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The Choice of Inductive or Deductive Mode of Teaching Grammar in an Online Afterschool English Context

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Introduction

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 regarding inductive and deductive approaches.



Literature Review



Theoretical approach on inductive and deductive grammar teaching

Definitions and explanations of scholars for inductive and deductive approaches:

‘In an inductive approach without having met the rule, the learner studies examples and from these examples derives an understanding of the rule’ (*Thornbury, 2000*).

‘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’ (*Nunan, 2003*).



Factors that influence the choice of inductive and deductive approaches

- ❑ Grammar material being taught (*Larsen-freeman, 2007; Nunan, 2003*).
- ❑ Learning styles (*Nunan, 2003*).
- ❑ Age (*Brown, 2007*)
- ❑ Time constraints (*Thornbury, 2000; Nunan, 2003*).
- ❑ Student involvement (*Thornbury, 2000; Rahman & Rashid, 2017*).



Studies investigating the effects of inductive and deductive approaches

- ❑ Some studies indicate that there is a contradiction between teacher preferences 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*).

Toprak's (2019) study revealed that 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.



Studies investigating the effects of inductive and deductive approaches

- ❑ Some studies indicate the effectiveness of inductive approach (*Borg and Burns, 2008; Mohammad and Khan, 2017; Nur et al., 2018; Benitez-Correa et al., 2019*).

Benitez-Correa et al. (2019) revealed that the inductive approach was more effective for teaching grammar in an EFL classroom in terms of instruction and rapport.



Studies investigating the effects of inductive and deductive approaches

- ❑ Some studies indicate that both approaches are effective (*Nesic and Hamidovic, 2015; Rahman and Rashid, 2017; Ohalan, 2018; Nur, 2020*).

Nur's (2020) study revealed that students had positive perceptions on both grammar learning approaches.



Purpose of Study

The present study tries to fill out the gap in the remote teaching-learning environment within Armenian EFL context by exploring teachers' preferences and their experiences in teaching English grammar via inductive and deductive approaches and blend or balance it with that of their students.



Methodology



Typology

- ❑ Action mixed methods research
- ❑ Sequential and concurrent designs
(Quan->Qual+Qual->Quan)



Context and Participants

- One of the after school language programs in Yerevan.
- Purposive sampling
- 4 English teachers
- 38 students aged from 10-15 (young and teenage learners)
- The proficiency level of the students: low elementary, high elementary, intermediate



Data collection

Two survey questionnaires with close-ended questions on five-point Likert scale of agreement for both the teachers and students.

An unstructured one-to-one teacher interview with four teachers via Email

Class observations using both an observation form and taking field notes.



Data analysis

Quantitative data

- ❑ Were collected via Google forms and were analyzed through Microsoft Excel.
- ❑ Descriptive statistics: frequencies , percentages

Qualitative data

- ❑ Inductive approach (looking for similar patterns through comparison)
- ❑ Research diary
- ❑ Observation form



Major Findings



Findings

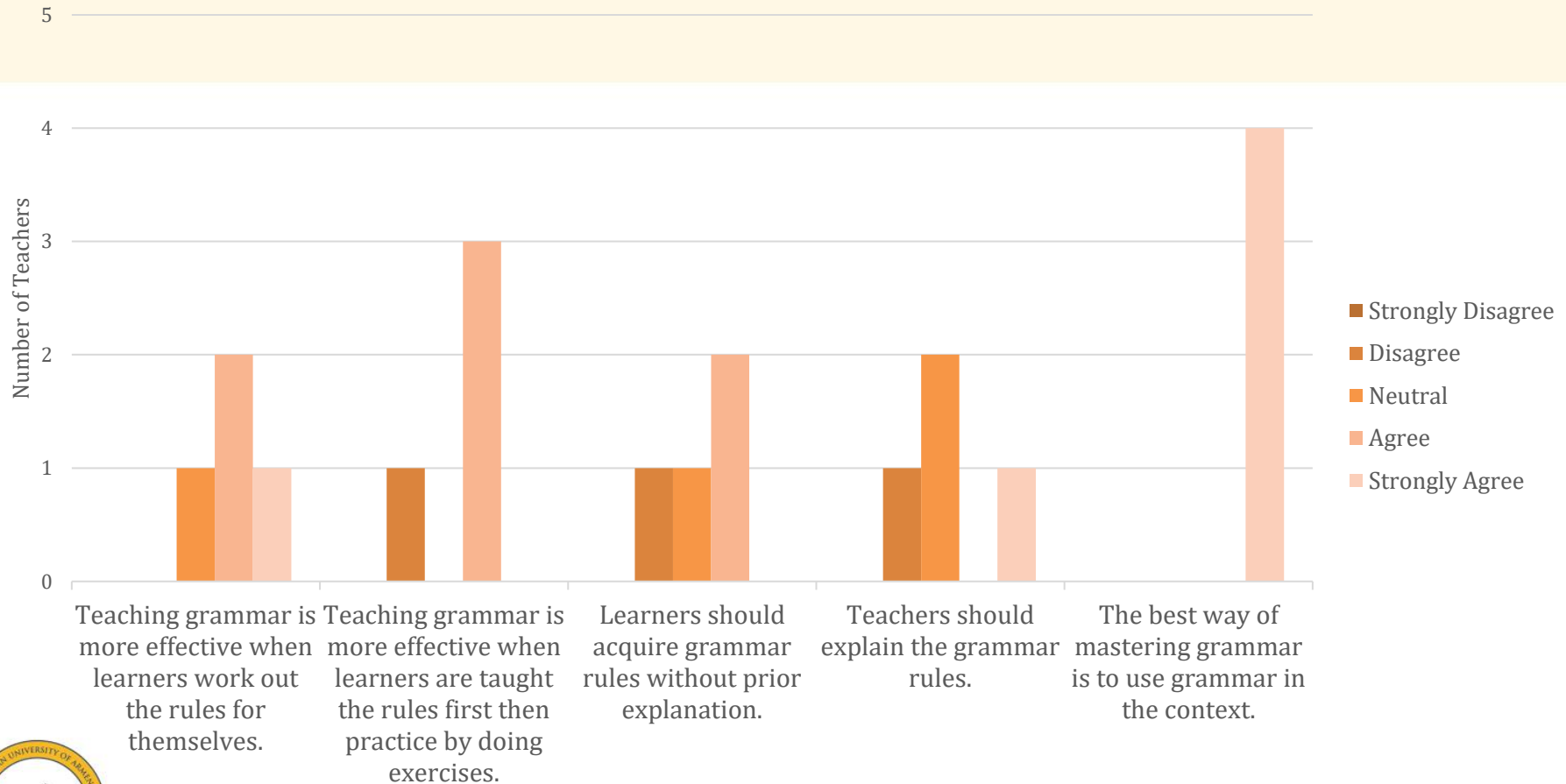
Research Question 1

The teachers' preferences and experiences about inductive and deductive grammar teaching:

- ❑ The comparative analysis of teacher survey and teacher interview data revealed that all the teachers prefer and assume they apply both inductive and deductive grammar teaching in practice.
- ❑ The lesson-observations indicated that there is a contrast between the teachers' perceptions and their practices as far as grammar instructions are concerned.
- ❑ The lesson -observations revealed that the teachers taught grammar deductively.
- ❑ The teachers misunderstand the concept of inductive and deductive grammar teaching.



Teacher Survey



Interview Findings

- ❑ All the teachers assume that they apply both approaches depending on the level, age, learning styles, background knowledge, grammar topic

- ❑ It is difficult to teach grammar online inductively for the following reasons:
 - Mimics and reactions of the students
 - Time-consuming
 - requires creativity on the part of the teacher
 - Online grammar worksheets make inductive approach redundant



Interview findings continued

- It is easy to teach grammar online deductively for the following reasons:
 - Direct explanation which requires less effort
 - Lots of online tools (whiteboard, slides, live worksheets, videos, ready-made quizzes, flashcards, pictures with the usage and formation of the rule, music, grammar tasks).



Observation findings continued

- ❑ One of the teachers never used online tools (whiteboard, slides and so on).
- ❑ One of the teachers didn't teach much grammar in the intermediate level class.
- ❑ Teachers misunderstand the concept of inductive and deductive approaches to grammar teaching.



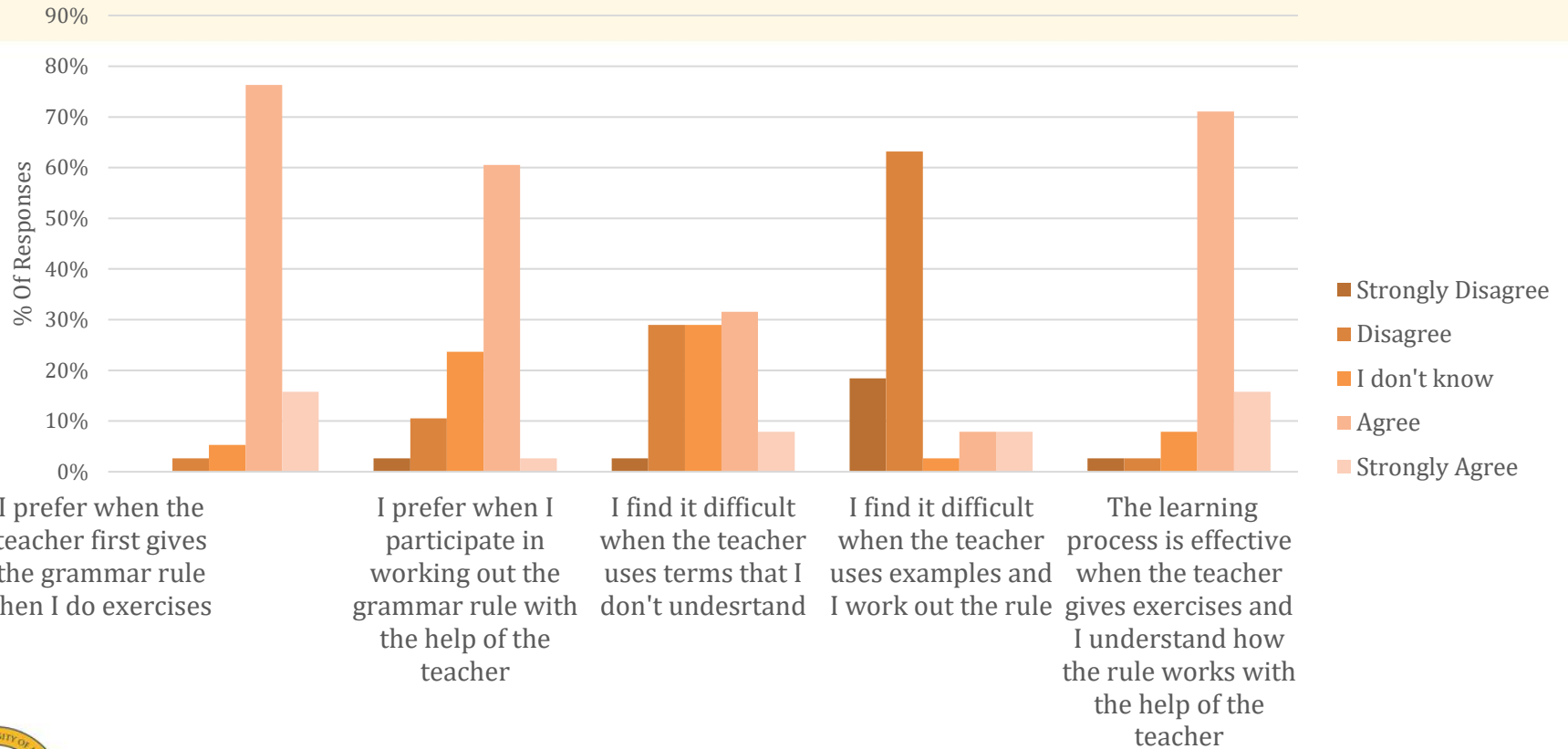
Findings

Research Question 2

Students have positive attitudes towards both approaches to grammar teaching with a slight inclination to deductive approach.



Student Survey



Limitations and Delimitations



Delimitations

- Educational Setting
- Proficiency level of the participants



Limitations

- The generalizability of the sample
- Close-ended statements of the student survey
- Length of the study
- The observations were conducted only by one researcher.



Implications & Recommendations



Recommendations for further research

- Use other statistical tools
- Include other instruments (pre and post-tests)
- Include other proficiency levels
- Carry out research at other language programs



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Questions & Comments

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