functions) or in terms of what meanings people want to convey (notions). A Functional Notional Approach to language learning places major emphases on the communicative purposes of speech or in speaking skill. That is what people want to do or accomplish through speech. In teaching language, the Functional Notional Approach to language helps the teacher to identify the needs of the learner and analyze the needs in order to draw the syllabus, beside that also to teach the purposes of speech.

### **2.1.2 GRAMMAR TRANSLATION METHOD**

"A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities." Richards, J. C., & Schmidt, R. (2002). All those aspect are involved in this specific approach.

The Grammar-Translation Method was prevalent in foreign language classrooms from the mid 19th century to the mid 20th century. It was first introduced in Latin and ancient Greek classrooms in the early 19<sup>th</sup> century, replacing more communicatively-oriented methods as Latin

ceased to be a spoken language. the Grammar-Translation Method continued to be one of the primary methods used in U.S. classrooms, although it was partially supplanted in the 1930s by the so-called "Reading Method," which replaced the classical texts of the Grammar-Translation method with texts written specifically for foreign language students based on word frequency studies, and encouraged students to avoid consciously translating what they were reading (Rivers, 1981).

Advocates and practitioners of the Grammar-Translation Method do not appear to have ever articulated any theoretical basis for the method (Richards & Rodgers, 2001). However, this approach is clearly based on the statement that language consists of structures and lexis, and it is learned by studying those elements and using them to translate sentences and longer texts.

There is a set of goals for this approach; the goals of the method are to develop the ability to read literature in the target language, as well as to develop "an excellent mental discipline, a fortitude of spirit and a broad humane understanding of life" (Titone, 1968, p. 26). "Mental discipline" is thought to be fostered through the analysis of complex grammatical structures. A secondary goal is to improve students' understanding of their native language through practice in grammatical analysis.

This approach has involved some pros and cons; as happened in the other ones. So it must be mentioned each one of those aspects as positive as negative ones. Prator and Celce-Murcia in *Teaching English as a Second Foreign Language* (1979:3), states the cons and the pros:

## PROS

- Easiest for teachers to use
- Does not require teachers to speak good English or make good lesson preparations.
- Only uses the textbook
- Least stressful for students-teaching occurs in the first language
- Students learn the new language without contact with native speakers.

## CONS

- Students lack comprehension-only translating word-for-word
- Does not allow students to create meaning in English
- Students do not learn to read.
- Extensive memorization
- Very little student/teacher and student/student interaction

Teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistic and/or process it in comprehension and/or production so that they can internalize it.(Ellis, 2006, cf. Shih-ChuanChang,2011,pp.15). Therefore, this approach was a step more closely to improve the different ways of teaching.



### **2.1.3 COMMUNICATIVE LANGUAGE TEACHING (CLT)**

Communicative Approach aims to: make communicative competence the goal of language teaching, and develop procedures for the teaching of the four language skills (listening, speaking, reading and writing) that acknowledge the interdependence of language and communication.

There are two version of the CLT:

The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes (learning to use English).

The strong version advances the claim that language is acquired through communication. That is not merely a question of activating an existing but inert knowledge of language, but of stimulating the development of the language system itself (using English to learn it).

The Communicative Approach in language teaching starts from a theory of language as communication.

For having success in any process, it is necessary to stablish goals. The goal of language teaching is what Hymes (1972) referred to as “communicative competence.” Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence.

In Hymes’ view, a person who acquires communicative competence acquires both knowledge and ability for language use. Also, Hymes provides a list in which each statement clarifies an important point related to the Communicative Language Teaching (CLT).

- ☑ CLT is best considered an approach rather than a method.
- ☑ Approach refers to a diverse set of principles that reflect a communicative view of language and language learning used to support a variety of classroom procedures.
- ☑ CLT has passed through a number of different phases to apply its principles to different dimensions of the teaching/learning process.
- ☑ The second phase, CLT focused on procedures for identifying learners' needs and this resulted in proposals to make needs analysis an essential component of communicative methodology.
- ☑ In the third phase, CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task-work, and information-gap activities.

It is necessary to mention important and relevant aspects from this specific approach. In order to be clear, those aspects will be divided into two categories: advantages and disadvantages

There are some advantages of CLT, there are;

- ☑ The interaction between students and teachers.
- ☑ To inform the basic knowledge and ability to skillfully combine the development.
- ☑ Greatly improved the student's interest.

There some disadvantages of CLT, There are;

- ☑ It is felt that there is not enough emphasis on the correction of pronunciation and grammar error. It is because too much focus on meaning at the expense of form.
- ☑ CLT approach focuses on fluency but not accuracy in grammar and pronunciation.

- ☑ The CLT approach is great for intermediate student and advanced students, but for Beginners some controlled practice is needed.
- ☑ The monitoring ability of the teacher must be very good
- ☑ Grammar Teaching Practices make application of this approach difficult.

## **2.1 4 DEDUCTIVE APPROACH**

Hermann (1969), Cronbach & Snow (1977) defined deductive instruction as the form of teaching which proceeds from the general to the particular. We teach deductively when we state a general principle and then lead to a particular application. Teachers may teach principles and rules and students then apply the rules. In teaching grammar, the teacher may explain the words and then illustrate the meaning. This is a way of teaching deductively. Students receive ideas from definitions, and their methods come from principles. These are all deductive procedures. Nevertheless, as it happens in methods or approaches, there is a set of advantages and disadvantages at the moment of applying them (methods or approaches). So it is necessary to mention a couple of each part (pros and cons). The advantages below can be mentioned Scott Thornbury (1999):

- ☑ It gets straight to the point, and can therefore be time-saving.
- ☑ This will allow more time for practice and application.
- ☑ 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.

The above advantages show that at the moment of applying or teaching the grammar lesson, both students and teachers use the time with success in terms of getting the grammar rules and practicing them. To get straight to the important point, which is to understand the grammar, it is essential to have an adequate organization of time. With the deductive approach, the teacher has the opportunity to teach and then go directly to practice. On the other hand, it is necessary to mention the disadvantages that can be taken from the deductive approach. Within them, the following can be mentioned Scott Thornbury (1999):

- ☑ Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones.
- ☑ 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.

After stating the disadvantages taken out from the use of the deductive approach, it is important to mention that some concepts or rules would be misunderstood, especially by younger learners. It is because in order to get the practice, it is necessary to teach the grammar rules and concepts, which in some cases contain grammar terminology. So, they (the learners) may not have sufficient **metalinguage**, (i.e. language used to talk about language such as grammar terminology) Longman, Dictionary of contemporary English (2000). The practice would be excellent but the showing of the rule is not totally clear to share with other future learners.

The pros and cons will always be present in the methods, techniques, or approaches. And it is the teachers, practitioners, and researchers' commitment to find out ways for overcoming the cons in their own way. At the end, the improvement of the methods, techniques, or approaches could increase the effectiveness of the use of the deductive approach.

### **2.1.5 INDUCTIVE APPROACH**

Regarding the use of the inductive approach, Hermann (1969) defined inductive instruction as a form of teaching which proceeds from the particular to the general. Teachers offer appropriate questions and examples to model an idea or principle before a rule is stated. This is called inductive teaching. The students see the principle or rule before stating particular examples. According to this, if the teacher gives to the students a new lesson, it means that she or he has to proceed step by step before starting the practice of the new rule taught. Moreover, he says that it is necessary that the students get very well the rule in order to pass to the next level, the practical one. On the other hand, some teachers say that if students do not have a clear idea or concept about what the rule tries to teach them, they will not succeed in the application of such a rule.

Shaffer (1989) pointed out the inductive approach is defined as when the students' attention is focused on the structure being learned. Students are required to formulate answers for themselves and then verbalize the underlying pattern. The results have shown that those students or some of them feel more comfortable with this way of teaching grammar than those who prefer to practice and then discover the pattern or rule.

The inductive approach also has pros and cons, according to many authors. And some of those advantages and disadvantages are necessary to mention in order to get a clear idea or concept of what effectiveness implies. Within the advantages, the following can be mentioned Scott Thurnbury (1999):

- ☑ 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.
- ☑ It is an approach which favors pattern-recognition and problem-solving abilities.
- ☑ Students are more actively involved in the learning process, rather than being simply passive recipients

With this approach, the students or amateurs have the opportunity to discover by themselves the rules and get no complications with getting the terms and meanings instead of the use of the lesson time to find out rules after practice. Also the grammar course is more active for both students and teachers because both of them take both roles, in a teaching- learning process, passive recipients and active recipients. On the other hand, the disadvantages of the use of the inductive approach are also present. For getting a better idea, it is necessary to mention a couple of them. Some of the disadvantages of using the inductive method are mentioned by Scott Thurnbury (1999):

- ☑ 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.

- ☑ Students may hypothesize the wrong rule, or their version of the rule may be either too broad or too narrow in its application.
  
- ☑ It can place heavy demands on teachers in planning a lesson.

The second disadvantage comes from students or learners because in some cases they could get a rule, but they do not know if that rule is too broad or too narrow for the lesson. And in that point, the teachers should be prepared to fix or overcome those obstacles. For these reasons, the teachers' lesson plan should take into account all the variables which could appear in any moment of the development of the class.

The effectiveness taken out from both approaches will be submitted depending on various aspects such as teachers' level and students' experience. It means that not in all the cases the effectiveness will be the same. This thought is shared also by different authors such as Burgess and Etherington (2002:440-441) who conclude that teachers believe that explicit teaching of grammar is favored by their students because of expectations and feelings of insecurity. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. So the effectiveness should be the principal goal taken into account by the teachers in charge of the English grammar courses because the whole world spins around grammar, talking in terms of teaching and learning foreign languages.

The deductive and inductive methods are part of the communicative approaches that encourage students to communicate fluently. For example, teachers who use the inductive method take more time to perceive that a grammatical point is not useful for their purpose. Corder (1973) in his investigation claimed more than thirty years ago that it is most useful to use a combination of the inductive and deductive approaches.

Krashen, (1987) says that explicit knowledge (deductively) is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule. This works if there is enough time to operate it; the speaker is concerned with the correctness of her/his speech/written production; and s/he knows the correct rules. In this way, they will reach their aims which mean the students get the rule clearly. This knowledge facilitates the intake and development of implicit language and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled processing. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000).

Implicit knowledge which is the same as teaching inductively is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken (Brown, 2000). Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). According to Brown (2000), the child implicitly learns aspects of language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly.



### 3. METHODOLOGY

This chapter explains and discusses the methodological strategies, techniques and approaches employed to discuss this research. A qualitative method is proposed to describe and give an answer to the research questions because we want to see the same thing from different perspectives and thus be able to confirm or challenge the findings of one method with those of another one. In addition, an overview of the method design is provided which includes an outline of techniques and instruments used, namely; personal interviews and an ethnographic observation.

As it was mentioned previously, this research will be based on a qualitative descriptive method. The aim of this type of design consists in a written interview addressed to the teachers and students who are taking the English Grammar I and Advanced English Grammar courses. Besides that, an ethnographic observation will be carried out in these two courses in order to obtain a valid evidence of the topic since one of the key elements of collecting data in this way is to observe the participants' behavior during their engagement in activities. As Judith Bell (2004) says, "the qualitative method is more concerned to understand individual's perceptions of the world". Besides that, in this chapter we will find out a review on the research method and design. The purpose of the study, the sampling population, the collected data and the instrumentation are also seen in this section.

In this research, two main approaches were taken into account: the Inductive Approach and the Deductive Approach. To gather the data, the instruments selected were:

- ✓ A written interview, which were administered to 8 students from five grammar courses and one written interview to each professor in charge of each grammar group.
- ✓ An ethnographic observation was administered in the Grammar I and Advanced Grammar courses which were chosen as the sample population.

### **3.1 PURPOSE OF THE RESEARCH**

This investigation was planned in order to discover the most common approaches used by teachers when they are teaching grammar at the Foreign language Department at the University of El Salvador. Trough consciousness of the contribution of these study teachers can identify better the needs of their students based on the reality going through the English Grammar courses, some new ideas can be taken in order to improve the student's development of learning Grammar. Not only, find out the more common approaches used by teachers is important, but also, to establish a hierarchy of such common deficiencies students have when they are learning Grammar, in order to lay a basis upon which further investigations on the field could be carried out.

### **3.2 RESEARCH METHOD AND DESIGN APPROPRIATENESS**

In this study, the qualitative research method is used as to identify which of the approaches are more common used by the teachers. The researchers agreed this method as Denzin and Lincoln (1994) pointed out that "Qualitative researcher study things in their natural

settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.”

Therefore, qualitative research is surely interested in catch out individuals’ perception of the world and what individuals see or believe and it mainly achieves the purpose of the study and the questions being investigated. In addition, Polgar and Thomas (1995) mentioned that “the researchers employed this method to obtain richly detailed information from the respondents due to the fact that qualitative approach generates verbal and personalized information rather than numerical values.”

The qualitative research method was identify as the most appropriate since it is more open to change ideas of the research as the study moves on. Moreover, its focus is to get to the lowest of the phenomenon rather than to manipulate the situation as in experimental research; and it suggests a feeling of realistic background which cannot achieve from statistical data gathered through quantitative means. Another important advantage is that qualitative method gives a great importance to validity, by getting at how people really act and what people really mean when they describe their vivid experiences.

To sum up, the qualitative research method was identify as the most suitable method for this investigation, because it attempts to understand the individual’s point of view. Besides that, through the use of tools such as written interviews and ethnographic observations the researchers perfectly match the subjects being studied. Finally, the tools used to gather the information supplement the importance of reliability and validity.

### 3.3 RESEARCH QUESTIONS

To improve grammar teaching, three suggestions are presented. First, teaching needs to be informed by descriptions of grammar which accurately reflect authentic language and show how grammar is a resource for making and exchanging meanings in context. Second, grammar teaching needs to be integrated into the teaching of speaking, listening, writing, and reading skills. In other words, grammar should be seen as facilitating communication in all modes, not as an isolated area of study exemplified by “the grammar lesson.” Third, grammar needs to be taught through engaging learners in meaningful and motivating activities. Thus, this study pretends to give some contributions for the Foreign Language Department by answering the following questions:

#### **Main Research Question:**

- Which are Grammar Teaching Approaches and their Effectiveness with Second and Fourth year students at the Foreign Language Department of the University of El Salvador during the year 2014?

#### **Subsidiary Questions:**

- What are the most common approaches applied in Grammar courses?
- What is the teachers’ perspective from those different approaches?
- Which are the pros and cons do the teachers perceive in the method selected by them?
- What is the students’ point of view respect to those methods used by their teacher?

- How the teachers do determine the necessary improvements for his/her students respect to the grammar course?

### 3.4 POPULATION

This section of the research is particularly addressed to explain the population selected to accomplish this investigation. In this way, it is pretended to show some characteristics of the grouping as a whole. To begin with, it is necessary to bring the two aims of the research: the students and teachers.

The students:

Since this work was planned to find and draw the most common approaches used by the teachers at the Foreign Language Department, it was essential to find class groups that could suit the researcher's requirements. In doing so, English Grammar I and Advanced Grammar groups from the Foreign Language Department of the University of El Salvador were the most comely to look into due to their particular linking with the investigator's work. So, there were four class summing up 190 masculine and feminine students whose ages range between 18 and 40 years old as a total of the population taking English Grammar I and Advanced English Grammar.

The teachers:

Meaningfully the teachers played an important role in the realization of this work. They, as the students, were part of this investigation being the minimum but similarly important in this study. As there were five groups, the teacher's population was exactly the same. There were a total of two masculine of three feminine teachers whose ages oscillate between 30 and 85 years

old. It was essential to study the instruction part due to it something that, as the learning process, cannot stand alone when it comes to the teaching grammar process.

### **3.5 THE SAMPLING FRAME**

This part of the investigation is going to describe how the sample was scanned. First, it was required to establish what kind of research this work would be and in doing so, it was found that the approaches that teachers used when they teach grammar cannot be merely measured in terms of numbers but by means of quality. Teaching grammar is a time consuming skill and it also requires intellectual work which is subsequently turned into words or phrases whose objective is to express the ideas to convey a clear message successively, grammar cannot be qualified using a quantitative approach. Then, it was necessary to determine what class groups would be the objects of the study. Due to their relation with this investigation and being the starting point of the grammar approaches, English Grammar I and Advanced English Grammar courses, teachers of those groups, and attending students were definitely the most appropriate elements to carry out this research. Those students met indisputably the required characteristics and would facilitate answers to the main question of this research. As mentioned above, English Grammar I is the beginning of the mastering of learning Grammar in the Foreign Language Department and the most elementary process are supposedly taught in Advanced English Grammar course. In this manner, it was anticipated to encounter that teachers can be use one, two or mix approaches at the same time when they teach Grammar and it would provide tools to set up the investigator's work. Having all of this understood, the next step would be the sampling.

In the Foreign Language Department of the University of El Salvador, there were five class groups summing up 190 students taking the subjects of English Grammar I and Advanced English Grammar as for the sampling process, according to Sampieri (2006), since the qualitative researcher does not try to generalize the results of the study to a broader population, sample size is not important from a probabilistic perspective, therefore a non-probability sampling perspective was undertaken; but there are three factors the qualitative researcher takes into account to determine the sample size: operative capacity, understanding of the phenomena and the nature of the phenomena under analysis.

The first one is related to the number of cases that the researcher is actually capable of control. According to the time obtainable for carrying out the investigation and the number of students in the population, twenty percent of them per each group were the maximum number the researchers could handle within the period at hand for the investigation. Though, the researchers' capability for conduct the number of students was not the only option for establishing a sample size.

The second one has to do with the understanding of the phenomena because what is important to the researcher is to have plenty number of members to evidently understand what is happening. Then, having deep enough understanding should be sufficient to take into account for determining the sample size. In this research, information gained on the approaches that are more used by teachers was clear enough with the twenty percent of the students per each group.

The third factor taken into account is what lies in relation to time. This is an important factor that determines how much information the researcher is actually able to collect from the

participants. In this researcher, as much information was collected as time permitted the researchers. Now, taken into account the first and second factors, the twenty percent of the population per English Grammar I and Advanced English Grammar was recognized as the sample for the investigation.

In the Foreign Language Department of the University of El Salvador, there were five groups, these summing up to 190 students taking the subjects English Grammar I and Advanced English Grammar. Finally, for the reason that analyzing the whole population was not possible for the researchers, calculation of an adequate sample size was required. Some of the things that should be taken into account, in order to established a sample size are: the research questions, resources available and the time frame availability. Thus, a Purposeful Random Sample was taken, whit the 20% of the students as the sample, Nastasi (2006).

Consequently, there were a total of 39 students as the entire sample. The extraction of the sample was broken down as suggested: The first one was teacher Carolina Ramos´ course whit a total of 38 students. From the 38 students 8 students were selected. Second, Teacher Matthew Alvarado´s group with 35 students were proposed for the research with 7 students from the total. The last group took out from English Grammar I, Teacher Alexander Landaverde´s group, with 40 students, were taken out 8 students. Furthermore, Teacher Sara Méndez´s group with 37 students listed in the course, from which 8 students were required to be part of this investigation. The next group from English Advanced Grammar was Teacher Rhina Franco´s group with 40 students enrolled in the course, 8 students were selected to be part of this study.



### 3.6 INFORMED CONSENT AND CONFIDENTIALITY

Participants, students and teachers were of great significance and they all happily cooperated during the realization of this study and as it was only rational, they were also informed on all the procedures related to this search for knowledge. First of all, participants were informed they were part of a research study on finding which of the grammar approaches are used in their English Grammar courses; second they were explained about the current investigation was carried out with the purpose of, first, discovery and describing which of the approaches are more used for teachers at the Foreign Language Department, serving as base for further research on the field of grammar. Third, they were told that their participation might last the entire semester they were attending to English Grammar I and Advanced English Grammar due to a series of studies and observation events the researcher's would carry out. The following step would consist of providing the participant with all the information concerning all the processes about this investigation such as surveys, questionnaires and observations. Also, they were specified that their work would be treated discretely so their discretion would not be exposed and comfort and agreement were manifested between the participants. In addition, it was suggested that carrying out this investigation would be of great help for further generations because grammar has been for some time unnoticed and with this investigation, something can be done to overcome this situation.

The participants were clarified in detail about the handling of the records to use during the research; privacy was a clear goal regarding the management of any information received by the students that made up the sample. The extent to which the confidentiality was being taken into account was evidently stated before collecting any data. Previously collecting any data, the

students were clearly and well informed that their participation in the investigation was totally voluntary, and that, if wanted, they could interrupt their part in the investigation at any point without the panic to any consequence.

### **3.7 DATA COLLECTION STAGE**

Investigators agreed in use a variety of complementary research instruments which were principally based on written interviews, observations and examination of Grammar Teaching Approaches as evidence, whit some qualitative research to gather background evidence of teacher's experience and attitudes, and student's attitudes on the way to the grammar teaching approaches process in order to set the scene. These instruments are labeled as follows:

Written interviews were administered not only to teachers but also to the students involved in the investigation. These written interviews were designed to identify the approaches that are more used by teachers in English Grammar I and Advanced English Grammar courses in the Foreign Language Department; these interviews were administered at the end of the semester in order to give the participants the opportunity to get the insight of the evolution of their learning grammar process. Besides that, grammar played an important role to determine which of the approaches that teachers use when they teach grammar are more effective for students. This expected to help researchers find which of the approaches is more effective for teaching grammar to the students going through the feedback provided by the individuals involved in the investigation.

Observation offered a great chance to see everyday classroom environment. So, researchers carried out some class observation which was very challenging but of great help to get information on different fields such as: instruction, feedback, and student's motivation toward learning grammar.

## 4. RESULTS AND ANALYSIS

This investigation implies research techniques and qualitative research through which the researchers were able to gather information directly obtained through in-depth interviews, conducted in the following subjects or participants: three students from each group, the groups of English Grammar I, second year students, and Advanced English Grammar, fourth year students, and the teachers who were in charge of those courses.

A written interview and an ethnographic observation were designed with the principal aim of gathering evidence from both students and teachers regarding grammar teaching approaches applied within the grammar courses and their effectiveness with the respective students. In the case of the interviews, they were administered to the grammar students; they had the chance to expose through their perspective. The interviews were designed with the purpose of collecting students' and teachers' points of view about the different approaches applied for teaching grammar. Furthermore, a class observation was conducted in the grammar courses with the purpose of checking all the aspects involved in the classroom environment at the moment of applying any of the approaches for teaching grammar.

### 4.1 DATA ANALYSIS

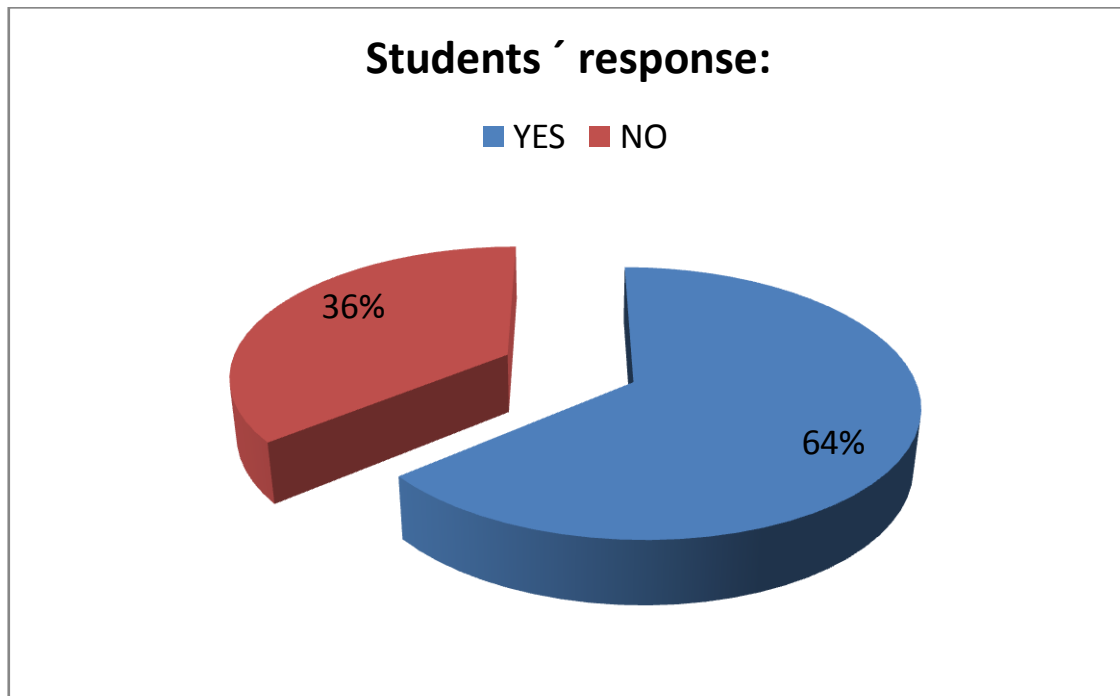
A written interview was submitted to students of both courses, English Grammar I and Advanced Grammar, to collect information based on their viewpoints about the way that teachers develop their classes. On the other hand, an interview was also addressed to the teachers in

charge of the English Grammar I and Advanced English Grammar courses, and the sets of questions were similar regarding the approaches and their effectiveness. Finally, for doing a better analysis, it was necessary to do a triangulation among student's answers in the written interview, the teachers' responses to the interview, and the class observation carried out by the researchers in the grammar courses.

#### 4.1.1 STUDENTS' INTERVIEW

1. Do you consider that the method(s) you teacher uses are effective?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_

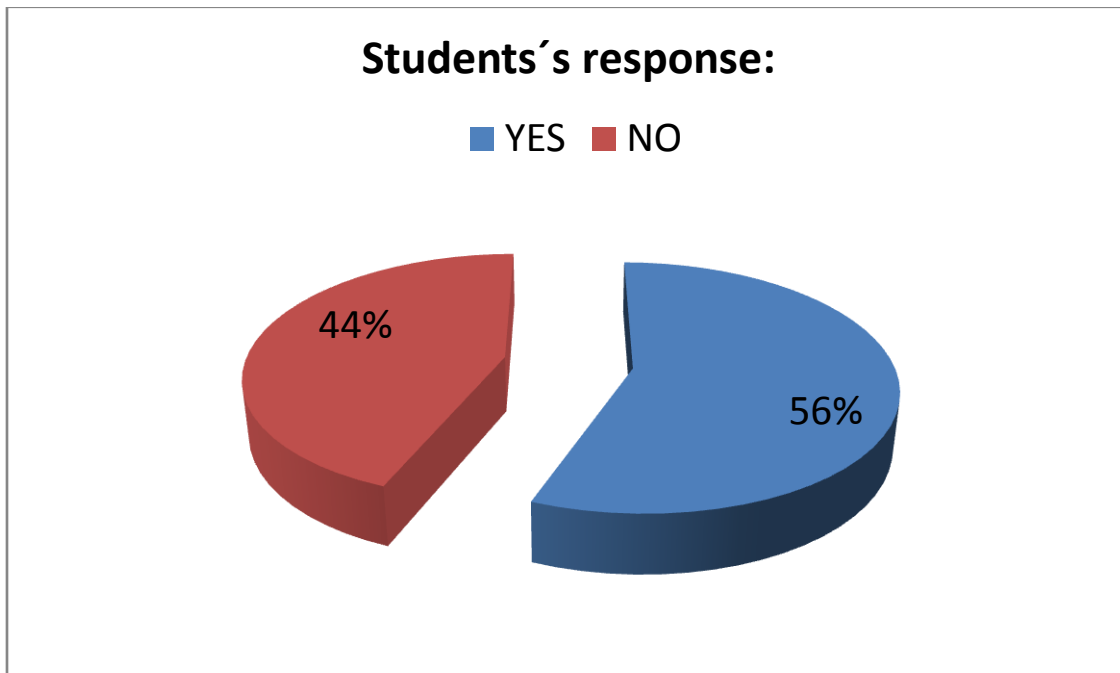


According to question one, most of the students (64%) consider that the methods that the teacher uses in the classroom are appropriate ;they think this way because the teacher has the adequate methods for the level and the types of students that he/she has. So it is clear that

students perceive if the approach is adequate from the very first class. Nevertheless, for the other students(36%), their thinking is different. They consider that their teacher should change the method. And this is the result of the difficulties that they perceive at the moment of developing the class. The majority of these results come from the method as **Scott Thurnbury (1999) pointed out: 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.** So they think that a teacher gives a brief explanation and, in some cases, there is no time to cover all the doubts that emerge.

2. Do you consider that the traditional way of teaching grammar, teaching rules before practice, is better?

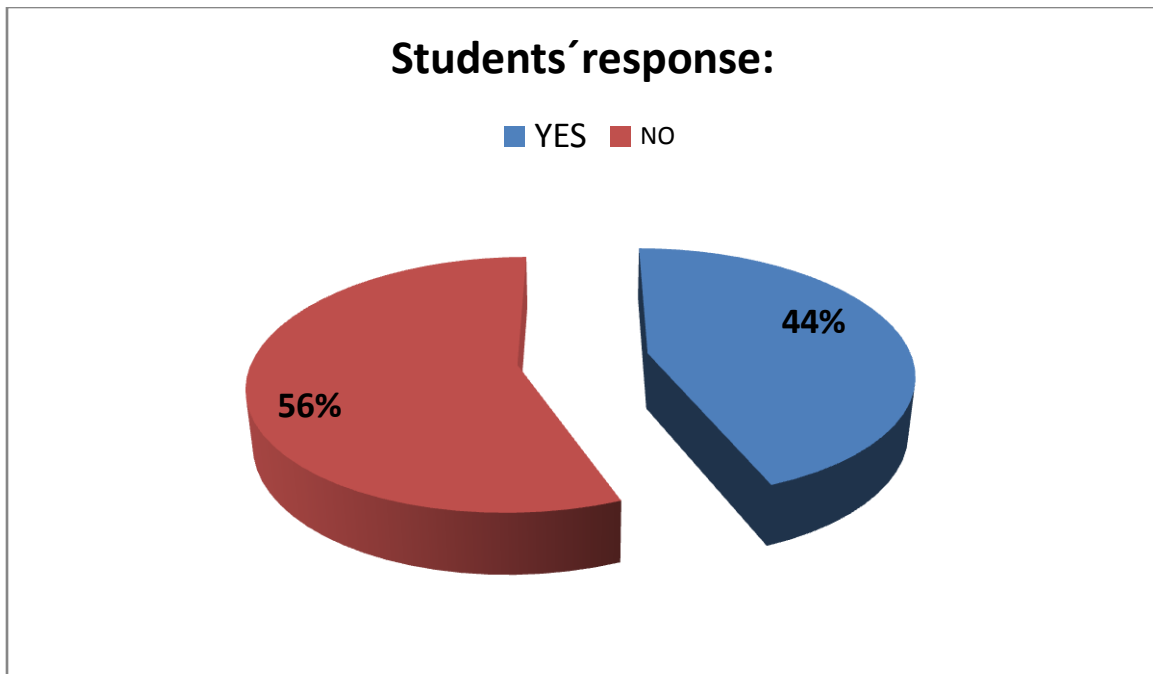
Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_



In this question, the majority of the students (56%) agree that the traditional way of teaching grammar is the best in terms of applying later the rules that have been explained by the teacher. Moreover, they share that when the rule is explained a couple of times by the teacher, the practice becomes an easy complement for class development; this way of teaching also has helped them to improve the fluency and coordination of the sentences and the respective grammatical structure to deliver them properly. **According to Scot Thornbury (1999), it gets straight to the point, and can therefore be time-saving.** Although the method that is being applied is unknown to many of the students, they feel more comfortable with this way of teaching to get new grammar structures. On the other hand, the rest of the students (44%) feel that practice is the way to get the grammar structure better because throughout their academic life, they are looking for the right teacher who enables them to bring out their potential. This is the reason why they take the subject, English Grammar in this case, with the teacher who applies the inductive method; thus they would be able to practice more and more in order to get better all that is related to grammar and even other areas.

3. Do you consider that you retain grammar more easily by finding out the rules by yourself through the examples provided by the teacher?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_



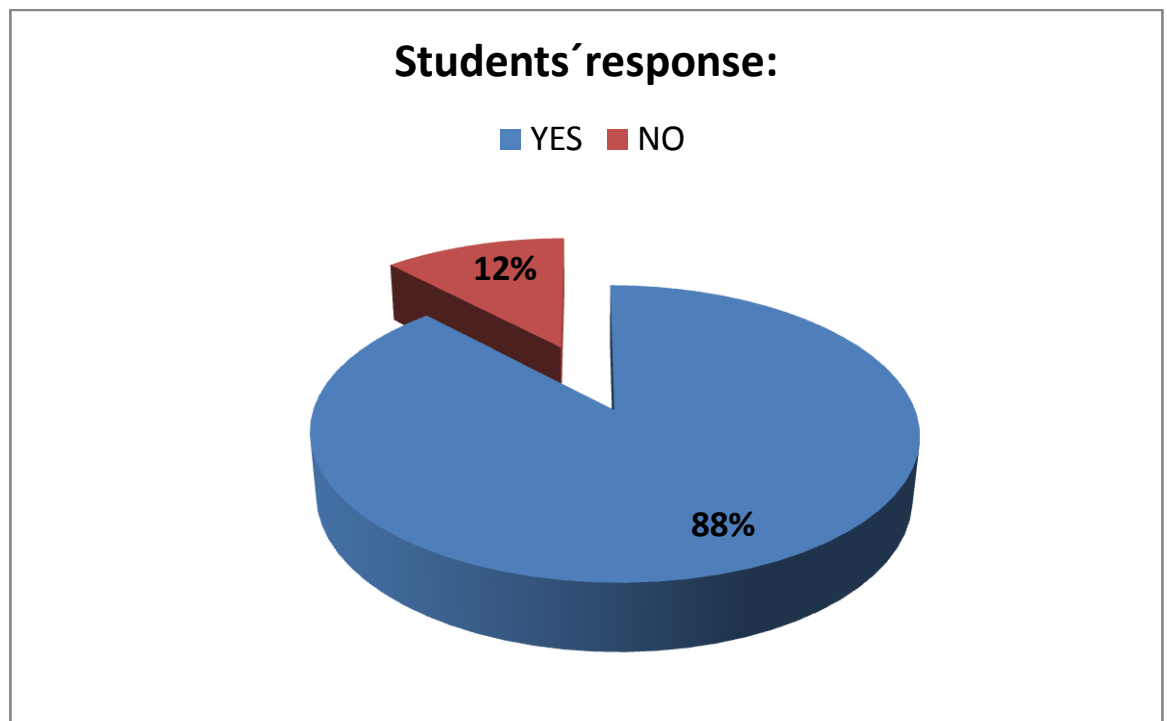
In this question, the majority of the students (56%) disagree because in some cases, most of the time provided to students is not well used for the purpose set out at the beginning of the lesson, which was to discover the rule by themselves. Also, they consider that if the rule is left hidden for them with the objective to be discovered, it will take them a lot of time to understand the rule, and in some cases, the majority of them will misunderstand it. Therefore, for many students (44%) , it is better to be directed by a guide, in this case the teacher. After all the necessary explanation, they will be able to put the rule into practice. For them, it is better if the rule is explained later, but in a different and easier way with the purpose of getting the rule quickly so they give their own examples. All this can be practical and “laid-back”. **The deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first, a more effective and time saving way under certain circumstances, namely monolingual classes- (Rivers and Temperley 110).**



So, the traditional form is an easy and direct way to reach the goal which is to acquire and apply grammar in all aspects of life.

4. Do you consider that for teaching English grammar, it is necessary to innovate strategies and methods?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_



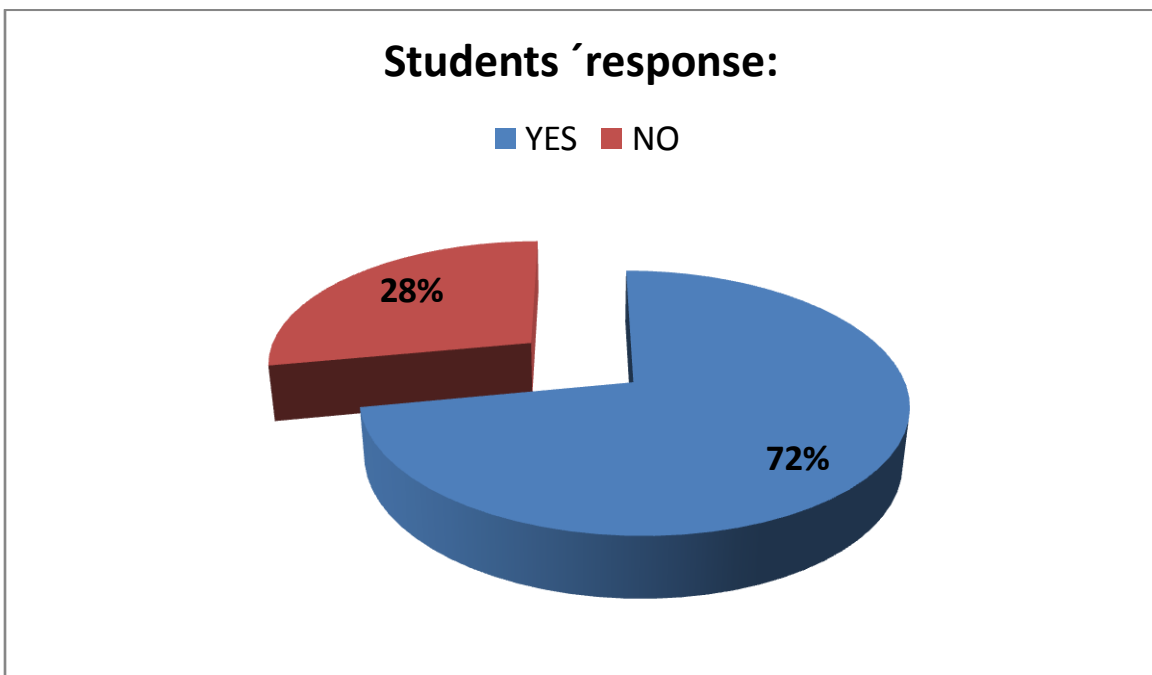
In this part of the interview, most students (88%) mentioned that it is a responsibility of the teachers to catch the students' attention and get the main goal which is that the students, get and apply the grammatical structure for the rest of their lives in as many ways as possible. **Obi (2003) describes effective teaching as a process related to the teachers actively conscious of the individuality of each of the child, including his needs, strengths, weaknesses, growth patterns and background of experiences. This implies that effective teaching is the process**

**by which an effective teacher creates an atmosphere for a wholesome teaching and learning.** Somehow the student is aware that the best way to get the best result in something is if the parties involved are interested in improving their respective role.

For some of the students(12%), the learning process implies that if you pay attention to the class which is being developed by the teachers in a simple and traditional way, the learners will be more capable of acquiring the grammatical structure; and after the explanation, they will remember the rule with no trouble. Also, they state that if those ways, strategies and methods worked in the past, they can also work nowadays. There is no necessity to change the old-style learning process.

5. Regarding the four macro-skills: listening, speaking, reading, and writing, do you think that the methodology used by your grammar teacher is helpful to you?

Yes \_\_\_\_\_ No \_\_\_\_\_ Why? \_\_\_\_\_



The main objective for getting new rules of grammar or to get useful information in a second language, for the majority of the students (72%), is to get a better development in each topic through oral, written and listening activities. Nevertheless, some students (28%) agree that their major motivation is to obtain a job because nowadays, we are living in a labor world that requires you to know English. So, the main fact is that all their reasons are external. **According to what Krashen says: “Motivation is another key factor in learning a foreign language. If you are motivated to learn a new language, you will be more likely to pick it up with ease.**

For most of the people interviewed, the method or the way they are taught grammar are very important. For each of them, it is very important to acquire each of the new rules and then apply them either in other subjects or in their lives. Moreover, they point out that grammar involves the four macro skills, but it depends on the technique that the teacher applies in every lesson. There is a point in which the students converge; it is the fact that applying the four macro skills during the class, depends on the methodology that the teachers use.

6. Can you express one advantage and one disadvantage of the way in which your teacher teaches grammar?

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

In the case of the advantages, the learners' answers vary. The majority of them agree that in most of the cases, the students become autodidact; it is because when time is not enough for covering the whole class, the practice is a responsibility of the students and if the information or

explanation was not clear, they have the opportunity to explore or gather more explanations. In that way, the students, will be able to practice. Also, they agree that the material provided by the teachers is very helpful because, in all the cases, the explanation and examples are very well stated by the author; and there is a reason why the teacher selects the book or the author. That is what the majority of the respondents agree on. **Goner, Philips, and Walters state that “Understanding the disadvantages and advantages of both approaches may help the teacher to vary and organize the EFL/ESL lesson in order to keep classes interesting and motivating for the students”**

The main disadvantages that they found in the way in which the teacher teaches grammar is that time is not enough, so it means that the explanation and the time for practicing should be brief. Even, in some cases, there is no time for clarifying doubts. The same happens when the students have to discover the rules by themselves because for some of them, it can be difficult to get the point and to listen to the teacher ´s explanation afterwards.

7. In your opinion, how can your grammar teacher improve his/her way of teaching?

According to the interview, this answer varies from the point of view of each student. It can be inferred that for the students, the principal way to improve the grammar teaching is explaining a couple of times until the rules or the structures are completely clear. Departing from their points of view, they need to do more exercises, which means more practice. Practice can be combined with the explanation, too. **Brown (2000), the child implicitly learns aspects of**

**language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly.**

The students consider that it is necessary, in some cases, to combine rules and methods. That would not be possible in just one way to understand the rule or the grammatical structure. For example, a study of various language learners shows that some learners achieve better in deductive language classes; on the other hand, others perform better in more inductive classes. This difference in cognitive styles may be associated with different neurological mechanisms in learners (Eisenstein, 1987). So, in one way or another, they already know that not everyone learns in the same way and all of us need a variation of techniques for obtaining the best results.

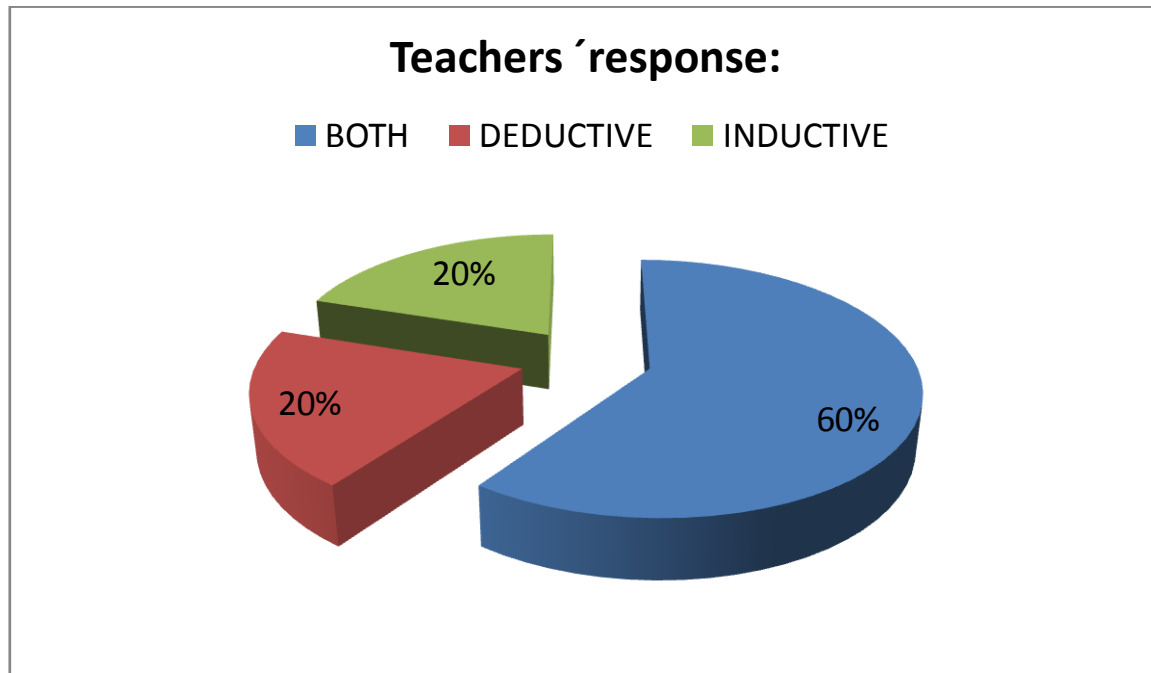
#### 4.1.2 TEACHERS' INTERVIEW

- 1) Provide a brief explanation about the deductive and inductive approaches.

According to question one, related to the teacher's interviews about the grammar approaches applied in the grammar courses at the Foreign Language Department, they explain the inductive and deductive approaches briefly and clearly. The explanation was straight to the point as requested in the statement. The definition for both methods was short but with the message or objective that each approach has. All the answers provided by the teachers go to the same point of many authors. In the case of the inductive approach, **Goner, Phillips, and Walters point out, "The students repeat after the teacher, after each of the different examples, and eventually practice the structures meaningfully in groups or pairs"**. Also, **Rivers and Temperley state that with this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice"**.

Therefore, in the case of deductive approach the teachers explain as the authors do. . **Goner, Phillips, and Walters state that in this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material.**

2) What approach (es) do you prefer to use when you teach a grammar class? Why?



In relation to question two about the approaches that the teachers prefer to use in the classroom in order to increase the learning process within the answers, there is a versification but the majority of them agree ( 60 %) on one point which is to combine the grammar approaches. They express that they already have chosen a selected method, but it doesn't mean that in some cases they had decided or chosen to combine them. Most of them match with the idea that a combination of both is sometimes necessary for teachers and students to develop a variety of strategies and techniques. **For most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication (Ellis, 2002).**

It can be said that the teachers who keep working with the deductive approach (20%) at the beginning tried and applied both approaches, but the deductive approach worked better and contained the best characteristics for teaching grammar better. Moreover, the teachers (20%) who

have decided to keep using the inductive method also tried with both methods until they discovered the method which, according to them, worked for them and for their students .

3) Which approach (es) do you think or believe are most helpful for students at the Foreign Language Department?

In this section of the interview, the teachers who were questioned had some problems at the moment of deciding which of both approaches is the most helpful. They expressed that both are the most adequate for teaching and learning grammar. The reasons that the teachers gave were that the method will depend on the level and the type of students. Moreover, they pointed out that no one is better than the other because they have worked at any stage of their career with both of them either one at a time or both combined. According to Anderson's (1990) **cognitive theory, the learners can accept general concepts before they are better able to understand details**. Anderson further states that **if a learner can understand basic concepts easily, it may result in greater learning**. Spada&Lightbown (1993) claimed that **“thinking skills operate effectively when students voice their analysis and take part in the learning process occurring in the classroom.”**

There were some cases in which the teachers selected just one method. They explained that the selected method was the one which they felt more comfortable with because through this method, they reached their goal which was the students' understanding of the grammar rules and all their components. **Corder (1973) in his investigation claimed over more than thirty years ago that it is most useful to use a combination of inductive and deductive approaches.**



4) How can you realize that the approach you use is effective for your students?

For the last statement of this questionnaire, all the teachers went straight to one specific point which can be divided into the next aspects:

- ✓ Production of patterns in an accurate form.
- ✓ Students' success in every quiz or exam.
- ✓ Grades at the end of the semester.
- ✓ Development of the exercises in a comfortable way by students.

The points mentioned above are the ones which were pointed out by the teachers who are in charge of the grammar courses. Also, the majority of them mentioned that there is no specific factor or indicator which assesses effectiveness. "***Grammar is the business of taking a language to pieces, to see how it works.***" Crystal, David (1995) so, if the students are able to produce and apply grammar in the best way, either in their studies or in their context, it means that the approach applied was the best one.

### 4.1.3 ETHNOGRAPHIC OBSERVATION

The purpose of this instrument was to investigate the approaches that teachers are using and their effectiveness in the classroom at the Foreign Language Department. In this research, the ethnographic method was used with the purpose of finding the most useful method, either inductive or deductive, currently being used in the English Grammar I and Advanced Grammar courses. This study sought to gain information about which methods and tools the grammar teachers are using in the classroom in order to help students understand the rules more easily.

The participants selected for this study were students from five courses in the Foreign Language Department, three from English Grammar I and two from Advanced Grammar and five teachers who represented every course, from the major of Licenciatura en Idioma Inglés Opción Enseñanza during semesters I and II, 2014 in the University of El Salvador.

During the ethnographic observation made in the five groups of English Grammar I and Advanced Grammar, the researchers could identify that each of the teachers in charge of teaching grammar use the inductive method, the deductive method or both to make sure students learn better. According to the observations in the observed classrooms, most of the teachers use the deductive method; that is, theory, examples, and exercises. Teachers use the method easily capturing the attention of the students allowing them to understand the structure of each topic during the development of the class through the explanation of the rules and by using different strategies for students to practice.

It could also be observed that some teachers also use the inductive method, discovering rules by the students themselves. In the class, the teachers made students notice the rules by

themselves without helping them through explanations; the teacher worked through examples, asking them to participate frequently in the class. When the students did not understand, the teachers gave them clues for a better understanding.

The mixed method, deductive and inductive approaches, was used by one teacher who was working with a large class. The teacher usually uses it depending on the size of the class or type of students who are learning at the time. In this grammar group, there were many students and the teacher used both methods to make everybody participate in one way or another and catch the attention of each one.

## 5. FINDINGS

Through the results of this study, the researchers were able to observe that there are some similarities related with the grammatical approaches and their effectiveness in the classroom. According to the written interviews collected through five course teachers and five students from each course, we found that there are similar answers among teachers and students about what they think of the grammar approaches used in classes. Comparing the interviews and the ethnographic observations, it can be concluded that there are some differences between them since the observations show that most teachers used the deductive method rather than the inductive one more frequently; probably this happens depending on the type of students they were teaching. The inductive method is used less frequently in classes, and finally a mixture of the two methods is also used since in the interviews, the teachers argued that any of the previously mentioned methods can be used depending on the size and academic level of the students.

### 5.1 MAJOR FINDINGS

#### Students' findings

- The teacher has to take into account the class size and also the types of students that are learning grammar in that course; that is, an adequate method in order to better understand the class.
  
- A combination of methods (inductive and deductive) is an option that teachers use with some variety of techniques that support their methods when developing a grammar class.

- ☑ The inductive method can be used in advanced grammar levels since the students have a previous knowledge and it is not so difficult to discover grammar rules by themselves using that method.
  
- ☑ The deductive method is the most frequently used by teachers at the Foreign Language Department; it is also the most recommended and preferred method by students since through it, they can retain and learn the rules more easily rather than discover them by themselves.
  
- ☑ Teachers must take into account the four macro skills – listening, speaking, reading, and writing- when they are teaching grammar because that can help them in order to help the students to develop the skills they need to get a better job.
  
- ☑ For students to improve the learning of grammar, the teacher needs to explain a few times until the rules or structure are completely clear.

## Teachers' Findings

- ☑ Teachers use the inductive or the deductive approach, but in most of the cases, they need to combine them because both approaches are the way to obtain the best results in terms of getting the grammatical structure.
  
- ☑ Teachers agree that depending on the academic level of the students and the type of group they have, they can choose the appropriate method.
  
- ☑ Some of the best ways in which teachers can realize if they are using an appropriate method is through exams, speaking activities, and the way students use the language in the class.

## 6. CONCLUSIONS AND RECOMMENDATIONS

The deductive and Inductive approaches have an important place in the classroom when the teacher is developing the grammar class; these approaches facilitate in an efficient and effective way the acquisition of the language forms in the students .At the end of this study, the researchers obtained the following conclusions about the research project and data collected:

### 6.1 CONCLUSIONS

- ✓ The findings of the study supported that the traditional way of teaching grammar (deductive approach) is one of the best ways in terms of applying the rules that have been explained by the teacher. Moreover, students share their experiences and pointed out that when the rule is explained a couple of times by the teacher, practice becomes an easy balance for the class development; it also has helped them to improve the fluency and coordination of the sentences and the respective grammatical structure to deliver language orally and in the written form properly, and this can be clearly reflected in their grade point averages.
  
- ✓ The data collected also claimed that students prefer the traditional way (deductive approach) since they understand and retain the grammar rules more easily, and they do not have to discover rules by themselves.

- ✓ The study also reflected that grammar acquisition, in terms of learning a foreign language, is the foundation or the root for reaching the others branches. The research indicates that students who took the elementary grammar course do not care or know the teacher's way of teaching grammar, and that is the key for some of them to continue studying with that specific teacher. Because they prefer that way and consider it as the best way for them to get a new grammatical structure, it does not matter to them if teachers use the inductive or deductive method. Therefore, they get higher grade point averages than those who continue the course with a new methodology or a teacher with a different one.

## **6.2 RECOMMENDATIONS**

After finishing the undergraduate project, the researchers recommend the following:

### **6.2.1 TEACHERS' RECOMMENDATIONS**

Based on the finding of this research, it is recommended for teacher to:

- ✓ Teachers should know more about the deductive and inductive approaches because if they know more about these two methods, they can have a better idea on how to be successful grammar teachers.
- ✓ The combinations of rules and methods would be possible in the way to understand the rule or the grammatical structure.



- ✓ Teachers need to encourage the students to be autodidactic in the case that is not enough time to cover the topic, students can be able to explore and gather more information.
- ✓ Teachers have to take into account the types of students they have because some teachers focus only on rules and writing exercises on the board (deductive approach). And some of the students told us that they need to get involved in the practice of the rules because they get bored and sometimes do not understand the rules and get confused when they want to produce the language, but when they put the rules into practice, they get the idea in a better way, and they feel more comfortable when they have to produce the language.

### **6.2.2 STUDENTS' RECOMMENDATIONS**

The following recommendations are offered to students interested in the field of Grammar Approaches:

- ✓ Grammar students have to take into account that the subject will be useful for use throughout their university degree
- ✓ To better understand the topic that teacher is developing, students have to pay attention and attend to the grammar class to avoid skipping important topic that will help students to better understand.
- ✓ The use of the macro skills can help students to develop faster practicing grammar not just in the classroom but outside the classroom.

- ✓ Students must be aware that there are different ways of learning grammar and every teacher has a different approach to teach it.
  
- ✓ Reviewing the grammar book before going to Grammar class is also the responsibility of the student and will be a support class time to better understand the topic.
  
- ✓ Future students should do follow-up research on Grammar teaching approaches focus on accuracy.

### **6.2.3 FOREIGN LANGUAGE DEPARTMENT' RECOMMENDATIONS**

- ✓ The Foreign Language Department should provide all the grammar teachers with special courses on the different approaches for teaching grammar at different levels since it is important for them to be updated with the different teaching approaches or strategies that are emerging in the globalized world we live now.
  
- ✓ Foreign language department have to take into account to check the way that the teacher are teaching grammar this is to give feedback in order to overcome inconvenience and improve the way when student retain grammar.

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# ANNEXES

**Appendix A: Teachers' Written Interview.**  
**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**FOREIGN LANGUAGES DEPARTMENT**



This questionnaire is addressed to teachers who are in charge of the subjects English Grammar I and Advanced Grammar from the major Licenciatura en Idioma Inglés Opción Enseñanza at the Foreign Language Department of the University of El Salvador.

**Research Topic: Grammar Teaching Approaches and their Effectiveness with Second and Fourth Year Students at the Foreign Language Department of the University of El Salvador.**

**Objective:** To collect information from teachers of Licenciatura en Idioma Inglés Opción Enseñanza, who are in charge of the subjects English Grammar I and Advanced Grammar, based on their viewpoints, about the way the grammar courses are taught at the Foreign Language Department of the University of El Salvador.

**TEACHERS:**

1. Provide a brief explanation about the deductive and inductive approaches?

Inductive:

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Deductive:

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2. What approach (es) do you prefer to use when you teach a grammar class? Why?

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3. Which approach (es) do you think or believe are most helpful for students at the Foreign Language Department?

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4. How can you realize that the approach you use is effective for your students?

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## Appendix B: Students' Written Interview

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



This questionnaire is addressed to students who are taking English Grammar and Advanced Grammar from the major Licenciatura en Idioma Inglés Opción Enseñanza at the Foreign Language Department of the University of El Salvador.

**Research Topic: Grammar Teaching Approaches and their Effectiveness with Second and Fourth Year Students at the Foreign Language Department of the University of El Salvador.**

**Objective:** To collect information from students of Licenciatura en Idioma Inglés Opción Enseñanza, who are taking English Grammar I and Advanced Grammar, based on their viewpoints, about the way that teachers develop their classes

### STUDENTS:

1. Do you consider that the method (s) your teacher uses are effective?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you consider that the traditional way of teaching grammar, teaching rules before practice, is better?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Do you consider that you retain grammar more easily by finding out the rules by yourself through the examples provided by the teacher?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do you consider that for teaching English grammar, it is necessary to innovate strategies and methods?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Regarding the four macro skills: listening, speaking, reading, and writing, do you think that the methodology used by your grammar teacher is helpful to you?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Can you express one advantage and one disadvantage of the way in which your teacher teaches grammar?

Advantage:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disadvantage:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. In your opinion, how can your grammar teacher improve his/her way of teaching?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix C: Ethnographic Observation

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



**Research Topic: Grammar Teaching Approaches and their Effectiveness with Second and Fourth Year Students at the Foreign Language Department of the University of El Salvador.**

### ETHNOGRAPHIC OBSERVATION

**Objective:** To collect information from students of Licenciatura en Idioma Inglés Opción Enseñanza, who are taking English Grammar I and Advanced Grammar, based on their viewpoints, about the way that teachers develop their classes.

**Objective of the instrument:** Find out the most useful methods or approaches currently being used in the English Grammar I and Advanced Grammar courses.

Subject: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Room: \_\_\_\_\_

Observation Data:

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