

AMERICAN UNIVERSITY OF ARMENIA
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The Choice of Inductive or Deductive Mode of Teaching Grammar in an Online
Afterschool English Context

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partial fulfillment of the requirements for the degree
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By
Anna Aghalaryan Hambardzum

Liliana Edilyan, Adviser

Yerevan, Armenia

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We hereby approve that this capstone

By

Anna Aghalaryan

Entitled

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Liliana Edilyan, Adviser

Irshat Madyarov, Reader

Irshat Madyarov, Ph.D.

MA TEFL Program Chair

Yerevan, Armenia

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DEDICATION

I dedicate this study to my husband and my kids.

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Abstract

There has been a constant discussion for many years whether grammar structures should be directly explained and then practiced through numerous examples, or whether it is efficient for students to be exposed to a foreign language and based on context and everyday situations to induce the grammar structures by themselves. Thus, the current study attempted to investigate the attitudes and practices of teachers and students towards inductive and deductive approaches to teaching grammar of English as a foreign language in the remote learning context of one of the after-school language programs in an Armenian setting. The study tried to fill out a particular knowledge gap as there is a lack of research addressing those perceptions, attitudes and practices in order to build a better remote teaching-learning environment. The study was carried out in one of the after-school language programs in Yerevan and included about thirty-eight student-participants and four teachers. This is an action research with mixed method approach. This approach which includes observations, a teacher interview and online survey questionnaires, would overcome the weakness of using single instruments to examine both teachers' and students' preferences and experiences in choosing inductive or deductive approaches to grammar teaching. Teachers and students were selected based on a non-probability purposive sampling. Descriptive statistics was applied (frequencies and percentages) to demonstrate the quantitative data collected through online surveys. The results of the surveys were analyzed by using five-point Likert scales of agreement. Teacher interview was analyzed inductively looking for similar patterns through comparison. Practical implications were also articulated. The results of the study indicated that the teachers' and the students' preferences and experiences about grammar

teaching are in harmony. They both give preference to both approaches. The results also indicated that the teachers' classroom practices don't match with their preferences about grammar teaching. It was also revealed that the teachers assume that they are using inductive approach, in fact they are teaching grammar deductively.

Keywords: Inductive and deductive approaches, teacher perceptions, student preferences, grammar structures.

CHAPTER ONE: INTRODUCTION

Introduction

Every language has unique rules of grammar. Thornbury (2000, p. 1) defines grammar as “a description of the rules that govern how a language’s sentences are formed”.

Being one of the elements of a language system, grammar has had various roles in the teaching and learning of foreign languages. Through the development of the teaching practice the methods and techniques for teaching and learning of grammar instruction were not constant. Thus, there has always been a discussion in terms of what approach should be best utilized in grammar instruction (Mohammad and Khan, 2017; Nur, 2020; Benitez-Correa et al., 2019; Zamani, 2014; Rahman and Rashid, 2017). One of the most frequently asked questions was if teachers should give explanation of grammar rules, then practice those rules through various examples or students should work out the rules with the help of the teacher.

Teaching grammar to EFL (English as a foreign language) students has always been an issue that was discussed among language teachers. In the context of EFL students may confront many problems such as complicated and complex grammar rules of the language and inappropriate implementation of approaches and strategies. Thus, this may be the reason why the approaches to teaching grammar are discussed. However, when teachers teach English or give instruction, it may pose its own challenge for those who are not native speakers of English. Thus, teachers should be equipped with lots of techniques or strategies when teaching grammar incorporating (implementing) variety into everyday practice as well as using their best judgment in deciding about the most suitable materials and techniques to fit their learners of different ages in different contexts. This may lead to student’s comprehension to be more understandable. Thus, the current study explores the issue by means of investigating whether students prefer the

approach focusing on formal instruction or the innovative modern approach which gives them an opportunity to experience the language as well as teachers' perceptions and experiences in choosing one of those approaches in teaching grammar material in the remote classroom.

1.1. Purpose of the Study

Little or no attention has been paid to understanding teachers' perceptions and experiences of grammar instruction through inductive and deductive approaches within Armenian EFL context of one of the after-school language programs in Yerevan. No research has been done investigating their experiences of grammar instruction in remote learning context as well as very little value is given to the voices of the students so that teachers may bring positive reform in their teaching practices in the light of valuable feedback by students. Thus, the current study tries to fill out this gap in the remote teaching-learning environment by exploring teachers' overall pedagogical beliefs, their experiences in teaching English grammar via inductive and deductive approaches and blend or balance it with that of their students.

1.2. Research questions

The current study intended to investigate answering to the following research questions:

1. What are the preferences and experiences of teachers in choosing inductive or deductive approaches in teaching grammar material in an online context?
2. What are the preferences and experiences of students about the use of inductive and deductive approaches in learning grammar material in an online context?

1.3. Significance of the study

The current study is significant to English teachers and students in one of the after-school language programs in Yerevan as well as curriculum designers in order to make well-directed efforts to improve the Armenian EFL context of the after-school language program as it can be

helpful to the real classroom teaching. It is considered to be a useful reference tool to other researchers for collecting valuable information about grammar teaching methods and their uses in Armenian EFL classrooms of the after-school language program in remote learning context as well as it is useful for policy makers and institutions for reflecting on the situation and improving their curricula and teacher training programs.

CHAPTER TWO: LITERATURE REVIEW

This chapter introduces different findings of various studies exploring the effects of inductive and deductive grammar instruction. It also defines the two grammar teaching modes and discusses the advantages and disadvantages of these methods taking into account some factors that influence the choice of inductive and deductive approaches to grammar teaching, such as grammar material being taught, age, time constraints, learning styles, student involvement. It talks about teachers' perceptions about grammar teaching which are essential to the teaching-learning process and it talks about the effects of online learning on the achievement of grammar.

2.1. Theoretical approach on Deductive and Inductive Grammar teaching

Grammar instruction, finding an appropriate method to teach has always been a subject of debate (Thornbury, 2000; Ellis, 2006; Bourke, 2008; Kim and Vorobel, 2012). One of the most debatable question concerning to effective language learning was whether grammar should be taught inductively inducing rules from an experience of using the language or deductively through a formal instruction (Zamani and Mohammadi, 2014; Hamidovic and Nestic, 2015; Mohammad and Khan, 2017; Rahman and Rashid, 2017; Nur, 2020; Benitez-Correa et al., 2019). Inductive and deductive approaches differ from each other and have their own strengths and weaknesses. Lots of scholars gave definitions and explanations for inductive and deductive approaches (Thornbury, 2000; Nunan, 2003; Brown, 2006; Ellis, 2006; Cowan, 2008; Bourke, 2008;) and many of them highlighted the effectiveness of one of the approaches (Long, 1997; Dekeyser, 1998; Nunan, 1998; Thornbury, 2000; Picca, 2000; Ellis, 2006; Brown, 2006;

Larsen-Freeman, 2000; Brown, 2007; Mohammad & Khan, 2017; Rahman & Rashid, 2017; Nunan, 2003).

Thornbury (2000, p. 49) explains, “In an inductive approach without having met the rule, the learner studies examples and from these examples derives an understanding of the rule”. When grammar is taught inductively, a teacher allows students to induce or discover a rule by themselves (Thornbury, 2000). In an inductive approach a teacher's task is to provide an appropriate context where a particular rule is used.

Thornbury (2000, p. 29) explains, “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied”. Similarly, Nunan (2003) points out, “In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point”. According to Thornbury's (2000) three basic steps regarding the deductive approach, a teacher provides clear explanations of a particular grammar structure, then provides examples of sentences where a specific grammar structure is used in a particular context. At the end students practice the rule giving their own examples. The deductive approach is easier to apply as grammar is explained in a precise way requiring from the teacher little preparation.

Grammar material is one of the factors that influence the choice of inductive and deductive approaches to grammar teaching. Nunan (2003) states that whether one approach is better than the other depends on the grammar point being taught. Complex grammar materials don't allow teachers to create situations and explain grammar through examples. Learning context such as students' learning styles are also essential. Some learners learn more effectively

through a deductive approach and the others learn effectively through an inductive approach (Nunan 2003). Larsen-Freeman (2007) states that the issue is not in the choice of one approach or the other. The inductive approach may be suitable for a teacher who aims at developing students' critical thinking abilities through which they can come to their own generalizations. On the other hand, it would be more sensible to use a grammar structure deductively if there is a need for language analysis or if a grammar structure is very complicated and complex. In addition, Hwu and Sun (2012, p. 507) indicate that 'prior knowledge influences future learning, that is, those who know more learn better'.

Ellis (2006) highlights that there is also some evidence that teaching explicit knowledge in isolation that is having no opportunity to practice grammar structures is not effective. Similarly, Nunan (2003) highlights that grammar-based teaching is ineffective as it presents the language in isolated sentences without a context. Thus, the solution is to teach grammar in context which enables students to clearly see the relationship between the grammatical forms and the communicative function. Drawing on skill-learning theory, Dekeyser (1998) argues that if students are exposed to communicative practice the explicit knowledge becomes implicit knowledge (as cited in Ellis, 2006, p.97). In his turn, Long (1997) claims that deductive approach "teaches more than the learner needs, does not present a realistic model of language use, ignores research findings that show learning is not a "one-time categorical event," and ignores the role of developmental stages in learning" (as cited in Cowan, 2008, p. 32).

Moreover, it has been suggested that it is more effective to teach grammar using both modes of grammar teaching as it will more effectively enhance learners' attention and direct them both to grammar rules and meaning. According to another scholar, Nunan (1998), grammar instruction will be more effective where students are exposed to authentic examples of the

language, where grammar structures are used in experiential (learning-and-doing) context, where students have an opportunity to develop their own understanding of grammar rules. However, what is needed is to keep a balance between exercises that help students work the rules out by themselves and exercises exploring those rules in order to communicate effectively. Picca (2000) posits that when students concentrate too much on the meaning but less on form, they will not gain proficiency in language learning. According to Brown (2006, p. 100), “while it may be appropriate at times to articulate a rule and then proceed to its instances, most of the evidence in communicative second language learning points to the superiority of an inductive approach to rules and generalizations. However, both inductively and deductively oriented teaching methods can be effective, depending on the goals and contexts of a particular language teaching situation”.

Moreover, mode of grammar instruction is related to the age. Brown (2007) explains that adult learners have the ability to cope with grammar structures when they are exposed to the language. Thus, a deductive approach is suitable for them. On the contrary, young learners are better at learning grammar structures from examples as the explanation of grammar structures are difficult for them to understand (as cited in Benitez-Correa et al., p. 227).

Additionally, time constraints is another important component which distinguishes between the two approaches. The inductive approach is time-consuming (Nunan, 2003; Thornbury, 2000), instead of working out a rule time could be spent on more productive practice using the rules. Moreover, students may work out wrong rules and making lesson plans could be difficult for teachers. However, grammar structures are more effectively retained in the memory of students as it demands greater mental effort due to which the information stays in the long-term memory (Nunan, 2003). On the other hand, deductive approach is time- saving as it

gets straight to the point that starts with the explanation of grammar rules and then is followed by examples and it is useful for students who have analytical learning abilities. Students are expected to memorize the rules which makes it easier to learn but at the same time students will make great efforts to retain and apply those rules (Thornbury, 2000).

The students' involvement is another factor that influence the choice of inductive and deductive approaches of grammar instruction. The deductive method is teacher-centered so there is not much student involvement and interaction when students are exposed to deductive teaching (Thornbury, 2000; Rahman and Rashid, 2017). Mohammad and Khan (2017) claim that inductive approach is student-centered which allows students to be more responsible for their own learning and encourages them to use the language communicatively. Inductive approach develops students cognitive and problem-solving abilities, it is more communicative, student-centered and the rules discovered are memorable and meaningful (Thornbury, 2000, p. 54). As for Rahman and Rashid (2017) the focus of deductive approach, where teacher is the main source of information and learning, is to enable students to practice grammatically correct speech. On the other hand, an inductive approach is more flexible which requires students' involvement, interactive and communicative learning activities where the focus is on fluency instead of accuracy. Besides, it gives opportunity for learners to be autonomous and independent.

Based on the above theoretical framework, inductive grammar teaching approach is expected to be more effective overall as it requires more independent thinking with the help of the teacher to uncover how language works. Moreover, the grammar patterns are more effectively retained in the memory of students. In the deductive approach, the students are provided with the ready grammar rules described in details how they are formed. They are

expected to memorize them which makes the learning easier but at the same time students will make great efforts to retain and apply those rules.

2.2. Studies investigating the effects of inductive and deductive approaches.

Lots of research done on grammar instruction in EFL contexts have shown that there is no one certain approach on how to teach grammar in the best way to the students. There is no definite response to the question of which approach is more useful in teaching grammar. Therefore, choosing an appropriate approach between inductive and deductive teaching is very important (Nur, 2020). Fischer (1979) confirmed that many teachers stated that deductive approach where grammar structures are explained first then applied leads to better grammar knowledge while others claimed that inductive approach where students infer the grammar structures by themselves has a greater impact on the acquisition (as cited in Nur, 2020, p. 7). On the other hand, Nesic and Hamidovic (2015) state that previous research done on the efficiency of the two approaches have different and contradictory results. But all the research indicates that focus on forms together with communication is more effective than the two approaches utilized separately. Thus, it can be concluded that teachers should make use of both approaches in order to achieve better results.

Some studies indicate that there is a contradiction or mismatch between the attitudes of students towards the two approaches and teachers' choice regarding the two approaches or teachers' beliefs and their practices (Schulz, 1996; Nazari and Allahyar, 2012; Hos and Kecec, 2015; Deng and Lin, 2016; Ahmad et al., 2017; Ahmad, 2018; Toprak, 2019).

Careful examination of Toprak's (2019) analysis on one hundred university EFL teachers' beliefs about inductive and deductive approaches, their integration with other language

skills and the role of teachers in grammar teaching has shown that teachers are aware of the importance of grammar in language teaching. Teachers seemed to believe that students would benefit more from an inductive approach. Moreover, they made a distinction between young students and adults in terms of formal grammar instruction confirming the idea that young learners benefit from an inductive approach. Though teachers preferred the inductive way of teaching grammar, they admitted that they sometimes had to teach grammar explicitly as students felt more confident being taught explicitly.

In line with Toprak (2019), Ahmad et al. (2017) investigated EFL teachers' beliefs in relation to adult university students' beliefs in teaching grammar in the Saudi Arabian context. The study revealed that teachers' perceptions were not in harmony with the students' perceptions about their teachers' grammar teaching practices. Majority of the students believed that both two approaches should be applied in the classes depending on the circumstances, that is some adult students might benefit from inferring the rules while others might learn better if they were provided with explicit presentation of the rules and then with examples. It was found out that some teachers followed a deductive approach with little or no room for the inductive one, the others believed in the approach that was more communicative. Thus, the study suggests continuous professional development for teachers as well as a better communicative harmony between teachers and students.

On the other hand, there were studies that indicated the effectiveness of inductive approach where teachers expressed strong beliefs in avoiding teaching grammar in isolation (Borg and Burns, 2008; Mohammad and Khan, 2017; Nur et al., 2018; Benitez-Correa et al., 2019).

Benitez-Correa et al. (2019) carried out a research on testing the two methods for teaching grammar in EFL class in terms of effectiveness and rapport utilizing an observation sheet, pre and post-tests as main tools for the research. Seventy students from a high school participated in the research. They were divided into two groups where one group received classes where the inductive grammar approach was used and the others were taught by means of the deductive grammar approach. The results of the tests showed that the inductive approach was more effective than the deductive one. After the statistical analyses the authors concluded that the inductive approach was more effective for teaching grammar in an EFL classroom in terms of instruction and rapport.

The study conducted by Burgess and Etherington (2002) investigated forty-eight EAP (English for academic purposes) teachers' attitudes to grammar who worked in British university language centers. It was found out that the majority of teachers considered grammar to be important for their students and they favored a more inductive approach taking into account students' feelings and learning styles to include more integrated, skills-based activities in the lessons.

Using a questionnaire to investigate 176 English teachers Borg and Burns (2008) found that teachers showed strong beliefs in avoiding teaching grammar in isolation and the value of an inductive approach.

Furthermore, some studies indicated that both learning approaches were effective (Nesic and Hamidovic, 2015; Rahman and Rashid, 2017; Ohalan, 2018; Nur, 2020).

Nesic and Hamidovic (2015) investigated students' attitudes towards inductive and deductive approaches to teaching grammar using a questionnaire as the main instrument which

aimed at determining what method the students preferred. After a detailed analysis it was concluded that most of the students preferred the deductive approach. The other students commented that the inductive approach is also important for grammar acquisition. Finally, combining those two approaches was most efficient for them since when grammar would be taught using isolated examples then students would not be able to apply the knowledge in everyday communication.

Similarly, Nur (2020) investigated students' perception of the use of deductive and inductive learning approaches during which two classes were studied using the two approaches separately. A questionnaire with in-depth interviews and classroom observations were used as research instruments. The results of the study show that students had positive perceptions on both learning approaches. Based on the findings from the interview, students from the deductive class mentioned that they liked the method as it was easier for them to form sentences. On the other hand, the students from the inductive class responded that they liked the method as it was interesting to discover the form at the end.

Another recent study conducted by Bastola (2016) detected an overall positive attitude towards the deductive grammar teaching investigated Nepalese English teachers' perceptions of teaching grammar exploring whether they taught inductively or deductively through a survey questionnaire. The study found that all teachers felt very comfortable in adopting a deductive approach rather than an inductive one as it was more practical, effective and meaningful for the benefit of students.

These studies presented contradicting evidence to the effectiveness of deductive and inductive grammar teaching. Because of these conflicting results, no definite conclusion can be

made. Most of them overlooked the importance of the students' perceptions of the value of the teaching approaches in helping them understand the grammatical concepts and motivating them to learn. The other limitation of most of the above-mentioned studies is that the research has been conducted on different population, i.e., on university, collage and private institutions students and teachers, than the one in which the present study is interested, i.e., an after school language program young learners and teenagers and their teachers. Another limitation in previous research is based on its design, data collection instruments. Most of the research utilized only surveys as main instruments.

2.3. Teacher perceptions (beliefs)

In the studies investigating teacher beliefs (cognition) researchers have used similar terms referring to teacher beliefs. Borg (1998, p. 9; 1999, p. 157; 2003, p.96) used the term “personal pedagogical systems, “teachers’ theories” and “teacher cognition” to refer to teachers’ beliefs teaching in EFL/ESL classrooms. Teachers’ beliefs need to be investigated in depth as they are essential to the teaching-learning process (Ahmad et al., 2007; Ganjabi, 2011; Rahman and Rashid, 2017; Ohalan, 2018). Some studies specifically investigated teachers’ beliefs about grammar teaching (Burgess and Etherington, 2002; Ganjabi, 2011; Nazari and Allahyar, 2012; Bastola, 2016; Rahman and Rashid, 2017; Khan and Mohammad, 2017; Ohalan, 2018; Ahmad, 2018; Toprak, 2019).

It is obvious that teachers’ beliefs about language learning influence the way they teach (Borg, 1998). Borg (2003, p. 81) defines teacher cognition as “what teachers think, know and believe and the relationships of those mental constructs to what teachers do in the language teaching classroom” and he realizes that to better understand the teaching process it is essential

to understand those thoughts and beliefs that influence teachers' perceptions in the classroom. However, our understanding of teacher beliefs and their practices in language teaching are still not developed (Borg, 2003).

In Nesic and Hamidovic (2015) study teachers used deductive grammar teaching as they believed that this approach is essential in EFL context at the same time considering inductive approach to be also important. However, their lessons were teacher-centered without communicative activities. On the contrary, Toprak (2019) reports that teachers believed that both form and meaning should be focused and grammar should be taught in a meaningful context. However, these teachers believed that the inductive approach of grammar teaching was better than the deductive approach. Similarly, Burges and Etherington (2002) findings show that beliefs and practices of teachers don't match.

Nazari and Allahyar (2012) carried out a research on four EFL teachers' views about grammar teaching and the use of inductive and deductive approaches in Iran EFL context using audio recordings of the lessons and interviews in which they explained why they adopted this and that approach, how they taught grammar and how they responded to students' errors. The results showed that the teachers' practical and pedagogical knowledge had an influence on the way they taught grammar and to make a good impression in the class was of a greater importance than delivering more efficient teaching. Some teachers who claimed to apply CLT (communicative language teaching) appeared to have a limited knowledge of CLT techniques and procedures. Some teachers tended to avoid teaching grammar because their knowledge of grammar was limited. Others put a great emphasis on grammar to ensure students' understanding of grammar.

Khan and Mohammad (2017) surveyed and interviewed twenty university teachers in Iran to have their opinions about the inductive approach. The results revealed that most of the teachers considered it to be efficient in an EFL/ESL context. The questionnaire and the interview supported the idea. Though the students' grammar was weak, this didn't affect the teachers' use of the inductive approach as for them it was a tool to teach grammar successfully which developed students' critical thinking abilities.

Ahmad et al. (2017) utilized a questionnaire investigating 70 non-native EFL teachers and their 80 students about grammar teaching. The results of the study showed that teachers and their students look into different directions which is a result of low proficiency level of students. Thus, the success and failure in the teaching-learning process is the result of the relationship between teachers' beliefs and their practices in the classroom.

As indicated in the research above, a considerable number of research has been done to examine teacher beliefs in teaching grammar. Differences in beliefs about grammar teaching have been found between teachers and students, between teachers and teachers. The research is conducted in a foreign context, so research is needed to explore EFL teachers' beliefs in teaching grammar in an Armenian context so that a better insight could be gained into teacher perceptions.

2.4. Online language education and the effects of online learning on the achievement of grammar

Distance education compared to face-to-face classroom instruction is flexible in terms of time, place and pace. Rauter (2009) reports that a number of research studies found out that it is possible to have the same learning outcomes as in face-to-face classrooms (as cited in Kim and Vorobel, 2012, p. 549). The questions that arise concerning the second language acquisition in

distance education are: what teaching methods and strategies are most effective, what materials and assessments should be implemented in online classes (Al-Jarf, 2005; Kim and Vorobel, 2012).

Few studies have investigated the effects of online grammar instruction on students' performances (Yusof and Saadon, 2011). Al-Jarf (2005) investigated the effects of online learning on the achievement of grammar. The findings indicated that students showed a great interest in learning grammar online and expressed positive attitudes towards that mode of learning. Besides, online grammar teaching enhanced their grammar skills. Felix (2001) reported that students had positive attitudes towards online learning. Furthermore, Yusof and Saadon (2011) investigated students' grammar achievement in applying different modes of learning. It was concluded that face-to-face classes together with the integration of online classes was the best method to be used for teaching grammar that helped improve students' grammar skills.

The above-mentioned research indicates the effectiveness of grammar teaching in an online context. However, the literature review on the same topic that is both the preferences and experiences of teachers and students about inductive and deductive approaches to grammar teaching in an online context is hard to find, if not possible.

CHAPTER THREE: METHODOLOGY

The research design of this study is mixed, integrating both quantitative and qualitative methods within one study, which aims at combining the two methods in order to deeply understand the issue that is being investigated (Paltridge and Phakiti, 2015). This is an action research, a participant inquiry in particular, which tries to understand (examine) both the beliefs, experiences that teachers have about grammar teaching and students' preferences and experiences of inductive and deductive approaches. The study aims at improving the teaching-learning process in Armenian EFL context of one of the after-school language programs in a remote learning setting.

Both sequential and concurrent (Quan->Qual+Qual->Quan) designs were used so the results from both strands were interpreted so that the qualitative findings would give a better understanding of the quantitative results. Afterwards, the results were compared to come to a complete understanding of the whole picture (Paltridge and Phakiti, 2015).

3.1. Participants and setting

The study was carried out in one of the after-school language programs in Yerevan.

The study employed purposive sampling for data collection by selecting four teachers teaching in one of the after-school language programs in Yerevan as well as about thirty-eight young and teenage learners aged from 10-15 studying there. The proficiency level of the students is low elementary, high elementary and intermediate.

3.2. Design and Instruments

The research instruments include two survey questionnaires, an unstructured teacher interview with open-ended questions, class observations called "other observation (researcher observations of other participants)" focusing on specific issues under investigation such as "the

systems (typical routines and procedures), the people (responses)” in gathering data (Paltridge and Phakiti, 2015). The class observations were obtrusive in nature during which the researcher used an observation form and a research diary called “memoirs” reflecting on the kind of transactions that occurred during the remote classes. The researcher found out how teachers presented grammar material and how these lessons were connected to their personal views on grammar teaching. The teacher interview was conducted via Email allowing the teachers to respond to the questions when it was convenient for them. The interviews were analyzed inductively through coding, determining themes and constructing an argument. The objective of in-depth-interview was to uncover more on particular points that could not be seen directly from the quantitative data analysis. The two survey questionnaires elicited data through close-ended statements involving selecting specific responses that led to quantification (percentages and frequencies).

3.2.1. Teacher survey

The teacher survey was developed (formed) and adapted on the basis of existing literature (Borg and Burns, 2008). It was conducted to collect data for the first research question related to the two grammar teaching modes (inductive and deductive). The survey contained five statements that elicited teacher responses on a five-point Likert scale, ranging from 5 (strongly agree) to 1 (strongly disagree). The survey covered some important points in grammar instruction. It consisted of two parts. The first part aimed at collecting objective data (background characteristics of participants) from teachers (teaching experience, proficiency level they taught). The second part aimed at eliciting subjective data (Paltridge and Phakiti, 2015) assessing how teachers perceived and rated inductive and deductive approaches.

3.2.2. Student survey

The survey that was administered among students aimed at examining the preferences and experiences of students concerning the two approaches in a remote learning context and collected data for the second research question. It was adapted from different studies (Burgess and Etherington, 2002; Nesic and Hamidovic, 2015; Nur, 2020) and simplified in order to fit it into the Armenian EFL context. It consisted of two parts. The first part included students' personal information. The second part included six statements and the responses were analyzed on a five-point Likert scale ranging from strongly agree to strongly disagree. The survey statements described students' experiences and the results they achieved through inductive and deductive teaching. The survey was translated into Armenian to make it easy for the students to answer the statements.

3.2.3. Teacher interview

The teacher interview was conducted to collect data for the first research question related to the grammar instruction in remote learning context to obtain more information about the issues from the survey. Four EFL teachers who teach at one of the after-school language programs in Yerevan were included in the study. The interview consisted of five open-ended questions which aimed at finding out the teachers' preferences in choosing inductive or deductive modes of teaching grammar, the difficulties they encountered when teaching grammar in a remote learning context as well as some specific criteria for choosing the approach. The teacher interview was conducted via Email.

3.2.4. Class observations

In order to observe the actual classroom practices of the teachers, an observation form or checklist was used and field notes were taken. The main focus of the observation form and field notes was a list of practices regarding grammar teaching, grammar explanation that is what

approach was used for explaining new grammar rules during remote classes in order to find out whether teachers' beliefs and perceptions of grammar instruction corresponded to their practices in the remote classroom, students' feelings and responses on the two approaches the teachers used in the class, whether their reaction was passive and active towards the chosen approach. The researcher observed those classes where grammar was covered. Each of the four teachers was observed about four to six times. The role of the researcher during the observations was a non-participant observer. The use of the form or checklist for the observations increases its reliability as it guides the observer during observations.

3.3. Procedure-Data Collection

The data collection stage included two survey questionnaires, a teacher interview and class observations. At the beginning of the data collection the four teachers teaching at one of the after-school language programs in Yerevan (two teachers conducted lessons in low elementary level classes, one teacher conducted lessons in a high elementary class and the other teacher conducted lessons in an intermediate level class) took part in the survey examining their preferences of two grammar approaches. The next stage, the researcher observed some of their classes where grammar was taught. Simultaneously, the four teachers took part in an unstructured interview which aimed at finding out their preferences and experiences of teaching grammar via inductive and deductive approaches in an online context and was used to triangulate the data observed. Finally, a student survey was implemented with students trying to find out their preferences and experiences about the two approaches in learning grammar material in an online context.

3.4. Data analysis

As the current study is mixed method research the data were analyzed both quantitatively and qualitatively. The quantitative data from the teachers' and students' surveys were collected via Google forms and were analyzed through Microsoft Excel by using descriptive statistics (frequencies and percentages). During the class observations the researcher made use of a research diary and an observation form. The teacher interview was analyzed inductively via Email looking for similar patterns through comparison.

CHAPTER FOUR: RESULTS

The present study was carried out to explore teachers' and students' preferences and experiences in choosing deductive or inductive approaches to grammar teaching in an online context. The chapter aims at providing answers to the proposed research questions. The present study employs both quantitative and qualitative data. The quantitative data were collected through two surveys administered among teachers working in an after-school language program in Yerevan and their students. The qualitative data were collected through a teacher interview and field notes as well as an observation form was utilized to concentrate on the overall picture. The results collected through quantitative and qualitative data aimed at answering the following research questions.

3. What are the preferences and experiences of teachers in choosing inductive or deductive approaches in teaching grammar material in an online context?
4. What are the preferences and experiences of students about the use of inductive and deductive approaches in learning grammar material in an online context?

4.1 The results of teacher survey

To answer the first research question concerning the preferences of the teachers about the two modes of grammar teaching, a survey (Appendix A) was administered among four teachers teaching in an after-school language program whose responses were analyzed using descriptive statistics.

Teacher A: job experience- has been teaching English about 3 years, taught students of high elementary proficiency level in English.

Teacher B: job experience- has been teaching English over ten years, taught students of low elementary proficiency level in English.

Teacher C: job experience – has been teaching English for 7 years, taught students of low elementary proficiency level in English.

Teacher D: job experience- has been teaching English about 7 years, taught students of intermediate proficiency level in English.

Thus, teaching experience ranges from three years to over ten years. The teachers taught different professional levels of students started from low elementary to intermediate.

Thus, Table 1 shows the background information of teachers, particularly their teaching experience as well as the proficiency level they teach.

Table 1

Teachers' Demographics

Variable	Frequencies
Teaching Experience	
1-3 years	1
4-7 years	2
10 + years	1
The proficiency levels	
Low elementary	2
High elementary	1
Intermediate	1
Total	4

Furthermore, the following Figure 1 shows the preferences of the four teachers regarding the two modes of grammar teaching. The teachers were asked to rate the statements of the survey according to the Likert scale of agreement.

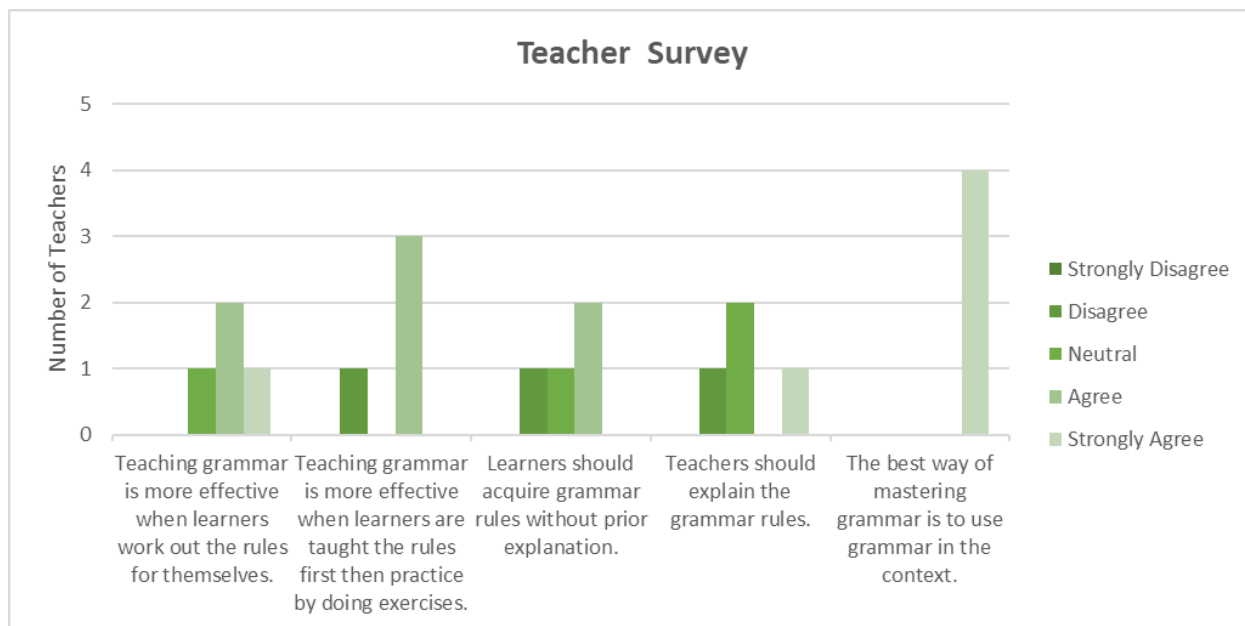


Figure 1 Teacher Survey

The first statement in the survey stating that ‘teaching grammar is more effective when learners work out the rules for themselves’ reveals that the two teachers out of four agree with the statement that inductive approach is more effective, while one teacher did not express her opinion and the other one strongly agreed with the statement.

The second statement stating that ‘teaching grammar is more effective when learners are taught the rules first then practice by doing exercises’ shows that three teachers out of four are in favor of the deductive approach, while one teacher disagreed with the statement.

As can be seen from the two statements in Figure 1, the teachers have positive attitudes towards both approaches.

The third statement stating that ‘learners should acquire grammar rules without prior explanation’ reveals that the two teachers agree that students can acquire grammar if they are exposed to the target language without prior explanation of the rules, while one teacher had no response or opinion, and the other one opposed the statement.

The fourth statement stating that ‘teachers should explain the grammar rules’ discloses that only one teacher considers that the explanation of grammar rules is essential, while two others had no opinion and one teacher disagreed with the statement.

These two statements in Figure 1 reflect the differences between the perceptions of the teachers about the explanation of grammar rules.

The fifth statement indicates that all the teachers agree with the statement that grammar should only be taught within context integrated with other language skills not through isolated examples when grammar items appear in the material or in communication.

Thus, the above-mentioned data elicited that teachers follow both approaches of grammar teaching taking into account the integration of grammar teaching with other language skills.

Thus, the preference is for both approaches of grammar teaching.

4.2 The results of teacher interview

Beside the teacher survey, a teacher interview was also used as a tool to elicit the collected data. Four teachers in the after-school language program were interviewed by the researcher (Appendix B). The interview consisted of five open-ended items and was administered via email. The participants responded to the following questions:

1. How do you teach grammar?

2. Which of the two approaches do you prefer in teaching grammar online? Why?

- Do you prefer to explain the rule first and then practice the exercises or allow the students to work out the rule by themselves.

3. What are the criteria for choosing the approach (when do you use the approach)?

4. What difficulties do you encounter when you teach inductively in an online teaching?

5. What difficulties do you encounter when you teach deductively in an online teaching?

1. Responses to how grammar is taught.

All the answers to the first question reveal that four teachers follow both approaches, that is they teach grammar both inductively and deductively.

Teacher A. I teach grammar both deductively and inductively.

Teacher B. I teach grammar both inductively and deductively, for beginner levels, I try to provide opportunities for the students to acquire grammar, rather than learn it. At higher levels, when students develop better cognitive skills, I focus on providing opportunities also observe grammar in different context and also provide the rule for usage and formation.

Teacher C. I try teaching grammar inductively most of the time, however sometimes they need more explanation. Deductive teaching can also be helpful with Armenian students, since they are already familiar with lots of rules and you want it or not sometimes, they ask and wait for that rule. I try to use as many interactive tools as I can for making it more of a game like activity than just a mere presentation or practice of grammar.

Teacher D. I use the two main grammar teaching methods, which are the inductive and deductive ones. The choice of the method depends on the students' level and their learning abilities and strategies. I tend to use the inductive method more, i.e. to raise the students' consciousness through contexts where the new grammar items are used, and the students come up with the rules themselves.

2. Inductive and deductive approaches to grammar teaching

The answers to the second question reveal that all the teachers try to implement both approaches. However, it depends on the level and age of the students.

Teacher A. Depending on the level, I teach grammar differently. If I notice that students have passed that grammar item at school, I prefer teaching through exercise rather than go with grammar rules, still I always highlight the grammar rules.

Teacher B. I prefer to let students work out the rule on their own, but, as mentioned above, it depends on the age and level. When working out the rule, I involve student in discussion and they cooperate to study something new. However, it is pretty challenging in online classroom, and there is no evidence or research done which approach is better for online classes. So, most of the teachers follow their teaching philosophy and rely on intuition.

Teacher C. As I have already mentioned above, I try giving activities and tasks so that they can figure out the rules, however, sometimes we do vice versa as well.

Teacher D. I use both methods online. It doesn't matter if the lesson is online or face-to-face. Grammar teaching methods are usually chosen depending on the level and abilities of the students. I use both of the methods online by applying different online tools. I mostly prefer to let the students work out the rules by themselves, as it raises their consciousness and helps them become independent learners. It also fosters their critical thinking skills.

3. Criteria for choosing the approach.

The answers to the third question reveal that all of the teachers responded in a similar way saying that they use the approaches depending on the level, age, learning styles, background knowledge of the students as well as the topic of the lesson. However, they have different approaches (inductive and deductive) when teaching grammar to young learners and adults, to lower levels and higher levels. One of the teachers said that when she teaches tenses, she tries to use the inductive approach.

Teacher A. As mentioned above depends on the level and age of the students. With little ones that just start learning English grammar I use more deductive approach, whereas with the elder ones the other approach.

Teacher B. A lot depends on age, topic and level of the students. For example, when teaching tenses, I try to use inductive approach, but, when it comes to teaching some other topics, I may switch to deductive. I may also use deductive approach, when the students keep on making mistakes in the same grammar structure and need more structured explanation. One thing is for sure, differentiation is important, especially when teaching grammar. With young learners who are beginners I use less structure grammar explanation. With young learners who are at elementary and higher levels I use both inductive and deductive approaches starting eliciting, then providing the rule or asking the students to provide the rule. The same with adults.

Teacher C. I take into consideration students' proficiency level most of the time, their background in terms of language learning and most importantly their interests and motivation during the completion of the grammar tasks. So, it doesn't matter what level is that, or the age, I try mostly to concentrate on inductive approach. However, higher level students sometimes urge me to use deductive ways since they are accustomed to those kinds of explanations coming from their background from schools, but I try to break that I would say 'insecurities' related to grammar rules and they try to get accustomed to new ways. With kids it is easier for me to set the tone with inductive approach since they don't know much and 'the bottle is empty' I always say.

Teacher D. As I mentioned above, I use the approach depending on the students' level and learning strategies. I tend to explain the rules to lower-level students (in case they can't work out the rules by themselves). While with the higher levels I mostly use the inductive method.

4. The difficulties encountered when teaching inductively in an online setting.

The answers to the fourth question reveal that one of the main difficulties is that it was hard for the teachers to see the mimics and reaction of the students to be sure they were attentive enough to catch the meaning. Besides, it is time consuming and takes lots of time and creativity from the teachers to make each grammar topic presentable in an inductive way. Moreover, most of the time online worksheets include the rule, so inductive teaching becomes not doable (irrelevant). Inductive approach demands more interaction with the students which online teaching does not allow.

Teacher A. The main difficulty is that most students prefer to have their videos off, and it makes difficult to see through their faces, mimes whether they were listening to me, or if they understood the grammar or not. Most importantly, whether they were attentive enough to catch the meaning of tasks that they were assigned.

Teacher B. It's pretty hard to teach grammar online inductively, as very often not all the students participate in the discussion, some of them may use the chat to express their ideas, but it is still not enough. And, most importantly, you do not see any reaction or mimics on their face, to be sure, you are on the right track. And only in practice stage you get the feedback.

Teacher C. Be it online or face to face one of the major difficulties in inductive teaching for me is to avoid students' questions which usually lead to explanation of the rule rather than figuring it out together. I think the reason behind that issue is their understanding of the certain grammar rules and structures which comes from their school backgrounds. Adding something specific to online tools, it's hard to find activities or online tasks that can check students' understanding and not show the rule. I mean most of the time online worksheets already include the rule and that can break the

whole point of inductive teaching, thus it's time consuming and takes lots of time and creativity from teacher to make each grammar topic presentable and doable for the students in an inductive way.

Teacher D. Very often the same students come up with the rules and you can't really feel if all of the students understood it or not. And very often I need to go through the material again and introduce it deductively.

5. The difficulties encountered when teaching deductively in an online setting.

The answers to the fifth question reveal that all four teachers admitted that teaching deductively is easier, requires less effort on the part of the teacher, it is a direct explanation. There are lots of online tools (videos, ready-made quizzes, grammar tasks) that make the teaching easier. Thus, there is no difference if the lesson is online or face-to-face in terms of explaining grammar deductively.

Teacher A. The same difficulty refers to this one, yet with online classes this approach works better.

Teacher B. Teaching grammar deductively is easier, as you may share different video lessons and also it requires less effort on the part of the instructor. It's just an explanation on the part of the teacher, but you may never be sure how well the students have understood, and if they don't you have to teach it again, with deductive approach you can notice, how well the students got the grammar, before moving to practice part. So, it turns into kind of mixture.

Teacher C. To be honest, compared to the inductive teacher it's a lot easier to get activities and present the grammar topic deductive in online platform. You can find a number of worksheets and online tools making your life easier like videos, ready-made quizzes or grammar tasks. I

think the difficulty comes within the practice time, since sometimes it's hard to listen to every student and make sure that each of them has done or completed certain task.

Teacher D. There is no difficulty. Basically, there is no difference if the lesson is online or face to face in terms of explaining grammar deductively.

Thus, the above-mentioned data shows that all the teachers assume they apply both approaches in their classes though it depends on various factors such as: the level, the age, learning styles, background knowledge of the students as well as the grammar material of the lesson. The teachers prefer to teach grammar materials in the deductive mode for the following reason: it is more practical and effective to teach grammar deductively in an online setting as compared to the inductive grammar teaching which is time consuming and requires lots of creativity from teachers, and there are lots of online tools that make the learning easier through deductive approach to grammar teaching.

4.3 The results of student survey

To answer the second research question on the preferences and experiences of students regarding the two modes of grammar teaching in an online context, a survey (Appendix C) consisting of six statements was administered among thirty-eight students studying in one of the after-school language programs in Yerevan. The responses were analyzed descriptively. Accordingly, Table 2 shows the background information of students, particularly their age. We deal with the students aging from ten to fifteen.

Table 2

Students' Demographics

Variable	Frequencies	Percentage
Age		
10	2	5.3%
11	3	7.9%
12	6	15.8%
13	5	13.2%
14	14	36.8%
15	8	21.1%
Total	38	100%

Furthermore, the following Figure 2 presents the students' preferences and experiences of the two modes in learning grammar material. The students were asked to rate the statements of the survey according to a five-point Likert scale of agreement.

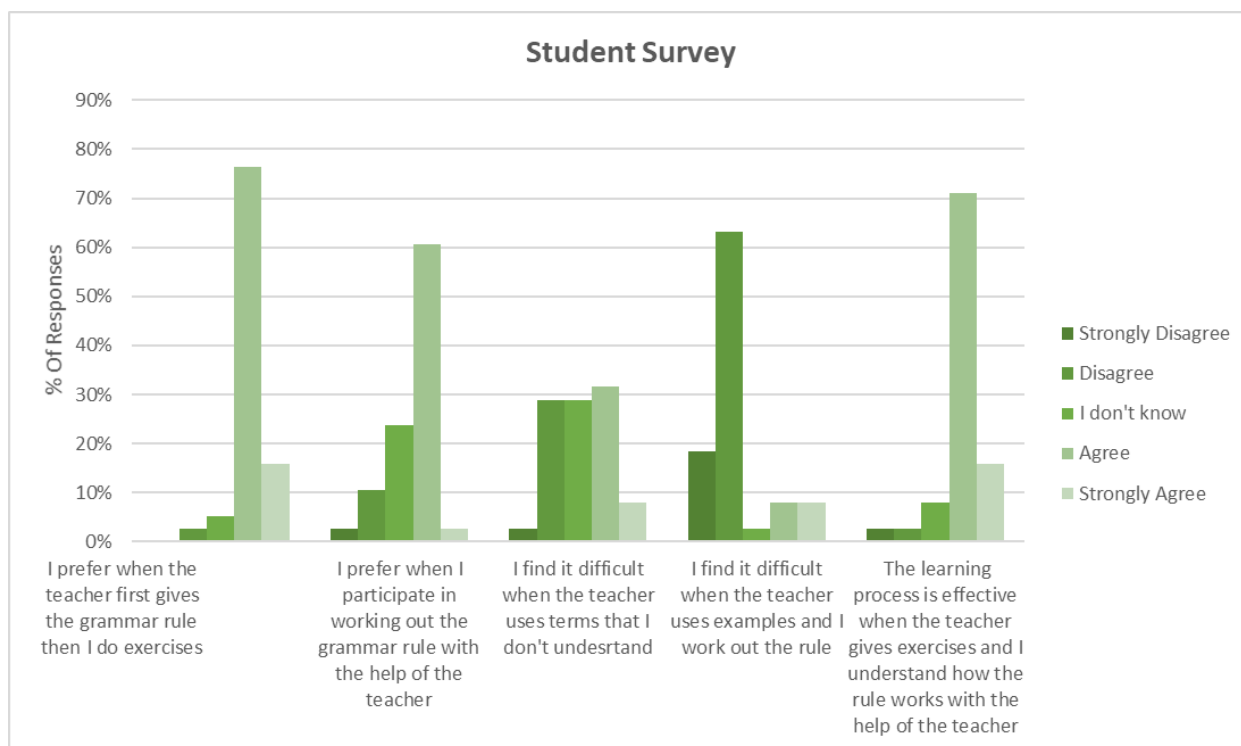


Figure2. Student Survey

The first statement that concerns the deductive approach of grammar teaching shows that 92.1 % (76.3% agree, 15.8% strongly agree) of students stated that they prefer the explicit explanation of grammar rules before using them in exercises. Only a small percent of students disagreed with the statement.

The second statement that concerns the inductive approach of grammar teaching shows that most of the students 80% (60.5% agree, 10.5% strongly agree) admitted that they prefer finding out the grammar rules with the help of the teacher. 23.7% of the students didn't express their opinions and a small number of students (10.5%) disagreed with the statement.

If we combine the findings obtained from the two statements regarding inductive and deductive approaches of teaching grammar, we can conclude that the students' preference of both approaches is clearly visible. Thus, the obtained results indicate that 92.1% of students prefer deductive grammar teaching, while 80% of the students consider inductive grammar teaching also fairly important.

The third statement reveals that 39.5% (7.9% strongly agree, 31.6% agree) of students have difficulty in learning the language when some grammatical terms are used by the teacher, while over 28.9% of students don't find it difficult when the teacher explains grammar using grammatical terms. 28.9% of students didn't have any opinion.

The fourth statement reveals that majority of the students (81.6%, i.e. 63.2% agree, 18.4%) have no difficulty in working out the rules with the help of the teacher, while a slight number of students (15.8%, i.e. 7.9% agree, 7.9% strongly agree) find it difficult to work out the rules for themselves.

The fifth statement shows that majority of the students (87.5%, i.e. 71.1% agree, 15.8% strongly agree) recognize the effectiveness of inductive approach for mastering grammar and the sixth statement shows that 84.2% of the students (65.8% agree, 18.4% strongly agree) recognize the effectiveness of deductive approach for mastering grammar.

Thus, based on the findings mentioned above, it can be concluded that the students have positive opinions towards both approaches and they consider both approaches to be effective for learning grammar though they are slightly inclined to deductive approach. Most of the students have no difficulty in learning grammar material through the inductive approach.

Thus, the combination of these two approaches for teaching grammar is the most appropriate for students.

4.4 The results of the field notes

It was thought that it was best to observe what actually happens in class without directly participating in the teaching-learning process being observed in order to better understand that process. The data from observations were collected through observation form (Appendix D) that was completed at the end of each lesson and through field notes (Appendix E) which were completed during observations. The observation form was used at the end of each class in order to capture details of the lesson whether it was conducted based on the inductive or deductive approaches. The observation form consisted of eight statements in terms of the lesson presented specified in advance such as the grammar material taught, the teaching approach used, the use of visuals, videos, whiteboard, group or pair work, the involvement of students. It was paper-based and the researcher used content analysis to analyze the data from the observations. The form was checked by the instructor to ensure the reliability of it.

In addition, the observation field notes were also taken based on the presentation of inductive and deductive grammar teaching conducted by the four teachers in low elementary, high elementary, intermediate English proficiency level classes.

The role of the observer was to take notes without interacting with the students and teachers and observed only particular lessons related to grammar teaching. The students were aware of the researcher's presence, so there were no ethical concerns about the observations. The observation schedule needed to be negotiated between the teachers and the researcher to conduct the observations systematically and observe only lessons where grammar was taught. Each teacher was observed about four to six times. Some lessons were not observed because of some circumstances (practicum students conducted the lessons, mid-term tests, no grammar was taught).

While evaluating the lessons based on the observation form it was clear that all four teachers used mainly deductive approach teaching grammar explicitly in their classes sometimes with some elements of inductive approach focusing on practicing the meaning through discussions but not the grammatical feature. Some of the grammar structures were revision, and the teachers introduced those structures again deductively. The two teachers used a variety of teaching techniques for the explanation of grammar rules effectively, such as whiteboards and slides using different colors to highlight the structures in order to draw students' attention to the new materials, they made use of lots of online learning tools, such as videos, quizzes, flashcards, live worksheets, pictures showing the usage and formation of a particular grammar rule, music as part of the lesson to encourage participation, engagement and to create fun in the classroom. Thus, the students had the opportunity to experience grammar through context by watching videos, answering questions related to pictures or texts, playing board games, doing gap-filling

exercises. The teachers were more flexible towards explaining, including or providing good examples for the students which helped them better understand the rules being taught. Hence, they became more productive and accurate throughout the lessons. Though mistakes also occurred during the classes.

One teacher out of four never used online tools or other materials. There was always a brief explanation of the rules through examples which made the lesson not interactive and uninteresting. The whole lesson was based on particular exercises taken from the course book. The lessons were teacher-centered.

The teacher teaching intermediate level class said that the students already had background knowledge and there was not much grammar to be taught at that level. So, she thought that other skills needed to be practiced. The observations indicated that she used grammar terms frequently as did the other teachers and to ensure that the students understood grammar, translations were also utilized. Though she said she taught grammar inductively, in fact she used grammar terms and forms.

None of the teachers organized group or pair work during the lessons.

The students participated actively in the classes where there was exposure to authentic materials along with the integration of technology.

The data collected from the field notes and interviews indicate that the teachers misunderstand the concept of inductive and deductive approaches. What some of them described as inductive approach, in fact was deductive teaching. They didn't provide the students with an opportunity to think for themselves or to work in groups and ask each other questions to come up with the rule. They didn't construct the lessons so that they would ask the series of meaningful questions for the students to guess how the rule works.

Thus, the observation data indicated a contrast between the teachers' perceptions and their practices in terms of grammar instruction. Despite the fact the teachers said they implemented both approaches in their classes, the observations revealed that they all utilized mainly the deductive approach in practice. The observation also revealed that the teachers misunderstand the concept of inductive and deductive grammar teaching.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1. Discussion of Findings

The purpose of the present study was to investigate both the teachers' and students' preferences and experiences in choosing inductive or deductive approaches to grammar teaching in an online context. The analysis of the data aimed at finding out the answers to two research questions. Thus, the discussion of the results will be presented focusing on the two research questions:

1. What are the preferences and experiences of teachers in choosing inductive or deductive approaches in teaching grammar material in an online context?
2. What are the preferences and experiences of students in choosing inductive or deductive approaches in learning grammar material in an online context?

The discussions over the issue of grammar teaching methods have resulted in mainly teaching grammar inductively (Krashen, 1987; Nunan, 1997; Burgess and Etherington, 2002; Brown, 2006; Borg and Burns, 2008; Alzu'bi, 2015; Mohammad and Khan, 2017; Nur et al., 2018; Benitez-Correa et al., 2019; Toprak, 2019) and teaching grammar deductively (Picca, 2000; Nazari and Allahyar, 2012; Nesic and Hamidovic, 2015; Bastola, 2016; Rahman and Rashid, 2017; Ahmad, 2018; Ohalan, 2018;). The main point of these two approaches is to teach grammar but in different ways. The deductive approach to grammar teaching is considered to be a formal instruction, while the inductive approach is more experiential.

The comparative analysis of teacher survey and teacher interview data of the four teachers who participated in this research reveal that all the teachers prefer and assume they apply both inductive and deductive grammar teaching in practice and the decision of choosing the most appropriate type of grammar instruction comes from the factors such as students' English

proficiency level, their age (Brown, 2007) and learning styles (Nunan, 2003), background knowledge (Hwu and Sun, 2012) as well as the material being taught (Larsen-Freeman 20002; Nunan, 2003), the integration of grammar with other language skills in order to make the grammar teaching more effective and successful.

It was revealed that all the teachers taught grammar deductively as it was practical and effective in an online context. This finding is in line with that of the study by Bastola (2016), who found out that four English teachers out of five teaching at school felt very comfortable in adopting the deductive approach.

Similarly, in the present study, the three teachers out of four having over three years of teaching experience prefer deductive grammar teaching which is in agreement with the results by Rahman and Rashid (2017). In addition, Nazari and Allahyar (2012) found that four English teachers working at a language institution and teaching for over three years followed a deductive approach in practice which is in line with the findings of the present study.

Nevertheless, based on the present results both from the survey and interview it can be argued that if the choice is between the two approaches in an online setting, though the inductive approach is a more desirable way of teaching grammar, the deductive approach should be implemented in an online context. The reasons are that the teachers find it easier to implement as it requires less effort on the part of the teacher (Thornbury, 2000; Nunan, 2003)). It is more effective and practical as there are lots of online tools (videos, ready-made quizzes, grammar tasks) that make the teaching easier. In addition, the deductive approach is less time-consuming (Thornbury, 2000; Nunan, 2003). Thus, there is no difference if the lesson is online or face-to-face in terms of explaining grammar deductively.

The findings are consistent with Nunan's (2003) viewpoint as the teachers of the present study consider the inductive approach to be more time-consuming requiring more creativity on the part of the teacher.

The results of the present study conflict with that of the results by Mohammad and Khan (2017) whose findings revealed that the majority of the university teachers whose experience varied between two to twenty years followed inductive approach.

The issues of how grammar should be taught have been long discussed theoretically in the literature. Nunan's (2003) viewpoint suggests that grammar is best taught in context not in isolated sentences, in contrast to Krashen (1987), who argued that grammar should not be taught at all and should be excluded from teaching as language learning is an unconscious process, and the result of experiencing the language. The results of this study are consistent with Nunan's (2003) viewpoint as the teachers of the present study agree that grammar should only be taught within context integrated with other language skills.

Ohalan (2018) found out that non-native English teachers favor a deductive approach though they opposed to teaching grammar in isolation. The teachers think that the inductive method is more appropriate with younger learners than with adults. The findings are not consistent with the present study as the two teachers out of four consider the deductive approach to be more appropriate with younger learners.

Furthermore, the findings of the study are consistent with the results of the previous study by Toprak (2019) who found out that teachers also made a distinction between teaching grammar to young learners and adult learners concerning both approaches, that is young learners learn grammar effectively through inductive grammar teaching (Brown, 2007). The teachers also admitted the integration of grammar with other language skills implementing meaningful ways to

present grammar in context (Thornbury, 2000; Ellis, 2006; Nunan, 2003) as well as they admitted that inductive approach is time consuming (Toprak, 2019, Thornbury, 2000; Nunan, 2003). On the other hand, one of the teachers of the present study tends to utilize the inductive method of grammar teaching with higher levels and tends to explain rules to lower-level students (Cowan, 2008).

The observations as one of the tools of the present study were very important which provided essential information about the teaching methods and strategies used by the four teachers, what online tools they implemented to make the lessons more interactive and how the students interacted and responded to this.

Thus, the analysis of observations showed a different result, such as the techniques and strategies were based initially on the deductive approach through the explicit representation of the grammar structures using various online tools and providing good examples helping the students comprehend better.

The activities were not based on pair work or group work, there were no discussions about grammar rules to promote (encourage) cognitive thinking abilities (Larsen-Freeman, 2000; Nunan, 2003; Mohammad and Khan,2017).

The teachers used the course book while teaching ‘Wh’ questions, relative clauses, ‘I like/don’t like’, ‘used to’ structures, comparative of adjectives, to be, object pronouns, second conditional, modal verb ‘must’, past simple, present simple and past perfect tenses.

During the observations the researcher felt that all the students understood the rules explained but they needed additional practice and more time to memorize the structures. They participated actively in those classes where there was an exposure to authentic materials with the integration of technology which provided the students with an opportunity to experience

grammar in context (Ohalan, 2018; Ahmad, 2018; Nunan, 2003, Nunan, 1997; Thornbury, 2000; Brown, 2006).

The results indicate that the teachers implemented some elements of inductive approach focusing on the meaning through the use of communicative activities but all the grammatical structures were introduced and highlighted explicitly by the teacher through examples.

The results also indicated that all the teachers assumed they taught grammar inductively but, in fact, they didn't adopt this approach in practice. Thus, the teachers claimed that they were using inductive approach, in fact they were using deductive approach (Ahmad, 2018; Hos and Kekec, 2015; Burges and Etherington, 2002, Nazari and Allahyar, 2012; Ahmad et al., 2017).

In response to the second research question, the findings revealed that the students aged from ten to fifteen who participated in the research highlighted the importance and the effectiveness of both approaches to teaching grammar with a slight inclination to deductive grammar teaching where the teacher gives explanations of grammar rules and the rules are practiced by them through various examples. The reason for choosing this approach may come from their prior experience as they are used to this approach at school. The results are in line with the results by Nur et al. (2018) and Benitez-Correa (2019) who found that students' perceptions of inductive approach were also positive. So, there was a great number of students who preferred the inductive approach as well.

The results are in line with Nestic and Hamidovic (2015) who found out that students preferred the deductive approach and other studies have found no significant difference concerning the two approaches of grammar teaching (Nur, 2020; Mahjoob, 2015; Zamani and Mohammadi, 2014).

The students of the present study held positive opinions towards the inductive approach because they assumed they encountered this approach in the classroom, in fact they learned grammar materials through deductive approach. The inductive approach consists of pair or group work, group discussions, peer interactions (Rahman and Rashid, 2017; Thornbury, 2000). Students can't learn to think critically, make arguments, work as part of a team in groups unless they are encouraged to do so. The teachers of the present study didn't organize group or pair work during the lessons.

Thus, the results of this study indicated that there is a harmony between the teachers' and students' preferences and experiences about the use of inductive and deductive grammar teaching which is consistent with Ahmad et al. (2015).

Even though the results of this study showed that the teachers taught grammar deductively, they should implement both types of grammar instruction in their teaching practices to create a balance between these two approaches to help the students comprehend grammar rules better (Larsen-Freeman, 2000; Nunan, 2003; Nunan, 1997). This will be the best solution to cater to different learning styles and using a variety of sources in an online context will help the students participate more actively in the lessons.

5.2. Implications of the study

The present study may give a chance for researchers interested in this topic to work more with EFL classroom teachers in the other contexts to find out more about their experiences and practices in grammar teaching so that they could gain deeper understanding about the situation in order to inform teacher training centers to help those teachers teach grammar effectively.

The study also suggests a negotiation between teachers and their students in terms of students' preferences and experiences and teachers' classroom practices to make the lessons more effective.

Moreover, an on-going professional development is very important for teaching grammar effectively.

It would be beneficial to organize workshops for the teachers to meet regularly and share their experience with other teachers and learn from each other so that all the teachers make use of the opportunities that online teaching offers. The teachers who do not possess these skills would benefit and if they skillfully use all the opportunities that online teaching offers will raise an overall effectiveness.

5.3. Limitations and delimitations of the study

There are some limitations which must be taken into consideration when interpreting the results of the research.

- The research sample is very small, so the results cannot be generalized.
- The current study uses close-ended statements in the student survey for gathering data, which gives a limited amount of information since it allows comments on statements set by survey, which may lead to missing useful information that open-ended questions could reveal.
- The limited length of exposure of the researcher to the research process is another limitation. Probably a longitudinal study could provide a more accurate picture.
- Another limitation of the study is the fact that the observations were conducted only by one researcher. If there was another observer, a different interpretation of the grammar lessons might have been given.

Delimitations of the study refers to the educational setting as the research was carried out in one of the after-school language programs in Yerevan as well as the proficiency level of the participants.

5.4. Recommendations for further research

In order to have more insightful and complete data it would be better to carry out research using other statistical tools as well as including other instruments such as pre and post-tests. Moreover, further research may have students of other proficiency levels as well as the research may examine EFL teachers' preferences and experiences working at different private centers in an online context.

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Appendices

Appendix A. Teacher survey

1. How long have you been teaching English?
 - a. Less than 1 year
 - b. 1-3 years
 - c. 4-7 years
 - d. 8-10
 - e. 10+ years
2. What proficiency level do you teach?
 1. Teaching grammar is more effective when learners work out the rules for themselves.
 2. Teaching grammar is more effective when learners are taught the rules first then practice by doing exercises.
 3. Learners should acquire grammar rules without prior explanation.
 4. Teachers should explain the grammar rules.
 5. The best way for mastering grammar is to use grammar in the context.

Appendix B. Teacher interview Questions

1. How do you teach grammar?
2. Which of the two approaches do you prefer in teaching grammar online? Why?
 - Do you prefer to explain the rule first and then practice the exercises or allow the students to work out the rule by themselves?
3. What are the criteria for choosing the approach (when do you use the approach)?
4. What difficulties do you encounter when you teach inductively in an online teaching?
5. What difficulties do you encounter when you teach deductively in an online teaching?

Appendix C. Student survey

1. Your age
 - a. a. 10 years b. 11 years c.12 years d.13 years e.14 years f.15 years
2. I prefer when the teacher first gives the grammar rule then I do exercises/ Էս նախընտրում եմ , երբ ուսուցիչը սկզբից բացատրում է ֆերականական կանոնը, որից հետո ես կատարում եմ վարժարյուններ օգտագործելով կանոնը:
3. I prefer when I participate in working out the grammar rule with the help of the teacher//Էս նախընտրում եմ, երբ ինձ եմ բացահայտում (դուրս բերում) ֆերականական կանոնը ուսուցչի օգնությամբ :
4. I find it difficult when the teacher uses terms that I don't understand/Ինձ համար դժվար է, երբ ուսուցիչը անհասկանալի ֆերականական տերմիններ է օգտագործում:
5. I find it difficult when the teacher uses examples and I work out the rule/Ինձ համար դժվար է, երբ ուսուցիչը բերում է օրինակներ, որոնց միջոցով ես պետք է բացահայտեմ կանոնը:
6. The learning process is effective when the teacher gives exercises and I understand how the rule works with the help of the teacher/Ավելի արդյունավետ է, երբ ուսուցիչը ինձ օգնում է դուրս բերել ֆերականական կանոնը վարժարյունների միջոցով:
7. The learning process is effective when the teacher gives the grammar rule and then we do exercises/Ավելի արդյունավետ է, երբ ուսուցիչը տալիս է կանոնը, ու կատարում եմ վարժարյուններ օգտագործելով կանոնը:

Appendix D. Observation form

1. The grammar material of the lesson

- Is it a revision or a new grammar material?

247004000. How is it explained (inductively or deductively)?

247004616. The use of visuals

- Are there slides prepared in advance by the teacher?

247004728. Does the teacher use the whiteboard?

- If so, how effective the use of the whiteboard is.
- Uses different colors to draw students' attention to the new grammar material.
- Examples or patterns are placed on the board.

247005288. Does the teacher use other visuals?

247004840. Does the teacher use videos or other materials from outside sources?

247005008. Is there group work or pair work during the lesson?

247005120. Are all the students involved in the process of the lesson?

Low Elementary 3D. 25.01, Monday. Week 1.

The lesson started with the revision of the topic 'Nationalities'. The new grammar pattern that was taught was 'WH' questions which was their new grammar topic. When the teacher brought all the examples of 'WH' questions such as 'what, where, who, how', she didn't translate those question words, rather she used them in the real questions familiar to students such as 'what is your name?', 'where are you from?', 'who are you?', 'how are you?'. It was clear that the students could quickly understand the meaning of the question words. Then she highlighted the question word 'what' and told students that in forming questions 'what' always is put in front of the sentence after which aux. verbs in the present simple tense are put and constructed. Then she mentioned the same about the other question words 'who, where, how'. The teacher gave them 3-4 minutes to think of their own questions using 'what, where, who, how'. After that the students played a game through an online spinner and they had a fun Q&A session. We could listen to almost all students.

High Elementary 3C. 26.01, Tuesday. Week 1.

The lesson started with checking the homework. The topic of the lesson is 'Medicine in the past'. The new grammar pattern is 'Relative clauses'. The first question was 'when do we use relative questions?'. The teacher explained that relative questions were used to mention about 'who, where, when' people talked about. She highlighted the words people, objects, time, place and possessions. She told students that when it was talked about people, then 'who' was used, when it was talked about objects, then 'which' was used, 'when' was used with the time, 'where' with place and 'whos' with possessions. Then the teacher brought examples: 'the boy who is standing near the window'. Afterwards, students did gap-filling exercises practicing relative clauses.

Low Elementary 3D. 27.01, Wednesday. Week 1.

The lesson started with the review of the topic 'Nationalities and countries'. The new grammar pattern of the lesson was 'like' and 'don't like'. First, the students listened to some sentences: 'I like apples', 'I don't like an ice-cream' and she told the students that in those examples after 'like' they had just a simple noun (subject) and the expression 'I don't like' meant something they didn't prefer. After the explanation the students formed their own sentences actively participating in the teaching-learning process. Afterwards, the teacher focused the students' attention to another structure bringing such examples as 'I like playing computer games', 'I like watching TV'. She asked the students what were the similarities they noticed in the sentences. As there was no answer, she added that all were actions that they liked doing and when they used 'like' and the action they needed to put an 'ing' ending such as 'I don't like doing my homework'. At the end, the teacher gave the students an opportunity to form their own examples.

High Elementary. 28.01, Thursday. Week 1.

The lesson started with checking the homework. The topic was medicine. The new grammar topic was 'used to'. The teacher started with the question 'Does anyone know when we use this expression?'. Then she brought an example 'I used to sing when I was young' and said that the expression is used to talk about habits in the past which they don't have anymore. She made the sentence interrogative and negative and let the students form their own sentences. The students participated actively.

Low Elementary 1. 01.02, Monday. Week 2

The topic of the lesson is 'Family and pets'. The lesson started with a listening activity which was followed by a matching activity based on the listening. In the listening part a boy was talking about his family members using adjectives describing his family members, ex. These are my grandparents. They are friendly. The matching activity was to match those adjective words with the sentences. The teacher then asks a question: which three words from this list would you use to talk about yourself? -students choose the adjectives. Then the teacher writes on the board.

- Max, Vahan and Robert are sporty.
- Zaven and Sergey are sportier.
- Meri and Monika are artistic.
- Nelly is more artistic.

She highlights the sentences with a pencil. Then she spends more time explaining that the two boys are sportier as they have more cups and certificates, they do a bit more, and Nelly is more artistic as she attends an art club and does more things.

Another listening activity with reading about comparing two people, ex. I am more talkative than my cousin. The teacher asks: how many people do we have in this paragraph? What do we try to tell people with these sentences? She brings more examples. Students give answers in their mother tongue (we describe people). The teacher confirms: we try to compare two people to see who is a bit friendly, more talkative, we try to come up with some comparisons. Afterwards, the teacher draws a T chart, writes some adjectives (cleverer, friendlier, more artistic, more hard working) and explains that short words have the ending 'er' and long words have the ending 'more'. She brings her real example (my sister is cleverer than me) and asks the students to bring their own examples as well as to make sentences comparing them with their friends. Students write in the chat box.

Low Elementary 3D. 01.02, Monday. Week 2

- Revision of the aux. verb 'to be'
- Listening to a song 'to be' (youtube)
- Watching a video- 'Am' is used with the pronoun 'I', ex. I am a boy. (deductive)
- The teacher shows a slide with a simple sentence: I am a student; you are a student.....
- The teacher shows another slide with the same sentence in question: Am I a student?.....
- The teacher shows the slide with negatives: I am not a student.....
- Gap-filling activity (verb 'to be')
- A gap-filling board game

Low Elementary 3D. 03.02, Wednesday. Week 2

The grammar pattern is a revision from the previous lessons 'I like a'. The teacher explains how to make the sentence interrogative and negative. She first brings an example written on the slides.

- I like a dog.
- Do I like a dog?
- I don't like a dog.

She tells the SS that they use 'do' for making sentences interrogative and 'don't' for making the sentences negative. She explains that 'do' is used with the pronoun 'I'. She brings another example written on the slides.

- He likes cats.
- Does he like cats?
- He doesn't like cats.

She tells the SS that it is 'does' because they have the pronoun 'he'. Then the teacher asks the SS to ask questions to each other in simple sentences. Students make mistakes in their examples.

The other grammar pattern was 'object pronouns'. The students listen to a dialogue from their textbook and have to mention where the object pronouns are. The teacher explains that 'the action is moving towards them when object pronouns are used. Afterwards, the students are engaged in a gap-filling activity, watch a video (me-someone shows himself), then watch a video about object and subject pronouns. The teacher explains that subject pronouns stand before the verb and object pronouns come after the verb.

- Song (object pronouns)-He is him.
- Practice via worksheets.

High Elementary 3C. 09.02, Tuesday. Week 3.

The new grammar topic of the lesson is the second conditional. The lesson started with checking the homework. The students then read a text which is in a question-and-answer form where some teenagers were asked some questions about the internet, benefits of the internet, useful websites, podcasts. Then the teacher asks what grammar format is used in those questions in the text and how it is formed (ex. If you were offered a job, what would you choose? If you were asked for a useful website, what would you recommend?). Then the teacher writes in the chat box the construction of the second conditional (if+past simple, would/wouldn't) and asks what the tense shows. She explains that it is used to talk about a future that is not going to be true or about a present which is not possible. She brings examples: If I won the lottery, I would buy a big house. She asks the students to form their own sentences. Not all the students make sentences. The teacher forms half of the sentence and lets the students continue: If I had a magic stick....it would be great for the world. Students make mistakes using 'would' after 'if'.

Afterwards, the teacher plays a game 'giving advice for the situations'. She brings a particular situation (I haven't got any money, I don't know what to do at the weekend, my computer keeps crashing and so on) and the students try to find any solution for the situation using the grammar pattern.

Low Elementary 1. 15.02, Monday. Week 4

The discussion topic is 'things to do or not to do in the playground'. The new grammar pattern is a modal verb 'must' and the negative form 'mustn't'. First, the teacher starts a discussion about what the students do in the playground, then shows flashcards of some actions on the screen (a boy crying in the playground, somebody dropping litter, shouting, laughing, throwing a ball, texting a friend, using a mobile phone, helping each other). She then asks if it is must or not must to do those activities in the playground and if somebody wants to express the idea that it is good to do in the playground or it is not a good idea, what word can be used. Then the teacher draws a T-chart and directly writes on the whiteboard the modal verb 'must' and the negative form 'mustn't' asking the students to choose from the examples brought above and put it in the right column. She tells the students 'mustn't' is not a good idea to do something and 'must' is good to do. Afterwards, the students bring their examples and the teacher writes them on the board by highlighting 'must' and 'mustn't' in green. At the end there is a gap-filling activity.

Intermediate. 15.02, Monday, Week 4.

The discussion topic is 'holiday in 2019'. The revision of the grammar is past simple tense. The teacher has already ready-made expressions on the whiteboard. Afterwards, the teacher introduces the grammar pattern once more in the following way:

- Asks questions: if you are going to ask one of your friends a question using these expressions about the holiday in 2019 how would you form those questions? The students answer that when a particular time is given then they use past tense.
- Assigns the students in different breakout rooms to make questions and ask each other about the holiday using the past tense form.
- Clarifies: you used the past tense in your questions because the questions started with the auxiliary 'did', after the aux. 'Did' do you use verbs in past or present tense? The students answer correctly.
- The teacher shows a slide with the structure of past tense, its usage with examples.
- Asks about the types of verbs used in the past tense (regular and irregular). Two students out of seven participate. She explains that if a verb ends in 'ed', it is regular.
- Tells the students to find all the regular and irregular verbs from their text.
- Throughout the lesson uses terminology.

The DEDUCTIVE method was used though the teacher stated that it was inductive.

Low Elementary 3D. 22.02. Week 5

The topic of the lesson is 'Family'. The grammar topic is present simple tense which is a revision. The teacher introduces the pattern in the following way:

- Practices the pattern via live worksheets
- The teacher shows a video from YouTube about the present tense form with its usage and examples
- Explains that present simple is a repeated action that happens over and over again using the Armenian explanation as well

- Brings examples (we have classes on Monday and Wednesday, I always study, etc.)
- Shows a video from YouTube about daily activities.

Intermediate. 24.02, Wednesday. Week 5

The topic of the lesson is travelling. The grammar pattern is a revision of present perfect and past simple forms.

- The teacher shows a picture with the usage and the formation of the tenses and explains.
- The teacher talks about signal words writing two sentences on the board (I visited Paris two years ago-I have already visited Paris).
- Students and the teacher discuss those two tenses using terminology.
- Students do an exercise choosing between the two tenses discussed in the given sentences.

High elementary. 25.02, Thursday. Week 5

The new topic of the lesson is ‘Lost world’ and the new grammar topic is past perfect. The students read a text about a lost city after which the teacher asks them to find what grammar is mostly used in the text (past simple and past perfect). Then they first revise the past simple tense: the usage of it, formation, signal words, two types of verbs. After that the teacher shows a picture which has the formation and usage of the past perfect form on it and explains that when the action happens before a past action then it is past perfect form. She tells the students to find sentences in the past perfect tense from the text and they discuss what action happened first (he didn’t know what he had seen). The teacher brings her example as well (when the police came the robbers had left) to clarify with them more. The interrogative form is explained then as no

one could answer how it is formed. Afterwards, they do exercises completing the sentences using the past perfect tense and circling the correct words.

Low Elementary 1A. 01.03, Monday. Week 6

The topic of the lesson is 'Under the sea'. The grammar pattern is the superlative of the adjectives. First comes the listening activity where the students listen to sentences about the sea animals where the superlative of the adjectives is used. The teacher writes some sentences on the board.

- Dolphins are the most intelligent animals
- They are the friendliest, too.
- Jellyfish are the most dangerous.
- Whales are the biggest animals.

The teacher explains that there are lots of fish but the most dangerous is jellyfish. One of the students translates the words (the biggest, the friendliest) into Armenian. The teacher then highlights the four sentences and asks what two different formations they can see in the sentences. There is no answer. The students seem to guess the meaning of the words but not the formation. The teacher explains the meaning of the 'est' and 'the most' in Armenian and tells them that there are two formations in English. One of the students remembers that short words have the ending 'est' and 'the most' is used with the long words. At the end, the students bring their examples.

Low Elementary 1A. 15.03, Monday. Week 8

The topic of the lesson is 'Gadgets' and the new grammar topic is past simple.

The students listen to a conversation. Then the teacher asks what people did when they visited technology life. The teacher writes the sentences on the board:

- Luiza listened to music
- Tia studied English on e-reader
- Max and Alex played games
- Simon watched a film

Then the teacher asks a question and tells the students to write in the chat : what did you do yesterday? She brings her example: I used my e-reader yesterday. After they had written their own sentences (all the sentences are in the present tense, the past simple ending of the verbs (ed) was missing) the teacher asks them to compare the sentences written on the board with their ones and see what two letters they forgot to write in their sentences. Then she underlines all the sentences on the board. The students have no answer what two letters are missing so the teacher tells them those two letters and highlights them on the board. Then she tells them to rewrite their sentences adding the ending 'ed' to the verbs. She explains the usage of the past tense drawing a horizontal line to be more visible for the students.

Low Elementary 3D, 15.03, Monday. Week 8.

The revision of grammar is 'there is/there are'. The teacher explains that 'there is' is used when one thing is talked about and in the questions, they put 'is' in front of the sentence. They use 'there is' with uncountable nouns. Then the teacher explains the same with 'there are' and uses Armenian to make her explanation clear for the students. Afterwards, they practice the two structures through live worksheets, watching a video about count. and non-count. nouns.

Intermediate. 15.03, Monday. Week 8.

The grammar topic is a revision of the present perfect continuous tense.

- The teacher writes a sentence on the board (I Have been doing my homework since morning) and explains the grammar structure writing the form on the board as well as the meaning of it (action started in the past and is continuing until now).
- Shows a picture with the usage and the formation of the tense and explains again.
- Explains the difference of 'since' and 'for'. She writes on the board (for-period and since-start of the action).
- Explains the negative form of the tense.
- The students practice by watching a video from YouTube and writing down the sentences from the video.
- The students ask real-life questions to each other.

Intermediate. 17.03, Wednesday. Week 8.

The grammar topics of the lesson is a revision of present perfect and present perfect continuous forms.

- The students listen to a conversation among three students. The task is to find out who has been doing what.
- The teacher writes two sentences on the board and asks the students what the meaning and form differences between the two sentences are (I have worked in that company-I have been working in that company). When one of the students answer that in the first sentence there is no exact time, the teacher confirms that the action is completed and in the second sentence the action is continuing until now.
- The teacher asks about the grammar forms and writes the forms on the board (have/has+V3, have/has +been+V+ing).

- The teacher shows a picture with the usage and the formation of the tenses and explains again.
- The students do an activity from the textbook finding out all the sentences in the two tenses from the script.