



Efficiency of Deductive and Inductive Approaches to Teaching English Grammar: EFL Teachers' Beliefs of “SUNRISE” Curriculum in Duhok High Schools

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Abstract

The necessity of grammar, how it is taught and how much it should be incorporated into language teaching remain matters of discussion in most ELT classes. Considering this fact, knowing teachers' beliefs towards teaching grammar is significantly beneficial for researchers. Thus, this research studied English as Foreign Language (EFL) teachers' beliefs towards teaching grammar in deductive and inductive approaches in the Sunrise curriculum in Duhok high schools. The study used a mixed-method (qualitative and quantitative) strategy for data gathering and analysis. The participants were EFL teachers of Duhok governorate high schools. The results showed that Duhok EFL teachers of Sunrise curriculum preferred using an inductive approach to teaching but they use the deductive approach because of some reasons such as the time of the lesson, number of students in a class, etc. This study might help EFL instructors employ appropriate approaches to teaching in the classroom.

Keywords: EFL Teachers, Beliefs, Deductive and Inductive Approaches, Grammar Teaching.

1. INTRODUCTION

1. 1 Background

There are various ways for defining the "grammar" term. (McWhorter, 1998) defines grammar as language's essence. He also adds that whenever someone speaks or writes, he or she uses grammar somehow in light of the fact that each language has its own set of unwritten rules that determine how it is spoken or written. Sitorus (2012) expressed that, "For many teachers, grammar is the backbone of all language learning" (n.p).

Throughout time, it has continuously been a warm debate about how grammar is best taught in second language acquisition research. Grammar teaching is one of the main questionable issues in the language teaching field. It has continuously been the source of discussion and debate, which has driven numerous researchers to reexamine the status of grammar in both language learning and teaching. Krashan (1982) expressed that grammar teaching does not assume a significant role in second language acquisition; Whereas, Ellis (2002) clarified that grammar teaching is important in language acquisition. Its process can be done in different ways; Grammar teaching as includes presenting and practising the targeted grammatical structures where teachers begin their lessons with a presentation and then lock in their students with activities to practice (Ellis, 2006; Ur 1996; Hedge 2000). On the contrary, Ellis (2006) clarified that grammar teaching can occur inductively when students recognize grammatical rules by themselves by presenting them with a number of examples associated with the lesson being taught.

Grammar consists of lots of rules and it focuses on the teachers how to teach their students with different types of rules. There are also numerous debates about how teachers teach grammar to students. Recently, a lot of approaches have been invented for grammar teaching which have a big influence and are very helpful for teachers in understanding grammar. Teaching grammar is a complex phenomenon but teachers have to select the best way of teaching to enhance the student's capability of using language in communication in a correct way. Briefly speaking, grammar teaching is an activity among teachers and students to enable students to comprehend what grammar is and enable them able to apply it. Batstone and Ellis (2008) expected that learning grammar is about making a suitable association between learning grammatical form and meaning.

Exploring the teachers' beliefs towards teaching English grammar and their classroom practices in schools is imperative for the process of teaching a language. William and Burden (1994) express that teachers' beliefs play a crucial part in the teaching process which is the reason teachers must know their own beliefs, philosophies or theories. Teacher

beliefs are vital as emphasized by Richards and Lockhart (1994) who express that "what the teachers know and believe" just as "teacher-knowledge and teacher-thinking" give "the underlying framework or schemata which guides the teachers' classroom actions" (p. 29). Teachers' beliefs about students' language use incredibly impact their choices about classroom instruction and, eventually, accept a crucial role in student proficiency development (Gabrielatos, 2002). Additionally, (Gabrielatos, 2002, p. 78) expresses that "Teachers' perceptions and knowledge of language influence the way they teach". Teachers' beliefs assume a vital role to establish the significance or irrelevance of any part of the language. So the study of teachers' beliefs in the context of grammar teaching has picked up popularity among researchers. So the study of teachers' beliefs in the context of grammar teaching has picked up popularity among researchers. Teachers of English as a foreign language (EFL) bring individual beliefs about grammar and foreign languages to the language classroom.

This research is divided into five sections. Section 1 is an introduction section which provides background information about the research topic, aim, research questions and statement of the problem. In the second section, there is a literature review that provides brief definitions of the two approaches with the main differences between deductive and inductive teaching, and also the combination of the two approaches is highlighted. Also, it includes some previous studies that related to the topic. Section 3 presents the research design which clarifies the instrument, the participants and the data collection of the study. Section 4 presents the results of the research. The results are presented according to what answers the research questions. Section 5 is about the discussion of the collected data. The research ends with a conclusion.

1.2 The main aim of the study

The main aim of this study is to investigate teachers' beliefs about teaching grammar in the Sunrise curriculum, identifying the deductive or inductive approaches that English teachers prefer to use in teaching grammar. In other words, it aims to answer this question "What are the beliefs of Sunrise high teachers of Duhok city about using deductive and inductive approaches to teaching grammar and also which approach of teaching grammar is preferred by them?". To do so, this study is intended to investigate the perceptions of EFL teachers about their beliefs during their teaching of the grammar of Sunrise programs. Additionally, this study could be seen as an effort to clarify the effects of employing the inductive and

deductive approaches on the grammatical achievement of a sample of EFL students.

1.3 Research Questions

The study hopes to answer the following research questions:

1. What are the beliefs of Sunrise high school teachers of Duhok city about using deductive and inductive approaches to teaching grammar in the classroom?
2. Which approach to teaching grammar is preferred by the teachers?

1.4 Statement of the Problem

This study focused on teachers' beliefs about using inductive and deductive approaches to grammar teaching in the EFL classroom. In addition, there are two reasons for doing this research. The first one is that regardless of the significance of the role of teachers' beliefs about grammar teaching, no studies that explored teachers' beliefs about the English grammar teaching of Sunrise curriculum of these two approaches through the researchers' experiences as an English teacher. Therefore, to fill this gap, this study focused on the teachers' beliefs about the two approaches. The second one is that the researcher aimed to provide a better understanding of EFL teachers' perceptions towards teaching English grammar in the Sunrise curriculum. So The researcher hopes that this study will contribute to improving the students' level in using grammar and also in providing teachers with an effective strategy for grammar teaching.

2. LITERATURE REVIEW

2.1 The Main Approaches to Teach Grammar

In the case of grammar teaching, there are two main approaches.

2.1.1 Teaching Grammar in Deductive (Overt) Approach

A deductive approach is defined as a procedure in which students are taught rules and given particular information about the language. Concerning teaching grammar, the deductive approach demonstrates that by using a grammar textbook where a teacher presents grammatical rules and examples for sentences. After students understand the rules, they are obliged to apply the rules given to different examples of sentences. It means that first students learn the grammar rules, and then they practice the rules (Byrd, 1998).

This approach aims at improving the linguistic competence of the learners. It believes that language teaching should be based on principles from general to particular. Widodo (2006) says that the "deductive approach implies the rules, principles, concepts and theories are presented first and it is called "rule driving learning" because teacher presents the grammar rules to the students and then they practice all the rules" (p.126). Thornbury (1999, p. 29)

mentions the steps that come under the deductive approach:

- a. Presentation of rules.
- b. Description and explanation of rules.
- c. Providing some examples.
- d. Explaining underlying rules mostly by using the mother tongue.
- e. Asking students to practice the rule orally or in writing.
- f. Contrasting the areas of difference between the mother tongue and the target language.

There are some advantages of the deductive approach according to Adamson (2009) as:

1. It saves time because it gets straight to the point.
2. It enables students to arrive at the language through the rule and many rules can be explained quickly.
3. Permitting more time for practice and application.
4. It additionally presents broad opportunities for teachers to plan the lessons properly and to rightly predict the problems that may face students.
5. Normal teachers can use this approach.

On the contrary, the deductive approach also has some disadvantages since it is teacher-centered it cannot develop students' ability to communicate

2.1.2 Inductive approach

The inductive approach is opposite to the deductive approach. It is "rule-discovery learning" (Widodo, 2006, p.127). In this approach, students understand the structure through examples. Brckalo (2011) calls it "problem-based teaching" through which students discover the rules through examples (pp. 106-107). Also, Ke (2012) mentions the inductive approach as a "rediscovery" or "rule discovery" because this teaching pattern discovers the students' hidden grammar knowledge when the teacher presents samples of the language (p.2). The inductive approach is also called implicit teaching. According to Sasson (2007), there is a strong relationship between communicative competence and teaching grammar inductively. According to this approach, the main goal of teaching grammar is to improve students' linguistic competence. It refers to the ability to construct and compare grammatically correct and acceptable sentences of academic language. The approach follows the principle of specific to general. In summary (Thornbury 1999, p. 29) states that the inductive approach comes under the following procedures:

- a. Presentation of examples.

- b. Analysis of examples
- c. Rule formulation
- d. Generalization of rules that grow out of the previous activities.
- e. Written and oral practices

While the student is more centered on the inductive approach, the advantage of this approach is that as the students themselves find the rules, these rules would be increasingly significant and students are more motivated, confident, and self-sufficient. Additionally, students will learn more effectively and above all, they will learn by themselves within the class. (Adamson, 2009)

Nevertheless, the inductive approach has a number of weaknesses; firstly, students may spend a lot of time working out the rule. Secondly, the students may not get the correct rule all the time, or their adaptation of the rule may be too wide or too narrow because of the difficulty of some rules. The final weakness of the inductive approach is that some students may be disappointed because they prefer the instructors to explain the rules to them (Nunan, 2005).

2.2 The Main Differences between Deductive and Inductive Approaches in Teaching Grammar

In general, deductive and inductive approaches are fundamentally different in the lesson process, the role of the learner, the role of the teacher, and the use of meta-language in the teaching process

For the lesson process, an inductive approach to teaching is based on the bottom-up theory and acknowledges the idea that language learners frequently pay attention to the parts rather than the whole. For this reason, the teaching process starts with text, audio, or images in context. Second, students explore the content to discover the rules on their own. Finally, they provide examples of their own. In contrast, based on the top-down paradigm, a deductive approach prioritizes the presentation and explanation of grammar rules over actual teaching. Language is taught whole-to-part, so learners first understand grammatical rules and structures. Then they look at the examples provided by the teacher and finally start creating their examples. (Block, 2003)

Because the teacher is the one who elicits the rules and imparts information to the pupils, as a result, students in the deductive approach are passive recipients. In contrast, students are more responsible when using the inductive approach to investigate the rules on their own. To put it another way, learning is more experiential with the inductive approach but more traditional and descriptive with the deductive approach. According to Thornbury

(1999), integrating students actively in the lecture can help them feel more comfortable and can create a motivating environment for them. According to Hinkel and Fatos (2002), engaging students in the learning process has been shown to increase their autonomy and make them better language learners.

Furthermore, it has been suggested that when grammar is taught deductively, students would find it simpler to comprehend written or spoken language because they are familiar with the principles (Shaffer, 1989). For instance, if a student reads a text in the present tense, she knows the rules of the present tense and can understand the text perfectly. Additionally, it is stated that basic grammar rules do not require the use of the inductive approach; however complicated grammar rules should be taught inductively so as to properly show how the rules are used in sentences (Larsen-Freeman, 2003).

Another important difference is the teacher's role. In an inductive teaching approach, the teacher acts as a guide and helper while the students independently study the grammar rules. On the other hand, with deductive teaching, the teacher in a logical teaching approach is in charge in the classroom. The primary responsibility of the teacher is to introduce students to new grammar items. Preparing exercises for the students is the second role of the teacher. It seems that the deductive approach is traditional and teacher-centered, whereas the inductive approach is student-centered.

In the deductive approach when the grammar items are presented with meta-language such as the name of the tense, subject or object is often used. On the other hand, an inductive approach does not use language terminology because students learn the rules of the language.

In addition, the learner's conscious awareness raises by means of meta-language. Consciousness-raising is defined as "helping to raise students' awareness about grammatical features" (LarsenFreeman, 2003, p. 79). Brown (1994) argues that using terminology to raise student's awareness in the learning process encourages learners to focus on specific terms instead of understanding the rules and using the language correctly. Furthermore, it has been pointed out that the deductive approach makes the language too descriptive by using linguistic terms. This leads to the perception that a language is merely a tool for creating explanations (Rutherford and Smith, 1988). In other words, grammar is learned consciously in the deductive approach, but unconsciously in the inductive approach. Therefore, the inductive approach seems more natural and parallel to the language acquisition process.

Applying a deductive or inductive approach in teaching grammar depends on the student's needs in the classroom needs as all learners prefer different ways of learning grammar. For

example, age, needs, background, level and cultural differences are the main aspects to consider when choosing a suitable teaching approach for grammar teaching. To give an example, since their minds are able to think abstractly, adult learners often deal with the rules when they use the target language. In this respect, deductive instruction is more appropriate for adult learners and fits their expectations because they give more priority to rules when they use the language so at first presenting grammar rules is more useful for them. Conversely, young students focus more on investigating grammatical patterns from the examples rather than learning them deductively since they are more likely to learn by doing because grammar rules are complex and abstract for them Brown (1994).

2.3 Combination of Deductive and Inductive Approaches

For a long time, there were discussions in language-teaching writings, about whether to teach grammar in a deductive or inductive approach. In any case, the real point is that the two approaches focus on learning the language or acquiring language (Wilson, 2000). The main issue is that we cannot state which approach is superior to the other. (Cuff, 1956). Should language instructors use only the inductive or the deductive technique or both approaches? Would they be able to get more advantages by using one and in some cases the other? How might one assess which one is more impressive for some special parts of grammar?

Brown (2000) replied to these questions as; "both inductively and deductively oriented teaching approaches can be effective, depending on the goals and contexts of a particular language teaching situation" (p. 97). The facts confirm that there is no distinction between deductive and inductive approaches. Both approaches interweave. Language students are given the rules and explicit information about grammar, whereas empowered to shape patterns of grammar for themselves and discover the general rule. Both approaches help students (Azar, 2007).

In any case, Newmark (1979) mentioned that for learning grammar inductively, it appears that instructing isn't obligatory since "the language learners' craving for the explicit formalization of generalization can be usually met better individually and independently than by discussion in class" (p. 165).). In any case, there is no motivation to acknowledge this case; if students by themselves can find grammatical formulas outside the class; it will be done more simpler and quicker in the class by giving information from the instructor (Ur, 1996).

Additionally, it has been noted that it is very likely that grammar will be taught using a combination of deductive and inductive approaches. Due to the simultaneous focus of

students' attention on grammar rules and meaning, it is more intense (Mac Whinney, 1997, referenced in Larsen-Freeman (2003).

We can conclude that there are two approaches to teaching grammar. It can be seen that through the history of teaching grammar, the ways the teachers have gone along about teaching foreign languages have witnessed enormous changes over the past centuries. Most of the approaches to teaching languages until the 1970s adhered to the grammar syllabus. However, after the 1970s, the status of teaching grammar in the various approaches of teaching differed from one approach to others. Continuously, they have been used widely in the process of teaching a language and they are in a great form of development. Depending on different approaches, teaching grammar has had its ups and downs in recent decades.

The differences appear such as allowing mother tongue or not, teachers or students are more centered, focusing on writing or speaking etc. Each approach has its own characteristics as well as strengths and weaknesses and many of them have been criticized by linguists. The main difference in teaching grammar approaches is due to teachers' different views about the role of grammar.

2.4 Previous Related Studies

It is obvious that grammar plays a central role in the second language teaching and learning process. In many ELT classes, the importance of grammar, how it should be taught and how much it should be incorporated into language teaching are still matters of discussion. Considering this fact, learning about teachers' attitudes towards teaching grammar is significantly valuable for researchers. Actually, throughout the years there are too many studies by different researchers that carried out on grammar teaching. (e.g. Watson, 2015; Mollaei et. al, 2017; Al-Harbi & Alshumaimeri, 2016). The difference between the current study with the previous studies is as it will take place in high schools of Duhok governorate and the focus will be on the teachers who teach Sunrise of grades (10, 11 and 12) with different aims and methodology.

The efficiency of inductive and deductive approaches for teaching grammar has been the subject of similar studies. For instance, Zamani A and Mohammadi claimed that for Iranian students learning English, there are no appreciable differences between the two approaches (Zamani & Mohammadi, 2014). Contrarily, Chalipa (2013) asserted that inductive instruction is incredibly helpful and highly motivating for students' comprehension of the information that is offered to them. This demonstrates how the approaches produce various results depending on the circumstance.

Also, Burgess and Etherington (2002) carried out the research by using 48 teachers of English for Academic Purposes at university language centers in the UK. Indeed, the results indicated that the teachers are aware of the role of grammar in language teaching and the problems associated with its introduction into modern language teaching. However, he admits that students feel very comfortable when grammar rules are clearly presented.

Stephen (2012) conducted a study about the main differences between an inductive and a deductive approach and to what extent the teacher and the student thinks it is possible to combine the two approaches. The results showed that the deductive and the inductive approach differ in terms of student and teacher roles, lesson procedures and usage of meta-language language for teaching the grammar item. In addition to this, it is possible to combine the two approaches. It is also the teacher's decision to choose the suitable approach in terms of learner needs.

Furthermore, the research examined undergraduate students by Obeid and Alomari (2020) about the effect of inductive and deductive teaching on EFL undergraduates' achievement in grammar at Hashemite University in Jordan. The findings revealed significant differences between the means of students' scores in the two groups on the post-test, in favour of the experimental group. Results also showed no significant differences according to study year, the type of school they graduated from, and gender.

A qualitative descriptive study entitled Understanding Inductive and Deductive Approaches in Teaching Grammar in EFL Context was done in 2016 by Male to explore some insight for teachers when conducting or giving instruction to grammar teaching. The findings of this study showed that in giving instruction, combining deductive and inductive approaches can be beneficial for teachers or faculties who are teaching English grammar in the setting of an EFL context.

The current study is conducted in Duhok governorate. It is about English as Foreign Language (EFL) teachers' beliefs towards teaching grammar in deductive and inductive approaches in the Sunrise curriculum in the high schools of Duhok in Duhok high schools. Therefore, to fill this gap, this study focused on the teachers' beliefs towards teaching the grammar of Sunrise. This research is a mixture of qualitative and quantitative inquiry (mixed-method research). Survey questionnaires and interviews are used for data collection.

3. Research Design

3.1 Instrument

Mixed-Method research was used to conduct this study. Mixed method research has been defined as "the research paradigm that encourages the combined use of qualitative and quantitative research elements to answer complex questions" (Heyvaert, Maes & Onghena 2013, p, 2). Using of mixed-method would give a complete explanation of the situation. For answering the research questions, data were gathered through questionnaires and interviews.

3.2 Participants

The participants of the study consist of (100) EFL teachers teaching Sunrise of the tenth, eleventh and twelfth grades in Duhok governorate with different teaching experiences and qualifications. Among (100) English teachers subjects, there are (20) male (20 %) and (80) female (80%). The study sample included (50) schools that have been randomly selected from the total population of Duhok governorate high schools. After the questionnaire, (10) English teachers of different ages were selected to join in the interview in order to further analyze their grammar teaching beliefs. Data were analyzed through (Microsoft Excel 2010).

3.3 Data Collection

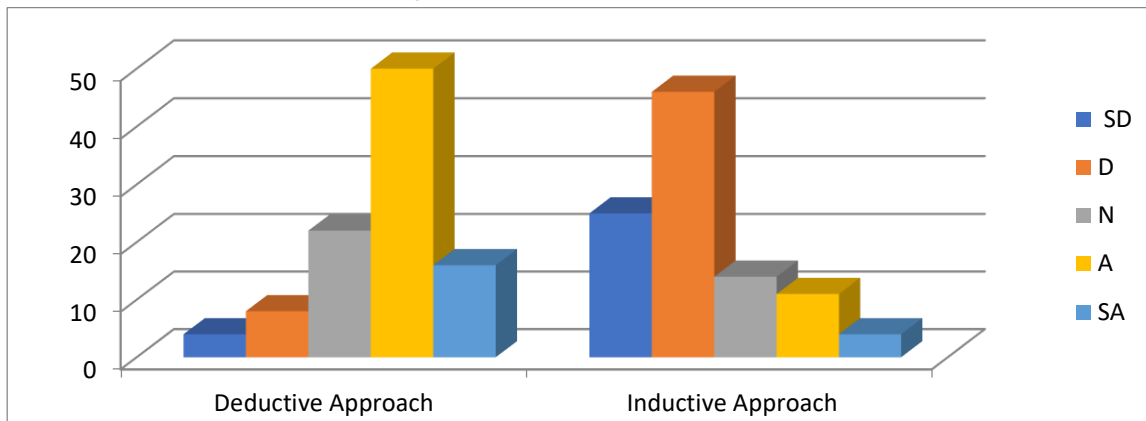
Data are collected by using two instruments: a questionnaire and interviews. First, the questionnaire is sent to 150 participants. From this number, a hundred of the questionnaires returned back completed. Second, from these 100 teachers who completed the questionnaires, ten teachers volunteered for the in-depth interviews. In-depth semi-structured interviews are one of the main sources of data collection in this study. All data are collected in the 2018-2019 academic year.

4. RESULTS

4.1 Questionnaire Results

Figure (1.1) outlines questionnaire statements of EFL teachers' beliefs for choosing the deductive or inductive approaches in teaching Sunrise grammar classes.

Figure (1.1): Questionnaire Results



Teachers were questioned about their primary approaches for teaching grammar in their EFL classes in Statements 1 and 2. The teachers were questioned regarding whether they teach grammar deductively (i.e. Students study rules and then apply these rules to examples) or inductively (i.e. the teacher should help students discover the grammar in authentic materials and then give them the rules). According to the data, 50% of the teachers agree and 16% strongly agree that most teachers teach grammar in a deductive approach whereas the results of 11 % agree and 4 % strongly agree are confirmed by the responses to statement 2 that they teach grammar in an inductive approach.

4.2 Interview Results

There was a question that asked teachers "*Do you know any methods/approaches of grammar? If yes, which one do you use? What is the reason for choosing this method?*" The majority of the teachers were aware of the deductive and inductive approaches. A few of them knew about the direct and translation methods and two others directly stated that they did not have any thoughts regarding methods of teaching grammar.

There was also another closed question about choosing the best way of teaching grammar "*Which is the best, teaching grammar deductively (teacher explains the rule then provides examples) or inductively (teacher provides examples then explains the rule from examples)?*" Half of the interviewee teachers said they preferred the inductive approach and believed that it is more effective than (T8) which stated that "*I teach grammar*

inductively so as to know how to use grammar for speaking." While the other half argued that the deductive approach is more effective as it saves time, it is easy, and it is the best way to present grammar for a class having a large number of students. As (T3) it was stated that *"I use the deductive approach. It saves time and draws an image on the subject being presented and I think this is the best way to present grammar for a class having a large number of students."* (T10) studied grammar deductively that's why he used the same way as he learned. *"I use the rules then bring examples. It is the way I studied grammar"* (T10).

5. DISCUSSION

The study's first research question was concerned with EFL teachers' beliefs concerning using deductive and inductive approaches to teaching grammar in the classroom and the second one was about which approach of teaching grammar is preferred in grammar teaching. In a quantitative study, the findings indicated that the vast majority of the teachers taught English grammar through the deductive approach. In this study, an almost larger part of the teachers states that they explain English grammar deductively through the Grammar-Translation method. Their classes are teacher-centered, so their students used to remain passive listeners. (T7) said:

I write the grammar rule on the board and then write some examples to help the students in understanding the rule. After that, I ask the student to give more examples. Following that, I give them homework about the grammar rule we covered in class. I studied grammar in this way, and I see that many teachers nowadays use the same approach.

In the qualitative study talking about approaches to teaching grammar, it seems that many participant teachers are unaware of their teaching approaches. Many participants did not have much knowledge of teaching grammar approaches. However, it would be clear that teachers use deductive or inductive approaches in their grammar classes. When you observe them or ask them how to explain grammar in a class it will be clear to you that he/she uses the deductive approach and for inductive approach the same but they do not know that the approach is called deductive or the other one is inductive. Larsen-Freeman (2007) believed that different teaching methodologies have different advantages.

Meanwhile, in a qualitative study for choosing the best approach to teaching, half of the teachers advocated inductive grammar teaching rather than deductive which is student-centered. The inductive teaching approach is student-centered and teachers only act as instructors. Instead of receiving grammar rules passively, students can actively find and summarize rules by themselves, which is more effective for them. (T4) added that

"teaching grammar implicitly is the best as far as communication competence is concerned." Also (T8) stated that "I teach grammar inductively so as to know how to use grammar for speaking." Widodo (2006) said, "deductive is as the rule-driving learning and inductive as rule discovery learning" (p.126). The selected EFL teacher's teaching process is as a rule discovering learning. It is because their students learn through structures and do not learn through Examples. (Gollin, 1998 as cited in Eriksson,2014, p.3) added the process of deductive is very traditional and teacher-centered and the selected EFL teachers' teaching process is very traditional. This finding partially refuses the results of Morina (2016). His study was about teachers' beliefs and practices and their relationship regarding grammar teaching in Kosovo's public high schools. His study found that EFL teachers believe that grammar should be taught systematically and inductively

One of the biggest criticisms of grammar in the Sunrise system is that the grammar in the Sunrise system is implicit and inductive while many teachers still use the traditional method (use explicit deductive way) in class. That is why they show distinct features as to whatever sounds good and acceptable to others, e.g., as teachers said that they were taught through old traditional methods. There is a strong relationship between communicative competence and teaching grammar inductively. Teaching grammar inductively can be useful for communicative competence. Learners should also know how to use language in context. (T6) mentioned that "*teaching grammar of Sunrise curriculum improves students' English proficiency but it depends on the way that the teachers use*".

However, it can be concluded that the selected language teachers taught according to their understanding. They used some teaching methods and activities that they thought were completely familiar to them; in other words, they thought they had mastered the selected method. one of the teachers (T4) said that "*whatever we learn we apply it in teaching.*" Additionally, we can conclude that Duhok EFL teachers of Sunrise teach with inductive teaching but they use the deductive approach because of some reasons such as the time of the lesson, the number of students in a class, etc. So, many teachers use the deductive approach for the EFL classes because of some reasons one as (T3) stated that "*I use the deductive approach. It saves time and draws an image on the subject being presented and I think this is the best way to present grammar for a class having a large number of students.*"

To sum up, it appears that high school EFL teachers in Duhok favoring improving the students' English proficiency according to their beliefs, but their activities (ways of teaching) do not compatible with their beliefs. In other words, they prefer teaching grammar inductively but they follow their EFL class in a deductive way of teaching

grammar. However, the investigation of their beliefs and their classroom practices indicated a number of contradictions among teachers' beliefs and their classroom practices. This was in contradiction with Gabrielatos' results when he expressed that "teachers' perceptions and knowledge of language influence the way they teach" (Gabrielatos, 2002, p.78). The results also do not agree with Fatemi et al. (2012), when they stated, the person's behaviour is directly effected by his/her beliefs.

CONCLUSION

The main purpose of grammar is to help students to know and apply how such sentence patterns should combine together. Freeman (2001) explains that grammar is believed to give a fifth skill that goes with language four skills of listening, speaking, reading, and writing. Grammar is the heart of language and is an instrument to help the comprehension of the target language (Lin, 2010). Deductive and inductive approaches are two different ways of teaching grammar.

The results of this study showed that high school EFL teachers in Duhok do indeed possess a set of excellent beliefs. Besides, the teachers who participated in the qualitative study teach grammar with a deductive approach. However, in the quantitative study, the majority of the participants preferred teaching grammar in an inductive way of teaching. So their beliefs here do not compatible with their activity (ways of teaching).

Nowadays, students-centered method is more desirable as they actively participate in the class. As a result, it is clear that an inductive approach is preferable. However, for a variety of reasons, it is not always practicable to apply this approach in all classrooms. For example, in small classes, students work in small groups to find the grammar rules, but when the class size is large it is hard for teachers to control the class when learners work on the rules. Furthermore, Brown (2000) replied to these questions as; "both inductively and deductively oriented teaching methods can be effective, depending on the goals and contexts of a particular language teaching situation" (p. 97). The facts confirm that there is no distinction between deductive and inductive approaches. Both approaches interweave. "There is no required or logical connection between an inductive and deductive approach to teaching and any particular grammatical model" is also made. (Rutherford and Smith, 1988, p. 131).

In summary, we can state that both approaches have the common goal of grammar teaching but they are different in terms of the roles played by the teacher and the student (way of teaching). It is also possible to combine these approaches to teaching grammar. The teacher must also decide which approach best meets the needs of the students. The teacher should

consider whether his objective is to help the students find the rules of the language on their own, which is currently much more desired and student-centered, in addition to which methodologies should be used in the teaching of grammar. So, teaching grammar using a combination of deductive and inductive approaches will increase student attention when both grammatical rules and meaning are being taught at the same time (Mac Whinney, 1997 cited in Larsen-Freeman, 2003).

Recommendations for Further Studies

Further research can be conducted such as:

1. It would be valuable to investigate teachers' and students' opinions on grammar teaching, as it is they who use the textbooks and the grammar tasks in the EFL classroom.
2. This study was specifically conducted in Duhok City. Therefore, additional studies can be conducted to further investigate in other cities in Kurdistan to make the results more accurate and generalizable.
3. This study used a mixed methodology by using questionnaires and interviews to collect the required information. Further studies can use a mixed methodology by using questionnaires and observation for collecting the

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پوخته: پێویستی ریزمان و وانه‌وتنه‌وه‌ی و گرنگیه‌که‌ی بو فی‌ربونی زمان وه‌کو بابه‌تیکی گرنگی گه‌توگۆ ماوه له زوربه‌ی ناوه‌نده‌کانی خویندن، به‌له‌به‌رچاوگرنتی ئەم هه‌کاره، زانینی بیروپرای ماموستایان به‌رامبه‌ر ریزمان سویدیکی به‌رچاوی بو توێژهران هه‌یه. به‌م شیوه‌یه، ئەم توێژینه‌وه‌یه لیکۆلینه‌وه له‌باره‌ی بیروپرای ماموستایانی ئینگیزی وه‌ک زمانی بیانی EFL کردوه به‌رامبه‌ر به‌فی‌رکردنی ریزمان به‌ ریبازی (ئیندیکتیف و دیدیکتیف) له پروگرامی SUNRISE له ئاماده‌یه‌کانی دهۆک. توێژینه‌وه‌که شیوازی تیکه‌لاو له (کوالیتی و چه‌ندایه‌تی) به‌کاره‌یناوه بو کۆکردنه‌وه‌ی شیکردنه‌وه‌ی داتا‌کان. به‌شداربوه‌کان ماموستایانی زمانی ئینگیزی بوون له ئاماده‌یه‌کانی پارێزگای دهۆک. ئەنجامه‌کان دیارده‌که‌ن که ماموستایانی زمانی ئینگیزی له پارێزگای دهۆک له پروگرامی SUNRISE پێیان باشتره که ریبازی ئیندیکتیف به‌کاربه‌ینن به‌لام ریبازی دیدیکتیف به‌کاردینن له‌به‌ر چه‌ند هه‌کاریک له‌وانه: کاتی وانه‌وتنه‌وه، ژماره‌ی قوتابیان له پۆلیکا، هتد. ئەم توێژینه‌وه‌یه یارمه‌تیده‌رده‌بیت بو ماموستایانی زمانی ئینگیزی بو به‌کاره‌ینانی ریبازیکی گونجاو له‌ناو پۆلدا. **وشه سه‌ره‌که‌یه‌کان:** ماموستایانی زمانی ئینگیزی، بیروپراکان، ریبازی ئیندیکتیف و دیدیکتیف، وانه‌وتنه‌وه‌ی ریزمان.

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