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**The Effect of Using Inductive and Deductive Methods on
7th Grade Students' Achievement in Grammar and their
Attitudes toward EFL in Bethlehem District**

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**The Effect of Using Inductive and Deductive Methods on
7th Grade Students' Achievement in Grammar and their
Attitudes toward EFL in Bethlehem District**

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Dedication

This thesis is dedicated to my family. The words can't express the extent of my thankfulness and appreciation to my dear husband, who encouraged and supported me in the toughest moments. I will never forget the prayers of my mother and father, to whom I also dedicate this thesis. I also dedicate this thesis to my little daughters, brothers, sisters and friends who are the greatest gift to me from Allah.

Heba Hmedan

Declaration:

I certify that this thesis, submitted for the Degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed

Heba Ali Amer Hmedan

Date: 20/1/2016

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Abstract

This study aimed to investigate the effect of using the inductive and deductive methods on 7th grade students' achievement in grammar and their attitudes toward EFL in Bethlehem District in Palestine. To achieve the purpose of the study, the researcher applied the instruments to a purposeful sample from 7th grade students at two schools, one for boys and the other for girls. Two groups, the experimental and the controlled ones were used in this study. The experimental group was taught by the inductive and deductive methods, and the controlled group was taught by the traditional method. To answer the main research question whether the inductive and deductive method are more effective in teaching grammar rather than the traditional way, the researcher used a pre and post- tests to measure students' achievement in grammar. The researcher also designed a questionnaire to measure students' attitudes toward English as foreign language (EFL). In this study, the researcher used the quasi-experimental design and the used Analysis of Covariance (ANCOVA) for measuring the contrast between the experimental and control groups. The research concluded that there are statistical significant differences between the mean scores of 7th grade students' achievement in grammar, due to interaction between teaching method and gender and the differences were in favor of male students who studied in the experimental group. Also, the results showed that there are no statistical significant differences between attitudes towards EFL, due to interaction between teaching method and gender. The researcher recommended the needs to train English teachers to use inductive and deductive methods in teaching English grammar to improve both students' attitudes towards EFL and their achievement level. Also, to conduct more researches on other variables and other education levels.

أثر استخدام الطريقة الاستنباطية والاستقرائية على تحصيل طلبة الصف السابع في النحو والصرف واتجاهاتهم نحو اللغة الانجليزية كلغة اجنبية في محافظة بيت لحم

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المخلص:

هدفت هذه الدراسة للكشف عن أثر استخدام الطريقة الاستنباطية والاستقرائية على تحصيل طلاب الصف السابع في النحو والصرف واتجاهاتهم نحو اللغة الانجليزية كلغة اجنبية في منطقة بيت لحم في فلسطين، ولتحقيق الغرض من هذه الدراسة طبقت الباحثة ادوات الدراسة على عينة قصدية تتألف من مجموعة من طلبة الصف السابع في مدرستين احدهما للذكور والثانية للإناث، وكل مدرسة تحتوي على مجموعتين وهما تجريبية وضابطة. المجموعة التجريبية تم تدريسها بالطريقة الاستنباطية والاستقرائية، اما المجموعة الضابطة فقد تم تدريسها بالطريقة التقليدية. وللإجابة عن اسئلة الدراسة والفرضيات، قامت الباحثة بتصميم امتحان تحصيلي (قبلي وبعدي) لقياس تحصيل الطلبة في النحو والصرف. وقامت الباحثة ايضا بتصميم استبيان لقياس اتجاهات الطلاب نحو اللغة الانجليزية كلغة اجنبية. في هذه الدراسة، اعتمدت الباحثة التصميم شبه التجريبي استخدمت اختبار التباين المصاحب (ANCOVA) وذلك لقياس التباين بين المجموعتين التجريبية والضابطة. وقد خلص البحث إلى أن هناك فروقا ذات دلالة إحصائية بين متوسطات درجات تحصيل طلبة الصف السابع في النحو نتيجة للتفاعل بين طريقة التدريس والجنس والاختلافات كانت للذكور الذين درسوا في المجموعة التجريبية. كما أظهرت النتائج أنه لا توجد فروق ذات دلالة إحصائية بين متوسطات اتجاهات طلبة الصف السابع تجاه اللغة

الانجليزية كلغة أجنبية نتيجة للتفاعل بين طريقة التدريس والجنس. وأوصت الباحثة بضرورة تدريب معلمي اللغة الانجليزية على استخدام الطريقة الاستباطية والاستقرائية في تعليم قواعد الانجليزية لتطوير كلا من اتجاهات الطلاب نحو اللغة الانجليزية كلغة اجنبية ومستوى تحصيلهم. بالإضافة الى اجراء المزيد من البحوث حول متغيرات ومستويات تعليمية اخرى.

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Chapter On

Introduction

1.1 Background of the Study

Learning English language is essential for many people who consider it as an international language because it is the language of economics, sciences and many others fields. In order to learn English, learners must master the four skills (listening, speaking, reading and writing) grammar and vocabulary each aspect has its own method of teaching.

Good knowledge at grammar and words in any language leads to good understanding of any speaking, reading, writing and listening activity. Also, any mistakes were made in grammar will lead to misunderstanding in all languages aspects. (Zhong – guo, & Min-yan , 2007). Furthermore, grammar is thought to be the basis for all language skills. In the listening and speaking, grammar plays an important role in grasping and expressing the spoken language. Also, learning the grammar of any language helps to acquire that language and its grammar rules and patterns (Widodo, 2004).

During years, teaching English grammar was an important issue that researchers studied. Also many different approaches discussed the idea of how to teach English grammar. These approaches focused on teaching the aspects of the language and focused also on teaching grammar especially. (Brinton, Celce – Murcia & Snow, 2014). In English as a foreign language, teaching grammar was done by using the mother tongue and it was important to extract the meaning of target language by Trans lating grammar rules into native language by followed grammar – translation approach.

Grammar has been defined in many different ways by teachers and researchers who deal with teaching grammar (Ellis, 2006). Learning grammar helps learning the rules of grammar and having a good knowledge of grammar. Learning grammar provides many basis on which learners can build their knowledge and use language correctly (Ellis, 2006).

Grammar was regarded as a form and also used to make meaning. The users of grammar not only express themselves accurately and meaningfully, but also use their knowledge of grammar to present themselves to other people in the way that they hope to be seen(Brinton, Celce- Murcia & Snow, 2014).

Teaching grammar according to Ellis (2006, p. 84) is "any instructional technique that draws learners' attention to some specific grammatical form in such a way that helps them either to understand it meta linguistically and/or process it in comprehension and/ or production so that they can internalize it" .In order to teach grammar, the most suitable ways can be followed inductive and deductive. In the inductive method according to Mauntone (2004) the teacher shows the students a series of examples and non-examples then guide them toward noticing pattern and coming up with generalization or concept rule. But in the deductive method helps students to be quickly and accurately solve problems in the classroom.

Following suitable teaching method in teaching grammar improves students' achievement in grammar and also in learning English. But also, it affects on the students' attitudes towards English and grammar. And that depends on the students' level, age and the teaching method. The term attitude was defined in many different methods during the year. In 1980s, Gardner (1985) defines attitude as an evaluative reaction to some referent on the basis of individual's beliefs or opinions about the referent. In a recent study, Siti (2008)

suggests that students' attitudes correlate with their proficiency level as well as the location of their school and their classes.

So, attitude may influence how people deal with different situations in their lives including learning a foreign language. Moreover, Daana and Tahaineh (2013), the attitudes are related to the classroom learning situations, so the learners of English as a foreign language need to be prepared psychologically to acquire English as a foreign language.

As a teacher- participant in the teaching process, the researcher noticed that the students' achievement in grammar was weak and that encouraged the researcher to try using new teaching methods in teaching grammar to improve the students' achievement in it. Also that improved the students' attitudes towards EFL. So this study was designed to investigate the effect of using the inductive and deductive method and also the attitudes of the learners toward teaching English as a foreign language (EFL).

1.2 Statement of the Problem

English grammar teaching is a big challenge to both the teacher and the students. To teach English grammar, the teacher follows different methods in order to meet the students' needs, levels and abilities. And these different methods affect negatively or positively on the students' achievement level especially in grammar and on learning English generally. Also, that will effect on the students' attitudes toward learning English as a foreign language. As a teacher-participant in the teaching process, the researcher needs to know the effectiveness of using the inductive and deductive methods on 7th grade students' achievement in grammar and their attitudes toward EFL.

1.3 Objectives of the Study

The study aims to investigate the effectiveness of using the inductive and deductive methods on 7th grade students' achievement in grammar and their attitudes toward EFL.

1.4 Questions of the Study

This study tries to answer the following questions:

1. Is there any effect of using inductive and deductive methods on 7th grade students' achievement in grammar due to teaching method, gender or the interaction between them?
2. Is there any effect of using inductive and deductive methods on 7th grade students' attitudes towards EFL due to teaching method, gender or the interaction between them?

1.5 Hypotheses of the Study

The hypotheses of this study are as follows:

1. There are no statistical significant differences at the level ($\alpha \leq 0.05$) between the mean scores of 7th grade students' achievement in grammar due to teaching method, gender or the interaction between them.
2. There are no statistical significant differences at the level ($\alpha \leq 0.05$) between the means of 7th grade students' attitudes towards EFL due to teaching method, gender or the interaction between them.

1.6 Significance of the Study

This study is considered significant because it presents in the following points:

1. This study is of great use to English teachers. Applying the inductive and deductive methods help teachers to choose the most suitable method in teaching grammar. As a result, the teaching process is easy for the teachers and the students, and that will make the class more effective, interesting and enjoyable.
2. This study will benefit students. Using the suitable method in teaching grammar which fits students' need, level and age and that improves students' abilities to learn English grammar.
3. This study helps writers and curriculum designers to consider the inductive and deductive methods in the future.
4. This study may help to lead to the investigation of more studies in this field for different population and variables.

1.7 Limitations of the Study

The study is limited to the investigation of the effectiveness of using the inductive and deductive methods in teaching English grammar to 7th grade students in Bethlehem district in the academic year (2015-2016) and their attitudes towards EFL.

1.8 Definition of Terms

The following definitions help to clarify the meaning of the terms used in this study:

Inductive: Rivers (1968) defines the inductive as the activities which are used in order to encourage the students to draw their own structural generalizations from what they had been learning. Whereas, Celce-Murcia and McIntosh (1979, p: 219) say that "In the inductive, the teacher presents example from which the learner induces the relevant second language". But Cambridge Dictionaries Online defines the inductive as "using a particular set of facts or ideas to form a general principle." Moreover, inductive occurs according to

Hulstijn (2005) when the students see the structure embedded in instances where it is naturally used, which later leads to an explicit definition of the grammar rule.

Deductive: Rivers (1968) defines the deductive as moving in teaching from the statement of the rule to its application in the example. But Cambridge dictionaries online defines deductive as to reach an answer or a decision by thinking carefully about the known facts. It also defined according to Hulstijn (2005) as when the instructor presents a grammar rule before showing the structure in its natural setting or within target language examples.

Method: it is defined as the procedure of language teaching. It is implemented by techniques, actual classroom behavior of the specific strategies which the teacher selects to achieve his objectives (Bruder & Paulston, 1976). Also, it is defined by Cambridge Dictionaries Online as a way of doing something, often one that involves a system or plan.

Grammar: according to Bruder and Paulston (1976), grammar is defined as the possible forms and arrangements of words in phrases and sentences. Whereas, Cambridge Dictionaries Online define grammar as the way you combine words and change their form and position in a sentence, or the rules of this.

Attitude: according to Merriam-Webster Dictionary, attitude is the way you think and feel about someone or thing. Also, attitude is defined as a manner, disposition, feeling, position, etc, with regard to a person or thing; tendency or orientation, especially of the mind according to Dictionary.com. Also, Gardner (1985) says that attitude is linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. In addition to that, Spolsky (2000) states that the attitudes towards the language hint at the learners' fears, feelings, or prejudice about the learning of English as a second language. Moreover, Ajzen (2005) believes that attitude is a hypothetical construct that is inaccessible to direct observation and must be inferred from measurable responses.

Chapter Two

Literature Review and Related studies

2.1 Introduction

This chapter is divided into two parts which are the Literature Review and related studies that relate to the effectiveness of using the deductive and the inductive methods in teaching English grammar and the attitudes toward EFL. Literature review discusses some topics which are: First, it has different definitions of grammar, types of grammar and teaching grammar. Second, it discusses different definitions of the inductive method. Third, it discusses different definitions of the deductive method. Fourth, it has it discusses the Students' attitudes toward learning English as a foreign language (EFL). Whereas, the related studies explore some previous studies that have investigated the effect of using the inductive and the deductive methods in teaching grammar and Students' attitudes toward learning English as a foreign language (EFL).

2.2 Review of Literature

2.2.1 What is Grammar? Types of Grammar:

“Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentences” (Nunan 2003, p. 154). According to the previous statement the importance of grammar discussed many years ago. The sentences of any language are accepted if they follow the rules of that language (Nunan, 2003). Grammar, according to Cook (2001), is the central area of the language around which other areas such as pronunciation and vocabulary. Grammar relates sound and meanings which is called

sometime the computational system. Grammar is unique aspect of language that has features that don't occur in any mental process and aren't found in animal languages. Also grammar is learnt in many different ways.

Nunan (2003) believes that grammar has recursive rules allowing one to generate grammatically correct sentences over and over. Bruder and Paulston (1976) define grammar as the possible forms and arrangements of words in phrases and sentences. Grammar doesn't separate from other language skills and aspects. It will be found in listening comprehension, pronunciation, reading and writing.

English grammar has been divided by many grammarians into different types. The main popular grammar types that Nunan (2003) find out are Prescriptive grammars and Descriptive grammars. Prescriptive grammar lays down the law, telling what is right and what is wrong. Whereas Descriptive grammar describes the way that people actually use languages.

2.2.2 Teaching Grammar

Teaching grammar is rooted in the formal teaching of Latin and Greek which used in many schools in Europe for many centuries. In that time, Grammar -Translation Approach was developed in order to analyze the languages and their complicated rules. Latin and Greek was the key to the thought and literature of a great and ancient civilization, so the reading and translation of texts was important as writing exercises in imitation of these texts. This approach aims at creating an understanding of the grammar of the language, expressed in traditional terms, providing the students with a wide literary vocabulary and training the students to extract the meaning from foreign texts by translation into the native language (Rivers, 1968).

Grammar in the Grammar Translation Approach is taught deductively. This means that rules, principles, concepts or theories are presented first, and then the applications of them are treated. In other words, start from general to specific principles (Widodo, 2006).

In addition to the deductive method, the inductive method is used to teach grammar. Inductive means moving from the specific to the general. The learners are exposed to instances of language use, and then emerge patterns and generalizations. The learners in inductive method directly attend to particular forms and try to arrive at metalinguistic generalizations on their own (Erlam, 2003).

2.2.3 Inductive Method

Inductive approach comes from inductive reasoning, stating that a reasoning progression proceeds from particulars which are observations, measurements and data, to generalities which are rules, laws, concepts and theories (Widodo, 2006).

According to Nunan (2003), Inductive is presenting the learners with samples of language and, through a process of guided discovery get the learners to find out the principle or rule for themselves. This method is most close with the Audio-lingual Approach in teaching languages (Gollin, 1998). This approach according to Brinton, Celce- Murcia and Snow (2014) was driven from the reform movement. The audio-lingual approach appeared in the United States during World War II. Some features of this approach are:

- Lessons begin with dialogues.
- Grammatical structures are sequenced and rules are taught inductively.
- Skills are sequenced.
- A great effort is made to prevent learner errors.
- Vocabulary is severely controlled and limited in the initial stages (Brinton, Celce-Murcia & Snow, 2014).

Inductive, according to Celce-Murcia and McIntosh (1979), presents examples by which the learner induces the relevant second language rule. In the audio-lingual approach, inductive is dominant although the learner is never required to state the rule.

Hulstijn (2005) says that the students see the structure embedded in instances where it is naturally used, which later leads to an explicit definition of the grammar rule.

In 1942, Gullette, Keating and Viens agree that the presentation of new material should be presented inductively whenever possible. Also psychologists agree that material which is learned through long use is easier to retain than that which is memorized. Inductive analysis of sentences will present variants of already familiar material, and this will help students to pay closer attention and force them to work out new principles for themselves. Inductive method has learners participating actively in their own instruction. This method encourages learners to develop their mental set of strategies for dealing with tasks. This method tries to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher (Widodo, 2006). Schmidt (1990) says that inductive method has involved implicit awareness. That means learning without intention or awareness.

The inductive method according to Widodo (2006) has some advantages and disadvantages which are in the following table:

Table (2.1): Advantages and Disadvantages of the Inductive Method:

| | |
|---------------|--|
| Advantages | 1- Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. |
| | 2- Learners' greater degree of cognitive depth is "exploited." |
| | 3-The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated. |
| | 4-The approach involves learners' pattern-recognition and problem-solving abilities, in which particular learners are interested in this challenge. |
| | 5- If the problem-solving is done collaboratively, learners get an opportunity for extra language practice. |
| Disadvantages | 1- The approach is time and energy-consuming, as it leads learners to have the appropriate concept of the rule. |
| | 2- The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught. |
| | 3- The approach can place emphasis on teachers in planning a lesson. |
| | 4-It encourages the teacher to design data or materials taught carefully and systematically. |
| | 5- The approach may frustrate the learners with their personal learning styles, or their past learning experience (or both) would prefer simply to be told the rule. |

2.2.4 Deductive Method

Widodo (2006) says that deductive method is derived from the notion that deductive reasoning from general to specific. That means rules, principles, concepts or theories are presented first, and then their application is treated. In this method, learners study grammar rules before applying the rules in doing exercises. That means the learners work from the general to the particular (Fortune, 1992).

Krumboltz and Yabroff (1965) define deduction as giving the generalizations to the students, then they are asked to deduce specific applications; whereas, deductive method according to Schmidt (1990), has involved explicit awareness, which means learning with intention and awareness.

Erlam (2003) defines the deductive method as a process that moves from general to specific. The learners are exposed to the general use, and then they apply the rule to particular instances of language use. And this method is most close with the Grammar-Translation approach (Gollin, 1998). This approach according to Brinton, Celce- Murcia and Snow (2014) was used as a way to teach Latin and other languages. This Approach has some elements, which are as follows:

- The focus is on grammatical parsing.
- Using the native language of the students.
- Little use of the target language for communication.
- Atypical exercise is to translate sentences from the target language into the mother tongue.

The Deductive method is related to conscious learning. This method tries to place a great emphasis on error correction and presentation of explicit rules. The deductive method is often used with adult learners. The teacher in this method teaches the rule explicitly to learners, and they are ready to cope with exercises given (Krashen, 2002). As in inductive method, the deductive method has its own advantages and disadvantages according to Widodo (2006), which are in the following table:

Table (2.2): Advantages and disadvantages of the deductive method

| | |
|---------------|---|
| Advantages | 1-The Deductive approach goes straight forwardly to the point and can, therefore, be time-saving. |
| | 2- A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples. |
| | 3- A number of direct practice/application examples are immediately given. |
| | 4- The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition. |
| | 5-It confirms many learners' expectations about classroom learning, particularly for those who have an analytical style. |
| Disadvantages | 1- Beginning the lesson with a grammar presentation may be off-putting for some Learners, especially younger ones. |
| | 2- Younger learners may not be able to understand the concepts or encounter grammar terminology given. |
| | 3- Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately. |
| | 4- The explanation is seldom as memorable as other forms of presentation (for example, demonstration). |
| | 5- The deductive approach encourages the belief that learning a language is simply a case of knowing the rule. |

2.2.5 Students' Attitudes toward learning English as a Foreign Language (EFL)

In foreign language learning context, there are many factors that influence the learning process such as anxiety, motivation, intelligence, learning achievement, attitudes, etc (Gardner 1960, as cited in Shams, 2008). The issue of learner's attitude is known as one of the most important factors that impact learning a language. Researchers in education and other fields put several definitions of attitude which express different meanings from different contexts and perspectives (Alhmali, 2007).

According to Merriam-Webster, attitude means "the way you think and feel about someone or something". Whereas, Reid (2006) says that attitudes express our evaluation of

something or someone. They may be based on our knowledge, our feelings and our behavior and they may influence future behavior. In the context of studies in the sciences, attitudes are evaluations which may influence thinking and behavior. An attitude is highly complex and can affect learning extensively.

From the previous definitions of the attitude, the importance of attitude appears. The students develop their own attitudes anyway. If the teacher ignores attitudes in his/her thinking about teaching and learning, this won't stop the students developing their attitudes. If the teacher thinks that his/her task is to teach English grammar and nothing more, that will not stop attitudes developing. In addition to that, attitudes are important because they can't separate from study. It is a relatively quick series of steps for a student with difficulty in a topic to move from that to a belief that they can't succeed in the topic, that it is beyond them totally and they will no longer attempt to learn in that area. In our life, attitudes allow us to make sense of ourselves, make sense of the world around us and make sense of relationships. So, the students can make sense of themselves and others then they will understand the world around them (Reid, 2006).

Over years, it was difficult to measure attitudes. But in 1929, the first serious attempt was made by Likert who has given his name to a technique which is used nowadays. The researchers' point that if attitudes lead to behavior, then we can measure behavior and then deduce what the attitude might be (Reid, 2006).

2.3 Review of Empirical studies

During the twentieth century, several language teaching studies led to the appropriate ways to teach grammar. Alsamadani (2015) tries to investigate the relationship between Saudi EFL students' attitudes towards learning English and their academic achievement. The sample of this study consisted of 112 English major students from Umm Al- Qura University. The students were chosen randomly from different levels. The tools of this

study included an attitudes scales to measure the attitudes of Umm Al- Qura university students towards learning EFL. Also, the researcher conducted a number of semi- structured interviews with some students. The results of the study found that the students have positive attitudes towards learning English as a Foreign Language (EFL). Also, the results showed that there was a clear correlation between students' attitudes and their achievement.

Al- Mekhlafi and Nagaratnam (2013) try to study the pre-service student teachers' general attitudes towards EFL grammar instruction and their attitudes towards explicit and implicit methods of teaching grammar in an EFL context. The sample size was 58 students in the Omani schools. The tool of the study was a questionnaire about the general attitudes towards EFL grammar instruction and their attitudes towards explicit and implicit methods of teaching grammar in an EFL context. The results of the study showed that the students had positive attitudes towards EFL grammar instructions. The difference in the students' attitudes towards inductive and deductive was significant. Also, there was no significant difference in the pre-service student teachers' general attitudes towards grammar instruction as implicit and explicit methods of instruction based on their gender or the level they taught in their practicum.

Danna and Tahaineh (2013) try to identify the motivation orientations of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. The population of this study was 785 female undergraduates majoring English language and literature during the academic year 2011/2012 in Amman-Jordan. The sample of the study comprised of 184 students. The tools of the study were an adopted questionnaire about attitude, motivation. The results of this study gave evidence that learning English to be part of the culture of its people had less impact in students' English language motivation. According to the students' attitudes, the results showed that

Jordanian undergraduates majoring English as a foreign language had positive attitudes towards English language, English-speaking people and their culture.

Chalipa (2013) tries to investigate the effects of inductive vs. deduction instructional approach in grammar learning of ESL learners in Iran. The sample of this study was consisted of 40-university students in Islamic Azad University, 22 were female and 18 were males. The tools of the study were questionnaire and grammar pretest and grammar posttest in addition to immediate quizzes which were administered to the students following instruction of each grammatical structure. The results of this study showed that students learned better by deduction method on short-term more than by inductive method.

Darabad (2013) examines the effect of two types of corrective feedback on oral accuracy considering the attitudes towards foreign language. The sample of the study is 120 Iranian female EFL learners. The tools of the study are: placement test, Attitude/Motivation Test Battery (AMTB), pre-test, treatment sessions, immediate post-test and delayed post-test.

The collection data was analyzed by SPSS and two-way ANOVA. This study found that there was a statistically significant interaction between program types (corrective feedback) and the time, and also a substantial main effect for that with both groups showing an increase on the scores of oral accuracy across three time periods. The main effect comparing the two types of intervention was statistically significant suggesting a significant difference in the effectiveness of the two teaching approaches showing superiority of prompts over recasts in post-tests. In the meantime, the results didn't show any interaction between attitudes and feedback conditions in terms of target language accuracy.

Gorat and Prijambodo (2013) try to investigate the effect of using deductive and inductive approach in teaching English to students on their conditional sentence mastery. The study was a quasi-experimental study. The population of the study was 102 students in a

vocational school. The sample was 64 students in the academic years 2012-2013. The instruments of this study were a pre-test, post- test, questionnaire and interview. This study found that there was a significant difference between the mastery on conditional sentences of the student taught using deductive approach and those taught using inductive approach. It was found that inductive approach was more effective than deductive approach to teach conditional sentences.

Abidin, Alzwari and Mohammadi (2012) try to investigate Libyan secondary school students' attitudes towards learning English language in terms of behavioral, cognitive and emotional aspects. The participants were 180 students from different secondary schools in the west of Libya. The tool of this study was an adapted attitude questionnaire. The collected data was analyzed by the SPSS program and one-way ANOVA analysis test. The results of the study showed that the participants had negative behavioral and cognitive attitudes towards learning English. But the emotional aspects of attitude towards English were different from behavioral and cognitive aspects of attitude. The participants preferred studying in their mother tongue rather than in any other foreign language.

Ahmed, Yossatorn and Yossiri (2012) try to investigate the students' attitudes towards activities used in an EFL classroom in one Thai university. The sample of the study included first year students (bachelor students of medical and engineering faculties) who had studies public speaking. The tools of the study were class observations and semi structured interviews. The results found that more than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching. It was recommended that further studies be undertaken on larger scales to develop more understanding of students' attitudes towards teachers applying activities in EFL classrooms. And this study could encourage further

research to investigate the relationship between EFL teachers' using wide range of activities and promoting learners' interest on other hand.

Berendse (2012) tries to investigate the effectiveness of inductive and deductive instruction when learning grammatical structures in an ESL (English Second Language) classroom with Dutch secondary school pupils. The participants in this study were 54 secondary school pupils who were divided over two groups: a deductively taught group (28 pupils) and an inductively taught group (26 pupils). The tools of this study were pre-post tests, which had three grammatical judgment tasks, post-test and retention task. This study found that both the inductive and deductive group performed significantly better in both, the past tense and the present perfect tense in the post-test, when compared to the pre-test.

Dehbozorgi (2012) tries to investigate the effects of attitude towards language learning and risk-taking on EFL students' proficiency. The sample of this study was 120 female and male college students in Iran. The study used three data gathering instruments which were: attitude towards language learning scale, questionnaire and Oxford Quick placement Test (2005). The results of the study showed that the relationship between proficiency level-high, middle and low- and attitude towards language learning was not significant and the middle proficient participants were higher risk-takers, the results demonstrated differences in risk-taken between high and intermediate levels. Moreover, there were no significant differences between high and low groups and low and middle groups. Correlation analysis revealed a significant positive relationship between attitude towards language learning and risk-taking. Besides, language proficiency and attitude towards language learning didn't have a significant correlation. Also, the correlation between language proficiency and risk taking was not significant.

Wang (2012) compares the effect of inductive and deductive approaches in teach English verb tenses to Taiwanese English-majored freshmen of field independent and dependent cognitive. National Kaohsiung University of Applied Sciences was randomly selected of this study. The students were divided into two classes, class A consisted of 51 students who were taught by deductive instruction and class B consisted of 49 students, who were taught by inductive instruction. This study applied some tools which were a self-designed English tenses comprehension test, and this test was used as the pre/post- test of the study. The second tool was the group embedded figures test which is a popular instrument used to determine the field dependent/independent cognitive style. The present study found that while both groups exhibited remarkable improvement after two months of instruction, students in the deductive group improve more significantly than those in the inductive group. This result implied that explicit instruction of grammatical rules is the most efficient way to learn English for most Chinese learners.

Osafo-Adu, Simpeh and Soku (2011) try to examine students' attitudes towards the study of English and French in a private university setting in Ghana. The sample of the study was 130 students and the instruments were a survey questionnaire to measure the attitudes of students to the study of English and French. The results of this study showed that gender had a significant effect on students' attitudes to the study of English, where females showed a better attitude to the two languages than their male counterparts. However, gender had no significant effect on students' attitudes to the study of French. Thus no significant differences exist between males and females in their attitudes to French. It also found that age and level of students had no significant effect on students' attitudes to the study of both English and French. Also, language back group had no effect on students' attitudes to the study of English and French. But the results showed that language block had a significant effect on students' attitudes to the study of French.

Galloway (2011) tries to investigate the Japanese university students' attitudes towards English and English teachers in relation to the use of English as a Lingua Franca (ELF). The sample of the study was the students majoring in English at Kanda University of International Studies in Japan, a private university in Chiba. The tools of the study were questionnaires, interviews and focus groups. The findings showed that English is seen as a language belonging to native English speakers and those students want to learn native English. However, the results highlighted that a number of factors influence students' attitudes. The findings also demonstrated that the study of Global Englishes influenced students in a number of ways, including their motivation for learning English, attitudes towards varieties of English and attitudes towards English teachers.

AlRifai (2010) tries to study the students' attitudes, motivation and difficulties involved in learning English language and factors that affect motivation in learning it. The sample of the study was about 200 students who have taken different English courses in Kuwait University. The tool of the study was a questionnaire and the data analysis was done by using SPSS software package. The results of this study found that there was a high correlation between any two independent variables related to students learning English language. This means that if the attitude toward learning English increases, the student gets much more in class courses and also from teachers during the teaching sessions. Also, appropriate changes can be recommended in teaching methods, teaching strategies and various techniques can be designed and implemented to motivate the students to learn English. One of the recommendations of the study was to implement teaching strategies and do further research on any topic that will bring about an improvement in teaching strategies and this will help change the students' attitudes toward learning the English language and motivate students in learning English language.

Fakeye (2010) tries to find out the relationship between students' personal variables such as academic ability as correlates of academic achievement in English as a second language in Nigeria. The sample was chosen randomly from some secondary schools in Nigeria. The tools of the study were questionnaire, academic ability test. The results of the study found that there was positive relationship between students' attitudes and their academic achievement in English language. Also, there was a significant difference in the academic ability of male and female students with male students having higher academic ability mean scores.

Kuder (2009) has worked on her study to examine the implications of the inductive and the deductive approach to SLA grammar instruction in Spanish to 44 college – aged participants in two separate intermediate classes. Students were divided into two groups, 20 students in the controlled group and 24 in the experimental group. Each group experienced a 50- minute instruction, administered by the some instructors. The researcher used diagnostic and identical assessment measures. The results of this study showed there were a higher level of achievement as well as a higher level of satisfaction in the group exposed to the inductive lesson, in comparison to the group exposed to the deductive lesson.

Takimoto (2008) works on this study to investigate the effects of the deductive and inductive instruction on the development of language learners' pragmatic competence in Japan to 60 participants, who were randomly assigned to one of four. Three treatment groups and one controlled group, the three treatment groups were: the deductive instruction (DI) group, the inductive instruction with problem solving tasks (IP) group, and the inductive instruction with structured input tasks (IS) group. The four group of participants, the DI, IP, IS and the controlled groups took part in four types of English language classes. Each teaching session for the three controlled groups lasted 40 minutes. This study used pre-tests and post-tests, and they had modifications of prototypic measures of cross- culture

pragmatics. Each test has two outputs – based parts, discourse completion test and role-play tests, and two input-based tests, a listening test and an acceptability judgment test. The results of this study indicated that inductive instruction was effective when combined with problem-solving tasks or structured input-tasks for which the emphasis is on pragmatic linguistic.

Mohammad (2008) tries to investigate the effects of deductive and inductive approaches of teaching on Jordanian University students' use of the active and passive voice in English. This study was conducted in two university students in Jordanian: Al – Balqa' Applied University and Jarash Private University. Three sections of students shared in the study, two classes from Amman Faculty of Engineering Technology in the first university, and one class from the faculty of arts (English Department) in the second university. The students of each class were divided randomly into two groups: one group was taught the passive and the active voice by the deductive approach and the other group by the inductive approach. The research's tools in this study were pre-test, was used as a mean of feasible evaluation, and post- test. The results of this study indicated that students in the deductive groups made significant better gains than those in the inductive group in the use of the passive and the active voice.

Erlam (2003) focuses in this study on the relative effects of deductive and inductive instruction on the acquisition of direct pronouns in French. This study was conducted in one of New Zealand's largest secondary schools. There were 69 students which were divided into three groups. Group one was taught by deductive instruction and consisted of 21 students, group two was taught by inductive instruction and had 22 students, and group three was the controlled group, which had 26 students. The three groups received three lessons, each lesson was 45 minutes and spread over the period of one week. The tools of this research were oral production tests, written production tests, and listening

comprehension tests. The results of this study provided evidence in support of the effectiveness of deductive language instruction in a teacher-centered classroom language learning environment with school-age learners.

2.4 Summary

Some previous studies show that the students learned better by the deductive method but other studies show the opposite. However some other studies find that the students performed better on the both methods which are inductive and deductive method such as Berendse's study which investigated the effect of inductive and deductive instruction when learning grammatical structures in an ESL classroom with Dutch secondary school pupils. Also, there are some previous studies investigate the relationship between the students' attitudes towards learning English and their academic achievement such as Alsamadani's study which found that the students have positive attitudes towards learning English as a foreign language (EFL). According to this study, it shows the effect of using inductive and deductive methods on the students' achievement level in grammar and the attitudes of them towards EFL. This study doesn't separate between the two teaching method and compared between them but it used them as one new teaching method. This study also is the first study and research which investigate the effect of using inductive and deductive methods on the students' achievement in Palestine and this characterizes this study and distinguishes it from the previous empirical studies. In addition to that, this study measures the students' attitudes towards EFL. Also, this study uses the two previous methods as one method and compares it with the traditional way of teaching grammar to know their effect on the students' achievement in grammar and also measures the attitudes of the students towards EFL.

Chapter Three

Methods and Procedures

3.1 Introduction

In this chapter, the researcher describes the methodology of the study, research population, and the procedures of the sample examination and the steps of building the tools of the study, which include: an achievement test (pre-test and post-test), questionnaire as well as the necessary steps to ensure the validity and reliability of the tools. It also includes a description of the study design and statistical analysis.

3.2 Method

The research followed the experimental approach and quasi-experimental design.

3.3 Research Population

The research population consists of all males and females in 7th grade students in Bethlehem Educational Governorate schools during the first semester of the Scholastic Year 2015-2016 and their number is (3528). Table (3.1) shows the distribution of the students according to gender.

Table (3.1): The distribution of the population of the study according to gender.

| Male | Female |
|------|--------|
| 1823 | 1705 |

3.4 Sample of the Study

The sample of the study was purposeful which was from the population of the study. However, the control and experimental groups had been assigned randomly. The overall sample consisted of (108) taken from the population of (3528) learners at 7th grade governmental schools at Bethlehem District. The sample consisted of two groups from two schools which were Al- Ta'akhy primary school for boys and Beit Sahour secondary school for girls. Each school had two groups, one was the experimental group and the other one was the controlled group. The experimental groups learned by using the inductive and deductive method and the control groups learned by the traditional method. Table (3.1) shows the distribution of the students in the experimental and controlled group according to the gender.

Table (3.2): The distribution of the students in the experimental and controlled group according to the gender in the sample of the study.

| Group | Gender | |
|--------------|--------|--------|
| | Male | Female |
| Experimental | 23 | 29 |
| Controlled | 25 | 31 |
| Total number | 48 | 60 |

3.5 Instruments of the Study

1. Achievement tests (pre-test and post-test). The test was designed to measure the students' achievement in the present perfect tense from English of Palestine. This test had five questions and every question had five items which needed to be answered by the

students in the experimental and controlled groups. The total mark in this test was out of 25 marks.

2. Questionnaires about students' attitudes toward EFL. The questionnaire was designed in order to measure the students' attitudes towards EFL. This questionnaire had 24 items. The questionnaire contained first a cover page which contains the researcher's letter to the students and personal data. Second, it has the 24th items about students' attitudes. To answer the questionnaire, the students needed to read the 24 items carefully then decided the suitable answer that expressed his/her opinion. The researcher designed the questionnaire in the form of a 5 point Likert scales ranging from strongly agree, agree, uncertain, disagree to strongly disagree. The questionnaire was submitted to students in English. Valuable instruction and assistance was offered during the whole process. All questionnaires were filled out and returned to the researcher.

3.6 Validity of instruments

3.6.1 Validity of the test

To ensure the validity of the test content, it was presented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the test paragraphs and the researcher considered their comments and notes.

3.6.2 Validity of the questionnaire

To ensure the validity of the questionnaire, it was presented to group of arbitrators (appendix 1) with competence and experience. They were asked to state their opinions on the questionnaire paragraphs. The comments and opinions were considered and the researcher followed them in the study.

3.7 Reliability of the instruments

3.7.1 Reliability of the test

To ensure reliability of the test, the researcher applied the test to a sample of 25 students from the study population and out of the sample. Reliability coefficient was calculated by test-retest. It was 0.79 for the test.

3.7.2 Reliability of the questionnaire

To ensure reliability of the questionnaire, the researcher applied the questionnaire to a sample of 25 students from the study population and out of the sample. Reliability coefficient was calculated by test-retest. It was 0.62 for the questionnaire.

3.8 Design of the Study

| | | | | |
|----|----|---|----|----|
| O1 | O2 | X | O3 | O4 |
| O1 | O2 | | O3 | O4 |

O1: Pre-test

O2: Pre- questionnaire

O3: Post-test

O4: Post- questionnaire

X: Treatment

3.9 Variables of the Study

3.9.1 Independent Variable:

1. Methods of teaching (using the inductive, the deductive methods and the traditional method).
2. Gender (male, female).

3.9.2 Dependent Variable:

Grammar achievement in present perfect, Students' Attitudes towards EFL.

3.10 Data Collection Procedures

The researcher adopted the following procedures during the first semester of the year 2015/2016:

1. The researcher reviewed educational Literature and previous studies related to the using of inductive and deductive and also about the students' attitudes towards EFL.
2. Researcher reviewed the Palestinian English Curriculum for the Seventh Grade and identified basic units that had grammar rules about present perfect, which were units 6 and 7.
3. Researcher chose the grammar rules to be taught through the inductive method which was the present perfect in unit 6.
4. Researcher chose the grammar rules to be taught through the deductive method which was the present perfect with the key words in unit 7.
5. Researcher prepared study instruments which contained questionnaires, (appendix 2) and achievement tests' (appendix 3).

The pre-test is an achievement test conducted for the experimental group and the controlled group.

The post-test was an achievement test which was applied on samples of the experimental group and the controlled group. The post-test was reviewed and improved by some experts and specialists. The researcher received an official document, (appendix 4) to apply the study on the sample, and obtained an official permission, (appendix 5) from the directorate of education to conduct the study in its schools. The instruments of this study were applied on both groups (experimental and controlled) before the beginning of the teaching process.

Students learnt according to the inductive and deductive in the experimental group. In the controlled group, students taught in the traditional way. Every group was taught the rule of the present perfect in three classes for every unit. Unit 6 was about the present perfect without the key words, but in unit 7, the present perfect was taught by using the key words. The lessons for the inductive method were found in (appendix 6), and the work sheet in (appendix 7). And the lessons for the deductive method in (appendix 8), but the worksheet in (appendix 9). Then the instruments of this study were applied on the groups.

Results were displayed, analyzed and discussed and, finally the researcher made recommendations accordingly.

3.11 Data analysis

The researcher used the descriptive statistics which were means and standard deviation, in addition to the inferential statistics, which had analysis of variance (ANCOVA), using statistical software packages (SPSS), and person correlation after correcting data from the per-test and post-test.

Chapter 4

Results of the Study

This study was designed to determine the effect of using the inductive and deductive methods on 7th grade students' achievement in grammar and their attitudes towards EFL. In this chapter, the researcher shows the results of the study, alongside examining the two questions of the study and the two hypotheses. The results are divided in accordance with the questions and the hypotheses of the study. The Analysis of Covariance (ANCOVA) was used to test these hypotheses. To answer the questions of the study, they were changed into hypotheses as the following:

4.1 Results related to the First Hypothesis

There are no statistical significant differences at the level ($\alpha \leq 0.05$) between the mean scores of 7th grade students' achievement in grammar due to teaching method, gender or the interaction between them. To examine the hypothesis, Analysis of Covariance (ANCOVA).

Table (4.1): Interaction between teaching method and gender.

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|--------|-------|
| Pre-test | 1718.421 | 1 | 1718.421 | 83.765 | 0.000 |
| Method | .936 | 1 | 25.936 | 1.264 | 0.263 |
| Gender | 7.43825 | 1 | 7.438 | 0.363 | 0.548 |
| gender * method | 481.550 | 1 | 481.550 | 23.473 | 0.001 |
| Error | 2113.024 | 103 | 20.515 | | |
| Total | 26011.000 | 108 | | | |
| Corrected Total | 4194.102 | 107 | | | |

The results show that there are no statistical significant differences at the level ($\alpha \leq 0.05$) between the mean scores of 7th grade students' achievement in grammar, due to teaching method.

Also, the results show that there are no statistical significant differences at the level ($\alpha \leq 0.05$) between the mean scores of 7th grade students' achievement in grammar, due to gender.

But, there are statistical significant differences between the mean scores of 7th grade students' achievement in grammar, due to the interaction between teaching method and gender. And the differences were for the males who studied in the experimental group.

Table (4.2): Adjusted means and standard errors of the post test scores due to teaching method.

| Method | Mean | Std. Error |
|--------------|-------|------------|
| Experimental | 13.60 | 0.67 |
| Controlled | 14.71 | 0.65 |

Table (4.3): Adjusted means and standard errors of the post test scores due to gender.

| Gender | Mean | Std. Error |
|--------|-------|------------|
| male | 13.89 | 0.65 |
| female | 14.42 | 0.58 |

Table (4.4): Adjusted means and standard errors of the post test scores due to interaction between gender and method.

| Gender | Method | Mean | Std. Error |
|--------|--------------|-------|------------|
| male | experimental | 15.55 | 0.95 |
| female | experimental | 11.66 | 0.92 |

4.2 Results related to the Second Hypothesis

There are no statistical significant differences at the level ($\alpha \leq 0.05$) between the means of 7th grade students' attitudes towards EFL due to teaching method, gender or interaction between them. To examine the hypothesis, Analysis of Covariance (ANCOVA) was used.

Table (4.5): Interaction between teaching method and gender.

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------|-------------------------|-----|-------------|--------|-------|
| Pre-test | 19.037 | 1 | 19.037 | 94.010 | 0.000 |
| Method | 0.016 | 1 | 0.016 | 0.078 | 0.780 |
| Gender | 0.025 | 1 | 0.025 | 0.124 | 0.725 |
| gender * method | 0.546 | 1 | 0.546 | 2.698 | 0.104 |
| Error | 20.858 | 103 | 0.203 | | |
| Total | 1412.979 | 108 | | | |
| Corrected Total | 41.713 | 107 | | | |

The results show that there are no statistical significant differences at the level ($\alpha \leq 0.05$) between the means of 7th grade students' attitudes towards EFL, due to teaching method.

Also, there are no statistical significant differences at the level ($\alpha \leq 0.05$) between the means of 7th grade students' attitudes towards EFL, due to gender.

Moreover, the results show that there are no statistical significant differences between the means of 7th grade students' attitudes towards EFL, due to interaction between teaching method and gender.

Table (4.6): Adjusted means and standard errors of the attitudes due to teaching method.

| Method | Mean | Std. Error |
|--------------|------|------------|
| experimental | 3.57 | 0.06 |
| Controlled | 3.55 | 0.06 |

Table (4.7): Adjusted means and standard errors of the attitudes due to gender.

| Gender | Mean | Std. Error |
|--------|------|------------|
| Male | 3.58 | 0.06 |
| Female | 3.55 | 0.05 |

Table (4.8): Adjusted means and standard errors of the attitudes due to interaction between gender and teaching method.

| Gender | Method | Mean | Std. Error |
|--------|--------------|------|------------|
| Male | experimental | 3.66 | 0.09 |
| Female | experimental | 3.49 | 0.08 |

This chapter is included the results of the study as shown in the beginning of the chapter.

But the researcher in the next chapter (5) discusses the results that have been displayed in this chapter compared them with other related studies. Then the conclusions and recommendations are written in chapter 5.

Chapter 5

Discussion, Conclusion and Recommendations

5.1 Introduction

Inductive method and deductive methods in teaching grammar have been shown in a range of previous studies to determine the best method of teaching grammar. Also, the students' attitudes towards English as a Foreign Language (EFL) affect their achievement level of English. This study is an attempt to find out the effect of using inductive and deductive methods on 7th grade students' achievement in grammar and their attitudes towards EFL in Bethlehem district. Here, the researcher will discuss the results that have been displayed in previous chapter. And in the light of these results, conclusions are going to be summarized and recommendations are going to be suggested. This presents discussion of findings of the study concerned with the effect of the groups (ie. Experimental and controlled group for both girls and boys). The students' achievement in grammar due to interaction between the new teaching method and gender will be studied. Also, the students' attitudes towards EFL due to interaction between teaching method and gender will be studied. The results are also compared with other related studies to find whether these results are consistent with them or not.

5.2 Discussion of the results of the first hypothesis

The hypothesis was There are no statistical significant differences at the level ($\alpha \leq 0.05$) between the mean scores of 7th grade students' achievement in grammar due to teaching method, gender or the interaction between them.

For testing this hypothesis, Analysis of Covariance (ANCOVA) was used to determine if there is a significant difference due to interaction between method of teaching and gender.

The results show that there are statistical significant differences between the mean scores of 7th grade students' achievement in grammar, due to the interaction between teaching method and gender and the differences were for the males who studied in the experimental group.

The results of this hypothesis are consistent with Wang (2012) who compared the effect of inductive and deductive approaches in teach English verb tenses to Taiwanese English-major freshmen of field independent and dependent cognitive. The results showed that students in the deductive group improve more significantly than those in the inductive group. This result implied that explicit instruction of grammatical rules is the most efficient way to learn English for most Chinese learners. But in this study, the researcher tries to find the students' achievement in grammar by noticing the interaction between teaching method and the gender. The result can be explained because that the students most of males were taught grammar by using this new teaching method in learning grammar so the result shows that there were statistical significant differences between the mean scores of 7th grade students' achievement in grammar due to the interaction between teaching method and gender. Also the result isn't consistent with Ahmed, Yossatorn and Yossiri (2012) who try to investigate the students' attitudes towards activities used in an EFL classroom in one Thai university. The results found that more than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching.

5.3 Discussion of the results of the second hypothesis

The hypothesis was there are no statistical significant differences at the level ($\alpha \leq 0.05$) between the means of 7th grade students' attitudes towards EFL due to teaching method, gender or interaction between them.

For testing this hypothesis, Analysis of Covariance (ANCOVA) was used to determine if there is a significant difference of 7th grade students' attitudes towards EFL due to the interaction between teaching method and gender.

Table (4.3) shows that there are no statistical significant differences between the means of 7th grade students' attitudes towards EFL due to interaction between teaching method and gender,

These results are not consistent with Fakeye (2010) who tried to find out the relationship between students' personal variables such as academic ability as correlates of academic achievement in English as a second language in Nigeria. The findings of this study showed that there was positive relationship between students' attitudes and their academic achievement in English language. Also, there was a significant difference in the academic ability of male and female students with male students having higher academic ability mean scores. But in this study, the researcher has studied the interaction between teaching method and gender. Also, the result aren't consistent with Osafo-Adu, Simpeh and Soku (2011) try to examine students' attitudes towards the study of English and French in a private university setting in Ghana. The results of this study showed that gender had a significant effect on students' attitudes to the study of English, where females showed a better attitude to the two languages than their male counterparts. However, gender had no significant effect on students' attitudes to the study of French. Thus no significant differences exist between males and females in their attitudes to French. It also found that age and level of

students had no significant effect on students' attitudes to the study of both English and French.

5.4 Conclusion

The results indicated that there are statistical significant differences between mean scores of 7th grade students' achievement in grammar due to the interaction between teaching method and gender. According to the second hypothesis , the results showed that the interaction between teaching method and gender didn't affect on the means of 7th grade students' attitudes towards EFL and this accepted the hypothesis. The first conclusion to be drawn from this study is that the view that using new teaching method (inductive and deductive) in teaching grammar is beneficial to male students' achievement in grammar and that may depends on the students' level, their learning style, their teacher and their school location. Moreover, the result showed that the interaction between teaching method and gender didn't affect on the means of 7th grade students' attitudes towards EFL and this can be explained according to the period of using the new teaching method. The applying of this study didn't last a long time enough to change or affect on the students' attitudes towards EFL. Also, the researcher focused on the previous experience of the students. It affects on the students attitudes if it is bad or good. In addition to that, 7th grade students are in critical stage in their life and that may affect on the students' attitudes.

5.5 Recommendations

According to the study findings, the researcher recommends and suggests the following:

2. Encourage researchers to undertake more study to investigate the effects of using inductive and deductive methods on the students' achievement level in grammar at other educational levels and subjects.

3. The researcher encourages training teachers about the inductive and deductive methods to use these methods.
4. Encourage English teachers to use these teaching methods in teaching English grammar to improve both students' attitudes towards EFL and their achievement level.
5. Encourage the Ministry of the education (schools' head teachers, teachers and supervisors) to create an encouraging atmosphere in English classes to help students to have positive attitudes towards EFL.

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Appendices

Arbitrators list

Appendix (1)

| Arbitrator Number | Arbitrator Name | Educational Qualification | Test Arbitration | Questionnaire Arbitration |
|-------------------|--------------------|---------------------------|------------------|---------------------------|
| 1 | Dr. Ahmed Raba | University Lecturer | √ | √ |
| 2 | Dr. Ikrema Shihab. | University Lecturer | √ | √ |
| 3 | Dr. Na'em Salah | University Lecturer | √ | √ |
| 4 | Dr. Sami Al He'h | University Lecturer | √ | √ |
| 5 | Dr. Huda Mosleh | University Lecturer | √ | √ |
| 6 | Haifa' Salah | Teacher | √ | √ |
| 7 | Maha Badra | Teacher | √ | √ |
| 8 | Ibtisam Jaraisah | Teacher | √ | √ |
| 9 | Mohammad Shokrey | Teacher | √ | √ |
| 10 | Iyad Jobran | Teacher | √ | √ |
| Total Arbitrators | | 10 | 10 | 10 |

Appendix (2)

Questionnaire: 7th Grade students ' Attitudes towards EFL

Dear students:

In this study, I'd like to obtain information on the attitudes of 7th grade students towards English as a Foreign Language. This questionnaire is specifically designed to investigate only students' attitudes towards English as a Foreign Language:

Your participation in this study is highly appreciated.

1) Please check: ----- Male ----- Female

2) School:-----

3) Section: A B C

Please answer the following items about the attitudes of the students towards EFL by marking the numbers that correspond to your feelings, according to the following five scales:

Strongly agree, agree, uncertain, disagree, and strongly disagree.

Thank you for your help and cooperation.

| No. | Items | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|-----|--|----------------|-------|-----------|----------|-------------------|
| 1- | Learning English makes me happy. | | | | | |
| 2- | English lessons are boring. | | | | | |
| 3- | Getting a good job in the future depends on knowing English. | | | | | |
| 4- | The use of the new technologies such as internet needs learning English. | | | | | |
| 5- | It isn't important to learn English. | | | | | |
| 6- | It is hard to learn English. | | | | | |
| 7- | Listening to English speakers makes me bored. | | | | | |
| 8- | I feel unwilling to speak in English. | | | | | |
| 9- | Learning English will help me continue my education. | | | | | |
| 10- | I need English when I travel abroad. | | | | | |
| 11- | Learning English helps me make new friends. | | | | | |
| 12- | I like listening to English. | | | | | |
| 13- | I understand what other people say in English. | | | | | |
| 14- | Fear and unpleasant feelings are caused by learning English. | | | | | |
| 15- | I try to speak in English. | | | | | |
| 16- | I feel confident when I speak English. | | | | | |
| 17- | English is my best subject. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 18- | I don't like to read anything in English. | | | | | |
| 19- | I like to read more stories, poetry and plays in English in the future. | | | | | |
| 20- | It is hard to write in English. | | | | | |
| 21- | I think Watching English programs on TV isn't enjoyable. | | | | | |
| 22- | Writing in English makes me happy. | | | | | |
| 23- | I want to write English correctly. | | | | | |
| 24- | I can learn more about other cultures if I know English. | | | | | |

Appendix (3)

Pre/post –test (Present Perfect) /7th grade/ Unit Six and Seven

Dear students:

This is a test about the present perfect that you have already learnt, please read the questions carefully then answer them correctly. The results will be used in order to carry out a study about the use of inductive and deductive methods in teaching grammar to 7th grade students in Bethlehem District. The answers of these questions will be confidential and be used for academic purposes.

Please check the following:

Male:.....Female:.....

School:.....

Section: A B C

Thank you for your cooperation and support

Q. 1: Put the verbs in brackets in their correct forms:

1. My mother ----- already ----- the windows. (clean).
2. He ----- just ----- his hand with a knife. (cut).
3. We -----just ----- a Palestinian meal for my uncle 's family. (cook).
4. Ahmad ----- writhing his homework yet. (finish).
5. ----- you ----- a lot of friends in the school? (make).

Q. 2: Correct the underlined verbs in the following sentences:

1. We have just work a lot.

2. My father have already watched the news on TV.

3. She has just arrives our home with her family.

4. Have they already find their way to the school?

5. The plane haven't landed yet.

Q. 3: Choose the correct verb in the brackets:

1. The police men ----- already ----- the killer in the street.

(have caught– has caught – have catch – has catch)

2. ----- your father ----- car yet?

(has wash – have wash– has washed–have washed)

3. I ----- my shopping yet.

(hasn't finished– has finished– haven't finished–have finished)

4. She ----- just ----- under the rain in the street.

(have walked – has walked – have walk – has walk)

5. The baby ----- ice cream.

(have eat – has eat – have eaten – has eaten)

Q. 4: Read the following sentences, and then underline the present perfect tense in each:

1- I've already sent the letters to my sister.

2- They haven't bought the ticket yet.

3- Mum has just washed the dishes.

4- My little baby has broken the computer.

5- The students have just heard the school bell.

Q. 5: Put the words between brackets in their correct positions:

1- They haven't written the lesson. (yet)

2- I have eaten my sandwich. (just)

3- The Palestinian football team has won the match. (already)

4- Has Ahmad seen his mother? (yet)

5- Malak has fallen down and broken her arm. (just)

Good luck

Thank you

Appendix (4)

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs

بسم الله الرحمن الرحيم



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

التاريخ : 2015/10/3

حضرة السادة / مديرية التربية والتعليم المحترمين

بيت لحم

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة هبة علي حميدان ورقمها الجامعي (21312394)، بأجراء دراسة بعنوان :

“ The Effect of using inductive and deductive Methods on 7th Grade Students' Achievement in Grammar and their Attitudes toward EFL in Bethlehem District “

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة والتعاون معها باعطائها البيانات اللازمة لتطبيق الدراسة.

شاكرين لكم حسن تعاونكم



د. ايناس ناصر

منسق برنامج اساليب التدريس

Appendix (5)

دولة فلسطين
State of Palestine
Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم

الرقم: 2769 / 1 / 13
التاريخ: 2015/10/27
الموافق: 13 محرم 1437

مديرة مدرسة بنات بيت ساحور الثانوية المحترمة
مدير مدرسة ذكور التآخي الأساسية المحترم
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالب/ة: هبة عني حميدان/ تخصص اللغة الانجليزية،
والسماح له/لها بتوزيع استبانته/ها بعنوان " The Effect of Using Inductive and deductive Methods on 7th grade students Achievement in grammar and their Attitudes towards EFL"، والسماح لها بإجراء اختبار متعلق بالدراسة على الصف السابع، على ألا يؤثر ذلك على سير العملية التعليمية.

مع الاحترام


المنسرين ياسر عمرو
مديرة التربية و التعليم

- التعليم العام
نوح ام عط
ماتك (02-2741271/2) تـ - فاكس (02-2744392) فـ - بيت لحم ص ب : (168) Bethlehe P.O.Box

Appendix (6)

Inductive lesson/ unit six/ period 5

Class # 1:

** The pupil's books are closed all the lesson.

** Don't write/ say the name of the rule in the lesson.

1-The teacher writes the sentences from 1-4 in period 5 on the board and then asks the students to read them. The sentences are:

*The Brazilian team has won five times.

*They have entered all the competitions.

*I've changed my mind.

* He has fallen over!

2- The teacher asks the students to divide these sentences into their parts (subject, verb, object,.....) by using the colored chalks.

3- When the students finish all of the sentences, they will put the rule of the verb in these sentences by writing it on the board which is:

Has / have + main verb (p.p) without mentioning its name.

4- In order to be sure that the students get the correct idea, the teacher gives them a work sheet that has five sentences which are having the same rule. Then the students have to divide the sentences into their parts and put a circle around the verbs in these sentences.

Then there is a space for the rule to be written in by the students.

Inductive lesson/ unit six/ period 5

Class # 2:

** The pupil's books are closed the entire lesson.

** Don't write/ say the name of the rule in the lesson.

1-In the second class, the teacher puts a sentence on the board and the students divide it and put its rule.

2- The teacher writes the sentences from 5-8 on the board and the students divide them into their parts by using colored chalks. The sentences are:

*The other team hasn't arrived.

*They have just finished the match.

* He has already scored three goals.

* They haven't scored yet.

"In these sentences, the students should notice the place of: just, already, yet."

4- After that, the students with their teacher write the rule of these sentences which is"

Have/ has + main verb (p.p) and they decide the correct place of just, already, yet."

5- To be sure that the students understand the rule, the teacher gives the them a work sheet that has new sentences about the same rule and the students have to divide them into their parts and then put a circle around the verbs and put a line under the key words.

6- By the end of the lesson, the teachers asks the students about the name of the rule and finally writes it on the board and tells the students that just, already, yet are key words this rule.

Inductive lesson/ unit six/ period 5

Class # 3:

** The pupil 's books are closed all the lesson.

** Don't write/ say the name of the rule in the lesson.

A-The teacher in the third class writes the following sentence on the board:

Our school has not opened yet.

The teacher chooses four students to:

1- Divide the sentence into its parts on the board by colored chalks.

2- Put a circle around the verbs.

3- Put a line under the key word.

4- Give the rule of this sentence and the place of yet.

B- The students do activities # 2+3+4+5 with their teacher.

C – "Grammar rule: the teacher reads the grammar rule at the end of the lesson not before that".

Appendix (7)

Work sheet (1)

7th grade (A, B, C)

Name:-----

Dear students,

Q. 1- Divide the following sentences into their parts (sub, verb, obj,..) then put a circle around the verbs in them:

1- You have seen this movie three times.

2- People have built homes from ice.

3- Ahmad has written his homework.

4- She has eaten her sandwich.

5- Our teacher has visited me.

Q. 1- Put the verb between brackets in the correct form:

1- Their father ----- a new home. (buy)

2- Yasser and Ali ----- to the school together. (go)

3- She ----- the window. (clean)

GOOD LUCK!

Appendix (8)

Deductive lesson/ Unit Seven / Period 5

Class # 1:

** The pupil 's books are closed all the lesson.

** Write the name of the rule in the lesson on the board at the beginning of the lesson.

1-At the beginning of the lesson, the teacher reads the grammar box to the students.

2-The teacher writes the title of the lesson on the board before the lesson:

Present perfect with just, already, yet

3- The teacher writes the rule of the present perfect on the board which is:

Has/ have + p.p (main verb)

Singular subject + has + p.p

Plural subject + have + p.p

Subject + (has/ have) + just +p.p (Positive sentences)

Subject + (has/ have) + already+ p.p (Positive sentences)

4-The teacher writes the sentences from 1-5 in period 5 on the board and then asks the students to read them. The sentences are:

*I've just made it.

*Noor has just thrown away Ghada's bag.

*We've just finished studying.

*I've already thrown away the things from that table.

*They've already done it.

5- The teacher asks the students to divide these sentences into their parts (subject, verb, object,.....) by using the colored chalks.

6- When the students finish all of the sentences, they will compare between the verbs in the sentences and the rules that the teacher has already written on the board.

7- In order to be sure that the students get the correct idea, the teacher gives them a work sheet that has five sentences which are having the same rule. Then the students have to put the verbs between the brackets in the correct form.

Deductive lesson/ Unit Seven / Period 5

Class # 2:

** The pupil 's books are closed all the lesson.

** Write the name of the rule in the lesson on the board at the beginning of the lesson.

1-At the beginning of the lesson, the teacher reads the grammar box to the students.

2-In the second class, the teacher writes the rules of present perfect with just and already on the board. Then he/ she writes a sentence on the board and the students divide it.

3- Then the teacher writes the rule of yet on the board which is:

Subject + (has/ have) + not..... Yet. (negative sentence)

Has/have +subject + p.p yet? (questions)

4- The teacher writes the sentences from 6-10 on the board and the students divide them into their parts by using colored chalks. The sentences are:

*Noor has already cut up the cardboard box.

*I haven't seen them yet.

*Noor hasn't been to Jerusalem yet.

*Have you finished yet?

*Has he tidied up the kitchen yet?

5- After that, the students with their teacher explain the rule of yet.

6- To be sure that the students understand the rule, the teacher gives the them a work sheet that has new sentences about the same rule and the students have to put the verbs between brackets in the correct forms.

Deductive lesson/ unit seven / period 5

Class # 3:

** The pupil's books are closed all the lesson.

** Write the name of the rule in the lesson on the board at the beginning of the lesson.

1-At the beginning of the lesson, the teacher reads the grammar box to the students.

2- The students say the rule of present perfect with just, already, yet.

3- The teacher and the students do the activities together in the classroom.

Appendix (9)

Work sheet (1)

7th grade (A, B, C)

Name:-----

Dear students,

Look at the rules below then answer the question:

Has/ have + p.p (main verb)

Singular subject + has + p.p

Plural subject + have + p.p

Subject + (has/ have) + just +p.p (Positive sentences)

Subject + (has/ have) + already+ p.p (positive sentences)

Q- Put the verbs between the brackets in the correct verb:

1-The teacher -----just-----the door. (open)

2- I ----- already----- my hand. (wash)

3- Ahmad ----- to the school. (go)

4- They ----- my sister. (visit)

5- She ----- her homework. (write)

GOOD LUCK!