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**The Effectiveness of Three Grammar Teaching Approaches
on the Achievement of Secondary School Students**

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{ وَقَلْ جَاءَ الْحَقُّ وَزَهَقَ الْبَاطِلُ إِنَّ الْبَاطِلَ كَانَ زَهُوقًا (81) وَنُنزِّلُ مِنَ
الْفُرْعَانِ مَا هُوَ شِفَاءٌ وَرَحْمَةٌ لِّلْمُؤْمِنِينَ وَلَا يَزِيدُ الظَّالِمِينَ إِلَّا خَسَارًا (82)
وَإِذَا أَنْعَمْنَا عَلَى الْإِنْسَانِ أَعْرَضَ وَنَأَى بِجَانِبِهِ وَإِذَا مَسَّهُ الشَّرُّ كَانَ
يُتُوسًا (83) قُلْ كُلٌّ يَعْمَلُ عَلَى شَاكِلَتِهِ فَرُبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَى سَبِيلًا (84)
وَيَسْأَلُونَكَ عَنِ الرُّوحِ قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا
قَلِيلًا (85) }.

(سورة الإسراء، الآية 81 - 85)

Dedication

To the soul of my dear father.

To my dear mother.

To all martyrs who sacrificed their life for the sake of Palestine.

To all my brothers and sisters.

To my wife, sons and daughters.

To all my friends, colleagues and students.

Acknowledgement

In the name of Allah, The Most Gracious, The Most Merciful.

I greatly acknowledge the contribution of the sincere people who supported me throughout this study. This study would not be accomplished without the support and assistance of those dedicated and helpful people.

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Finally, my gratitude is deeply paid to my family members, mother, brothers, sisters, sons, daughters and my faithful and patient wife.

Abstract

" The Effectiveness of Three Grammar Teaching Approaches on the Achievement of Secondary School Students "

The study aimed to investigate the effectiveness of three grammar teaching approaches (the inductive, the deductive and the contextualized approaches) on achieving English grammar among the eleventh graders in Khan yunis governorate. For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (158) male students from Al Motanabi Secondary School For Boys(A); three experimental groups and a control one. The three grammar teaching approaches were used in teaching the three experimental groups in the first term of the scholastic year (2009 – 2010). An achievement test of four scopes with (84) items was designed and validated to be used as a pre and post test.

The data of the study were analyzed statistically using the statistical package (SPSS), One Way Anova test and Scheffe Test . The pre-post test was used to identify the direction of the effectiveness. The study indicated that there were statistically significant differences in the eleventh grades' achievement of English grammar due to the method of teaching in favor of the contextualized approach.

Based on those findings, the study recommended the necessity of implementing the contextualized approach in teaching English grammar to bring about better outcomes in students' achievement of English grammar. It also was suggested that researches should be conducted on the effectiveness of the contextualized approach on different dimensions of achieving English language and other school subjects.

ملخص الدراسة

" فاعلية ثلاث طرق تعليمية لتدريس قواعد اللغة الانجليزية علي تحصيل طلاب المرحلة الثانوية "

هدفت هذه الدراسة إلي التعرف: "علي فاعلية تدريس قواعد اللغة الانجليزية بالطريقة الاستقرائية أو الاستنتاجية أو النصية علي تحصيل طلاب الصف الحادي عشر بمحافظة خان يونس".

و للإجابة عن أسئلة الدراسة، استخدم الباحث المنهج التجريبي، حيث توزعت عينة الدراسة والتي تكونت من (158) طالبا من مدرسة المتنبى الثانوية (أ) للبنين إلي أربع مجموعات: ثلاث مجموعات تجريبية و أخرى ضابطة. استخدم الباحث الطرق الثلاثة في تدريس المجموعات التجريبية الثلاثة لمعرفة فاعلية الطرق الثلاثة علي تحصيل الطلاب في قواعد اللغة الانجليزية و ذلك في الفصل الدراسي الأول من العام الدراسي (2009- 2010) و لقد قام الباحث ببناء اختبار تحصيلي مكون من (84) سؤال و تم التأكد من صدقه و ثباته و قد تم استخدامه كاختبار قبلي و بعدي لمعرفة فاعلية الطرق الثلاثة علي تحصيل الطلاب في قواعد اللغة الانجليزية.

و لقد تم تحليل نتائج الدراسة باستخدام برنامج (SPSS) و اختبار تحليل التباين الأحادي (One Way Anova) اختبار تشيفيه البعدي و التكرارات و المتوسط الحسابي و النسب المئوية للتعرف علي فاعلية الطرق الثلاثة علي المهارات المختلفة في قواعد اللغة الانجليزية. و خلصت الدراسة إلي وجود فروق ذات دلالة إحصائية بين المجموعات الثلاثة تعزي إلي طريقة التدريس بالطريقة النصية.

هذا و قد أوصت الدراسة بضرورة استخدام الطريقة النصية في تدريس قواعد اللغة الانجليزية لتحقيق نتائج أفضل في تحصيل الطلبة، و اقترح الباحث ضرورة إجراء المزيد من الدراسات للتعرف علي فاعلية الطريقة النصية علي الجوانب المختلفة في تحصيل اللغة الانجليزية و غيرها من المواد الدراسية.

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List of abbreviation

1	SPSS	statistical package for social science
2	EFL	English as a foreign language
3	TOEFEL	Test of English as a foreign language
4	et al.	(Latin abbreviation),et alli, which means and others.
5	E.g.	(Latin abbreviation), example gratia, which means for example.
6	L1	First language
7	L2	Second language
8	etc.	(Latin abbreviation) etcetera, which means and so on, and other things of a similar kind.
9	CLL	Community Language Learning
10	TPR	Total Physical Response
11	ASTP	Army Specialized Training Program
12	CLT	Communicative Language Teaching
13	PPP	Presentation, Practice, Production
14	SPSS	Statistical Package for the Social Science

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Chapter I

Chapter I

1. Introduction.

1.1 Historical Background.

1.2 Statement of the problem.

1.3 Research questions.

1.4 Research hypotheses.

1.5 The purpose of the study.

1.6 The significance of the study.

1.7 Definitions of variables and operational terms.

1.8 Summary

The Background of the Study

1. Introduction:

In this chapter the researcher discusses the study background and the study statement. Also hypotheses of the study are listed. The researcher lists the objectives of the study. Then, the importance of the study is listed. Finally, the definition of operational terms are focused.

1.1 Historical Background:

English is an international language which can be highly used for communication with foreigners at home and abroad. Also, it is the language of science; therefore, all university students, regardless of their specialization, will need it in pursuing their studies in particular to look for information and acquire knowledge. It is also the language of politics, commerce, computer services and technology. Moreover, it is the language of the internet and international global communication system.

"The late twentieth century has been called the age of communication and with some justification. The world is very rapidly turning into a global village which has often been predicted. As the pressure to communicate increase, the divisions of language are felt even more keenly. So language teaching, especially the great world languages, which are seen as international channels of communication, becomes even more important," (Wallace, 1991 : 2).

As a matter of fact, language is considered a mean of communications among people with different tongues, races and colours. Among the most widely used language is "English language ". So English language is credited as an international language that is used in formal talks such as political, economical, social, and sports conferences.

Keshta (2000 : 1) says that English is a universal language ; the language of communication across countries in the international world of trade, business communication, air transportation and technology.

It goes without saying that grammar is considered a very important learning skill in teaching English language . Grammar gains its prominence in language teaching , particularly in English as a foreign language and English as a second language. Practically in teaching grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999, p. 3), in the case of learners, grammatical rules enable them know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately center attention on the way grammatical items or sentence patterns are correctly used .In other words, grammar teaching should compass language structures or sentence patterns, meaning and use .

Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988 pp. 123- 145).In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000 : 4) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987 : 26) add that it

cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. Constance Weaver (1996 .pp 15- 24) tells us that grammar is best taught in context. According to Weaver, teachers should teach a minimum of grammar in order to get maximum benefits in students' writing.

1.2 Statement of the problem :

Doubtless to say that we are living in the age of technology where the world has become a small area thanks to the different kinds of the communications and telecommunications. Language plays an essential role in this field. Grammar is regarded as an important part in mastering any language. English language is considered one of the most famous and common languages all over the world. So, mastering the grammar of English language has become a must for individuals especially the school students. Moreover, learning grammar needs excellent and effective methods to be utilized and applied by our teachers. Accordingly, it is urgent to investigate the best approaches in teaching English grammar in our Palestinian schools. The purpose of this study is to investigate and examine the effectiveness of using three approaches of teaching English grammar on the eleventh graders' achievement in Khan Yuonis governorate.

1.3 The Study Question :

The problem is stated in the following major question :

What is the effectiveness of three grammar teaching approaches on the achievement of secondary School Students?

The minor questions :

To achieve the purpose of the study, the research addressed the following questions:

1- Are there statistically significant differences **at** ($\alpha \leq 0.05$) level between the mean scores of students in English Grammar Teaching among 11th graders in Khan younis

schools due to the kind of approach (inductive- deductive or contextualized) ?

2- Are there statistically significant differences **at ($\alpha \leq 0.05$)** level between the mean of high-achievement students' scores in English Grammar Teaching among 11th graders in Khan younis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

3- Are there statistically significant differences **at ($\alpha \leq 0.05$)** between the mean of middle-achievement students' scores in English Grammar Teaching among 11th graders in Khan younis schools due to the kind of teaching approach (inductive - deductive or contextualized) ?

4- Are there statistically significant differences **at ($\alpha \leq 0.05$)** between the mean of low-achievement students' scores in English Grammar Teaching among 11th graders at Khan younis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

1.4 The Research Hypotheses :

In order to address the research questions, the following hypotheses were tested:

1- There are statistically significant differences **at ($\alpha \leq 0.05$)** in the mean scores of students in English Grammar Teaching among 11th graders at Khan younis schools due to the kind of approach (inductive – deductive or contextualized) .

2- There are statistically significant differences **at ($\alpha \leq 0.05$)** between the mean of high-achievement students' scores in English Grammar Teaching among 11th graders at Khan younis schools due to the kind of teaching approach (inductive – deductive or contextualized).

3- There are statistically significant differences **at ($\alpha \leq 0.05$)** between the mean of middle-achievement students scores in English Grammar Teaching among 11th graders

at Khan younis schools due to the kind of teaching approach (inductive –deductive or contextualized).

4- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean of low-achievement students scores in English Grammar Teaching among 11th graders at Khan younis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

1.5 The purpose of the study :

The study aims to achieve the following objectives :

1- identify the best approach in teaching English grammar among the 11th grade Palestinian EFL students in Khan younis schools .

2- identify the effectiveness of using deductive approach in teaching grammar among 11th graders in Khan younis schools .

3- identify the effectiveness of using inductive approach in teaching grammar among 11th graders in Khan younis schools .

4- pinpoint the effectiveness of using grammar through context approach among 11th graders in Khan younis schools .

5- measure the changes in 11th graders' achievement in teaching grammar as a result of using the deductive, inductive and contextualized approaches .

1.6 The significance of the study :

The study is significant because :

1- It is an attempt to point out the best approaches in teaching English grammar among the 11th grade Palestinian EFL students at Khan Younis schools .

2- It is an attempt to investigate the teaching approaches that teachers possess and use in teaching grammar among the 11th grade Palestinian EFL students at Khan Younis schools.

3- It suggests a perspective for developing teaching English grammar among the 11th grade Palestinian EFL students .

4- It is the first study which is conducted in Gaza Strip according to the researcher's knowledge .

5- It stimulates specialists and supervisors' interests in conducting courses and workshops for their teachers to enhance the use of deductive, inductive and contextualized approaches.

6- It helps syllabus designers to modify, organize, and enrich English language curricula with activities based on deductive, inductive and contextualized grammar .

7- It familiarizes English language teachers with the basic principles of designing and using deductive, inductive, and contextualized approaches in teaching English grammar.

1.7 Definition of variables and operational terms :

The following terms were operationally defined for the purpose of providing clarity and understanding, relative to the focus of the research study:

Grammar :

In linguistics, grammar refers to the logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology and syntax, often complemented by phonetics, phonology, semantics, and pragmatics.

Each language has its own distinct grammar (singular). "English grammar" is the set of rules within the English language itself. "An English grammar" is a specific study or analysis of these rules. A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar".(Wikipedia, the free encyclopedia, 2009) .

English Grammar :

It is a set of rules which govern the English language , these rules organize and fit words together in order to help learners use the language correctly and accurately .

Method :

A set of procedures, a system that spells out rather precisely how to teach a language such as the silent method; a practical realization of an approach where decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organizations, including procedures and techniques.

Methods are a set of techniques or procedures that follow a systematic scheme. A method needn't be tied to any particular theory about language or learning but may simply be claimed as successful in practice.(Kailani and Muqattach,1995:291).

Approach :

An approach to language teaching involves commitment to particular theory about language or learning. *Approach* refer to different theories about the nature of language and how languages are learned such as cognitive (the most general of three, the broadest); an approach describes how language is used and how its constituent parts interlock and also how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.(Kailani and Muqattach,1995 :210).

Deductive approach :

In this approach grammar teaching is taught deductively. It based on facts and statements, it is also based on prior logic. Therefore the learners are told the grammatical rule and will work from that.

Inductive approach :

In this approach, grammar teaching is taught inductively. It is based on trial and error, experiments. The learners learn from trying different things, seeing what works and what does not. Through experimenting they figure out the grammatical rules.

Contextualized approach :

Using grammar via context or situations . The general conclusion from ninety years of research is that teaching grammar in isolation does not seem to have much effect on the writing of more than a few students (Weaver, 1996: p. 32). There is little transfer from grammar exercises to authentic writing. A focus on sentence generating, combining, and manipulating is much more helpful to writers than traditional grammar instruction (Hillocks and Smith, 1991: PP.591-603).

Effectiveness:

Effectiveness is a *noun* which means power to be effective; the quality of being able to bring about an effect [ant: ineffectiveness] capacity to produce strong physiological or chemical effects; "the toxin's potency"; "the strength of the drinks" [syn: potency] . (wikipedia, 2009)

Eleventh grade class:

It is the class which students attend after succeeding in Grade 10 while their ages are between 16-17. Students who studies at a secondary stage.

Achievement:

Achievement means accomplishment: the action of accomplishing something.(Wikipedia, 2009) . It is information, experience and skills of English language introduced in curriculum and acquired by the learner during a certain period . Achievement is measured by the marks the learner gets in the examination .

Hamdan (1991 : 6) asserts that the word achievement is the cognitive product of teaching process. It concentrates on the knowledge and experiences introduced in the content and acquired by learners through various learning situations and experiences . A achievement is measured by the marks the learner gets in the exam .

High achievers :

Students whose total score on the achievement test lies among the highest 25% of other students' score .

Lower achievers :

Students whose total score on the achievement test lies among the lowest 25% of other students' score .

Middle achievers :

Students whose total score on the achievement test lies among those who got more than 20% and those who got less than 75% . In other words , they are the students who lie among the high achievers and low achievers.

Statistical Design:

It refers to the analysis which the researcher is going to use and implement so as to measure the differences between the groups .

1.8 Summary:

This chapter tackled five main issues: (1) the study background, (2) the statement of the study, (3) the hypotheses of the study, (4) the objectives of the study, the importance of the study and (5) the terms of the study.

The next chapter will tackle the literature review (the theoretical framework as well as the previous studies related the study) .

Chapter II

Literature Review

Grammar and Functions

Introduction:

The researcher divides this chapter into two parts: the first one is about English grammar and language and other related issues. The second part is about the previous studies related to the thesis. The researcher comments on the previous studies at the end.

2.1 Grammar

Beverly: (2007, p.1) asserts that Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. He added that People who speak the same language are able to communicate with each other because they all know the grammar system and structure of that language, that is, the meaningful rules of grammar. Students who are native speakers of English know English grammar, recognize the sounds of English words, the meaning of those words; and also can combine words to make meaningful sentences in different ways .

Grammar has been a familiar part of the school teaching language for many years, and its familiarity has given rise to some inconsistencies in the same use of the word grammar.(Robins:1980, p. 142) .*"For several last years, English grammar teaching in schools has been a subject of criticism, some people believe that there is no correlation between teaching grammar and pupils' improvement in writing of English"*.

(Kohli:1999, 138) .

2.2 Definition of the grammar term :

There are different types of definitions for the term grammar according to the author's viewpoints. Some of these definitions refer to the theoretical point of view; others refer to the practical ones .

Wikipedia, (2009) the free encyclopedia, maintained that grammar, linguistically, refers to the logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology and syntax, often complemented by phonetics, phonology, semantics, and pragmatics. Each language has its own distinct grammar (singular). "English grammar" is the set of rules within the English language itself. "An English grammar" is a specific study or analysis of these rules. A reference book describing the grammar of a language is called a "reference grammar" or simply "a grammar". A fully explicit grammar exhaustively describing the grammatical constructions of a language is called a descriptive grammar, as opposed to linguistic prescription, which tries to enforce the governing rules of how a language is to be used.

Chomsky (1986 : 9) states that the term "grammar ' is used with a systematic ambiguity . It refers, on the one hand, to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence. On the other one, it refers to the competence itself .

Williams (2005 : 26) utilized the term grammar when teachers grow frustrated over errors in students' writing, they often return to the basics or essentials which are defined as grammar . He also said that the term grammar refers to how people speak. Palmer (1995 : 2) maintains that grammar describes the native spoken language of people, it does not refer to what we can find in the students' books written down or learnt by heart.

Harmer (2001 : 12) sees that grammar is a description of ways in which words change their forms and combined into sentences.

Wikipedia (2009) affirms that grammar is a branch of linguistics and it is the study of the rules that governs the language use.

Lock (2002 : 1) points out that the term grammar is regarded as a set of rules that specify the grammatical structures of the language .

Millrood, R. (2001: 56) asserts that grammar describes the rules of how the language produces sentences using the words and their morphology as the building blocks.

According to the above mentioned definitions, it can be remarked that the term grammar was defined from many deferent viewpoints .From the researcher's viewpoint, the term grammar is considered a set of rules that govern a language use ; these rules arrange and organize words together to help learners use the language correctly .

2.3 What is meant by grammar ?

The term grammar has been used differently according to the writers' viewpoints. Some of them say that grammar is the rules that govern the language system . Others see that grammar is referred to the language used by the native speaker to convey his message accurately and correctly .

Thornbury (1999, p. 1) highlights that grammar is partly the study of what forms or structures are possible in a language . He added that grammar, traditionally has been concerned almost exclusively with analysis at the level of the sentence. He mentioned that grammar is a description of the rules that govern how a language's sentences are formed .

Nordquist (2006 : 7) defines the term grammar as the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can

monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone, not only teachers of English but also teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning.

Woods (1995 : 16) affirms that learning grammar is the learning of rules . Learners should have an intellectual knowledge of grammar , this knowledge will provide basis on which learners can build their knowledge. These bases will act as the generative base for the learners. He added that grammar is a set of rules which are considered how forms are composed and used .

Millrood, R. (2001 : 43) clarifies that the subject of grammar is the knowledge of how to construct a sentence. He said that Grammar is concerned with the construction of written and oral sentences. He added that Grammar describes language device to use a finite number of rules that can generate all the sentences of a language. Grammar can also explain sentence construction and tell grammatical sentences from the ungrammatical ones. Sentences can be perceived as grammatical despite possible language inaccuracies and slips (transposition, omission, redundancy, and overgeneralization) and language twists (ellipsis, tags, and anaphoric starts).

According to *Webster's Ninth New Collegiate Dictionary*, *grammar* means "the study of the classes of words, their inflections [changes in form to distinguish case, gender, tense] and functions in a sentence."

Eckersley and Eckersley (1960 : 1) say that the grammar of a language is considered the scientific record of the actual phenomena of that language either written or spoken .

2.3.1. Grammar and meaning :

Thornbury (1999, pp. 3-4) states that grammar communicates meanings of words . He added that grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking . He said that learners need to learn not only what forms are possible , but what particular meanings . He asserted that grammar is a tool for making meaning .

Azar (2007 : 3) states that grammar is to help students discover the nature of language that consists of predictable patterns that make what we say, read, hear, and write intelligible. Without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence.

2.3.2. Grammar and function :

Thornbury (1999, p. 6) mentions that in the mid-seventies the relation between grammar and function became an important issue for teachers. He added that writers of language teaching materials attempted to move the emphasis away from the learning of grammatical structures independent of their use, and on to learning to function in a language, how to communicate . He states that it would be useful to match forms with their functions.

2.4 Why do we study grammar ?

Studying the grammar of any language is very important because language cannot be transmitted correctly and accurately .Therefore, language without grammar is, to some extent, meaningless and aimless .

In addition, Palmer (1971 : 7-8) states that grammar is the link to make our communication with other people meaningful and understoodable . He added that we as humans spend a lot of our life listening, speaking , reading and writing .

Finegan (1998 : 470) confirms that all creatures have their own language to communicate, some of them make meaningful sounds to make links between sounds and meaning .

Moreover, Woods (1995 : 5) states that grammar helps learners to express their thoughts correctly either in speaking or in writing .

Kohli (1999 : 139) says that grammar is regarded as a very important aspect in the field of language teaching .

Furthermore, Alexander (1990 : 7) mentions that grammar is the support system of communication and learning; it helps learners communicate better using a language . He added that grammar explains the why and how of language. He stated that people cannot learn a language without studying and learning its grammar.

2.5 The uses of grammar :

Woods (1995 : 5) describes that grammar was used in different aspects to mean different matters .That is to say, it may come in a book form to mean the language rules or it may come as a subject which teachers teach at schools to their learners to utilize the language correctly or grammar may be regarded as an approach to describe and analyze the language .

Leech et.al (1982 : 5) confirms that the term grammar is considered as the core of the language that relates the semantics with phonology .

Podgorski (2008 : 4) asserts that grammar is considered to be an important part of a language and therefore taught in detail using several different teaching methods .

2.5.1. Grammar and written language :

Thornbury (2004 : 8) says that grammar in the recent days presented to the learners is basically based on written grammar . Ridout and Clarke (1970 : 146) mentions that the term grammar was derived from the Greek meaning " the science of letters" . Leech and et.al (1982: 8) see that mastering grammar helps learners improving their style of writing .

2.5.2. Grammar and spoken language :

Eyres (2000 : 6) clarifies that grammar is something which a language speakers need. He shows that a knowledge of grammar is divided into two types : implicit knowledge which enables speakers to form sentences in a grammatical way and explicit knowledge which enables speakers to identify and describe the errors .

Jespersen (1969 : 19) sees that the speaker of the language has different choices in using the language in expression his thoughts and feelings, while in suppression some speakers may want to express something but they couldn't and this will affect the impression of the listeners .

2.5.3. Grammar and communication :

Lock (1996 : 266 – 267) states that communicative competencies is not just the ability to produce correct sentences but also to know when, where, and with whom to use them . He also added that communication has pre-requisites .He added that grammatical competence is an essential part of communicative competence and the

development of the communication is the result from the relation between grammar and communication .

Purpura (2004 : 53) asserts that the grammatical competence is the knowledge of the rules of phonology, lexicon, syntax and semantics .

He added that there are three kinds of competencies that people need for communication : sociological competence (using the language functionally and contextually), strategic competence (ways to get our meaning across) and discourse competence (strategies of constructing and interpreting texts) .

2.6. Types of grammar :

Grammar is classified into two types : prescriptive grammar and descriptive grammar.

Yule (1996 : 87) confirms that each adult speaker of a language has some types of mental grammar, first a form of internal linguistic knowledge . This grammar is subconscious and is not the result of any teaching. A second, linguistic etiquette which is the identification of the best structures to be used in a language. A third view of grammar involves the study and analysis of the structures found in a language .

2.6.1. Prescriptive grammar :

Yule (1996 : 91) mentions that the prescriptive grammar is to adopt the grammatical labels to categorize words in English sentences; it is a set of rules for the proper use of English .

Eyres (2000 : 5- 6) shows that prescriptive grammar is considered a traditional and old type; it tackles the language rules and how it should be used by speakers in writing and speaking in a correct way . He added that prescriptive grammar deals with structures or words as correct or incorrect . Prescriptive grammar focuses on the necessary areas of the language .

Kohli (1999 : 140) highlights that prescriptive grammar attempts to perform the legislative function of the language and no need to neglect the language rules . He added that prescriptive grammar does not allow the neglectance of the language rules .

Fromkin and Rodman (1993 : 13) state that prescriptive grammar attempts to legislate what the learner's grammar should be . It prescribes; it does not describe, except incidentally .

2.6.2. Descriptive grammar :

Yule (1996 : 92) mentions that throughout the present century the descriptive grammar appeared when analysts collected samples of the language they are interested in and attempted to describe the regular structures of the language as it is used, not according to some view of how it should be used . He added that the descriptive approach is the basis of most modern attempts to characterize the structure of different languages .

Fromkin and Rodman (1993 : 13) state that descriptive grammar describes the basic linguistic knowledge of the language . He added that descriptive grammar deals with sounds, words, phrases and sentences of the language . He also confirmed that the descriptive grammar of a language represents the unconscious linguistic knowledge or capacity of its speakers . It does not teach the rules of the language; it describes the rules that are already known .

Nordquist (2006 : 17) mentions that Descriptive grammars are essentially scientific theories that attempt to explain how language works. The goal of the descriptivist is simply to state how language actually works. People spoke long before there were linguists around to uncover the rules of speaking. The intent of descriptive grammar is to posit explanations for the facts of language use, and there is no assumption of correctness or appropriateness.

2.7. Functional and formal grammar :

Grammar is also classified into two parts : functional grammar and formal grammar .

1- Functional grammar :

Wikipedia, (2009) the free encyclopedia, maintained that Functional Grammar is a model of grammar motivated by functions. The model was originally developed by Simon C. Dik at the University of Amsterdam in the 1970s, and has undergone several revisions ever since. The latest standard version under the original name is laid out in the two-volume 1997 edition, published shortly after Dik's death. The latest incarnation features the expansion of the model with a pragmatic/interpersonal module by Kees Hengeveld and Lachlan Mackenzie. This has led to a renaming of the theory to "*Functional Discourse Grammar*". This type of grammar is quite distinct from systemic functional grammar as developed by Michael Halliday and many other linguists since the 1970s.

Kohli (1999 : 139) states that functional grammar is incidental grammar that acquired by the language learners naturally .He added that grammar can be learnt via the learning process and can be learnt by imitation or consciously by deduction and observation .

2- Formal grammar :

Kohli (1999 : 141) mentions that the formal grammar deals with terminology . It tackles the description and analysis of the language .

Lapalombara (1976 : 54) sees that it is not possible to separate between functional grammar and formal grammar because the two kinds deal with words and their groups .

2.8 Varieties of Grammar:

1. Traditional grammar:

Wikipedia, (2009) the free encyclopedia, maintains that traditional grammar, linguistically, is a theory of the structure of language based on ideas Western societies inherited from ancient Greek and Roman sources. The term is mainly used to distinguish these ideas from those of contemporary linguistics. In the English-speaking world at least, traditional grammar is still widely taught in elementary schools. Traditional grammar is not a unified theory that attempts to explain the structure of all languages with a unique set of concepts (as is the aim of linguistics). There are different traditions for different languages, each with its own traditional vocabulary and analysis. In the case of European languages, each of them represents an adaptation of Latin grammar to a particular language. Traditional grammar distinguishes between the grammar of the elements that constitute a sentence (inter-elemental) and the grammar within sentence elements (intra-elemental).

Yule (1996 : 89) mentions that traditional grammar is concerned with using the parts of speech to label the grammatical categories of words in sentences. Woods (1995 : 6) points out that teachers use the traditional grammar widely in the classroom via giving definitions of the parts of speech .

Guth (1973 : 41) states that the traditional grammar focuses on the good arrangement of words and the relations between the words in a sentence . He clarifies that traditional grammar tackles the syntactic organization of words in a sentence . He criticizes the traditional grammar of being based on Latin grammar and some of the traditional grammar schools are based on the written rather than spoken language.

2. Generative Grammar:

Nordquist (2006 : 28) describes that a generative grammar is essentially one that makes up the language one is describing, sentences'projects' one or more given sets of a process characterizing human language's creativity.

Chomsky (1997 : 13) states that a generative grammar must also be explicit ; that is, it must precisely specify the rules of the grammar and their operating conditions. He added that generative grammar is a set of explicit rules. Yule (1996 : 101) mentions that generative grammar was an attempt to produce a particular type of grammar ,as a development of the American linguist Noam Chomsky, which is a very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences .

3. Mental Grammar :

Fromin (2000 : 5) clarifies that Descriptive grammars aim at revealing the mental grammar which represents the knowledge a speaker of the language has. They do not attempt to prescribe what speakers' grammars should be.

Chomsky (1986 : 20) states that all humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty.

4. Universal Grammar :

Fromkin and Rodman (1993 : 27) state that universal grammar is concerned with linguistic universals that pertain to all parts of grammars, the ways in which these parts are related, and the forms of the rules . All these principles comprise universal grammar.

Nordquist (2006 : 28) describes that a Universal grammar is the system of categories, operations, and principles shared by all human languages and considered to be innate.

The concept of universal grammar has been traced to the observation of Roger Bacon, a

13th-century Franciscan Friar and philosopher, that all languages are built upon a common grammar. The expression was popularized in the 1950s and 1960s by Noam Chomsky and other linguists.

2.9. Grammar and Language :

Yule (1996 : pp. 3 - 12) clarifies that people are intimately familiar with at least one language . The words of a language can be listed in a dictionary, but not all the sentences, and a language consists of the sentences as well as words . Speakers use a finite set of rules to produce and understand an infinite set of possible sentences . He added that the above mentioned rules comprise the grammar of a language, which is learned when learners acquire the language and includes the sound system (phonology), how words may be combined into phrases and sentences (syntax), the ways in which sounds and meanings are related (semantics), and the words or lexicon .

Nasr (1980 : 52) states that understanding any language' grammar is an essential part for speaking and writing it . He added that the language has three main parts : phonology, vocabulary and grammar .

The researcher would like to shed light on the major parts of a language . They are as follows :

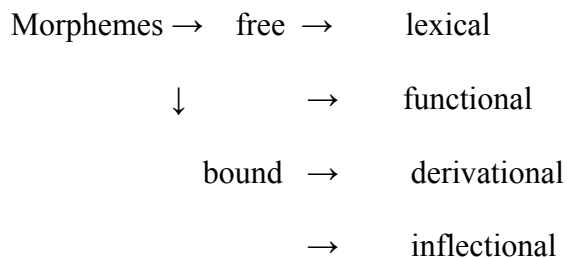
1- Phonology :

Yule (1996 : 54) describes that phonology is essentially the description of the systems and patterns of speech sounds in language . It is based on a theory of what every speaker of a language unconsciously knows about the sound patterns of the language . He added that phonology is concerned with the abstract or mental aspects of the sounds in language rather than the actual physical articulation of speech sounds . He said that a phoneme is each one of the meaning-distinguishing sounds in a language .

Spencer (1996 : 1) states that phonology is the science of studying the sounds of speech and tackles the linguistic patterning of sounds in human language .Nasr (1980 : 13) describes phonology as the features sounds in a language which is systematically structures . These features are divided into two kinds : the first one is segmental features which include consonants and vowels . The second one is supra-segmental features which include intonation, stress, juncture, rhythm, pitch, and pause .

2- Morphology :

Yule (1996 : 74 – 78) states that morphology is the study of word forms in a language . He added that morphemes are minimal units of meaning or grammatical functions . He asserted that there are two types of morphemes : free morphemes which can stand by themselves as single words for example open and tour; and bound morphemes which cannot normally stand alone but which are typically attached to another form e.g. re- , -ed , -s . The different categories of morphemes can be shown by the following chart :



Todd (1992 : 41) says that morphology is the science of studying morpheme which is the smallest significant unit of grammar . He added that there are also two types of morphemes : free and bound morphemes . He said that bound morphemes are classified into two kinds : the first are prefixes which refers to affixes that occur at the beginning of the words and change their meanings for example un – dis –im – ir – in – il .The second one are suffixes which refer to affixes that appear at the end of the words and

change their form from verbs into nouns and from nouns into adjectives or adverbs and vice versa .

Fromkin and Rodman (1993 : 64) describe that morphology is the study of the word formation and the internal structure of words .He added that morphemes are classified as derivational or inflectional . Derivational morphological rules are lexical rules of word formation . Inflectional morphemes are determined by the rules of syntax and are added to complete word, simple monomorphemic word or complex polymorphemic words .

Booij (2005 : 24) states that morphology, the study of the internal structure of words, deals with the forms of lexemes (inflection), and with the ways in which lexemes are formed (word-formation). Morphology as a subdiscipline of linguistics aims at adequate language description, at the development of a proper language typology, and at contributing debates on the organization of grammars and the mental representation of linguistic competence.

3- Syntax :

Yule (1996 : 100) describes that syntax concentrates on the structure and ordering of components within a sentence . He added that the word syntax came originally from Greek and literally meant a ' setting out together' or arrangement .

Fromkin and Rodman (1993 : 73) mention that some grammarians see that syntax means having a knowledge of language, this language includes the capability of arrangement and using words together to form sentences that express people's interests, thoughts, and needs .

Spencer (1996 : 56) defines the term Syntax as the grammatical arrangement of words in a sentence. It concerns both word order and agreement in the relationship between words. Syntax is primarily concerned with structure of sentences. Syntax only

refers to the relationship between the grammatical components of language in use. In other words it is the nature, quality or type of relationship between terms in any given statement which is the province of syntax.

1- The English Phrases :

Eastwood (2002 : 3) classifies that there are five kinds of English phrases :

1- Verb phrase : come, had thought, was left, will be climbing

A verb phrase has an ordinary verb (come, thought, left, climbing) and may also have an auxiliary (had, was, will).

2- Noun phrase: a goodflight, his crew, we

A noun phrase has a noun (flight), which usually has a determiner (a) and/or adjective (good) in front of it. A noun phrase can also be a pronoun (we).

3- Adjective phrase: pleasant, very late

An adjective phrase has an adjective, sometimes with an adverb of degree (very).

4- Adverb phrase: quickly, almost certainly

An adverb phrase has an adverb, sometimes with an adverb of degree (almost).

5- A prepositional phrase : after lunch, on the aircraft

A prepositional phrase: is a preposition + noun phrase.

Todd (1992 : 60 – 62) describes that the phrase is a group of words that work as a unit with exception to the verb phrase which does not contain a finite verb .He added that the phrase could be noun phrase, adjective phrase, preposition phrase, and adverb phrase .

The phrases are expected to be :

1- noun phrase : a group of words that has a noun as ahead word .

2- adjective phrase : words that modify nouns as adjectives . These words are attributive or predicative .

3- preposition phrase : words that begin with a preposition .

4- adverb phrase : words that function like adverbs ; they tell how, why, where and when things happen .

2- The English sentences :

Finegan (1998 : 118 – 119) sees that the English sentence is divided into four main types : simple sentences, compound sentences, complex sentences, and compound-complex sentences .

One way to categorize sentences is by the clauses they contain. A clause is a part of a sentence containing a subject and a predicate. There are four types of English sentences.

They are as follows :

1- Simple: Contains a single, independent clause.

- I don't like dogs.

- Our school basketball team lost their last game of the season 75-68.

2- Compound: Contains two independent clauses that are joined by a coordinating conjunction. The most common coordinating conjunctions are: *and, or, but, so.*)

- I don't like dogs, and my sister doesn't like cats.

- You can write on paper, or you can use a computer.

- A tree fell onto the school roof in a storm, but none of the students was injured.

3- Complex: Contains an independent clause plus one dependent clause. (A dependent clause starts with a subordinating conjunction. Examples: *that, because, although, where, which, since.*)

- I don't like dogs that bark at me when I go past.

- You can write on paper, although a computer is better.
- None of the students were injured when the tree fell through the school roof.

4- Compound-complex: Contains 3 or more clauses (of which at least two are independent and one is dependent).

- I don't like dogs, and my sister doesn't like cats because they make her sneeze.
- You can write on paper, but using a computer is better as you can easily correct your mistakes.
- A tree fell onto the school roof in a storm, but none of the students was injured although many of them were in classrooms at the top of the building.

Amasco (2004 : 2) shows that a sentence has two parts:

(1) a subject : the part of the sentence about which something is told or asked.

Ex: Prices are higher.

(2) a predicate: the part of the sentence that tells or asks something about the subject.

Ex: Prices are higher.

4- Lexicology :

Fromkin and Rodman (1993 : 35) assert that the word lexicology is a Greek word that means dictionary .

Wikipedia (2009), the free encyclopedia confirms that the word lexicology is a Latin word . It is that part of linguistics which studies *words*, their nature and meaning, words'

elements, relations between words (semantical relations), words groups and the whole lexicon.

Todd (1992 : 49 – 50) mentions that lexicology is the science which studies words . He added that there is no exact definition of the term : "word " .

5- Semantics :

Fromkin and Rodman (1993 : 142) mention that syntax is concerned with how words are combined to form phrases and sentences while semantics is concerned with what these combinations mean . He added that semantics means the study of the linguistic meaning of words, phrases, and sentences .

2.10. The Parts of Speech in English :

Amasco (2004 : 1-2) pinpoints that grammar is the system that a language uses to put parts of speech together into sentences . He added that in a sentence, a word may play one of eight parts. It may be either a noun, a pronoun, a verb, an adjective, an adverb, a preposition, a conjunction or an interjection. These eight parts are known as the parts of speech.

Huddleston (1988 : 23) classifies the parts of speech in English into two main types : open types and closed types.

1- The open types :

They include verb, noun, adjective and adverb.

1.1 verb :

Nasr (1980 : 189) defines the word verb as a word or a group of words that can tell about something or someone is, or does and it should be related to a tense.

Finegan (1998 : 79) remarks that there are different subcategories of verbs. These are transitive verbs which take a noun phrase after them, intransitive verbs which do not

require noun phrase, ditransitive verbs which have two noun phrases, and complex transitive verbs which take direct objects in addition to an object complement.

1.2 Noun :

Todd (1992 : 53) sees that a noun is usually known as a name of a person, thing, place, animal or a state.

1.3 Adjective :

Finegan (1998 : 80) sees that the word adjective describes a noun . It is divided into degrees : comparative degrees in which (...er) than or (more) than are added to the adjective ; and superlative degrees in which (the ... est) and (the most) are added to the adjective.

1.4 Adverb :

Todd (1992 : 56) affirms that the word adverb is a word that modifies a verb, an adjective and a sentence .

Finegan (1998 : 170) sees that an adverb is a word that describes a verb .

2- The closed types :

They include conjunctions, preposition, determinative, articles, demonstrative, possessives, numbers.

2.1 Conjunctions :

Todd (1992 : 57) sees that conjunctions have two forms : the subordinating conjunction that relates the subordinate clause to the main clause, and the coordinating conjunction that relates units of equal significance in sentence.

Nasr (1980 : 176) agrees that a conjunction is a word that relates parts of sentences and phrases.

2.2 preposition :

Yule (1996 : 88) points out that prepositions are words used with nouns in phrases. Nasr (1980 : 176) states that prepositions are words that can be found with nouns or pronouns or to indicate the connection with another word.

Rozakis L. (2003 : 3 - 14) mentions that English has eight parts of speech . They are as follows :

1- Adjectives: they are words that describe nouns and pronouns. Adjectives answer the questions: what kind? How much? Which one? how many?. There are five kinds of adjectives, proper adjectives, proper adjectives, compound adjectives, articles and indefinite adjectives.

2- Adverbs: they are words that describe verbs, adjectives, or other adverbs. Adverbs answer the questions : when? Where ? how? or To what extend?. Most adverbs are formed by adding -ly to an adjective.

3- Conjunctions: they connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

4- Interjections: they show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark.

5- Nouns: a noun is a word that names a person, place, or thing. Nouns come in these varieties: common noun, proper noun, compound noun, and collective nouns.

6- Prepositions: they link a noun or a pronoun following it to another word in the sentence.

7- Pronouns: a pronoun is a word used in place of a noun or another pronouns. Pronouns help you avoid unnecessary repetition in your writing and speech. A pronoun

gets its meaning from the noun it stands for. The noun is called antecedent. There are different kinds of pronouns. Most of them have antecedents, but a few do not. There are personal pronouns, possessive pronouns, intensive pronouns, reflexive pronouns, demonstrative pronouns, interrogative pronouns and indefinite pronouns.

8- Verbs: they name an action or describe a state of being. Every sentence must have a verb. There are three basic types of verbs: action verbs, linking verbs and helping verbs.

2.3 Determinative :

Todd (1992 : 53 - 54) shows that a determinative is a word like an adjective, it precedes and follows nouns. He sees that there are five main types of determinatives.

Nasr (1980 : 171) highlights that the determinative's function is to limit the meaning of the noun and it comes before the words that describe the same word.

2.4 Articles :

Nasr (1980 : 181) describes that there are three kinds of articles in English ; they are a , an , the , and the zero article.

2.5 Demonstratives :

Todd (1992 : 57) describes the demonstratives as words that used before nouns to indicate their identity such as (this, that , these , those). The indefinite demonstrative consists of two sorts : singular indefinite pronouns

(anybody , anything , each , either , another , everybody , something , none) and plural indefinite pronouns (few, a few , both , little , a little , many , much.

2.6 possessives :

Todd (1992 : 59) shows that there are six possessive pronouns in English . They are (my, her, him, our, their and its).

2.7 Numbers :

Nasr (1980 : 175) sees that numbers are words that precedes nouns such as (one , two , three , four).

2.11. Teaching Grammar :

Byrd (2004 : 144) affirms that the aim of teaching grammar is to enable students to carry out their communication purposes.

Palmer (1971 : 7) states that grammar is central and essential to the languages' teaching and learning. He added that grammar is considered one of the most difficult aspects of any language to be taught accurately.

2.12. Attitudes toward grammar teaching :

Morgan et al (1999 : 450) point out that the term " attitude" implies a favorable or unfavorable evaluation that is likely to affect one's responses towards the concerned person or object.

Lewis (1995 : 34) sees that children in the first classes in schools find the foreign language something fun, and teachers can observe that learners have positive attitudes towards learning the language, but later after learning the language they find that learners' attractiveness will decrease, and the negative attitudes will increase from the difficulties which learners may face during the learning process. Teachers sometimes make division during teaching and these divisions in grammar would be helpless for learners to build a picture for the important that they should focus on.

2.13. Methods of teaching English Language :

In fact ,there are many methods that are used in teaching the English language . These methods are very important for every teacher to know. These methods are considered as the main pillar of methodology which is the necessary procedures which that teachers need in the teaching learning process.

The term methodology has been utilized for different purposes . Yassen (2005: 26) states that methodology refers to a set of practical procedures , practices and activities which the teacher makes inside the classroom in order to teach a certain lesson to equip learners with concepts, facts and knowledge.

Al Hussari and Al Enizi (2005 : 27) mention that the word methodology is the linked activities and procedures that the teacher plans to practice inside or outside the classroom. These allow the teacher to realize certain aims in a perfect way.

1. The grammar translation method :

Freeman (2000 : 11) states that the Grammar-Translation Method is not a new one. It has had different names among them the Classical Method. It was first used in the teaching of the classical languages, Latin and Greek. Then earlier in this century was used for the purpose of helping students read and practice foreign language literature. The philosophy of this method is to help learners to study the grammar of the language by using their native language .

Richards and Rodgers (1986 : 3) states that the Grammar Translation Method was originally used to teach Latin and Greek in the 19th century. It was common method for many decades before 1970. Its primary focus is on memorization of grammar rules and vocabulary. The primary purpose of this method was to enable students to explore the depth of great literature and the secondary purpose was to benefit from the mental discipline and intellectual development that result from learning a foreign language.

Woods (1995 : 52) sees the philosophy of the Grammar-Translation Method is based on teaching grammar by utilizing the learners' native language.

The principles of the Grammar-Translation Method :

Freeman (2000 : pp 15 – 17) clarifies that the important goal for students is to be able to translate from language into another and they are considered successful language learners. He added that the ability to communicate in the target language is not a goal of foreign language instruction. The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation. The teacher is the authority in the classroom and it is very important that students get the correct answer. Learning is facilitated through attention to similarities between the target language and the native language. Grammar is taught deductively. Students should be conscious of the grammatical rules of the target language and finally verb conjugations and other grammatical paradigms should be committed to memory.

The merits and demerits of the Grammar-Translation Method :

The merits :

Kohli (1999 : 49) remarks that there are some merits of the Grammar-Translation Method when it is used by the teachers.

- 1- The method is easy and suitable for the students' average and teachers.
- 2- The translation in this method saves teachers' time and efforts particularly when vocabulary and phrases of the foreign language are taught.
- 3- This method suits the learners in the early stages because of the students' mother tongue use.

The demerits :

Wang (1999 : 15) mentions that the Grammar Translation Method not only causes students to have negative attitudes toward grammatical instruction, but also reduces students' opportunities for language learning.

Freeman (2000 : pp. 17 – 19) sees that the Grammar-Translation Method has many disadvantages :

- 1- This method does not take into account the learners' feelings.
- 2- This method focuses on vocabulary and grammar and less attention is given to speaking and listening skills.
- 3- This method is considered as teacher-centered one. The teacher is the dominator of all classroom activities. He plays a major role in the teaching learning process.
- 4- This method does not allow students to correct themselves .

2- The Audio-Lingual Method :

Harmer (2001 : pp. 79 – 80) states that the Audio-Lingual Method (ALM) had its origins during World War II when it became known as " The Army Method" because it was developed through a USA Army program called ASTP (Army Specialized Training Program) . From about 1947 – 1967 the audio-lingual method was the dominant foreign language teaching method in the USA.

Woods (1995 : 65) mentions that the audio-lingual method is related to a behaviorist approach . It is an oral-based approach. This method focuses that language is a set of structures which should be practiced by learners through drillings. The teacher drills the structure and learners can learn from over drilling rather than describing the language rules.

Freeman (2000 : 35) clarifies that the audio-lingual method is an oral-based approach. It emphasizes vocabulary acquisition through exposure to its use in situations. It drills students in the use of grammatical sentence patterns. It also has a strong theoretical base in linguistics and psychology.

The principles of the Audio-Lingual Method :

Nunan (1991 :230 – 231) mentions the principles of this method saying that language learning is a process of habit formation, languages are different, language is speech not writing , the main source of language is from its native speaker and it is important how to teach the language not the rules of it.

In addition to the above mentioned, Freeman (2000 : 42 – 45) mentions the principles of the audio-lingua method :

- 1- Language forms do not occur by themselves , but they occur most naturally within a context.
- 2- The native language and the target language have separate linguistic systems.
- 3- A model of the target language is one of the language teacher's major roles.
- 4- Language learning is a process of habit formation.
- 5- Errors are immediately corrected by the teachers in this approach.
- 6- The purpose of language learning is to learn how to use the language to communicate.
- 7- Students should be overlearnt and learnt to answer automatically without stopping to think.
- 8- Speech is more basic to language than the written form.

Harmer (2001 : pp. 79 – 80) states that the Audio-Lingual Method has many principles and characteristics. The following are among them :

- 1- The goal of this method is to develop is the learners the same ability as that of native speakers.
- 2- Language is an oral phenomenon and speech ; thus major focus on is on phonology, morphology and pronunciation. Written language is a secondary representation of language.

3- It is based on structural linguistics which involves the study of recurring patterns of language and language is perceived as a set of habits.

4- This method is behavioral psychology where students learn best through stimulus-response and reinforcement .

5- The learners' native language is banned inside the classroom.

6- Pattern drills are taught without explanation and discussion of grammar should be very brief.

The advantages and disadvantages of the Audio-Lingual Method :

The advantages :

Freeman (2000 : 42 – 45) mentioned some of the advantages of this method :

1- The method focuses on speech ,so learners will be able to learn vocabulary and structure.

2- Teachers who use this method emphasize using the target language, so the native language is not used.

3- This method focuses a good relationship among learners through chain drills or when they take different roles in a dialogue.

The disadvantages :

Nunan (1991 : 230 – 231) mentioned that the audio-lingual method has some disadvantages :

1- The learners in this method are like parrots ; they imitate their teachers.

2- This method focuses greatly on the speaking skill rather than the other skills.

3- Feelings of the learners are not taken into account in this method.

4- This method rejects the learners' mistakes and errors and consider them unacceptable ones.

Abbott, G. and et. al (1981: 281) claims that one the disadvantages of the audio-lingual method is that the drilling of the language and structures will affect the learners and they may get bored and easily forget what they have learnt.

3- The Direct Method :

Richards and Rogers (1986 : 10) mention that this method was advocated first by French and German educators and then introduced to American commercial language schools by Berlitz at the turn of the 20th century. This approach was developed initially as a reaction to the grammar- translation approach in an attempt to integrate more use of the target language in instruction.

Freeman (2000 : 23) sees that the direct method is not new ; and it took its name from the fact that meanings can be conveyed directly in the target language via the use of practice, demonstration and visual aids. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar-translation method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The principles of the Direct Method :

Freeman (2000 : 26 – 28) sees that the direct method has some principles. They are as follows:

No translation is allowed. Reading in the target language should be taught from the beginning of language instruction; the reading skill is developed through practice with speaking. The native language should be not be used in the classroom. The teacher should demonstrate not explain or translate. Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in

full sentences, rather than memorizing word lists. The purpose of language learning is communication . Grammar is taught inductively. The syllabus is based on situations.

Kohli (1999 : 51) sees that the main principle of the direct method is that learners think directly using the foreign language. Language is taught via conversations, discussions and reading in the language directly without translation, drilling and studying the terminology of language.

Woods (1995 : 62) mentions that the direct method is known as a natural method and based on the idea of teaching grammar via activities which the teacher utilizes inside the classroom.

The merits and demerits of the Direct Method :

The merits:

Kohli (1999 : 52) sees that the Direct Method has some advantages. They are as follows: it is a natural method and it makes a great demand on demonstration and practice in earning a foreign language as they learn their mother tongue language.

Freeman (2000 : 26) mentions that the direct method makes use of the audio-lingual aids. It focuses on the use of the aids in the classroom to help learners understand and practice the target language. It focuses on using the target language communicatively and naturally. It facilitates the reading and writing skills.

The demerits:

Kohli (1999 : 28) mentions some of the demerits of the direct method:

It concentrates greatly on speaking skill and little attention is given to the writing and reading skills. It is difficult in explanation and needs a competent teachers who are well-qualified and able to speak and use the target language correctly and accurately.

Freeman (2000 : 28) mentions that the direct method has some demerits : it focuses on speaking and conversations and neglects the other skills such as writing and reading . It is not suitable for all learners and levels.

4. Community Language Learning :

Harmer (2001 : 88) mentions that language is an anxiety-causing and provoking activity, so learners need to be relaxed and confident enough to exploit the learning opportunities available to them. Teachers should work on developing the students' trust and regard them as their clients. Great care should be given to interpersonal relationships and to the social dynamics of the group. Four methods developed in the 1970s and 1980s have had a considerable impact upon language teaching even if they are rarely used exclusively in mainstream teaching. They are frequently described, together, as humanistic approaches. They are as follows : Community Language Learning (CLL) , The silent way , Suggestopedia and Total Physical Response (TPR). Freeman (2000 : 89) mentions that Charles Curran, in the seventies, developed a new education model called " counseling-learning. This educational model was also applied to language learning and became known as Community Language Learning (CLL).The method advises teachers to consider students' as whole persons. Whole-person learning means that teachers consider not only students' intellect but also have some understanding of the relations among students' feelings, physical reactions, instinctive protective reactions, and desire to learn.

Nunan (1991 : 236) mentioned that the primary aim of this method is to create a genuinely warm and supportive community among the learners and gradually move them from complete dependence on the teacher to complete autonomy.

The principles of the Community Language Learning :

Freeman (2000 : 94-98) mentions some principles of the community language learning:

- 1- Building a relationship with and among students is very important.
- 2- Language is for communication.
- 3- Teacher and students are whole persons.
- 4- students' native language is used to make the meaning clear and to build a bridge from the known to the unknown.
- 5- The teacher encourages student initiative and independence.
- 6- Students learn best when they have a choice in what they practice.
- 7- Students work together as if they were one community and cooperation is encouraged.
- 8- Learning is dynamic and creative , which means that learning is a living and developmental process.

The advantages and disadvantages of the Community Language Learning:

The advantages :

Nunan (1991 : 236) mentions some of the advantages of community learning language :

- 1- It creates a genuinely warm and supportive community among the learners and gradually to move them from complete dependence on the teacher to complete autonomy.
- 2- The students sit in a circle with the teacher on the outside and decide what they want to discuss.

The disadvantages :

Kohli (1999 : 35- 36) mentions some of the advantages of the community language learning:

- 1- The students use their mother tongue in communicating the target language.
- 2- Direct translation using the mother tongue is used in teaching the students how to say the utterances in English.

5- The Silent Way :

Freeman (2000 : 53 – 54) states that the silent way is established by Caleb Gattegno. One of the basic principles of the silent way is that teaching should be subordinated to learning. He believed that to teach means to serve the learning process rather than to dominate it . Gattegno looked at language learning from the perspective of the learner by studying the way babies and young children learn. He concluded that learning is a process which we initiate by ourselves by mobilizing our inner resources (our perception, awareness, cognition, imagination, intuition, creativity, etc.) to meet the challenge at hand.

The principles of the Silent Way :

Freeman (2000 : 60 – 64) states that the silent way has many principles:

- 1- The teacher should start with something the students already know and build from that to the unknown.
- 2- Students' actions can tell the teacher whether or not they have learned .
- 3- Students should learn to rely on each other and themselves.
- 4- Silence is a tool of teaching using the silent way.
- 5- Meaning is made clear by focusing students' perceptions, not through translation.
- 6- Students' attention is a key to learning.
- 7- The syllabus is composed of linguistic structures.
- 8- The skills of speaking, reading, and writing reinforce one another.

The advantages and disadvantages of the Silent Way :

The advantages :

Freeman (2000: 69) mentions some of the advantages of this method :

- It focuses on the involvement of students in the learning teaching process.
- It concentrates on the cognitive principles in language learning.
- It encourages discovery learning .

The disadvantages :

Freeman (2000: 66-68) mentions some of the disadvantages of this method :

- The teacher is generally silent, only giving help when it is absolutely necessary.
- Students encouraged to help each other in a cooperative and not competitive spirit.
- The method encourages the teacher to assume a distance that prevents him/her from providing direct guidance when at times such guidance would be helpful.
- It focuses on building structure, and misses out on cultural input through the language, and the silence of the teacher can prevent students from hearing many active models of correct usage that they may find useful.

6. Desuggestopedia :

Freeman (2000 : 72) states that the Desuggestopedia Method is considered one of the most affective-humanistic approaches. It is an approach in which there is respect for students' feelings. The originator of this method was Georgi Lozanov . This method concerns the application of the study of suggestion to pedagogy . It helps students to eliminate the feeling that they cannot be successful or the negative association they have toward studying and to help them overcome the barriers to learning.

The principles of the Desuggestopedia Method :

Freeman (2000 : 81 – 83) states that the Desuggestopedia Method has many principles:

- 1- Learning is facilitated in a cheerful environment.

- 2- Students' errors are corrected gently, not in a direct, confrontational manner.
- 3- A great deal of attention is given to students' feelings. One of the fundamental principles of this method is that students are relaxed and confident, they will not need to try hard to learn the language . It will just come naturally and easily.
- 4- Use of fine arts is important in Desuggestopedic classes.
- 5- Vocabulary is emphasized and grammar is dealt with explicitly but minimally.
- 6- Speaking communicatively is emphasized.

The advantages and disadvantages of the Desuggestopedia Method :

The advantages :

Freeman (2000: 81- 83) mentions some of the advantages of this method :

- Students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn.
- It encourages the natural learning of students.
- Students feel much relaxation and comfort during the teaching-learning process.

The disadvantages :

- The teacher is the authority in the classroom.
- the encouragement of learners to act as "childishly" as possible, often even assuming names and characters in the target language.

7. Total Physical Response :

Freeman (2000 : 108) states that the total physical response is created by James Asher. It is considered one of the comprehension approaches. TPR argues that the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor without native language translation.

Harmer (2001 : 90) states that TPR Approach has become well-known in the 1970s and derived its main Principles from the observing how children acquire their first

language. TPR asks students to respond physically to the language they hear. Language learning is reinforced by body movement and associating language to physical actions or movements (smiling, reaching, grabbing, looking, etc).

The principles of the Total Physical Response :

Nunan (2001 : 92) states some principles of TPR :

- It emphasizes the role comprehensible input as comprehension precedes production.
- Memory is stimulated and increased when it is closely associated with motor activity.
- It focuses on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity.

Freeman (2001 : pp. 111 – 113) mentions some principles of TPR :

- Meaning in the target language can often be conveyed through actions and memory is activated through learner response.
- The students' understanding of the target language should be developed before speaking.
- Students can initially learn one part of the language rapidly by moving their bodies.
- Correction should be carried out in an unobtrusive manner.
- Language learning is more effective when it is fun.
- Spoken language should be emphasized over written language.
- Teachers should be tolerant with students' errors.
- Meaning in the target language can often be conveyed through actions.

The advantages and disadvantages of the Total Physical Response :

The advantages :

Freeman (2001 : pp. 113 – 115) mentions some advantages of TPR :

- It develops students' speaking when they are ready to do so.

- It ensures teachers that students understood the given material as language is accompanied with action aids.
- It develops the four language skills except reading.
- Students enjoy their experience in learning to communicate in a foreign language.
- TPR reduces the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

The disadvantages :

Freeman (2001 : 114) mentions some disadvantages of TPR :

- The spoken language is emphasized over written language.
- TPR is usually introduced in the student's native language.
- Vocabulary and grammatical structures are emphasized over other language areas.
- It consumes time .

8- The communicative approach :

Freeman (2000 : 121) mentions that Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

Nunan (1992 : 279) states that CLT is a generic approach . The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the learners' communicative competence to express their own ideas, feelings, attitudes, desires and needs. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials in small groups on communication activities, during which they receive practice in negotiating meaning.

Todd (1992 : 6) states that communication is a humanistic feature where people use words to convey their messages. He added that language is considered a set of signals for communication. So human language communication is not a vocal system only as it can be expressed by writing.

Woods (1995 : 52) asserts that grammar is used to teaching how to use words correctly and appropriately.

the principles of the communicative approach :

Hamdan (1991 : 6) said that the communicative approach has some advantages :

- Learners should have an opportunity to express their own feelings, interests and thoughts freely.
- Teachers are responsible for their setting up the situation of the communication.
- Grammar and vocabulary that are taught in the communicative approach are functional not structural.

Nunan (1991 : 243) mentions that games are very important to enhance real life communication. It also emphasizes the use of the four competences.

Nunan (1991 : 279) lists five basic characteristics of CLT :

- 1- An emphasis on learning to communicate through interaction in the target language.
- 2- The introduction of authentic texts into the learning situation.
- 3- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- 4- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- 5- An attempt to link classroom language learning with language activation outside the classroom.

Freeman (2000 : pp. 125- 128)summarizes the principles of the communicative approach :

- 1- Authentic language should be introduced as it is used in a real context.
- 2- The target language is a vehicle for classroom communication.
- 3- The emphasis is on the process of communication rather than just mastery of language forms.
- 4- Games are important because they have certain features in common with real communicative events.
- 5- Students should be given an opportunity to express their ideas and opinions.
- 6- Errors are tolerant and seen as a natural outcome of the development of communication skills.
- 7- Communicative interaction encourages cooperative relationships among students.
- 8- Students should be given opportunities to listen to language as it is used in authentic communication.

Advantages and disadvantages of the communicative approach :

Hamdan (1991 : 9) and (Nunan : 1991 : 233) mentioned some of the advantages and disadvantages of the communicative approach :

The advantages :

- 1- It gives the learners an opportunity to use the language for their own purpose.
- 2- It focuses on the four competences in the real life communication with concentration on the social competence.
- 3- It takes care of the learners' feelings and interests.
- 4- It is tolerant with learners' mistakes because they are the outcomes of the communication.

The disadvantages :

- 1- The communicative approach is very difficult to be evaluated.
- 2- It does not offer security for teachers in the textbook.
- 3- It does not meet with all learners and teachers.
- 4- It makes a great demand on professional practice, training and competences.

3.1 Suggested approaches of teaching English grammar :

Byrne (1996: 32) mentions that there are three-phase framework of grammar teaching: A micro three-phase framework for teaching grammar PPP (presentation-practice-production). Presentation of the new material can be done with rules and examples (deductive approach), texts and situations, language observations and rule formulations (inductive approach). Practice of the target grammar is done in the drill-like or more creative exercise such as “communication games”. The third stage is production of grammar-focused learners' utterances in communicative settings.

McCarthy and Carter.(1995 : 44) suggest a framework for teaching grammar : At every stage of teaching grammar (presentation, practice, production) the work is organized in the micro three-phase framework. For example, if presentation stage is rule induction, then the micro three-phase framework can be illustration of the language in a communicative situation, followed by the interaction of the learners in discussing the language examples and, finally, induction of the grammar rule through observation and discussion.

Willis (1999 : 24) states that during the “practice stage” the three-phase framework can include pre-task (introduction to the topic and to the task), task cycle (doing the task and reporting on the results) and language focus (reflections on the language that was used in the task and further practice).

Millrood (2001 : 55) mentions that An alternative framework is fulfillment of the task (writing a story with a certain grammar focus), focusing on the target grammar (analyzing the grammar structures used in the task) and facilitation of further learning in follow-up activities (FFF framework).

“Grammar production” stage can be taught in the following three phases: pre-activity (motivating the learners for the activity, preparing for the language and general knowledge activation) while-activity (performing communicative task) and post-activity (focusing on the language and giving further tasks).

In fact, grammar can be taught through three main approaches . They are : the deductive approach, the conductive approach and the contextualized approach. The researcher is concerned in these three approaches as they are implemented during the experiment. The researcher is going to give a clear explanation for each approach in detail.

1. Teaching English grammar through the deductive approach :

What is meant by the deductive approach ?

Thornbury (1999 : 28) defines the deductive approach as the starting with the presentation of a rule and followed by examples in which the rule is applied . He mentions that an example of deductive learning might be that, on arriving in a country you have never been before, you are told that as a rule people rub noses when greeting one another and so you do exactly that. Deductive grammar teaching is based on facts and statements, it is also based on prior logic. Therefore the learners are told the grammatical rule and will work from that. In the place of terms, the deductive approach is also called as rule-driven learning.

The principles of the deductive approach :

Thornbury (1999 : 32) states some of the principles of the deductive approach :

- In this approach, the rule is first given and then applied to examples.
- The deductive approach to language teaching is traditionally associated with Grammar-Translation.
- The taught rule should be true, clear, simple, familiar, and relevant.
- The explanation is staged in two parts, the rule of form being dealt with before the rule of use.

The advantages and disadvantages of the deductive approach :

The advantages :

Thornbury (1999 : 30) states some of the advantages of the deductive approach :

- It gets straight to the point , and can therefore be time-saving.
- Many rules of form can be more simply and quickly explained than elicited from examples; and this will allow more time for practice and application.
- It respects the intelligence and maturity of many students, and acknowledge 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.
- It is direct, no-nonsense, and can be very efficient.
- It respects students' intelligence, expectations, and learning style.
- This approach is only economical in terms of the time spent on it if the students are communicating in English.

The disadvantages :

Thornbury (1999 : 30) states some of the disadvantages of the deductive approach :

- Starting the lesson with a grammar presentation may be off-putting for some students, especially young ones. They may not have sufficient metalanguage. 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.
- It can be seen as dull, over-technical, and demotivating.
- Certain kinds of learners, including younger ones, may react negatively.
- It encourages the belief that learning a language is simply a case of knowing the rules.
- The deductive approach is particularly appropriate for adult learners whose style and expectations predispose them to a more analytical and reflective approach to language learning.

2. Teaching English grammar through the inductive approach :

What is meant by the inductive approach ?

Thornbury (1999 : 28) defines the inductive approach as the starting with some examples from which a rule is inferred. An example of inductive learning would be on arriving in a country and you observe several instances of people rubbing noses on meeting, so you conclude that this is the custom, and proceed to do likewise. In the place of terms, the inductive approach is also called as discovery learning.

The principles of the inductive approach :

- In this approach the rule is discovered by generalizing from examples.
- Students are asked to induce the grammatical rule.
- In an inductive approach, without having met the rule, the learner studies examples and from these examples derives an understanding of the rule.
- The inductive approach lead to further practice of the rule until applying it becomes automatic.
- In this approach to grammar teaching it was not thought necessary to draw the learners' attention to an explicit statement of the grammar rule. It was considered sufficient to rely on the learners' unconscious processes to do the job.
- Discovery learning involves cycles of trial and error, with guidance and feedback provided by the teacher.

The advantages and disadvantages of the inductive approach :

The advantages :

Thornbury (1999 : 54) states some of the advantages of the inductive approach :

- 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 ensures greater memorability.
- 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.

The disadvantages :

Thornbury (1999 : 55) states some of the disadvantages of the inductive approach :

- 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 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. They need to select and organize the data carefully 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 would prefer simply to be told the rule.

3. Teaching English grammar through the conceptual approach :

What is meant by the conceptual approach ?

Buzzetto-More (2007 : 61) mentions that concept map is visualized through a graphical representation . They are usually depicted by circles or boxes forming the nodes of the new work by labeled links.

Clark and James (2004 : 224) states that the conceptual approach was based on the Ausubels' assimilation theory of cognitive learning who sees that the meaningful

learning takes place when new knowledge is consciously incorporated into the concepts and ideas previously acquired by the learner.

Basso and Margarita (2004 : 33) confirm that the strategy of the conceptual approach was born out of the constructivist theory of learning which holds that the learner constructs his own knowledge as opposed to the previous knowledge.

Novak and Canas (2006 : 17) mentions that concept maps are graphical tools for organizing and representing knowledge. They include concepts usually closed in circles or boxes of some type and relationships between concepts indicated by connecting two concepts or words on line, referred to as linking words or linking phrase.

Vakilifard and Armand (2006 : 7) see that concept mapping is the graphical representation which not only transmit basic information but also present relations among the concepts.

Talebinezhad (2007 : 2) sees that concept maps for Novak represents the relationship among concepts, with the visual representation of key words. Students can identify main issues of text and organize these key issues of text in a meaningful manner.

Abu Nada (2008 : 70) asserts that different methods and strategies were used to teach English language and one of the strategies is concept maps which are a basic principle to build up new knowledge with reference to the previous one. They were used to enhance communication, learning, teaching and to bring about good achievement.

The principles of the conceptual approach :

Pill and et. al (2005 : 40) mention some of the basic principles of the conceptual approach :

- Key ideas are presented in a hierarchy, which moves from the most general ideas to the most specific ones.

- Main ideas are additionally arranged in domains or clusters, which visually define their association and related boundaries.
- The nature of the interrelationships between the key ideas are identified through the use of relationship lines.
- The lowest point of hierarchical representation of ideas is illustrated by the use of relevant examples.
- It facilitates the development of self-directed learning within which conceptual and propositional relations can be reflectively explored.
- The conceptual approach enhances problem-solving practically in the context of acquisition and sequencing of the new information.
- It aids the development of deep meaningful teaching moving towards critical thinking rather than more surface approaches.
- It gives teachers potential value in assessment during students' learning journey.

Asan (2007 : 11) believes that the conceptual approach is a tool for organizing and presenting semantic knowledge which needed to be organized and presented in a hierarchical way from the most general concept to the most specific ones.

The advantages and disadvantages of the conceptual approach :

The advantages :

Kommers (2004 : 53) mentions some of the advantages of the conceptual approach :

- It can be used as an advanced organizer to improve learners' achievement.
- It is a good tool of problem solving in the field of education.
- It provides the teacher with a meaningful, practical and structural approach.
- It allows students to reflect on their own misunderstanding and take ownership of their learning.

Fitzgerald (1999 : 82) adds some of the advantage of the conceptual approach :

- Visual symbols are quickly and easily recognized .
- Visual representation allows for development of holistic understanding that words cannot convey alone.
- Minimum use of text makes it easy to scan for a word, phrase or a general idea.

Ruiz-Primo (2005 : 28) mentions some advantages of the conceptual approach :

- It gives students a chance to think about the connection between the terms being learned.
- It helps students organize their thoughts and visualize the relations between the key concepts in a meaningful way.
- It give students an opportunity to reflect on their understanding .

The disadvantages :

Kommers (2004 : 54) mentions some of the disadvantages of the conceptual approach :

- It is time-consuming approach.
- It needs clever students to understand the texts clearly.
- It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.
- A contextual approach frustrates students who would prefer simply to be told the rule.
- 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.

4. Teaching English grammar through the contextual approach :

Thornbury (1999 : 69) states that language is context-sensitive. This means that , in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is also true of sentences taken out of the context of texts.

The principles of the contextual approach :

Thornbury (1999 : 90) mentions some of the main principles of the contextual approach :

- In this approach, language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.
- In the contextual approach, there are at least three levels or layers of context: the co-text (that is, the surrounding text); the context of situation (that is, the situation in which the text is used); and the context of culture (that is, the culturally significant features of the situation). Each of these types of context can contribute to the meaning of the text.
- Grammar is best taught and practiced in context.
- Using whole texts as contexts for grammar teaching.

The advantages and disadvantages of the contextual approach :

The advantages :

Thornbury (1999 : 90) mentions some of the advantages of the contextual approach :

Some of the advantages of using texts are the following :

- They provide co-textual information, allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text.
- If the texts are authentic they can show how the item is used in real communication.
- As well as grammar input, texts provide vocabulary input, skills practice, and exposure to features of text organization.
- Their use in the classroom is good preparation for independent study.
- If the texts come from the students themselves, they may be more engaging and their language features therefore more memorable.

The disadvantages :

Thornbury (1999 : 90) mentions some of the disadvantages of the contextual approach:

- The difficulty of the text, especially an authentic one, may mean that some of the above mentioned advantages are lost.
- The alternative – to use simplified texts- may give a misleading impression as to how the language item is naturally used, again defeating the purpose of using texts.
- Not all texts will be of equal interest to students.
- Students who want quick answers to simple questions may consider the use of texts to be the " scenic route " to language awareness, and would prefer a quicker, more direct route instead.

Thornbury (1999 : 90) comments that no single method of grammar presentation is appropriate for all grammar items, nor for all learners, nor for all learning texts. A lot will also depend on the kind of practice opportunities that the teacher provides.

General comments on part one:

The researcher got many benefits through explaining the theoretical framework. He got much benefit of how grammar is used and how it is used via different methods of teaching English language especially grammar. The theoretical framework widened and enriched the researcher during implementing the study. The researcher has become fully aware of nearly all the teaching methods of teaching English.

2.2 Previous Studies

2.2.1 Introduction :

English language is considered an international language .It is regarded as important part of any language. Among these approaches are : one of the most six languages used in the United Nations. It is a language of business and communication . Accordingly, it became a must and a necessary need to master, use and communicate with different people all over the world using English language .There are different methods and approaches used to teach English language and its grammar as it is an teaching grammar through deduction, induction, concepts and contexts.

Willis (1999 : 2) points out that English language is considered as one of the most three widespread languages besides Chinese and Spanish. He added that 75% percent of the world's mail is written in English and over half the world's business is conducted in English between non-native speakers. He mentioned that over 400 million speak English fluently as second or foreign language .

2.2.2 Studies related to the current study :

Abu Seileek, (2009)

This study aims at exploring the effectiveness of using an online-based course on the learning of sentence types inductively and deductively. To achieve this purpose, a computer-mediated course was designed. The sample of the study consisted of four groups taught under four treatments of grammar: (1) with computer-based learning inductively, (2) with computer-based learning deductively, (3) with non-computer-based learning inductively, and (4) with non-computer-based learning deductively. A pre-test/post-test design (between-subject) was used to investigate the effect of two factors: method (computer-based learning vs. non-computer-based learning) and

technique (induction vs. deduction) on the students' learning of sentence types. The results revealed a new manner of enhancing grammar learning based on the level of language structure complexity. The computer-based learning method is found to be functional for more complex and elaborate structures, like the complex sentence and compound complex sentence, and more complicated grammar structures need to be taught by means of the deductive technique. None of the inductive and deductive techniques is reported to be more practical with simple grammar structures such as the simple sentence and compound sentence.

Takimoto, (2008)

In his study, the researcher investigated the effects of deductive and inductive teaching approaches to the acquisition of pragmatic competence on learners of English as a foreign language. In this study, 60 adult native speakers of Japanese with intermediate-level proficiency in English were each randomly assigned to 1 of 4 groups, which consisted of 3 treatment groups and 1 control group. Each treatment group received one of the following kinds of instruction in English pragmatics: (a) deductive instruction, (b) inductive instruction with problem-solving tasks, or (c) inductive instruction with structured input tasks. Both the deductive and inductive approaches constituted different types of explicit input-based instruction. The purpose was to teach the learners how to use lexical/phrasal downgraders and syntactic downgraders in English to perform complex requests. All participants completed a pretest, a posttest, and a follow-up test. Each test included 2 receptive judgment tasks and 2 production tasks. The 3 treatment groups performed significantly better than the control group ($p < .006$). However, for the listening test, only the participants in the deductive instruction group showed a reduction in the positive effects of the treatment between the posttest and the follow-up test.

Abu Nada, (2008)

In his study, the researcher investigated the effect of using concept maps on the achievement of English grammar among the ninth graders in Gaza governorate. The researcher adopted the experimental approach. The sample of the study consisted of (113) male students from Al-Zaitun prep (A) school. The concept maps strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2007-2008). The researcher utilized an achievement test as a pre and post test. The study indicated that there are statistically significant differences in the ninth grades' achievement of English grammar due to the method in favor of concept maps strategy. The study recommended the necessity of implementing concept maps strategy in teaching English grammar to bring about better outcomes in students' achievement of English grammar. The study also suggested that further researches should be conducted on the effect of concept maps on different dimensions of achieving English language and other school subjects.

Pajunen, (2007)

In the study , the researcher aimed evaluating the deductive and inductive approaches in teaching singular and plural nouns in English . The main tool in this study were the post-tests. The data of the study consisted of two post-tests undertaken by 32 first year learners in upper secondary school in Kouvola region in 2007. The participants were divided into two even groups by their teacher so the groups formed approximately a similar average grade. The first group had 17 participants and they were taught inductively and the second group had 15 participants and they were taught deductively. Each group had a teaching experiment of 45 minutes and the groups were not allowed to communicate between the parts. The data was analyzed by using

statistical analysis (the mean, T-test). Concerning the results, the researcher says that no clear results have been found that would strongly support either one of the approaches . However, a slight preference was found in favor of the deductive approach. Better results were found in grammatical accuracy with the deductive group but the inductive was not far behind. The findings of the present study showed similar results to the previous studies as the deductive group did slightly better in both tests.

Vakilifard and Armand (2006)

The study aimed at observing the effects of an instructional sequence, based on the most effective approaches tested in first language, on informative text comprehension in French as a second language. The sample of the study was (18) students who are selected from the adults students of various mother tongue school of the universit  du Qu bec Montr al, the researcher divided the sample of two equivalent groups (9) for experimental group and (9) for control group. The researcher used questions as an instrument. The result obtained with comprehension questionnaires on the reading text specific to each meeting indicated that the experimental group obtained a better performance than the group that had used the traditional approach.

Afrin, (2001)

This study aimed at extracting simple noun phrases from natural language texts using two different grammars: stochastic context-free grammar (SCFG) and non-statistical context free grammar (CFG). Precision and recall were calculated to determine how many precise and correct noun phrases were extracted using these two grammars. Several text files containing sentences from English natural language specifications were analyzed manually to obtain the test-set of simple noun-phrases. To obtain precision and recall, this test-set of manually extracted noun phrases was compared with the extracted-sets of noun phrases obtained using the both grammars. A probabilistic

chart parser was developed by modifying a deterministic parallel chart parser. Extraction of simple noun-phrases with the SCFG was accomplished using this probabilities chart parser, a dictionary containing word probabilities along with the meaning, context-free grammar rules associated with rule probabilities and finally an algorithm to extract most likely parses of a sentence. The researcher used the experimental approach during the study. The results of this research indicated that the statistical knowledge regarding the grammatical rules of English language can improve extraction of simple noun-phrases to a large extent. The results leave us with an optimistic approach towards the understanding of natural language.

Kariotakis, et-al (2000)

In their study, the researchers evaluated a program to improve student motivation . The population of the study consisted of sixth and eleventh grade students in grammar, literature, physical education, and social studies classes in suburban Chicago. The researchers chose three interventions comes as follows : incorporation of multiple intelligence strategies, implementation of cooperative learning, and use of authentic assessment . A post-intervention student survey and checklist indicated that student motivation was improved by the intervention .

Victoria,(1997)

In his study, the researcher asserted that research has demonstrated that second language learners benefit considerably from form-focused instruction within the context of a communicative language program. Thus, it is suggested that second language teachers should provide guided, form-based instruction in a meaningful context. Instructional strategies based on three dimensions of code-focused second language instruction : experiential-analytic, implicit-explicit, and intralingual-crosslingual are discussed in the

paper by the researcher. The results showed that the explicit and analytic instructional strategies are effective for teaching syntactically and semantically peculiar "in-that-clause" construction .

Weatherford, (1997)

In his study, the researcher discussed a number of issues in classroom second language instruction, context of recent research and theory. The discussion began with a review of the nature and the role of second language grammar instruction. The researcher wanted to discover whether the native or target language should be used in explaining or discussing grammar; whether the deductive or inductive approach should be adopted; whether students can read basic grammar rules on their own, or need teacher intervention; whether grammar should occupy a central or more subordinate role in the classroom .The results showed that grammar is a necessary component of second language instruction, not to be either the primary focus of instruction or relegated to a status of unimportance, but viewed as a tool for development of communicative competence.

El-Banna, (1994)

In his study, the researcher investigated the effectiveness of teaching formal grammar and grammatical structures on development of writing skills of learners of English as a second language, and to study possible differences between males and females when taught grammar rules. The subjects were 97 university ESL students, 48 males and 49 females enrolled in the Faculty of Education at Kafr El-Sheikh. The experimental group was taught an intensive grammar course. The teaching lasted for about 12 weeks. The control group was given only the composition instruction. The researcher used grammar and composition post-tests to all the participants. The results

of the study indicated that the experimental group males and females performed better on grammar than the control group males, but there was no significant differences between experimental group members and control group females. Significantly better writing test performance was found for experimental group subjects overall, but not between experimental group females and control males or between experimental group males and experimental group females. The study concluded that there would be no consensus of opinion on the utility of formal grammar teaching and its effect on improving EFL \ ESL learners writing skill.

Cheng, (1994)

The purpose of the study was to investigate the effects of two differing grammar teaching approaches – forms-focused instruction vs. the integration of forms-focused instruction and communicative language teaching on the learning of English verbals for sixty tests (a grammaticality completion test, and a sentence combining test) were employed in the study. Using the statistical package (SPSS), the quantitative data was analyzed at significance level 0.05. The major findings of the study proved that students receiving forms-focused instruction combined with communicative language teaching significantly outperformed those who received forms-focused instruction alone in both the grammaticality completion and written production of English verbals. In conclusion, based on the findings, several pedagogical implications and recommendations for future study are discussed.

Willoughby, (1993)

In this study, the researcher did a practicum project to develop instructional materials and related class activities for students of English as a second language (ESL) is described . The context in which the project took place in the ESL instruction of Japanese students with minimal English skills and low motivation in the American

community college in Japan. The researcher used materials consisted of one deck of 3-5 inch picture cards and 46 grammar-based card activities. The deck of cards consists of 27 different pictures in matching pairs, for a total 54 cards. Students are instructed to practice a dialogue in small groups of 3-5 students while playing one of three familiar American card games. The focus is on repetitive oral production of specific grammar-based language structures in a controlled but interesting situation . The games and dialogues are designed so they cannot be performed by rote, but require students to interact with and listen to one another . The goal is to help learners gain confidence in speaking English and feel successful as language learners.

Yan-ping, (1989)

In this study , the researcher examined the effects of formal instruction on the acquisition of three grammatical structures (simple past tense , present perfect, and passive contractures) by Chinese adolescent learners of English . The researcher ,in his study, focused on the effects of two methods : explicit formal and implicit formal instructions. In the explicit method, students are required to work out and articulate grammatical properties and rules if they can. The researcher provides explanations of the properties and rules with metalanguage within the students' grasp. In the implicit method of instruction, learners are guided to make generalizations on their own. No explanation are given. Overall results appear to support the conclusion that form-based classroom instruction facilitates second language acquisition, but do not suggest that explicit instruction is always a better means to accelerate acquisition. It is more effective in teaching less complex properties, such as the semantic meanings of the present perfect, explicit instruction is effective with simple rules but not so effective with complex ones. Results of the study appear to be in favor of the interface position,

but because of the sample size and the limited number of the test items, no conclusion can yet be drawn.

2.2.3 Commentary on the previous studies :

Having reviewed those studies, the researcher's background has been enriched, to some extent, on the general approaches in teaching English grammar. Also, these studies have confirmed how grammar teaching represent a major matter in learning English language. In parallel, it is apparent from such few studies that this issue in general was given much attention by neither EFL researchers nor Arab researchers in specific. In Palestine, no similar research in this regard is recorded as far as the researcher knows up till now. Thus , it is critical to investigate the best method for teaching English grammar among Palestinian EFL learners to take a step into developing our teaching methods in the field of teaching and learning a language. Moreover ,the researcher believes that it is necessary to hold a study in this context to reveal more about the contextualized, deductive, and inductive approaches .Therefore, grammar is considered an essential part of the language learning process but opinions vary on the best way of teaching it. The study is thought to take a new dimension in dealing with grammar methods and approaches. Finally, the researcher asserts that this study is worth conducting and investigating to prove the best teaching grammar approach in English .

Having studied the literature, the researcher could extract that implementation of contextualized approach which bring about good results in different dimensions. This is clear, not only in the students' achievement and understanding in different school subjects, but also in the positive effects on teaching and learning processes.

Some studies like Willoughby (1993), Weatherford (1997) and Victoria (1997) investigated the effect of using a contextualized approach on students ' achievement.

Other studies like Pajunen (2007), Takimoto (2008), Yan-ping (1989) and Seileek (2009) investigated the effect of using deductive and inductive approaches on students' achievement.

Other studies like Abu Nada (2008) investigated the effect of using conceptual approach on students' achievement.

Some of the studies were conducted in the Middle East area, while other studies were conducted in other countries. However, no study in Khan younis tackled the effectiveness of deductive, inductive and contextual approaches in teaching English grammar among secondary students.

It is very important to admit that the researcher has got a great benefit form reviewing the related studies. The previous studies helped in :

- Choosing and designing the tool of the study and the appropriate method.
- Choosing the proper statistical treatments for the study.
- Forming the outlines of the theoretical framework.
- Justifying, explaining and discussing the study's results.

Analysis of the previous studies :

There are similarities and differences between this study and the previous ones in many aspects :

The subjects of the studies and their purpose :

Most of the previous studies focused on teaching English grammar deductively and inductively as Pajunen (2007), Takimoto (2008), Yan-ping (1989) and Seileek (2009) and others. In addition , some studies suggested teaching English grammar conceptually as Abu Nada (2008). Few studies only suggested teaching English grammar contextually as Willoughby (1993), Weatherford (1997) and Victoria (1997) . In this study, the researcher focused on teaching English grammar through three approaches (

deductively, inductively, and contextually). The researcher was in favor of the contextual approach as a good approach for better achievement among eleventh graders in teaching English grammar.

Methodology :

Some of the previous studies used the experimental approach as Yan-ping (1989), Willoughby (1993), El Banna (1994), Victoria (1997), Pajunen (2007), Abu Nada (2008) and Takimoto (2008). While others used the descriptive method as El Koumy, (2002), Kariotakis, et al (2000) and Weatherford (1997).

Tools :

The tools used in the previous studies were different from one study to another in number and type of tools for example, Yan-ping (1989) used an achievement test, while El Banna (1994) used a post test. whereas Pajunen (2007), Takimoto, et al (2008), and Abu Nada (2008) used post and pre tests. In this study , the researcher used an achievement pre and post test as a main tool for his study.

Population and sample :

Population and sample of the previous studies were different from one study to another in number, gender and age. A Pajunen (2007) implemented his case study on a sample of 32 first year learners in upper secondary school in Kouvola region. Takimoto (2008) implemented his study on 60 adult native speakers. Abu Nada (2008) implemented his study on 113 male students from Al Zaitun prep (A) school. In this study, the researcher applied his study on 158 male students from Al Motanabi secondary school . The population and the sample are the same in this study.

Place :

All the previous studies were applied in different countries, for example Willoughby (1993) took place in Japan while Yan-ping study (1989) took place in China and Abu Nada study (2008) implemented in Gaza. This study took place in Khan younis city.

Time :

All the previous studies took place in the previous years. Some of them took place in the recent years as Seileek (2009), Abu Nada (2008), Takimoto (2008) and Pajunen (2007). Other studies took place a long time ago as Willoughby (1993) and Yan-ping (1989). This study took place very recently. It was implemented in the first term of the scholastic year (2009 – 2010).

Statistical treatment :

The statistical treatments used in the previous studies to measure the results were varied and different. Most of them use T-test, Mann Whitney, One Way Anova and Size Effect and other statistical measurements. In this study, the researcher utilized T-test, Means, Standard Deviation, Spearman Correlation, Alpha Cronbach Technique, Split-half Technique and SPSS Package for social science.

2.2.4 Summary of Chapter Two:

This chapter consisted of two sections; literature review and the previous studies. The following chapter will tackle the methodology of the study.

Chapter III

Methodology

III

3. Methodology of the study

3.1 Introduction .

3.2 Research Design .

3.3 The population of the study .

3.4 The sample of the study .

3.5 The variables of the study .

3.6 The tools of the study .

3.6.1 The aims of the achievement test .

3.6.2 The items of the achievement test .

3.6.3 The pilot study .

3.6.4 The validity of the achievement test .

3.6.5 The reliability of the achievement test .

3.7 Difficulty coefficient .

3.8 Discrimination coefficient .

3.9 The using of deductive, inductive and contextual methods .

3.10 The validity of the method .

3.11 Controlling the variables .

3.12 The statistical analysis .

3.13 Limitations of the study .

3.14 Data collection procedures .

3.1 Introduction :

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study , the approach of the study, the population, the sample, the instrumentation, the pilot study, the description of the three methods in the study, the limitation of the study and the statistical analysis of the study .

3.2 Research Design:

The study adopted the experimental approach which requires dealing with three experimental groups of students. The deductive, inductive and contextualized approaches were used in teaching the English grammar.

3.3 The population of the study :

The population of the study consisted of eleventh graders in governmental schools in Khan younis governorate for the scholastic year (2009- 2010) .The population of the study was (158) male students .

3.4 The sample of the study :

The sample of the study consisted of (158) male students distributed into four groups . Three of them were experimental and one was used as a control group. Each group consisted of (40) students except the control one consisted of (38) students .The researcher used a purposive sample from Al Motanabi secondary school. The researcher ,himself, administered and implemented the experiment as he is a teacher of English language at the same school .

Table (1)

The distribution of the sample according to the groups

Group	Control	Experimental	Experimental	Experimental
Male	38	40	40	40

The subjects of the sample were distributed regularly . They were equivalent in the economical, social, cultural, and academic level .The four groups are equivalent in the general achievement as well as in the English language achievement . And that was according to their results in the second term of 2008 – 2009. Age variable of the sample was also controlled before the application of the experiment .

3.5 Controlling the variables :

In order to assure the results and avoid any marginal interference, the researcher tried to control some variables before implementing the study. They are as follows :

1- The age variable:

The researcher recorded the students' age from their school files at the beginning of the scholastic year (2008 – 2009) One Way ANOVA results of controlling age variable:

A: The three groups :

The high –achievers :

Table (2)

One Way ANOVA results of controlling age variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig. value	Sig. level
age	Between Groups	0.210	3	0.070	1.200	0.320	not sig.
	Within Groups	2.740	47	0.058			
	Total	2.950	50				

“f” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“f” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (2) indicates that there are no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

The middle-achievers :

Table (3)
One Way ANOVA results of controlling age variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
age	Between Groups	0.203	3	0.068	1.825	0.154	not sig.
	Within Groups	1.932	52	0.037			
	Total	2.136	55				

“f” table value at (3, 55) d f. at (0.05) sig. level equal 2.78

“f” table value at (3, 55) d f. at (0.01) sig. level equal 4.16

Table (3) indicates that there are no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

The low-achievers :

Table (4)
One Way ANOVA results of controlling age variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
age	Between Groups	0.213	3	0.071	1.529	0.219	not sig.
	Within Groups	2.181	47	0.046			
	Total	2.393	50				

“f” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“f” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (4) indicates that there are no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (5)
One Way ANOVA results of controlling age variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
age	Between Groups	0.23	3	0.075	1.581	0.196	Not sig.
	Within Groups	7.32	154	0.048			
	Total	7.54	157				

“f” table value at (3, 157) d f. at (0.05) sig. level equal 2.67

“f” table value at (3, 157) d f. at (0.01) sig. level equal 3.91

Table (5) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to age variable.

2- The General achievement in English language variable :

One Way ANOVA results of controlling age variable were used to measure the statistical differences between the three groups due to their general achievement. The subjects' results in the second term test of the scholastic year (2007- 2008) were recorded and analyzed.

A: The three groups :

The high –achievers :

Table (6)

One Way ANOVA results of controlling general achievement in English language variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
English achievement	Between Groups	156.770	3	52.257	0.717	0.547	not sig.
	Within Groups	3426.917	47	72.913			
	Total	3583.686	50				

“f” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“f” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (6) indicates that there are no significant statistically differences at (0.05) level between the experimental and the control groups due to the general achievement in English language variable.

The middle-achievers :

Table (7)

One Way ANOVA results of controlling general achievement in English language variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
English achievement	Between Groups	58.911	3	19.637	0.098	0.961	not sig.
	Within Groups	10427.929	52	200.537			
	Total	10486.839	55				

“f” table value at (3, 55) d f. at (0.05) sig. level equal 2.78

“f” table value at (3, 55) d f. at (0.01) sig. level equal 4.16

Table (7) indicates that there are no significant statistically differences at (0.05) level between the experimental and the control groups due to the general achievement in English language variable.

The low-achievers :

Table (8)

One Way ANOVA results of controlling general achievement in English language variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
English achievement	Between Groups	8.698	3	2.899	0.500	0.684	not sig.
	Within Groups	272.282	47	5.793			
	Total	280.980	50				

“f” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“f” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (8) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to the general achievement in English language variable.

Table (9)

One Way ANOVA results of controlling the general achievement in English language variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
English achievement	Between Groups	18980.25	3	6326.750	0.287	0.835	Not sig.
	Within Groups	3392434.7	154	22028.7			
	Total	3411414.9	157				

“f” table value at (3, 157) d f. at (0.05) sig. level equal 2.67

“f” table value at (3, 157) d f. at (0.01) sig. level equal 3.91

Table (9) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to the general achievement in English language variable.

3- The general achievement variable :

One Way ANOVA results of controlling age variable were used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the scholastic year (2007- 2008) were recorded and analyzed.

A: The three groups :

The high-achievers:

Table (10)

One Way ANOVA results of controlling the general achievement variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	21.943	3	7.314	1.529	0.219	not sig.
	Within Groups	224.763	47	4.782			
	Total	246.706	50				
Comprehension	Between Groups	19.367	3	6.456	2.059	0.118	not sig.
	Within Groups	147.378	47	3.136			
	Total	166.745	50				
Application	Between Groups	87.038	3	29.013	1.473	0.234	not sig.
	Within Groups	925.590	47	19.693			
	Total	1012.627	50				
High skills	Between Groups	25.596	3	8.532	0.655	0.584	not sig.
	Within Groups	612.051	47	13.022			
	Total	637.647	50				
Total	Between Groups	262.997	3	87.666	1.329	0.276	not sig.
	Within Groups	3099.513	47	65.947			
	Total	3362.510	50				

“F” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“F” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (10) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to the general achievement variable.

The middle-achievers :

Table (11)
One Way ANOVA results of controlling the general achievement variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	2.625	3	0.875	0.169	0.917	not sig.
	Within Groups	268.500	52	5.163			
	Total	271.125	55				
Comprehension	Between Groups	3.857	3	1.286	0.310	0.818	not sig.
	Within Groups	215.571	52	4.146			
	Total	219.429	55				
application	Between Groups	46.768	3	15.589	0.887	0.454	not sig.
	Within Groups	913.786	52	17.573			
	Total	960.554	55				
High skills	Between Groups	78.054	3	26.018	1.962	0.131	not sig.
	Within Groups	689.500	52	13.260			
	Total	767.554	55				
Total degree	Between Groups	158.768	3	52.923	0.688	0.564	not sig.
	Within Groups	4002.786	52	76.977			
	Total	4161.554	55				

“F” table value at (3, 55) d f. at (0.05) sig. level equal 2.78

“F” table value at (3, 55) d f. at (0.01) sig. level equal 4.16

Table (11) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to age the general achievement variable.

The low-achievers :

Table (12)

One Way ANOVA results of controlling the general achievement variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	25.771	3	8.590	2.071	0.117	not sig.
	Within Groups	194.974	47	4.148			
	Total	220.745	50				
Comprehension	Between Groups	22.314	3	7.438	1.487	0.230	not sig.
	Within Groups	235.019	47	5.000			
	Total	257.333	50				
application	Between Groups	50.353	3	16.784	1.137	0.344	not sig.
	Within Groups	694.000	47	14.766			
	Total	744.353	50				
High skills	Between Groups	29.621	3	9.874	0.492	0.690	not sig.
	Within Groups	943.359	47	20.071			
	Total	972.980	50				
Total degree	Between Groups	414.308	3	138.103	1.503	0.226	not sig.
	Within Groups	4317.378	47	91.859			
	Total	4731.686	50				

“F” table value at (3, 50) d f. at (0.05) sig. level equal 2.79

“F” table value at (3, 50) d f. at (0.01) sig. level equal 4.20

Table (12) indicates that there are significant statistical differences at (0.05) level between the experimental and the control groups due to the general achievement variable.

Table (13)

One Way ANOVA results of controlling the general achievement variable

scope	Variance resource	Sum of Squares	df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	30.55	3	10.184	2.214	0.089	Not sig.
	Within Groups	708.54	154	4.601			
	Total	739.09	157				
Comprehension	Between Groups	23.12	3	7.708	1.909	0.130	Not sig.
	Within Groups	621.84	154	4.038			
	Total	644.97	157				
Application	Between Groups	109.31	3	36.436	2.030	0.112	Not sig.
	Within Groups	2764.29	154	17.950			
	Total	2873.59	157				
High skills	Between Groups	29.97	3	9.991	0.618	0.604	Not sig.
	Within Groups	2489.82	154	16.168			
	Total	2519.80	157				
Total degree	Between Groups	555.59	3	185.197	2.401	0.070	Not sig.
	Within Groups	11879.93	154	77.142			
	Total	12435.52	157				

“F” table value at (3, 157) d f. at (0.05) sig. level equal 2.67

“F” table value at (3, 157) d f. at (0.01) sig. level equal 3.91

Table (13) indicates that there are no significant statistical differences at (0.05) level between the experimental and the control groups due to the general achievement variable.

3.6 The variables of the study :

The study included the following variables :

A) The independent variables represented in :-

1- the teaching method :

1.1 the deductive method .

1.2 the inductive method .

1.3 the contextualized method .

1.4 the traditional method.

2- The students' general ability of English language :

2.1 High achievers .

2.2 Middle achievers .

2.3 Low achievers .

B) The dependent variable represented in :

1- The students' achievement in English grammar .

3.7 The tool of the study:

In order to achieve the aims of the study and measure the sample subjects' achievement, the researcher used the following tool :

3.7 Achievement test :

A pre-post achievement test was prepared by the researcher so as to measure the subjects' achievement . It was used as a pre test applied after the experiment and as a post test applied after the experiment . (Appendix A.2 page 142).

3.7.1 The general aim of the test :

The test aimed to measure the effectiveness of the deductive, inductive, and contextualized methods on achieving English grammar among the eleventh graders . The test was designed and built in accordance with the criteria of the test specification .

3.7.2 Items of the test :

The items of the test fell into four scopes :

A- Knowledge :

This scope includes twenty-nine items that measure the subjects' knowledge; learners have to read the sentence and to choose the correct answer from a, b, c, or d.

B- Comprehension :

This scope includes twenty items that measure students' comprehension; the students have to correct the underlined words if necessary.

C- Application :

This scope includes twenty items that measure students' comprehension, application and understanding. Students have to use the word between brackets and form a new sentence.

D- High skills :

This scope includes fifteen items that measure students' high skills (synthesis , analysis and evaluation). Students have to analyze the sentences to show their understanding.

3.7.3 The pilot study :

In order to check the appropriateness of the tests' items as well as their validity and reliability, the test was experimented on a random sample of (38) eleventh graders in Kamal Nasser Secondary School for Boys (A).They have the same characteristics of the study community. The results were recorded and statistically analyzed in order to measure its validity and reliability. The necessary revisions and recommendations were made in the light of the statistical result.

3.7.4 The validity of the achievement test :

Al Agha (2004:104) asserts that the valid test is the test that measures what it is designed to measure. The study utilized the referee validity, the content validity, and the internal consistency validity.

A- The Referee Validity :

The test was presented to a group of specialists in methodology in Palestinian universities and Ministry of Education and Higher Education. It was also introduced to a group of experienced supervisors and teachers of English. The test was modified considering the specialists' remarks; some questions were omitted and other questions were exchanged by other suitable questions. The items of the test were modified in accordance with the specialists' recommendations. (Appendix C, page 168).

B- The Content Validity :

the test specification was designed according to the general objectives of the content (Appendix A.3) (p 148) , the content analysis (Appendix B. 1) (P 158) and the weight of each skill and the objectives of the test. The eleventh grade syllabus consists of (12) units; each unit consists of (8) lessons: reading lesson; vocabulary development; listening and speaking; language; integrated skills; reading and language; and writing and vocabulary. The researcher took the first six units to apply the expert on four of Bloom's levels where it represented in the test specification and therefore their items in the test. The test items for each level accord with the general objectives of the skill and its nature according to the syllabus.

C- The Internal Consistency Validity :

Al Agha (2004: 110) confirms that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Equation. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05) .

Table (14)
Correlation coefficient of the test items

Items	Pearson correlation	Sig.	Items	Pearson correlation	Sig.	Items	Pearson correlation	Sig.
1	0.756	Sig. at 0.01	29	0.535	Sig. at 0.01	57	0.516	Sig. at 0.01
2	0.645	Sig. at 0.01	30	0.462	Sig. at 0.01	58	0.669	Sig. at 0.01
3	0.497	Sig. at 0.01	31	0.592	Sig. at 0.01	59	0.693	Sig. at 0.01
4	0.768	Sig. at 0.01	32	0.500	Sig. at 0.01	60	0.568	Sig. at 0.01
5	0.729	Sig. at 0.01	33	0.537	Sig. at 0.01	61	0.529	Sig. at 0.01
6	0.776	Sig. at 0.01	34	0.560	Sig. at 0.01	62	0.542	Sig. at 0.01
7	0.673	Sig. at 0.01	35	0.374	Sig. at 0.01	63	0.514	Sig. at 0.01
8	0.787	Sig. at 0.01	36	0.546	Sig. at 0.01	64	0.386	Sig. at 0.05
9	0.761	Sig. at 0.01	37	0.670	Sig. at 0.01	65	0.404	Sig. at 0.05
10	0.652	Sig. at 0.01	38	0.622	Sig. at 0.01	66	0.467	Sig. at 0.01
11	0.677	Sig. at 0.01	39	0.607	Sig. at 0.01	67	0.604	Sig. at 0.01
12	0.622	Sig. at 0.01	40	0.639	Sig. at 0.01	68	0.568	Sig. at 0.01
13	0.577	Sig. at 0.01	41	0.694	Sig. at 0.01	69	0.659	Sig. at 0.01
14	0.622	Sig. at 0.01	42	0.581	Sig. at 0.01	70	0.660	Sig. at 0.01
15	0.497	Sig. at 0.01	43	0.436	Sig. at 0.01	71	0.639	Sig. at 0.01
16	0.552	Sig. at 0.01	44	0.550	Sig. at 0.01	72	0.511	Sig. at 0.01
17	0.744	Sig. at 0.01	45	0.482	Sig. at 0.01	73	0.610	Sig. at 0.01
18	0.486	Sig. at 0.01	46	0.438	Sig. at 0.05	74	0.514	Sig. at 0.01
19	0.560	Sig. at 0.01	47	0.445	Sig. at 0.05	75	0.454	Sig. at 0.01
20	0.728	Sig. at 0.01	48	0.530	Sig. at 0.01	76	0.537	Sig. at 0.01
21	0.651	Sig. at 0.01	49	0.584	Sig. at 0.01	77	0.608	Sig. at 0.01
22	0.715	Sig. at 0.01	50	0.611	Sig. at 0.01	78	0.377	Sig. at 0.01
23	0.582	Sig. at 0.01	51	0.486	Sig. at 0.01	79	0.582	Sig. at 0.01
24	0.652	Sig. at 0.01	52	0.662	Sig. at 0.01	80	0.555	Sig. at 0.01
25	0.510	Sig. at 0.01	53	0.588	Sig. at 0.01	81	0.574	Sig. at 0.01
26	0.479	Sig. at 0.01	54	0.639	Sig. at 0.01	82	0.522	Sig. at 0.01
27	0.513	Sig. at 0.01	55	0.644	Sig. at 0.01	83	0.455	Sig. at 0.01
28	0.707	Sig. at 0.01	56	0.495	Sig. at 0.01	84	0.368	Sig. at 0.05

“r” table value at (31) d f at (0.01) sig. level equal 0.449

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

Table (14) shows that all the items are statistically significant at (0.01 0.05) and indicates that all the items are related to the total degree of the test. That gives the researcher a satisfaction to apply the test upon the sample.

Table (15)

Correlation coefficient of the scopes of the test

Scope	Total	Knowledge	Comprehension	Application	High skills
Total	1				
Knowledge	0.913	1			
Comprehension	0.946	0.911	1		
Application	0.981	0.900	0.944	1	
High skills	0.928	0.759	0.790	0.858	1

“r” table value at (31) d f at (0.01) sig. level equal 0.449

“r” table value at (31) d f. at (0.05) sig. level equal 0.349

Table (15) shows the correlation coefficient of each scope with the whole test and each scope with other scopes. Table in appendix (A.3 page 148) shows the correlation coefficient between each item from the degree of the scopes. Accordingly, it can be concluded that the test is highly consistent and valid as a tool of the study.

D- The reliability of the test :

1- Reliability of the test

The test is reliable when it gives the same results if it is reapplied in the same conditions.

(Al Agha,2004:104) The reliability of the test was measured by Alpha Cronbach and the Spilt- half techniques .

Table (16)

Reliability coefficient by Alpha Cronbach Technique

Scope	No. of the items	Reliability Coefficient
Knowledge	9	0.850
Comprehension	12	0.891
Application	34	0.944
Analysis	29	0.929
Total	84	0.976

Table (15) shows that the reliability coefficient by Alpha Cronbach Technique is high and the Alpha Cronbach Coefficient of the total degree is (0.976) and that proves to the researcher that the test is reliable.

Table (17)

Reliability coefficient by Spilt-half Technique

Scope	No. of the items	Before	after
Knowledge	*9	0.617	0.76
Comprehension	12	0.578	0.73
Application	34	0.477	0.64
High skills	*29	0.856	0.92
Total	84	0.549	0.70

According to tables (16) and (17) , the test is proved to be reliable . Alpha Cronbach coefficient is (0.97) and the Spilt- half coefficient is (0.70).

3.7.5 Difficulty coefficient :

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the student. Difficulty coefficient of each item was calculated according to the following formula :

$$\text{Co of Difficulty} = \frac{\text{No. of students who gave wrong answers}}{\text{Total number of the students}} \times 100$$

The difficulty coefficient varied between (0.28 – 0.67) with a total mean (0.44), thus all items were acceptable or in the normal limit of difficulties according to the viewpoint of assessment and evaluation specialists.

Table (18)

The Difficulty Coefficient of each item of the test

No.	Difficulty Coefficient	No.	Difficulty Coefficient	No.	Difficulty Coefficient
1	0.67	29	0.33	57	0.39
2	0.56	30	0.67	58	0.44
3	0.61	31	0.44	59	0.33
4	0.67	32	0.28	60	0.28
5	0.67	33	0.33	61	0.56
6	0.67	34	0.28	62	0.39
7	0.44	35	0.39	63	0.39
8	0.50	36	0.28	64	0.33
9	0.67	37	0.44	65	0.28
10	0.56	38	0.61	66	0.33
11	0.56	39	0.44	67	0.28
12	0.56	40	0.39	68	0.28
13	0.67	41	0.56	69	0.56
14	0.44	42	0.28	70	0.50
15	0.33	43	0.33	71	0.28
16	0.44	44	0.28	72	0.61
17	0.67	45	0.28	73	0.44
18	0.44	46	0.28	74	0.56
19	0.33	47	0.28	75	0.44
20	0.50	48	0.33	76	0.33
21	0.44	49	0.28	77	0.33
22	0.67	50	0.44	78	0.28
23	0.44	51	0.39	79	0.44
24	0.67	52	0.56	80	0.61
25	0.56	53	0.28	81	0.44
26	0.50	54	0.44	82	0.33
27	0.44	55	0.33	83	0.56
28	0.28	56	0.28	84	0.28
Total	0.44				

Table (18) shows that the mean of the difficulty coefficient was (0.44) and this mean is in the normal limit of difficulties .

3.7.6 Discrimination coefficient :

The discrimination coefficient was calculated according to the following formula :

$$\text{Discrimination Coefficient} = \frac{\text{No. of the student who have the Correct answer from the high achievers} - \text{No of the student who have the correct answer from the low achievers}}{\text{No. of high achievers students}}$$

the discrimination coefficient varied between (0.33 – 0.67) with a total mean (0.56),

thus all the items are acceptable or in the normal limit of discrimination according to view of assessment and evaluation specialists.

Table (19)

Discrimination coefficient for each item of the test

No.	Discrimination Coefficient	No.	Discrimination Coefficient	No.	Discrimination Coefficient
1	0.67	29	0.67	57	0.56
2	0.67	30	0.56	58	0.67
3	0.56	31	0.67	59	0.67
4	0.67	32	0.67	60	0.56
5	0.67	33	0.67	61	0.67
6	0.67	34	0.56	62	0.56
7	0.67	35	0.67	63	0.56
8	0.56	36	0.56	64	0.44
9	0.67	37	0.33	65	0.56
10	0.67	38	0.56	66	0.44
11	0.67	39	0.67	67	0.56
12	0.67	40	0.33	68	0.56
13	0.67	41	0.67	69	0.67
14	0.67	42	0.56	70	0.33
15	0.67	43	0.67	71	0.56
16	0.67	44	0.33	72	0.33
17	0.67	45	0.44	73	0.67
18	0.67	46	0.56	74	0.44
19	0.67	47	0.56	75	0.44
20	0.56	48	0.33	76	0.67
21	0.67	49	0.33	77	0.67
22	0.67	50	0.67	78	0.33
23	0.67	51	0.33	79	0.67
24	0.67	52	0.44	80	0.56
25	0.67	53	0.56	81	0.67
26	0.56	54	0.67	82	0.67
27	0.44	55	0.56	83	0.44
28	0.28	56	0.67	84	0.33
Total	0.56				

Table (19) shows that the mean of the discrimination coefficient is (0.56) and that is acceptable and in the normal limit of difficulties .

3.8 The using of deductive, inductive and contextual methods :

In this study, the three approaches were developed by the researcher from different sources such as. educational references, literature review and the researcher's experience in the field of teaching English language. The aim was utilizing the three approaches to teach the first six units of " English for Palestine "in grade 11th for the three experimental groups.

3.9 The validity of the achievement test method :

To test the methods' validity, the researcher submitted this method first design to a group of English language supervisors and teachers. The researcher made all the needed and requested adjustment in accordance with their recommendations and suggestions.

They are classified into five categories :

1- Choose the correct answer :

Learners are demanded in this exercise to select the correct answer from a, b, c, or d. This task depends on students' knowledge and also emphasizing remembering of the rules of different tenses.

2- Correct the mistakes in the sentences :

Learners in this exercise are asked to correct the underlined word(s) which are incorrect . The goal of this task is to evaluate students' comprehension to grammar in accordance with what they have learned during the experiment.

3- Rewrite the sentences using the word(s) in brackets:

Students are demanded in this exercise to rewrite sentences using the word(s) in brackets to give meaningful sentences. The aim of this exercise is to examine students' comprehension and application of the given rules.

4- Analyze the following sentences :

Learners in this exercise are asked to analyze the given sentences . They have to show their ability of differentiating between the types of tenses, relative clauses, connectors. Degrees of adjective and adverbs, and the definite articles. The aim of this task is to check students' high thinking skills (analysis, synthesis and evaluation).

3.10 The statistical analysis :

The data were collected and computed by using the (SPSS) Statistical Package for Social Science, Pearson correlation, Alpha Cronbach Technique and Split-half Technique to confirm the test validity and reliability.

On the other hand , One Way Anova was used to measure the statistical differences in means between the three groups due to the teaching method.

Also Scheffe was used to measure the statistical differences in mean rank between the high, middle and low achievers in the three groups.

3.11 Limitations of the study:

- The study aimed to develop the achievement of 11th graders of English grammar in government schools in Khan yunis governorate.
- The study was applied in the first semester of the scholastic year (2009 – 2010) .
- The study was limited to teaching English language textbook " English for Palestine " grade 11, units (1-2-3-4-5-6) through implementing the experiment.

- The experiment lasted for four months around sixteen weeks. It started from September and ended in December of the scholastic year 2009.

3.12 Data collection procedures .

- Studying researches and studies conducted on the teaching of English grammar deductively, inductively, and contextually.

- Analyzing the content of the suggested units (1,2,3,4,5,6) of the 11th graders' textbook.

- Consulting supervisors, teachers, and experts in preparing a guide for teaching English grammar through the deductive, inductive, and contextualized approaches.

- Preparing a teacher guide based on using the deductive, inductive, and contextualized approaches in teaching grammar found in the suggested units.

- Designing achievement test with the help of a group of good teachers and supervisors of English language.

- Having regular meetings with supervisors of English language to explain the aims and the procedures for administrating the experiment.

- Applying the achievement test on a random sample as a pilot study to assure the validity and the reliability of the test.

Applying pre-test on the target sample. Then recording and interpreting the results.

- Applying all the necessary statistical analysis to assure the validity and reliability of the achievement test.

- Teaching the content based on the teachers' guide for teaching English grammar through the deductive, inductive and contextualized approaches.

- Applying the post-test, recording and interpreting the results.

- Presenting recommendations and suggestions in the light of the study findings.

3.13 Obstacles that faced the researcher during the study :

- Cutting off the electric current because all the prepared material was designed by using the computer.
- The difficulty of finding previous studies that dealt of the contextualized approach.
- The length of the experiment because it was applied within four months.

Summary :

The chapter tackled the research design, the population of the study, the sample of the study, the instrumentation of the study, the validity and the reliability of the achievement test, the statistical analysis of the study, the limitations of the study, and finally the data collection procedures. The next chapter will deal with the data analysis.

Chapter IV

Results: Analysis of data

Chapter IV

The results of the study

Introduction:

The study aimed at investigating the Effectiveness of three grammar teaching approaches on the achievement of secondary school students . This chapter includes the statistical treatment of the groups' results and the data analysis as well as its statistical significance . One Way Anova, Spearman, Sheffe in addition to means. Standard Deviation and "t' value tests were used to test the hypotheses of the study.

4.1 Data Analysis :

1- The answer of the first question:

Are there any statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of students' in English Grammar Teaching among 11th graders in Khan-yunis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

To answer this question , One Way Anova, mean square and F table value of the experimental and control groups' results were computed to measure the significance of the differences.

Table (20)
One Way ANOVA Style results of differences between four groups in Bloom levels strategy

scope	Variance resource	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	157.050	3	52.350	20.214	0.000	sig. at 0.01
	Within Groups	398.824	154	2.590			
	Total	555.873	157				
comprehension	Between Groups	398.061	3	132.687	18.359	0.000	sig. at 0.01
	Within Groups	1113.028	154	7.227			
	Total	1511.089	157				
application	Between Groups	7993.585	3	2664.528	130.572	0.000	sig. at 0.01
	Within Groups	3142.624	154	20.407			
	Total	11136.209	157				
High skills	Between Groups	16246.348	3	5415.449	110.963	0.000	sig. at 0.01
	Within Groups	7515.861	154	48.804			
	Total	23762.209	157				
total	Between Groups	61432.418	3	20477.473	121.276	0.000	sig. at 0.01
	Within Groups	26002.949	154	168.850			
	Total	87435.367	157				

“F” table value at (2, 110) d f. at (0.05) sig. level equal 3.09

“F” table value at (2, 110) d f. at (0.05) sig. level equal 4.82

Table (20) shows that there are statistically significant differences between the four groups in the degree of the test.

To determine direction of the differences the researcher used Scheffe test which table (21) shows that:

Table (21)
Scheffe test to know the direction of the differences
between the four groups in knowledge scope

Groups	Control Mean = 6.526	Inductive Mean =8.475	deductive Mean =8.825	contextualized Mean =9.100
Control Mean = 6.333	-	-	-	-
Inductive Mean =8.923	*1.949			-
Deductive Mean =9.000	*2.299	0.350		-
Contextualized Mean =9.308	*2.574	0.625	0.275	-

* sig. at ($\alpha \leq 0.05$)

Table (21) shows that there are statistically significant differences between students in control group and the other experimental groups in favor of the other experimental groups in the degree of the knowledge scope.

Table (22)
Scheffe test to know the direction of the differences
between the four groups in comprehension scope

Groups	Control Mean =4.342	Inductive Mean =7.600	deductive Mean =7.650	contextualized Mean =8.575
Control Mean =4.342				
Inductive Mean =7.600	*3.258			
Deductive Mean =7.650	*3.308	0.050		
contextualized Mean =8.575	*4.233	0.975	0.925	

Table (22) shows that there are statistically significant differences between students in control group and the other experimental groups in favor of the other experimental groups in the degree of the comprehension scope.

Table (23)
Scheffe test to know the direction of the differences
between the four groups in application scope

Groups	Control Mean = 6.974	Inductive Mean = 23.075	Deductive Mean = 19.050	contextualized Mean = 25.775
Control Mean = 6.974				
Inductive Mean = 23.075	*16.101			
Deductive Mean = 19.050	*12.076	*4.025		
contextualized Mean = 25.775	*18.801	2.700	*6.725	

Table (23) shows that there are statistically significant differences between students in the control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the application scope.

Table (24)
Scheffe test to know the direction of the differences
between four groups in high skills scope

Groups	Control Mean = 6.184	Inductive Mean = 29.825	deductive Mean = 22.125	contextualized Mean = 32.500
Control Mean = 6.184				
Inductive Mean = 29.825	*23.641			
Deductive Mean = 22.125	*15.941	*7.700		
contextualized Mean = 32.500	*26.316	2.675	*10.375	

Table (24) shows that there are statistically significant differences between students in the control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the high skills.

Table (25)

Scheffe test to know the direction of the differences
between the four groups in the total degree of the test

Groups	Control Mean =24.026	Inductive Mean =68.975	deductive Mean =57.650	contextualized Mean =75.950
Control Mean =24.026				
Inductive Mean =68.975	*44.949			
Deductive Mean =57.650	*33.624	*11.325		
contextualized Mean =75.950	*51.924	6.975	*18.300	

Table (25) shows that there are statistically significant differences between students in the control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the total degree of the test.

2- The answer of the second question:

Are there any statistically significant differences at ($\alpha \leq 0.05$) between the mean of high-achievement students' scores in English Grammar Teaching among 11th graders in Khan-yunis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

To answer this question the researcher used One Way Anova style. The following table shows that:

Table (26)
One Way Anova Style results of differences between three groups in the degree of the test

scope	Variance resource	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	70.151	3	23.384	9.445	0.000	sig. at 0.01
	Within Groups	116.359	47	2.476			
	Total	186.510	50				
comprehension	Between Groups	186.371	3	62.124	8.995	0.000	sig. at 0.01
	Within Groups	324.609	47	6.907			
	Total	510.980	50				
application	Between Groups	3126.151	3	1042.050	108.269	0.000	sig. at 0.01
	Within Groups	452.359	47	9.625			
	Total	3578.510	50				
High skills	Between Groups	9255.132	3	3085.044	134.334	0.000	sig. at 0.01
	Within Groups	1079.378	47	22.965			
	Total	10334.510	50				
total	Between Groups	29551.097	3	9850.366	127.098	0.000	sig. at 0.01
	Within Groups	3642.590	47	77.502			
	Total	33193.686	50				

“F” table value at (2, 110) d f. at (0.05) sig. level equal 3.09

“F” table value at (2, 110) d f. at (0.05) sig. level equal 4.82

Table (26) show that there are statistically significance differences between the four groups in the degree of the test.

To determine direction of the differences, the researcher used Scheffe test table (27) shows that:

Table (27)

Scheffe test to know the direction of the differences
between the four groups in knowledge scope

Groups	High-achievers in control Mean = 6.333	High-achievers in inductive Mean =8.923	High-achievers in deductive Mean =9.000	High-achievers in contextualized Mean =9.308
High-achievers in control Mean = 6.333	-	-	-	-
High-achievers in inductive Mean =8.923	*2.590	-	-	-
High-achievers in deductive Mean =9.000	*2.667	0.077	-	-
High-achievers in contextualized Mean =9.308	*2.974	0.385	0.308	-

* sig. at ($\alpha \leq 0.05$)

Table (27) shows that there are statistically significant differences between high-achievement students' control group and the other experimental groups in favor of the other experimental groups in the degree of the knowledge.

Table (28)

Scheffe test to know the direction of the differences
between the four groups in comprehension scope

Groups	high-achievers in control Mean = 5.583	high-achievers in inductive Mean =9.692	high-achievers in deductive Mean =9.846	high-achievers in contextualized Mean =10.538
high-achievers in control Mean = 5.583	-	-	-	-
high-achievers in inductive Mean =9.692	*4.109	-	-	-
high-achievers in deductive Mean =9.846	*4.263	0.154	-	-
high-achievers in contextualized Mean =10.538	*4.955	0.846	0.692	-

* sig. at ($\alpha \leq 0.05$)

Table (28) shows that there are statistically significant differences between high-achievement students' control group and the other experimental groups in favor of the other experimental groups in the degree of the comprehension.

Table (29)

Scheffe test to know the direction of the differences
Between the four groups in the application scope.

groups	High-achievers in control Mean = 10.333	High-achievers in inductive Mean =28.462	High-achievers in deductive Mean =21.154	High-achievers in contextualized Mean =30.692
High-achievers in control Mean = 10.333	-	-	-	-
High-achievers in inductive Mean =28.462	*18.128	-	-	-
High-achievers in deductive Mean =21.154	*10.821	7.308*	-	-
High-achievers in contextualized Mean =30.692	*20.359	2.231	9.538*	-

* sig. at ($\alpha \leq 0.05$)

Table (29) shows that there are statistically significant differences between high-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of the contextualized group in the degree of the application.

Table (30)

Scheffe test to know the direction of the differences
between the four groups in high skills degree scope

Groups	High-achievers in control Mean = 8.583	High-achievers in inductive Mean =40.846	High-achievers in deductive Mean =24.692	High-achievers in contextualized Mean =42.000
High-achievers in control Mean = 8.583	-	-	-	-
High-achievers in inductive Mean =40.846	*32.263	-	-	-
High-achievers in deductive Mean =24.692	*16.109	16.154*	-	-
High-achievers in contextualized Mean =42.000	*33.417	1.154	17.308*	-

* sig. at ($\alpha \leq 0.05$)

Table (30) shows that there are statistically significant differences between high-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with

deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the high skills.

Table (31)
Scheffe test to know the direction of the differences
between three groups in the total degree of the test

Groups	High-achievers in control Mean = 30.833	High-achievers in inductive Mean =87.923	High-achievers in deductive Mean =64.692	High-achievers in contextualized Mean =92.538
High-achievers in control Mean = 30.833	-	-	-	-
High-achievers in inductive Mean =87.923	*57.090			-
High-achievers in deductive Mean =64.692	*33.859	23.231*		-
High-achievers in contextualized Mean =92.538	*61.705	4.615	27.846*	-

* sig. at ($\alpha \leq 0.05$)

Table (31) shows that there are statistically significant differences between high-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the total degree of the test.

3- The answer of the third question:

Are there any statistically significant differences at ($\alpha \leq 0.05$) between the mean of middle -achievement students' scores in English Grammar Teaching among 11th graders in Khan yunis schools due to the kind of teaching approach (inductive – deductive or contextualized)?

To answer this question the researcher used One Way ANOVA style in which the following table(31) shows that:

Table (32)
One Way ANOVA Style results of differences between the three groups in the degree of the test.

Scope	Variance resource	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	24.786	3	8.262	3.685	0.018	sig. at 0.01
	Within Groups	116.571	52	2.242			
	Total	141.357	55				
comprehension	Between Groups	224.714	3	74.905	21.865	0.000	sig. at 0.01
	Within Groups	178.143	52	3.426			
	Total	402.857	55				
application	Between Groups	3487.054	3	1162.351	96.322	0.000	sig. at 0.01
	Within Groups	627.500	52	12.067			
	Total	4114.554	55				
High skills	Between Groups	5313.768	3	1771.256	65.941	0.000	sig. at 0.01
	Within Groups	1396.786	52	26.861			
	Total	6710.554	55				
Total	Between Groups	22900.071	3	7633.357	119.205	0.000	sig. at 0.01
	Within Groups	3329.857	52	64.036			
	Total	26229.929	55				

“F” table value at (2, 110) d f. at (0.05) sig. level equal 3.09

“F” table value at (2, 110) d f. at (0.05) sig. level equal 4.82

Table (32) shows that there are statistically significant differences between the four groups in the degree of the test.

To determine direction of the differences the researcher used Scheffe test table (33) shows that:

Table (33)
Scheffe test to know the direction of the differences between the four groups in knowledge scope.

Groups	Middle-achievers in control Mean = 7.643	Middle-achievers in inductive Mean =8.500	Middle-achievers in deductive Mean =8.786	Middle-achievers in contextualized Mean =9.500
Middle-achievers in control Mean = 7.643	-	-	-	-
Middle-chievers in inductive Mean =8.500	0.857	-	-	-
Middle-achievers in deductive Mean =8.786	1.143	0.286	-	-
Middle-achievers in contextualized Mean =9.500	*1.857	1.000	0.714	-

* sig. at ($\alpha \leq 0.05$)

Table (33) shows that there are statistical significance differences between middle- achievement students' control group and the contextualized experimental group in favor of the other contextualized experimental group in the degree of knowledge scope.

Table (34)
Scheffe test to know the direction of the differences
between four groups in comprehension scope

Groups	Middle-achievers in control Mean = 4.214	Middle-achievers in inductive Mean =8.143	Middle-achievers in deductive Mean =7.357	Middle-achievers in contextualized Mean =9.714
Middle-achievers in control Mean = 4.214	-	-	-	-
Middle-achievers in inductive Mean =8.143	*3.929	-	-	-
Middle-achievers in deductive Mean =7.357	*3.143	0.786	-	-
Middle-achievers in contextualized Mean =9.714	*5.500	1.571	2.357	-

* sig. at ($\alpha \leq 0.05$)

Table (34) shows that there are statistically significant differences between middle- achievement students' control group and the other experimental groups in favor of the other experimental groups in the degree of the comprehension scope.

Table (35)
Scheffe test to know the direction of the differences
between four groups in the application scope

Groups	Middle-achievers in control Mean = 5.857	Middle-achievers in inductive Mean =23.286	Middle-achievers in deductive Mean =18.857	Middle-achievers in contextualized Mean =26.643
Middle-achievers in control Mean = 5.857	-	-	-	-
Middle-achievers in inductive Mean =23.286	*17.429	-	-	-
Middle-achievers in deductive Mean =18.857	*13.000	*4.429	-	-
Middle-achievers in contextualized Mean =26.643	*20.786	3.357	*7.786	-

* sig. at ($\alpha \leq 0.05$)

Table (35) shows that there are statistically significant differences between middle-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the application.

Table (36)

**Scheffe test to know the direction of the differences
between four groups in high skills scope**

Groups	Middle-achievers in control Mean = 5.571	Middle-achievers in inductive Mean =27.357	Middle-achievers in deductive Mean =21.357	Middle-achievers in contextualized Mean =31.071
Middle-achievers in control Mean = 5.571	-	-	-	-
Middle-achievers in inductive Mean =27.357	*21.786	-	-	-
Middle-achievers in deductive Mean =21.357	*15.786	*6.000	-	-
Middle-achievers in contextualized Mean =31.071	*25.500	3.714	*9.714	-

* sig. at ($\alpha \leq 0.05$)

Table (36) shows that there are statistically significant differences between middle-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high-achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the high skills.

Table (37)

**Scheffe test to know the direction of the differences
between four groups in the total degree of the test**

Groups	Middle-achievers in control Mean = 23.286	Middle-achievers in inductive Mean =67.286	Middle-achievers in deductive Mean =56.357	Middle-achievers in contextualized Mean =76.929
Middle-achievers in control Mean = 23.286	-	-	-	-
Middle-achievers in inductive Mean =67.286	*44.000			-
Middle-achievers in deductive Mean =56.357	*33.071	*10.929		-
Middle-achievers in contextualized Mean =76.929	*53.643	*9.643	*20.571	-

* sig. at ($\alpha \leq 0.05$)

Table (37) shows that there are statistically significant differences between middle-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive and inductive groups with contextualized in favor of contextualized in the degree of the test.

4- The answer of the fourth question:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the mean of low -achievement students' scores in English Grammar Teaching among 11th graders in Khan Yunis schools due to the kind of teaching approach (inductive – deductive or contextualized) ?

To answer this question the researcher used One Way ANOVA style. The following table shows that:

Table (38)

One Way ANOVA Style results of differences between three groups in the degree of the test

Scope	Variance resource	Sum of Squares	Df	Mean Square	F	Sig.	Sig. level
Knowledge	Between Groups	84.064	3	28.021	11.075	0.000	sig. at 0.01
	Within Groups	118.917	47	2.530			
	Total	202.980	50				
Comprehension	Between Groups	45.482	3	15.161	6.330	0.001	sig. at 0.01
	Within Groups	112.558	47	2.395			
	Total	158.039	50				
application	Between Groups	1674.061	3	558.020	133.292	0.000	sig. at 0.01
	Within Groups	196.763	47	4.186			
	Total	1870.824	50				
High skills	Between Groups	2972.442	3	990.814	234.555	0.000	sig. at 0.01
	Within Groups	198.538	47	4.224			
	Total	3170.980	50				
Total	Between Groups	12224.975	3	4074.992	238.994	0.000	sig. at 0.01
	Within Groups	801.378	47	17.051			
	Total	13026.353	50				

“F” table value at (2, 110) d f. at (0.05) sig. level equal 3.09

“F” table value at (2, 110) d f. at (0.05) sig. level equal 4.82

Table (38) shows that there are statistically significant differences between the four groups in the degree of the test.

To determine direction of the differences the researcher used Scheffe test table (39) to show that:

Table (39)
Scheffe test to now the direction of the differences between four groups in the knowledge scope

Groups	Low-achievers in control Mean =5.417	Low-achievers in inductive Mean =8.000	Low-achievers in deductive Mean =8.692	Low-achievers in contextualized Mean =8.462
Low-achievers in control Mean =5.417	-	-	-	-
Low-achievers in inductive Mean =8.000	*2.583	-	-	-
Low-achievers in deductive Mean =8.692	*3.276	0.692	-	-
Low-achievers in contextualized Mean =8.462	*3.045	0.462	0.231	-

* sig. at ($\alpha \leq 0.05$)

Table (39) shows that there are statistically significant differences between low-achievement students' control group and the contextualized experimental group in favor of the other contextualized experimental group in the degree of the knowledge scope.

Table (40)

**Scheffe test to know the direction of the differences
Between the four groups in comprehension scope**

Groups	Low-achievers in control Mean =3.250	Low-achievers in inductive Mean = 4.923	Low-achievers in deductive Mean =5.769	Low-achievers in contextualized Mean =5.385
Low-achievers in control Mean =3.250	-	-	-	-
Low-achievers in inductive Mean = 4.923	1.673	-	-	-
Low-achievers in deductive Mean =5.769	*2.519	0.846	-	-
Low-achievers in contextualized Mean =5.385	*2.135	0.462	0.385	-

* sig. at ($\alpha \leq 0.05$)

Table (40) shows that there are statistically significant differences between low-achievement students' control group and the deductive and contextualized experimental groups in favor of the two experimental groups the degree of the comprehension.

Table (41)

Scheffe test to know the direction of the differences
Between the four groups in application scope

Groups	Low-achievers in control Mean =4.917	Low-achievers in inductive Mean =17.462	Low-achievers in deductive Mean =17.154	Low-achievers in contextualized Mean = 19.923
Low-achievers in control Mean =4.917	-	-	-	-
Low-achievers in inductive Mean =17.462	*12.545	-	-	-
Low-achievers in deductive Mean =17.154	*12.237	0.308	-	-
Low-achievers in contextualized Mean = 19.923	*15.006	*2.462	*2.769	-

* sig. at ($\alpha \leq 0.05$)

Table (41) shows that there are statistically significant differences between low-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between low- achievement students inductive and deductive compared with contextualized in favor of contextualized in the degree of the application.

Table (42)

Scheffe test to know the direction of the differences
between the four groups in high skills scope

Groups	Low-achievers in control Mean = 4.500	Low-achievers in inductive Mean =21.462	Low-achievers in deductive Mean =20.385	Low-achievers in contextualized Mean = 24.538
Low-achievers in control Mean = 4.500	-	-	-	-
Low-achievers in inductive Mean =21.462	*16.962	-	-	-
Low-achievers in deductive Mean =20.385	*15.885	1.077	-	-
Low-achievers in contextualized Mean = 24.538	*20.038	*3.077	*4.154	-

* sig. at ($\alpha \leq 0.05$)

Table (42) shows that there are statistically significant differences between low-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between low- achievement students inductive and deductive compared with contextualized in favor of contextualized in the degree of the high skills.

Table (43)

**Scheffe test to know the direction of the differences
between the four groups in the total degree of the test**

Groups	Low-achievers in control Mean =18.083	Low-achievers in inductive Mean =51.846	Low-achievers in deductive Mean =52.000	Low-achievers in contextualized Mean =58.308
Low-achievers in control Mean =18.083	-	-	-	-
Low-achievers in inductive Mean =51.846	*33.763	-	-	-
Low-achievers in deductive Mean =52.000	*33.917	0.154	-	-
Low-achievers in contextualized Mean =58.308	*40.224	*6.462	*6.308	-

* sig. at ($\alpha \leq 0.05$)

Table (43) shows that there are statistically significant differences between low-achievement students' control group and the other experimental groups in favor of the other experimental groups, and between low- achievement students inductive and deductive compared with contextualized in favor of contextualized in the total degree of the test.

Summary :

Chapter four dealt with data analysis and its results. The results of each hypothesis was analyzed statistically using different techniques. The results of the first hypothesis showed differences of statistical significance between the experimental groups and the control one in favor of the experimental groups due to the teaching method. The results of the second hypothesis indicated significant differences between the experimental groups and the control one in favor of the experimental group high achievers. The results of the third hypothesis indicated significant differences between the experimental groups and the control one in favor of the experimental group middle achievers. The results of the fourth hypothesis indicated significant differences between the experimental groups and the control one in favor of the experimental group low achievers.

Chapter V

Findings : Discussion, Conclusion, and Recommendations

Findings, Discussion, Conclusion and Recommendations

Summary :

The purpose of this study was to examine the effectiveness of three teaching approaches (inductive, deductive and contextualized) on achieving English grammar among eleventh graders in Khan younis governorate .The experimental approach was used attempted to examine the hypotheses of the study. The sample of the study consisted of (158) students from Al Motanabi Secondary School for Boys (A) in Khan yunis Governorate.

The researcher first prepared an achievement test consisting of four scopes and (84) test items. The achievement test was the tool of the study to decide and determine which is the most suitable and effective approach of teaching English grammar among secondary school students. The achievement test was confirmed its validity by introducing it to a group of specialists to be refereed, including professors of teaching methodology, supervisors of English language in addition to highly qualified and long experienced secondary stage teachers. Moreover, the achievement test was reliable according to Alpha Cronbach coefficient of (0.976) and the split-half technique coefficient is (0.70) as a whole. The data were tested through the application of One Way Anova test. The achievement test was used as post and pre test of the study. The test was applied and the results were statistically analyzed using (SPSS).

This study consists of five chapters. The first chapter starts with an introduction, proceeds the state of problem, the research questions and hypotheses. After that it deals with the objectives of the study, limitations of the study, significance of the

study, and finally the definition of terms. The second chapter includes a review of relevant literature and previous studies related to the current study. Finally, the researcher comments on the previous studies. In chapter three, the researcher introduces the procedures followed throughout the study. It includes a description of the methodology of the study, the population, the sample, the variables, the tools. It also presents the research design in addition to the statistical treatment for the study findings. Chapter four presents the results of the study that have been reached with the use of the statistical program (SPSS) for data processing. The finding of the hypotheses proved that there were statistical significant differences in achieving English grammar between the experimental groups and the control one due to the method in favor of the contextualized method.

Chapter five states the summary, findings, discussion, conclusion, recommendations and suggestions for further researches.

In this study, this chapter deals with the interpretation of the statistically analyzed data of the hypotheses of the study presented in chapter four. In the light of the statistical results, the researcher concludes the following findings.

5.1 Findings :

- 1- There were statistical significant differences in learning English grammar between the experimental groups and the control one due to the method in favor of the contextualized method.
- 2- There were statistically significant differences between the high achievers in the experimental groups and their counterparts in the control one in favor of the experimental groups.

3- There were statistically significant differences between the middle achievers in the experimental groups and their counterparts in the control one in favor of the middle achievers in the experimental groups.

4- There were statistically significant differences between the low achievers in the experimental groups and their counterparts in the control one in favor of the low achievers in the experimental groups.

5.2 Discussion :

The purpose of the study was to examine the effectiveness of three grammar teaching approaches on the achievement of secondary school students. The study also identified the three teaching approaches of English grammar (inductive, deductive and contextualized) that should be taken into consideration during teaching English grammar. The findings of the study showed that the contextualized approach has a superiority over the other teaching approaches. The statistical treatments which were used and applied in the study indicated statistically significant differences at ($\alpha \leq 0.05$) between the means of the experimental groups and the control group before and after the post test and the pre test. These differences may be due to the teaching method, the learners culture, the economic situation, the number of students within the same classroom or the learners' age.

The researcher gives a full-detailed description of each of the study' hypotheses:

1- Results of the first hypothesis:

1- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of students in English Grammar Teaching among 11th graders in Khan yunis schools due to the kind of approach (deductive- inductive or contextualized).

In order to answer this question, mean and standard deviation of the experimental and the control groups' results were computed. One Way Anova was used to measure

the significant differences. The findings of the study were limited to the experiment since all variables such as age, general achievement and general achievement in English language were controlled before the experiment. Table (20) shows that there are statistical significance differences between the four groups in the degree of the test. Table (25) shows that there are statistical significance differences between students in the control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the total degree of the test. This result agreed with the results of some of the previous studies like **Abu Seileek, (2009), Takimoto ,(2008), Abu Nada, (2008) and Pajunen, (2007).**

2- Results of the second hypothesis :

One Way Anova and Scheffe test results showed that there were statistically significant differences in favor of the experimental high achievers in all Bloom's levels. Table (31) shows that there are statistically significant differences between high- achievement students' control group and the other experimental groups in favor of the other experimental groups, and between high- achievement students inductive with deductive group in favor of inductive, and between deductive group with contextualized in favor of contextualized in the degree of the total degree of the test.

2- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean of high-achievement students' scores in English Grammar Teaching among 11th graders in Khan Yunis schools due to the kind of teaching approach (inductive – deductive or contextualized).

3- Results of the third hypothesis:

3- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean of middle-achievement students' scores in English Grammar Teaching among 11th graders in Khan Yunis schools due to the kind of teaching approach (inductive - deductive or contextualized).

One Way Anova results showed that there were statistically significant differences between the middle achievers in the experimental group and their counterparts in the control one in favor of the middle achievers in the experimental group in all the Bloom levels and the total degree. Thus, the suggested methods have a positive effect on improving the skills for middle achievers in the experimental groups in Bloom's levels. This result agreed with **Pajunen, (2007), Vakilifard and Armand (2006) and Yan-ping, (1989).**

4- Results of the four hypothesis:

4- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean of low-achievement students' scores in English Grammar Teaching among 11th graders at Khan Yunis schools due to the kind of teaching approach (inductive – deductive or contextualized).

One Way Anova results showed that there were statistically significant differences between the low achievers in the experimental group and their counterparts in the control one in favor of the low achievers in the experimental group in all the Bloom levels and the total degree. Thus, the suggested methods have a positive effect on improving the skills for low achievers in the experimental groups in Bloom's levels. This result agreed with **El-Banna, (1994), Weatherford, (1997) and Victoria, (1997).** The researcher attributed this result to the differences between learners

culture, the economic situation, and the number of the students within the same class and to their age.

5.3 Conclusion :

Based on the findings, delivered from the results of this study the following conclusions were reached :

- 1- The contextualized approach has a superiority over the deductive and inductive approaches in teaching English grammar.
- 2- The contextualized approach provided students with a better learning environment which reflects on their learning to English grammar.
- 3- The contextualized approach stimulates students towards an independent practice of English language instead of direct instruction.
- 4- Through the contextualized approach, learners play different roles as thinkers, problem solvers and researchers. These roles can help them acquire and employ English language in different situations more easily and confidently.
- 5- The contextualized approach is very effective in motivating students to think more deeply and reasonably.
- 6- The contextualized approach also allows learners to reflect on their own misunderstanding and take ownership of their learning.
- 7- The contextualized approach is also a motive for learning English grammar with a better way and good results.
- 8- The inductive approach has a priority over the deductive approach in teaching English grammar among 11th graders.

9- The three suggested approaches (inductive – deductive – contextualized) have a superiority over the traditional approach in teaching English grammar among the 11th graders.

5.4 Recommendations :

In accordance with the given conclusions of the study , the researcher offered the following recommendations :

1- Recommendations for curriculum designers and decision makers :

- They should enhance the Palestinian curriculum with contextualized grammar that tackle different aspects in English grammar.
- They should take into account the activation of contextualized grammar while building the curricula activities included in the Students' Book or in the Workbook.
- Head teachers` technical competences are advised to be developed to help them give valid feedback to their teachers.
- They should develop and enrich the Teacher's Guide with approaches and techniques that enhance and increase teaching grammar.

2- Recommendations for supervisors :

- They should prepare and distribute instructional materials that increase teachers' awareness of teaching English grammar especially contextualized grammar approach.
- They should emphasize the fact that contextualized approach is very important in English grammar teaching that should be used with different aspects of grammar.
- They should conduct training courses that help teachers enhance their competencies of implementing the contextualized approach in teaching English grammar in their classes.
- They should conduct workshops that aim at familiarizing teachers of how to teach grammar using the contextualized approach.

- Recommendations for English Language teachers :

- They are kindly demanded to use the contextualized approach in teaching English grammar to create an appropriate learning environment inside their classrooms.
- They are advised to shift from the traditional teaching methods to communicative approach that is based on the students' real environment in the learning-teaching process as they develop the four language skills systematically.
- Teachers are advised to use the contextualized approach in designing their tests and exams especially in teaching English grammar.
- Teachers are recommended to enrich our Palestinian curriculum with varied activities including the contextualized approach.
- Teachers are advised to use English in real life situations, that is to say, grammar should be taught in functional, practical, realistic and meaningful situations.
- Teachers should take into their consideration students' individual differences during teaching English grammar .
- Teachers should work on minimizing their students' grammar difficulties by providing them with familiar content that include relevant cultural information.
- Visiting the websites which were mentioned in this study is of great value and benefit as they provide useful information that every teacher needs.

Recommendations for further studies:

Education in Palestine still in need of a lot of researches to clarify and pinpoint all the inputs of the educational system. These inputs are represented in the teaching approaches, the techniques of the approaches, the learning strategies, the teacher, the students, the curriculum and the local community administration. Accordingly, for more a comprehensive understanding of this topic, further researches may be considered including the following :

- 1- Using the contextualized approach as an assessment tool for students' comprehension.
- 2- Conducting studies based on the contextualized approach to develop the other skills (listening, reading, speaking and writing).
- 3- Conducting studies based on other approaches such as conceptual approach in teaching English grammar.
- 4- Conducting studies based on the contextualized approach to develop English grammar for the lower and advanced grades.
- 5- Conducting an analytical study to the Palestinian English curriculum to identify the main grammatical points that should be focused on during the learning-teaching process.

Summary:

In this chapter, the researcher discussed the findings of the study, the discussion, the conclusion and finally the recommendations of the study.

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Appendixes

Appendix (A)

The Tool of the Study

Appendix (A .1)

The taught language material during the experiment

Unit 1 :

The main language subjects :

- A- The present simple tense.
- B- The past simple tense .
- C- "used to and would".

Unit 2 :

The main language subjects :

- A- The present perfect simple tense.
- B- The past perfect tense.
- C- Future and future perfect.

Unit 3 :

The main language subjects :

- A- The past continuous tense.
- B- The present perfect continuous.
- C- Future and future continuous.

Unit 4 :

The main language subjects :

- A- Defining relative clauses.
- B- Non-defining relative clauses.
- C- More relative forms (when – where – why)

.Unit 5:

The main language subjects :

- A- Articles (definite, indefinite, and zero).
- B- Connectors.
- C- Reflexive pronouns.

Unit 6 :

The main language subjects :

- A- Comparison of adverbs.
- B- Comparison of adjectives.
- C- Too\ Very and (not) enough.
- D- Quantifiers.

The end

Appendix (A .2)

بسم الله الرحمن الرحيم

The Islamic University-Gaza
Postgraduate Studies Deanery
Faculty of Education
Department of Curricula & Teaching Methods



An invitation to judge an achievement test.

Dear.....

The researcher is conducting a study to obtain a Master's Degree in curricula and English teaching methods. The study is about:

"The Effectiveness of Three Grammar Teaching Approaches on the Achievement of Secondary School Students "

I would be grateful if you could judge this achievement test as an instrument of this study to assess the performance of secondary school students in learning English grammar . The gathered information will be used for research purposes. Because of the importance of your opinion, valuable experience and creditable feedback you are kindly requested to look carefully at the question formats and the items of the test to determine if they are acceptable, relevant or irrelevant.

You are kindly invited to add your comments , modify or change if necessary, or even omit the inconvenient or irrelevant ones according to your fair judgment and respected perspectives.

Thanks a lot for your co-operation.

The researcher,
Omar Ahmad Obaid

Achievement Test

Al Motanabi Secondary School For Boys (A)

Student's Name : -----

Grade : 11th Class

Time : 2 hours.

Mark : (-----)
84

Dear student :

Read the following questions carefully, then answer them.

1- Choose the correct answer : (29 marks)

- 1- My mother lunch at this moment.
a- prepares b- has prepared c- was preparing d- is preparing
- 2- I in Egypt for three years.
a- has been b- had be c- have been d- has be
- 3- He Jerusalem last year to see the holy places there.
a- visit b- visited c- has visited d- was visiting
- 4- Next year Ali the General Secondary Certificate.
a- will take b- takes c- will have taken d- would take
- 5- A month ago, we Majed in the conference.
a- meet b- met c- had met d- will meet
- 6- The River Jordan into the Dead Sea.
a- flows b- flow c- is flowing d- has flown
- 7- Without stronger controls, TB ... another 36 million between now and 2020.
a- would kill b- will kill c- will have kill d- will killed
- 8- friendship is a good policy.
a- A b- The c- No article d- An
- 9- He arrived than the others.
a- early b- earlier c- late d- more early
- 10- Stephen is the person Has the job of importing goods.
a- who b- which c- whose d- whom
- 11- Bad secrets can hurt people,they decided to talk to his parents.
a- because b- enough c- so d- so that
- 12- Many students study hard ... get high marks.
a- in order that b- so that c- order to d- in order to
- 13- The family wanted to have a big birth party for grandmother, but she ... preferred to spend her 90th birthday quietly at home.
a- herself b- himself c- itself d- yourself

- 14- Ahmad is the student in class.
a- good b- better c- best d- bad
- 15- The car was expensive for me, so I couldn't buy it.
a- very b- not enough c- to d- too
- 16- of the effort come from the police.
a- Much b- Many c- A few d- Few
- 17- The reason he didn't come is that he was ill.
a- where b- when c- why d- who
- 18- I cannot go with you I am busy right now.
a- because b- because of c- so d- in order to
- 19- The doctor that I had caught polio.
a- had realize b- realizes c- realized d- has realized
- 20- While he for the bus, it began to rain.
a- waits b- was waiting c- is waiting d- waited
- 21- Winter is the time the birds build their nests.
a- where b- when c- who d- why
- 22- Students should spend time to prepare for their exams.
a- many b- much c- little d- few
- 23- He to love that sports club.
a- used b- is using c- would use d- uses
- 24- If we catch that ferry we will still have time to cross the island.
a- enough early b- early enough c- early too d- enough earlier
- 25- Sami ever been to Jericho ?
a- Have b- Has c- Was d- Did
- 26- I have not seen Omar since he
a- graduates b- graduated c- will graduate d- was graduating
- 27- This is the little coffee shop I told you about .
a- what b- who c- that d- and
- 28- I found a pen on the floor but it was not pen I had lost.
a- any b- the c- a d- an
- 29- I ran as fast as I could but unfortunately in the end I was to catch the bus.
a- not late enough b- very late c- too late d- late too

2- Correct the underlined word(s) if necessary : (20 marks)

- 1- I meet my friend Omar yesterday .
.....
- 2- Next year I visit Egypt with my family.
.....
- 3- The earth move round the sun.
.....
- 4- We destroy these killers during the 21st century.
.....
- 5- When your letter arrived, I work hard .
.....
- 6- After I finish my school last week, I go to stay with my uncle.
.....
- 7- In two years, Ali live away from home.
.....
- 8- Homemaker is a company who imports products.
.....
- 9- Stehpen West is the person which chooses the products.
.....
- 10- Sami and Atef repaired the chair himself.
.....
- 11- Suha moves slowly than Ola.
.....
- 12- You must excuse me today so I'm not feeling well.
.....
- 13- They just arrive from New York .
.....
- 14- I wanted to study French in order to I went to Paris .
.....
- 15- He has already spoken to Ahmad yesterday.
.....
- 16- Where do you to travel last year in the summer holiday?
.....
- 17- He also left the early of all.
.....
- 18- He lives here for 3 years.
.....
- 19- I had not seen Adel for 2005.
.....
- 20- I learn English for 15 years and I am still learning.
.....

Rewrite the following sentences using the word(s) in brackets: (20 marks)

- 1- You should talk to your teacher . He can help you . (so that)
.....
- 2- He was tired. He went to sleep. (so)
.....
- 3- They bought vegetables. They cooked the vegetables. (after)
.....
- 4- He has cancelled the meeting. (yet)
.....
- 5- I have taken the medicine. (already)
.....
- 6- The products are very good and we have decided to buy them. (which we have)
.....
- 7- The police arrived. The criminal escaped. (before)
.....
- 8- When I was 6. I played football. (used to)
.....
- 9- Islam wrote this letter . (not)
.....
- 10- By 2020, man will have destroyed many diseases. (What ... ?)
.....
- 11- I've got some pain in my stomach. I can't continue my work. (because)
.....
- 12- Talk to your parents. Then you can get some advice. (in order to)
.....
- 13- Bring a map with you .Then you can locate cities easily . (to)
.....
- 14- He told me a tale . I never heard it before . (which)
.....
- 15- While I was reading a book, my father came. (when)
.....
- 16- I am flying to Egypt next week . (going to)
.....
- 17- The ceiling was high. I could not touch it . (too high)
.....
- 18- I was born in Khan younis. (Where ... ?)
.....
- 19- Today is Wednesday and I haven't seen Sara since Saturday. (for)
.....
- 20- He doesn't come to school late . (early)
.....

4- Analyze the following sentences : (15 marks)

1- After I had finished my homework, I watched a movie on TV.

Connector -----

Past Perfect -----

2- While we were studying , the light went out.

Connector -----

Past Continuous -----

3- I am going to visit the holy places in Jerusalem.

Future -----

The use of the future -----

a) intentions and plan b) events that are happening c) quick decision

4- Ahmad wrote his lesson last night .

Tense -----

Key word of the tense -----

5- I will lend you the money you want tomorrow .

Type of tense -----

Use of the tense -----

a) promise b) threat c) fact

6- He's been learning to drive for six months.

Present perfect continuous -----

Use of the tense -----

a) a finished action b) unfinished action c) an action finished recently

7- We're pleased to send the catalogue that you requested .

Relative Cause -----

Defining relative clause -----

a) full b) reduced

8- If he is really a friend , he'll understand.

The article -----

Type of the article -----

a) definite b) indefinite c) zero

9- Most students believe that English is more difficult than Arabic.

The adjective -----

Degree of the adjective -----

a) superlative b) positive c) comparative

10- Manar is the best student in class.

The adjective -----

Type of the adjective -----

a) comparative b) positive c) superlative

11- This bag is mine.

Pronoun -----

Type of the pronouns -----

a) reflexive b) subject c) possessive

12- He has learnt English for 11 years.

Type of tense -----

Use of the tense -----

a) finished action b) unfinished action

13- She travelled to London so that she could learn English easily.

Connector -----

Type of connector :

a) contrast b) purpose c) cause

14- I feel anxious because I have an exam tomorrow.

Connector -----

Type of connector :

a) contrast b) cause c) result

15- He ran fast to catch the bus.

The adverb -----

The function of " to " is :

a- preposition b) connector c) article

the end

Appendix A (A . 3)

The table of specification

Questions of the test	The Cognitive Domain				Test items & percentages	
	knowledge	Comprehension	application	High thinking skills	Items & Marks	Percentage
Question 1	5.95 % 5 Qs	4.76 % 4 Qs	16.66 % 14 Qs	7.14 % 6 Qs	29 Is 29 Ms	34.81 %
Question 2	2.38 % 2 Qs	3.57 % 3 Qs	11.9 % 10 Qs	5.95 % 5 Qs	20 Is 20 Ms	23.8 %
Question 3	2.38 % 2 Qs	5.95 % 5 Qs	11.9 % 10 Qs	3.57 % 3 Qs	20 Is 20 Ms	23.8 %
Question 4	-	-	-	17.95 % 15	15 Is 15 Qs	17.85 %
Total						
Marks	9	12	34	29	84 Is	100 %
Items	9	12	34	29	84 Ms	
percentages	10.71 %	14.28 %	40.46 %	34.81 %		

Appendix (B)

Teacher's Guide

Appendix (B . 1)

Analysis of the first term units in " English for Palestine, grade 11th "

Unit 1 :

The main language subjects :

A- The present simple tense.

B- The past simple tense .

C- "used to and would".

The learning aims of the unit :

A- The present simple tense .

1- revising and practicing the present simple tense in active form .

B- The past simple tense .

1- revising and practicing the past simple tense in active form .

C- The rule of "used to and would " .

1- using and practicing " used to" and " would" .

Unit 2 :

The main language subjects :

A- The present perfect simple tense.

B- The past perfect tense.

C- Future and future perfect.

The learning aims of the unit :

A- The present perfect simple tense.

1- revising and practicing the present perfect simple tense in active form .

B- The past perfect tense.

1- revising and practicing the past perfect simple tense in active form .

C- Future simple and future perfect.

1- revising and practicing the future simple tense in active form .

2- revising and using the future perfect tense .

Unit 3 :

The main language subjects :

A- The past continuous tense.

B- The present perfect continuous.

C- Future and future continuous.

The learning aims of the unit :

A- The past continuous tense.

1- revising and practicing the past continuous tense in active form .

B- The present perfect continuous.

1- revising and practicing the present perfect continuous tense in active form .

C- Future and future continuous.

1- revising and practicing the future continuous tense in active form .

Unit 4 :

The main language subjects :

A- Defining relative clauses.

B- Non-defining relative clauses.

C- More relative forms.

The learning aims of the unit :

A- Defining relative clauses.

1- practicing and using who, which and that to form statements.

C- More relative forms

1- extending knowledge and using more relative clauses (when, where, whose, and why) in good and meaningful sentences .

Unit 5:

The main language subjects :

A- Articles (definite, indefinite, and zero).

B- Connectors.

C- Reflexive pronouns.

The learning aims of the unit :

A- Articles.

1- using the definite articles (a \ an \ the) in good English statements..

B- Connectors.

1- extending and consolidating knowledge of connectors (because and so) in meaningful sentences.

2- using and practicing cause and result connectors (because and so) in meaningful sentences.

3- practicing use of clauses of purpose (so ... that \ (in order) to) in good English statements.

C- Reflexive pronouns.

1- practicing use of reflexive pronouns in meaningful sentences.

Unit 6 :

The main language subjects :

A- Comparison of adverbs.

B- Comparison of adjectives.

C- Very\ Too and (not) enough.

D- Quantifiers.

The learning aims of the unit :

A- Comparison of adverbs.

1- using and practicing adverbs and their degrees functionally and correctly.

B- Comparison of adjectives.

1- practicing use of adjectives and their comparison in good English statements appropriately.

C- Too\ Very and (not) enough.

1- using and practicing " too and very " correctly.

2- practicing use of "too and "(not) enough" in good sentences.

D- Quantifiers.

1- using and practicing quantifiers meaningfully and correctly.

The end

Appendix (B. 3)

A suggested lesson plan for teaching English grammar through three approaches

1- The deductive approach :

<p>Objectives : Students are expected at the end of the lesson to learn the present simple and the past simple tenses.</p> <p>Group size : eleventh graders</p> <p>Materials : BB, SW, WB, Chalk, and Ss' copybooks</p> <p>Lesson Phase : Pre-requisite</p> <p>Language Focus : The present simple and the past simple tenses</p>
--

Steps	Procedures	Timing
Warming up	Greetings- A game about famous characters. A: Who am I ? I am a Palestinian leader. B: Where were you born ? A: I was born in Gaza. and so on	4 minutes
Homework Checking	T checks ss' homework.	3 minutes
Revision	T revises with the students the order of the English sentence.	3 minutes
Presentation	T sets the rule of the present simple and the past simple tenses on the blackboard. T reads the rules only then he discusses all the parts of the rule in detail. Ss are asked individually to read the rules orally. After discussing the rule, the teacher asks ss to give examples using the present simple and the past simple tenses. Examples : - The earth moves round the sun. - He gets up early at 5 o'clock. - I played football yesterday. - She bought a new dress last week.	10 minutes
Practice	In this stage, the teacher gives ss some oral or written drills. T organizes and motivates ss. Example : - She always ----- (speak) English well. <u>Correct the verbs in brackets :</u> 1- The man usually----- (carry) two boxes on his shoulders. 2- He generally ----- (watch) TV at night. 3- We ----- (miss) you in yesterday's meeting. 4- I ----- (go) to London last summer. T praises and reinforces ss' work.	10 minutes
Production	Ss are asked to give some examples on the present simple and the past simple tenses using their words.	10 minutes

Homework	T assigns ss at the end of the lesson to do a correction exercise: Correct the underlined verbs : 1- He go to school daily on foot. 2- She fly to America last month. 3- The bus leave the station two hours ago. 4- We watch an interesting film on TV last night	
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2- The inductive approach :

<p>Objectives : Students are expected at the end of the lesson to learn the present simple and the past simple tenses.</p> <p>Group size : eleventh graders</p> <p>Materials : BB, SW, WB, Chalk, and Ss' copybooks</p> <p>Lesson Phase : Pre-requisite</p> <p>Language Focus : The present simple and the past simple tenses</p>
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Steps	Procedures	Timing
Warming up	Greetings- A game about nationalities and countries A: I am from Palestine. B: So you are Palestinian. And so on.	4 minutes
Homework Checking	T checks ss' homework.	3 minutes
Revision	T revises with the students the order of the English sentence.	3 minutes
Presentation	T sets some examples on the blackboard about the present simple and the past simple tenses. T reads the examples orally at least two time. T discusses the examples with ss carefully. Ss reads the examples again to familiar with them. T underlines the tense of the sentences on the BB using colored chalk. Examples : - The moon affects the tides. - Water boils at 100 c. - Al Aqsa Intifada broke out on 8 th September,2000. - He travelled to Mexico last year. T induces the grammatical rule through observation and discussion. Present simple ----- past simple tense ----- Formation ----- Formation ----- Tense Use ----- Tense Use ----- Key Words ----- Key Words -----	15 minutes
Practice	Ss are asked to do a personalization exercise e.g. Ex1 : Talk about your daily routine within five sentences. Ex2 : How did you spend your summer holiday? T may use pair work or group work technique to implement the previous exercises. T moves and checks ss' work and offers help as possible as he\she can.	10 minutes

Production	<p>Ss are demanded to give meaningful sentences and use the grammar rule on a real life situations.</p> <p>Ex: Finish the dialogue :</p> <p>Ahmad : Where did you go last week?</p> <p>Sami: I -----.</p> <p>Ahmad : The sea, who did you go with ?</p> <p>Sami : -----.</p> <p>Ahmad : What did you do there ?</p> <p>Sami : -----.</p> <p>Ahmad : Did you enjoy it ?</p> <p>Sami : ----- .</p>	10 minutes
Homework	T assigns ss at the end of the lesson to write five sentences paragraph about: What did you do yesterday ?	

3- The contextualized approach :

<p>Objectives : Students are expected at the end of the lesson to learn the present simple and the past simple tenses.</p> <p>Group size : eleventh graders</p> <p>Materials : BB, SW, WB, Chalk, and Ss' copybooks</p> <p>Lesson Phase : Pre-requisite</p> <p>Language Focus : The present simple and the past simple tenses</p>
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Steps	Procedures	Timing
Warming up	Greetings – a game about adjectives\ Ss are asked to write adjectives beginning with the letters of careful.	4 minutes
Homework Checking	T checks ss' homework.	3 minutes
Revision	T revises with the students the order of the English sentence.	3 minutes
Presentation	<p>T chooses an authentic text that was written for specially for language teaching purpose as a vehicle for introducing the present simple and the past simple tenses.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">People work at many different jobs</p> <p>A secretary writes letters, answers the telephone, and meets people. She uses a typewriter everyday. She puts papers away in the file cabinet. She stands between her boss and his visitors. She helps her boss to plan his time and to finish his work.</p> <p>.....</p> <p>Lighting struck twice by our house last night during a rainstorm. One flash of lighting hit at 9.10, and the second hit at 9:20. We heard the sound of the thunder and we smelled the lightning in the air. We were lucky. The lightning missed our house. And we were al happy that nobody was hurt.</p> </div> <p>Step 1 : Before handing out the text, the teacher tells the class the title of the text and asks ss in groups to think of and list vocabulary items that they might expect to find in such a text. These are written on the BB and the teacher uses this stage to feed in words from the text e.g. (stands – writes – struck – hit)</p> <p>Step 2 : T asks ss to read to read the text silently to answer these questions: - What does she work ? - Where does she work? -What did she do ? Ss work in pairs to check their answers. Then, the teacher checks them in open class. T asks further questions about the text.</p> <p>Step 3 : T asks ss to turn the text over and then writes these two sentences on the BB. 1- She went to school by bus yesterday. 2- She goes to school by bus daily. T asks ss to differentiate between the two sentences. T comments and illustrates</p> <p>Step 4 : T asks ss to find other examples from the text about the present and past tenses, underline them and discuss in groups the rationale for the use of the tense in each case. T discusses the use of the tense with the class in detail.</p>	19 minutes

Practice	T asks ss to cover the text and in pairs try to give sentences similar to the text from their memory. T checks and offers help.	8 minutes
Production	T asks ss if they have had a similar experience. Having recounted their stories in English ,they are asked to write their story. This is checked for appropriate use of the targeted tenses.	8 minutes
Homework	T assigns ss at the end of the lesson to write a true story about themselves; for example (an accident or any personal experience).	

Analysis the content of the six units

Unit 1

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To use the present simple tense.</p> <p>*To write a question form using the present simple tense.</p> <p>* To write negative sentences using the present simple tense.</p> <p>* To use the past simple tense.</p> <p>* To tell a story using the past simple tense.</p> <p>* To fill in a paragraph with past simple forms of verbs in brackets.</p> <p>* To use the past simple tense in a question form.</p> <p>* To write negative past sentences.</p> <p>* To apply "used to " and "would" in meaningful sentences correctly.</p>	<p>- The present simple tense.</p> <p>- Making wh & Yes\No questions.</p> <p>- Making negative sentences in the present.</p> <p>- The past simple tense.</p> <p>- Making wh & yes\no questions.</p> <p>- Making negative sentences in the past.</p> <p>The rule of used to and would.</p>	<p>Every, sometimes , usually, generally, always, often</p> <p>Ago, yesterday, last, In 1990, In the past</p> <p>Live, play, ride, travel</p>	<p>- Expressing facts and habitual actions.</p> <p>- Forming wh & yes\no questions for detailed understanding.</p> <p>- using new vocabulary in new context.</p> <p>- Expressing actions in the past.</p> <p>- Forming wh & yes\no questions.</p> <p>- Forming negative sentences.</p> <p>- Using new vocabulary in new context.</p> <p>- Expressing past actions.</p> <p>- Telling a story.</p>	<p>- Chalk</p> <p>- Board</p> <p>- Flash cards</p> <p>-Overhead projector (OHP) - SB</p> <p>- WB</p> <p>-Wall charts</p>	<p>SBEX.1</p> <p>SBEX.2</p> <p>SBEX.3</p> <p>WBEX.2</p> <p>WBEX.3</p> <p>WBEX.4</p> <p>WBEX.6</p>	4	From 1-9 2009 To 15-9- 2009

Unit 2

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To use the present perfect simple tense. *To use the present perfect simple tense in a question form..</p> <p>* To writ negative sentences using the present perfect simple tense.</p> <p>* To explain the past perfect tense.</p> <p>*To use the past perfect tense in a question form.</p> <p>* To make negative sentences using the present perfect simple tense.</p>	<p>- The present perfect simple tense. - Making wh & Yes\No questions.</p> <p>- Making negative sentences using the present perfect simple tense.</p> <p>The past perfect tense.</p> <p>- Making wh & Yes\No questions using the past perfect tense.</p> <p>- Making negative sentences using the past perfect tense.</p>	<p>Already, just, since, for, yet, ever, never, recently, so far, up till now</p> <p>After Before As soon as By the time</p>	<p>- Expressing actions in the past that affects the present, for an action in the time from past to present and for an action in the time from past to present.</p> <p>- Forming wh & yes\no questions for detailed understanding.</p> <p>- using new vocabulary in new context.</p> <p>- Expressing an action or state before another action in the past and for expressing an earlier action in the past.</p>	<p>- Chalk - Board - Flash cards - Overhead projector (OHP) - SB - WB -Wall charts</p>	<p>SBEX.1 SBEX.2 WBEX.1 WBEX.2</p> <p>SBEX.3 SBEX.4 WBEX.3</p>	4	<p>From 16-9-2009 To 30-9-2009</p>

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To generalize the future simple tense.</p> <p>*To use the future simple tense in a question form.</p> <p>* To write negative sentences using the future simple tense.</p> <p>* To characterize the future perfect tense.</p> <p>*To use the future perfect tense in a question form.</p> <p>* To operate negative sentences using the future perfect tense.</p>	<p>- The future simple tense.</p> <p>- Making wh & Yes\No questions using the future simple tense.</p> <p>- Making negative sentences using future simple tense.</p> <p>-The future perfect tense.</p> <p>- Making wh & Yes\No questions using the future perfect tense.</p> <p>- Making negative sentences using future perfect tense</p>	<p>Tomorrow , next Soon, In future, Between 1988 and 2020</p> <p>by the end of the century, by the year of 2015</p>	<p>- Expressing a predicted action at or up to a future time.</p> <p>- Expressing a predicted action before a future time</p>	<p>- Chalk</p> <p>- Board</p> <p>- Flash cards</p> <p>- Overhead projector (OHP)</p> <p>- SB</p> <p>- WB</p> <p>-Wall charts</p>	<p>SBEX.6</p> <p>SBEX.6</p>	4	<p>From 1-10 2009</p> <p>To 15-10-2009</p>

Unit 3

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To use the past continuous tense.</p> <p>*To use the past continuous tense in a question form.</p> <p>* To infer negative sentences using the past continuous tense.</p>	<p>The past continuous tense.</p> <p>- Making wh & Yes\No questions using the past continuous tense.</p> <p>- Making negative sentences using past continuous tense .</p>	<p>When, While, as</p>	<p>- Expressing a continuous action at a past point in time, for a continuing action and a short, completed action and for a short ,completed action and a continuing action.</p>	<p>- Chalk</p> <p>- Board</p> <p>- Flash cards</p> <p>- Overhead projector (OHP)</p>	<p>SBEX.1</p> <p>WBEX.1</p> <p>WBEX.2</p> <p>WBEX.3</p>	4	From 1-10-2009 To 15-10-2009
<p>* To illustrate the present perfect continuous tense.</p> <p>*To use the present perfect continuous tense in a question form.</p> <p>* To report negative sentences using the present perfect continuous tense.</p>	<p>-The present perfect continuous tense.</p> <p>- Making wh & Yes\No questions using the present perfect continuous tense.</p> <p>- Making negative sentences using present perfect continuous tense.</p>	<p>Since, for</p>	<p>- Expressing an action continuing through the time from past to present especially to emphasize the length of the action.</p>	<p>- SB</p> <p>- WB</p> <p>-Wall charts</p>	<p>SWEX.2</p> <p>SBEX.3</p> <p>WBEX.5</p> <p>WBEX.6</p>		

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To demonstrate the future continuous tense.</p> <p>*To use the future continuous tense in a question form.</p> <p>* To recite negative sentences using the continuous tense.</p>	<p>-The future continuous tense.</p> <p>- Making wh & Yes\No questions using the future continuous tense.</p> <p>- Making negative sentences using future continuous tense.</p>	<p>In the 21st century, Soon , In five years from now, in six years' time, in the coming years</p>	<p>- Expressing a continuing state in the future, a continuing action at a future point and for a future trend.</p>	<p>- Chalk - Board - Flash cards - Overhead projector (OHP) - SB - WB -Wall charts</p>	<p>SBEX.8</p>	<p>4</p>	<p>From 15-10 To 30- 10 2009</p>

Unit 4

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
*To use who, which and that in meaningful sentences.	- Defining relative clauses: full and reduced.	Who, which, and that	- Relating separate sentences into compound ones.	- Chalk - board - wall chart flashcards - SB - WB - OHP	SBEX.1 SBEX.2 WBEX.1 WBEX.2 WBEX.3 WBEX.4	4	From 1-11-2009 To 15-11-2009
* To extend who, which and that in meaningful sentences correctly.	- Non-defining relative clauses.	Who, which, and that	- Adding extra information to the main sentence.		SBEX.3 SBEX.4 WBEX.5		
* use the relative forms: where, why, when, and whose in meaningful sentences properly.	- More relative clauses: where, why, when, and whose.	Where, Why, When, whose	- Adding extra ideas to the described thing.		SBEX.9 WBEX.4		

Unit 5

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
* To use the definite articles a, an, and the in meaningful sentences.	Articles : definite, indefinite, and zero.	A, An, The, some	- Using a\an with a singular, countable noun when it is specific. E.g. when you first mention it. - Using some with a plural, countable noun. - Using the to refer to a specific countable noun. - Using zero article to refer to the whole of a group of countables. - Expressing sentences that have cause and result.	- Chalk - board - wall chart - flashcards - SB - WB - OHP	SBEX.1 WBEX.1 WBEX.2 WBEX.3	4	From 15-11-2009 To 30-11-2009
* To use "because" and "so" in meaningful sentences accurately.	- Cause and result .	Because &	- Expressing sentences with purposes.		SBEX.2 WBEX.4 WBEX.5		
*To infer" in order to "& "so that" in sentences.	- Clauses of purpose.	So In order to & So that			SBEX.3 WBEX.6 WBEX.7		

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
* To employ reflexive pronouns : myself, himself ... in meaningful sentences correctly.	- Reflexive pronouns.	Myself, Yourself\selfs, Him\her\itself, Ourselves Themselves	- Using reflexive pronouns for emphasis, for not relying on other people's ideas, and for doing things alone.		SBEX.7	4	From 1-12 To 15- 12 2009

Unit 6

Specific Objectives	Key Structure	Key Vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of periods	Time
<p>* To formulate adverbs and their comparisons accurately.</p> <p>*To compose adjectives' degrees correctly.</p>	<p>- Comparison of adverbs.</p> <p>- Comparison of adjectives.</p>	<p>Slowly, more slowly than, the most slowly. Well, better than, the best.</p> <p>Tall ,taller than, the tallest \ Expensive , more expensive than, the most expensive.</p>	<p>- Using adverbs in comparison form.</p> <p>- Using adjectives in comparison form.</p>		<p>SB.EX 1 SB.EX 2 SB.EX 3 WB.EX 1 WB.EX 2 WB.EX 3</p>	4	From 16-12 To 30- 12 2009

Specific Objectives	Key structure	Key vocabulary	Skills Practice	Teaching Aids	Exercises Evaluation	Number of Periods	Time
<p>* To extend "too" & "enough" in meaningful sentences.</p>	<p>- too \ very . - (not) enough .</p>	<p>Big, Tall, Easy, Quick, Tough , Slow, Heavy</p>	<p>- Using too and enough to add comments.</p>		<p>SBEX.4 WBEX.4 WBEX.5 WBEX.6</p>	4	
<p>* To use "much" and "many" in meaning sentences properly.</p>	<p>- Quantifiers with countable and uncountable nouns: all, most, a lot, some, much, many, a few, a little.</p>	<p>People, Efforts, Money, Students</p>	<p>- Adding quantifiers to form sentences.</p>		<p>SBEX.11 WBEX.12</p>		

Appendix (c)

List of referees

1-	Dr. Awad Keshta	Ph.D in Methodology The Islamic University
2-	Dr. Sanaa Abu Dagga	Ph.D in Methodology The Islamic University
3-	Dr. Mohammad Hamdan	Ph.D in Teaching English AL Aqsa University
4-	T. Mohammad Ateyah	M. A. in Methodology AL Aqsa University
5-	T. Maha Barzag	M.A. in Methodology Al Qattan Centre
6-	T. Islam Sharbeen	M. A. in Methodology Teacher at UNRWA School
7-	H. Majed Salah	M. A. in Methodology Headmaster at Governmental School
8-	S. Kamal Abu Shamlah	M. A. in Methodology Supervisor at Governmental School
9-	S. Hussein Abu El Khair	B. A. in English Language Supervisor at Governmental School
10-	S. Haider Abu Shaweesh	B.A. in English Language Supervisor at Governmental school
11-	T. Abdel Hakeen Al Farra	B.A. in English Language Teacher at Governmental School
12-	Yaseen Al Astal	B.A. in English Language Teacher at Governmental School

Appendix (D)

Curriculum Vitae C.V

Omar Ahmad Salem Obaid
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Tel \ 2050755 Mobile \ 0599845888.

Personal Information :

Name : Omar Ahmad Salem Obaid

Gender : Male

Date of Birth : 28 \ 3 \ 1974

Marital Status : Married

Place of Birth : Palestine

Nationality : Palestinian

I. D : 900194606

Education File :

* General Certification Of Education : 1990

* B.A. of English Language (Al Azhar University- 1995)

* M.A. of Methodology " The Effectiveness of Teaching English Grammar Through Three Approaches on The Achievement of Secondary School Students "

Professional Experience :

A teacher of English language (Khan Younis Government Schools).

Appendix (E)

Permission from the Ministry of Education

Palestinian National Authority
The Ministry of Education and
Higher Education
Ass. Deputy Minister's Office



الرقم م - ع مذكرة داخلية (1075)
التاريخ 30 - 08 - 2009م

حفظه الله

السيد مدير التربية والتعليم - محافظة خان يونس
السلام عليكم ورحمة الله وبركاته ...

الموضوع \ تسهيل مهمة بحث في الماجستير

يقوم الطالب : عمر أحمد سالم عبيد ، والمسجل لدرجة الماجستير في الجامعة الإسلامية كلية التربية \ تخصص المناهج وأساليب التدريس \ اللغة الإنجليزية ، بعمل بحث بعنوان : فاعلية تدريس ثلاثة طرق لقواعد اللغة الإنجليزية على تحصيل طلاب المرحلة الثانوية .

يرجى من سيادتكم التكرم بمساعدة الطالب بتطبيق أدوات الدراسة الخاصة بدراسته ، وذلك على عينة الطلاب المرحلة في محافظة خان يونس ، وذلك حسب الأصول .

وتفضلوا بقبول فائق الاحترام...

أ- زياد محمد ثابت

وكيل الوزارة المساعد للشئون التعليمية