

Adopting an Inductive Approach to Enhance Secondary Students' Grammar Knowledge and Promote Self-Directed Learning



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**A warm-up
activity**

Disappearing Text

Dogs provide a significant and often major source of support for people, stimulating recovery and development, whilst increasing self-confidence and a positive outlook. One touching example is Dr. Ocha, a blind Pekinese who is a favourite visitor at the Ebenezer School for the Visually Impaired – she is an inspiration to the children, bravely encouraging them to face their disability and a special friend who shares their hopes and fears.

Let's make it disappear...

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What remains is...

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*Which kind of activity
have you just experienced?*

Two Major Approaches

to

Grammar Teaching

TASK A

Which is inductive?

Which is deductive?

Which is which?

Inductive

1. Contextualisation
2. Elicitation
3. Noticing
4. Analysis & Generation of Rules
5. Hypothesis Testing & Verification

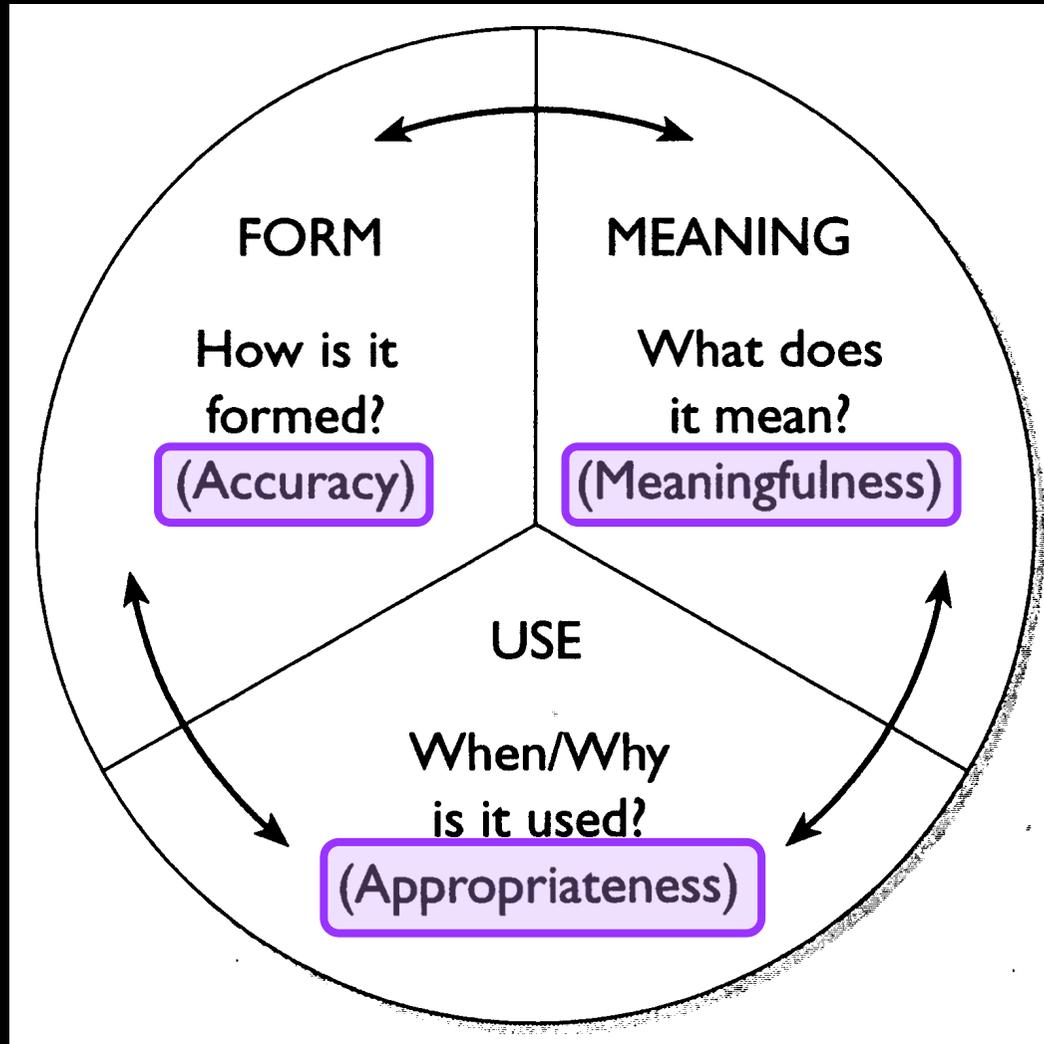
Deductive

1. Presentation
2. Practice
3. Production

A Contextualised Task!

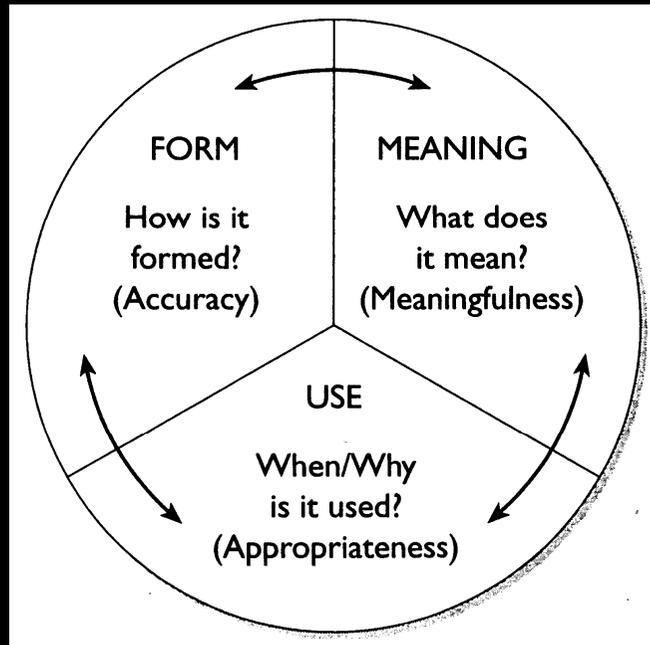
**'Grammar is best taught
and practised in
context'**

(Thornbury, 1999, p. 90)



Celce-Murcia & Freeman-Larsen (1999)

The Three Dimensions



'Grammatical structures not only have a morphosyntactic form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics). We refer to these as the dimensions of *form, meaning, and use*. Because the three are interrelated - that is, a change in one will involve a change in another - it is helpful to view the three dimensions as a pie chart, with arrows depicting the interaction among the three.'

(Celce-Murcia & Freeman-Larsen, 1999, p. 4)

A Deductive Lesson

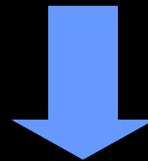
T presents the grammar point

T cites examples on the board



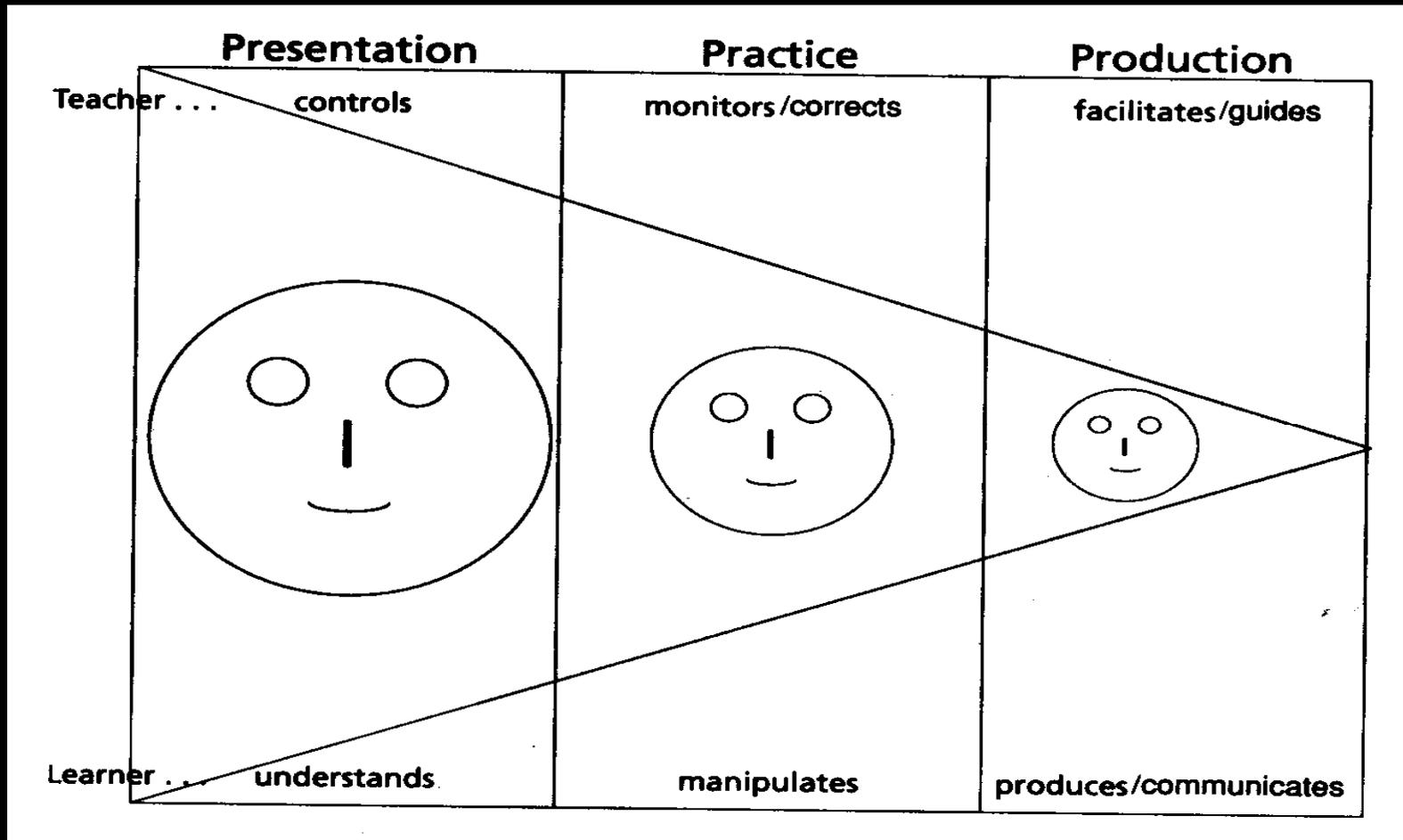
T explicitly explains the rule to **Ss**

Ss practise applying the rule



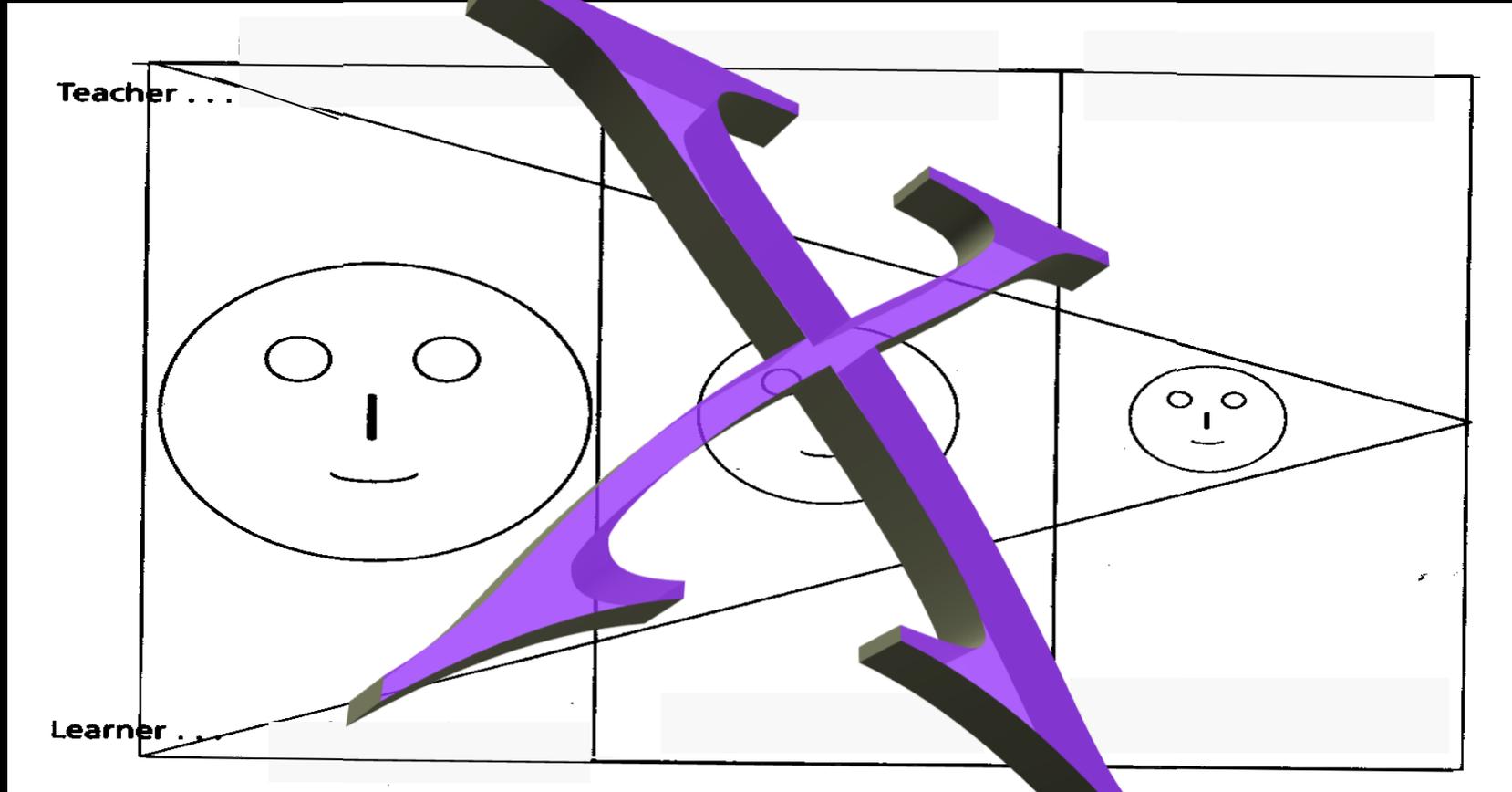
Ss produce sentences using the grammar point in controlled → freer practice tasks

The Teacher's Role in the PPP Model



Wajnryb (1992, p. 113)

What is the teacher's role under the 'inductive' approach?



TASK B

Staging a coherent inductive lesson

Arrange the slips in an order to form a coherent inductive grammar lesson

Lesson 1: Inductive Approach

T contextualises the scene



T elicits a number of examples **from Ss**



T focuses Ss on **analysing** the structure



Ss generate the grammar rule themselves
from the available language examples



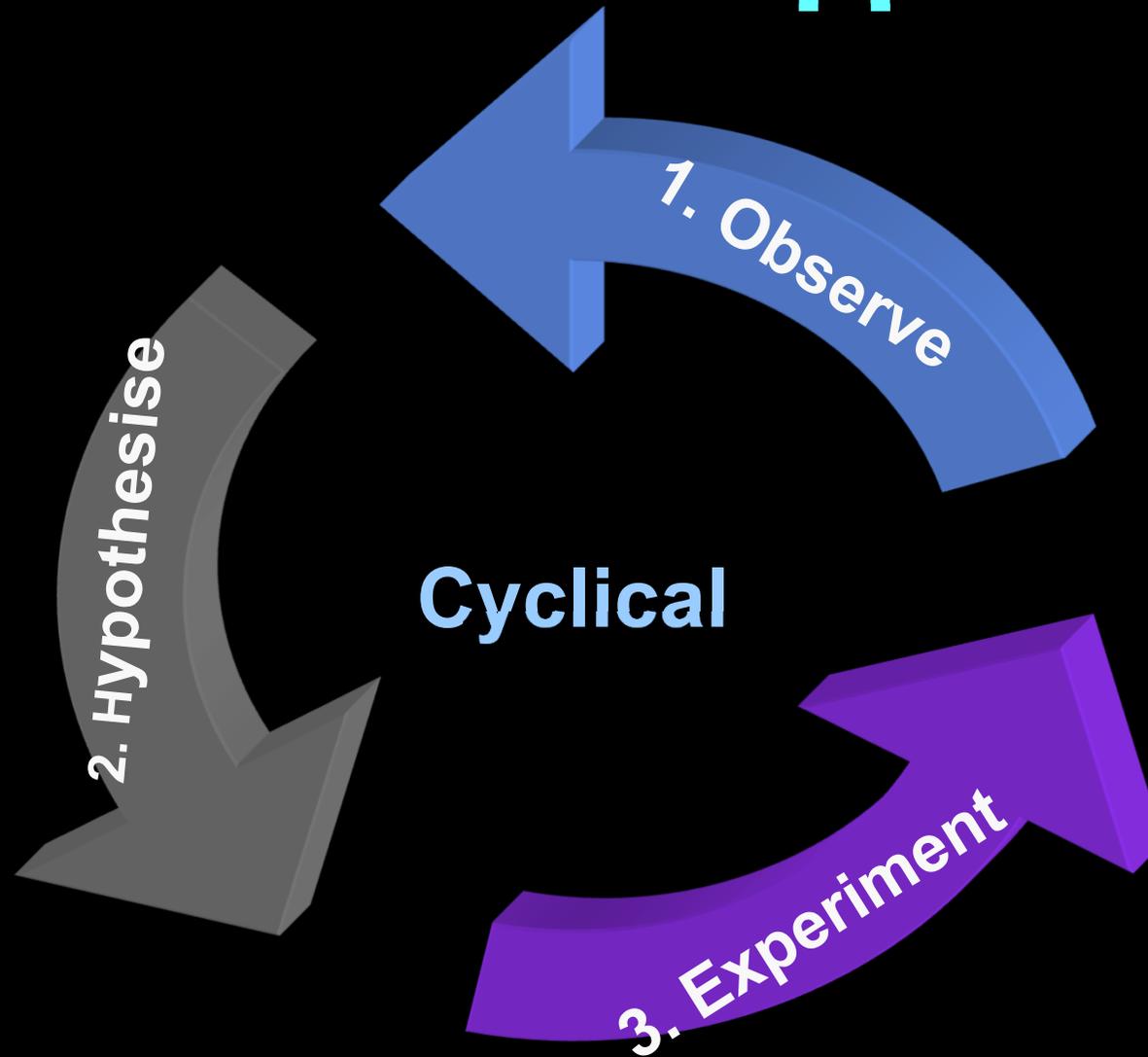
T elicits the grammar rule **from Ss**

T confirms Ss' hypothesis

LESSON 1

h → **d** → **f** → **a** → **l**
→ **(i)** → **c** → **k** → **m**
→ **p** → **e** → **n** → **o**
→ **b** → **g** → **j**

The Inductive Approach



LESSON 2 (Deductive)

m → **p** → **h** → **d** → **e**
→ **b** → **g** → **a** → **i**
→ **l** → **c** → **k** → **n**
→ **o** → **f** → **j**

Presentation → **Practice** → **Production**

**Why did Mr Chiu
do what he did in his
S.2 Mr Bean 'passive voice' class?**

**What does Mr Chiu's planning
tell us about his
teaching style/approach?**

Inductive vs Deductive:

Which is more effective?

DEBATE MOTION:

'In an EFL context like Hong Kong,
the teaching of grammar using
a Deductive Approach
is more effective than that using
an Inductive Approach.'

Compare
the relative merits and limitations
of the two approaches
and decide
which of the two
is likely to be more effective
in bringing about
positive learning outcomes.

Inductive vs Deductive

- Student-centred
 - Bottom-up
 - Student autonomy
 - Ss as discoverers
 - Experiential learning
 - More examples
 - Greater S participation
 - Attentiveness?
- Teacher-centred
 - Top-down
 - Teacher control
 - Ss as recipients
 - Teacher manipulation
 - Less examples
 - Less S participation
 - Concentration?

Inductive vs Deductive

- Less controlled practice
 - Meaning-focused
 - Delayed input
 - Corrective input
 - Output > Input time
 - Unexpected output
 - Scaffolding
- More controlled practice
 - Form & function-focused
 - Fronted input
 - Preventive input
 - Input > Output time
 - T-controlled output
 - Adds to prior knowledge

To students...

Inductive

- More involved
- Sense of satisfaction
- Sense of achievement
- Problem-solvers
- Efficient?

Deductive

- Clearer and neater
- More secure
- More systematic
- Attentive listeners
- Efficient?

Which is
more effective?

Depends on ...

① Teacher Factors

- Expertise
- Knowledge of the students

② Learner Variables

- Language proficiency
- Maturity
- Cognitive growth
- Learning styles
- Prior experience & expectations

③ Learner Training

Inductive



Deductive

A pure deductive approach *doesn't* promote enough ...

- × student involvement**
- × sense of responsibility**
- × sense of autonomy**
- × analytical thinking**
- × deep approaches to learning**
- × cognitive depth / growth**

We've discussed ...

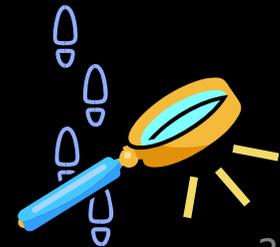
- ✿ the key differences between inductive and deductive approaches to grammar teaching
- ✿ how inductive elements could be incorporated into conventional grammar lessons
- ✿ the 3 essential components in grammar teaching
- ✿ the importance of contextualisation

**Detective Work:
Did Annie Hudson
kill the old lady?**

Plan your 'Detective Work' Lesson

Duration of the lesson: *80 minutes*

1. Re-order the sentence strips
2. Decide how to use the strips and/or text
 - a) with a specific target group
 - b) with well-defined objectives
 - c) making decisions on *what* and *how* to teach the relevant grammatical (and lexical) items
3. Plan the best possible lesson
 - a) rationalising the steps
 - b) designing the 'final output' task



Detective Work

A murder was committed last night. An old lady was found dead in her living room. She had been hit on the head with a frying pan, and jewellery worth 10,000 pounds had been taken from the house. The murder occurred between 7 and 10:30 p.m. One of the principal suspects is **Annie Hudson**, the district nurse, who has a key to the old lady's house, and who lives ten minutes' walk away.

Do we know who killed the old lady?

A murder was committed last night. An old lady was found dead in her living room. She had been hit on the head with a frying pan, and jewellery worth 10,000 pounds had been taken from the house.

A murder **was committed** last night. An old lady **was found dead** in her living room. She **had been hit** on the head with a frying pan, and jewellery worth 10,000 pounds **had been taken** from the house.

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Potentialities



Inductive approach

Passive voice

 *A murder was committed... A lady was found dead...
She had been hit... jewellery had been taken...*

Basic reading comprehension

How many? Who? What? When?

Vocabulary

 murder(er), suspect(s), happen(ed) / occur(red)

 commit murder; found dead, hit on the head, has a key to the house,
see a film, knock on the door, say goodbye, ring / rang // hang / hung up,
leave / left, ...

Further Potentialities

 **Tenses: Simple Past vs Past Perfect**

 **Syntax:** *After..., ... // ... when ... // By the time
just, already, shortly*

 **Prepositions of Time**

 *at, between ___ and ___, for, by, after, until*

 **Adaptations:**

 Annie Hudson, district nurse, pounds, supper, muddled,
(principal) suspect

 “Turn up one card at a time”

WHEN?	WHO?	WHAT HAPPENED?
7:00 p.m.	Annie Hudson	went to her sister's house
7:30 p.m.		left her sister's house
7:45 p.m.	Annie Hudson Annie's friend	started to cook supper came to call
9:00 p.m.	Annie's friend Uncle Bill Anne's neighbour	left called (The phone rang) borrowed some sugar
10:00 p.m.	Annie & her neighbour	chatted (9:00 – 10:00 p.m.)
10:0? p.m.	Annie's friend	called (forgot her handbag)
10:0? p.m.	Annie's husband & son	came home (after seeing a film)
?	All	had coffee & went to bed

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Scaffolding at the Discourse Level

Our group believes that Annie Hudson did / did not kill the old lady // commit the murder because...

- (1) there was (no) proof that she was with someone when the murder occurred between 7 and 10:30 p.m.
- (2) At 7:00 p.m., she went to ...
- (3) At 7:30 p.m., she ...
- (4) At ...
- (5) But between 7:45 and 9:00 p.m., ...

Let's now explore
the potentialities
of other materials
with an inductive orientation

Some Interesting Activities

- 📖 Disappearing Text / Silent Sentence / Vanishing Stories ...
- 📖 Using Concordance Data
- 📖 'Making Inferences' Tasks
- 📖 Using texts: a genre-based approach

Concordance Data

1 robberies in which computers are used to access accounts. {article1767}
2 and other Singapore leaders, who used to advise Beijing on economic dev
3 that more resources should be used to alleviate the sandwich class' burd
4 refused to say what section was used to approve the Clearwater Bay landfill
5 club {article} LEGISLATORS are so used to arguing during those lengthy
6 mode of transportation can be used to assuage the concern of the public,
7 regarded the child as a tool to be used to avoid detection. {para} This was
8 ``vetting procedures'' could be used to bar a particular news organisation
9 Navix International, said the ship used to be Japanese-registered and would
10 as refugees. {para} ``There used to be more people on the flights who

<http://vlc.polyu.edu.hk/concordance/>

When using concordance data, ...

- **make informed decisions**
 - choose topics familiar to students
 - choose data with accessible language
 - choose NOT to include too much/little
- **present data**
 - in context
 - in full sentences
 - in tabular form
- **guide students along step-by-step**
- **use the computer if possible**

Making Inferences

1. *Goodbye. I'll see you tomorrow.*
2. Look at those big black clouds. It's *going to* rain.
3. *We bought our tickets yesterday. We're leaving at four o'clock this afternoon.*
4. Beth *may come* to stay with us this weekend.
5. *The weather might be* better if we wait until July.
6. Our boat *leaves* Southampton at 10 a.m. next Wednesday and *arrives* in New York next Friday evening.

The speaker is sure:	The speaker is not sure:
6 3 2 1	4 5

Consciousness-Raising Activities

C-R Activities

- aim at generating in learners 'an **increased awareness** and **sensitivity** to language'
- prompt the learner to '**utilise intellectual effort**' to understand the target language
- help 'to **involve** the learner in **hypothesising** about the data and to encourage **hypothesis testing**'

(Willis & Willis, 1996, pp. 64, 69)

C-R activities...

- entrust Ss with responsibility
- engage Ss in intellectual thought
 - **hypothesise → confirm/refute hypothesis**
 - **question learnt concepts**
 - **articulate what they have come to understand**
- value Ss' contributions → achievement
- increase level of interest
- promote linguistic gains & self-directed learning
 - **Ss learn grammar / the word(s) in context: meaning > form**
 - **language is authentic**
 - **exposure to more examples**

A book to recommend to you:
Scott Thornbury's
Uncovering grammar (2005)

Planning Ahead

C-R activities are a typical example of the inductive approach

An inductive approach...

- facilitates self-directed learning of grammar
- enables students to assume more responsibility for their learning through setting learning goals as well as monitoring, reviewing and assessing their own performance
- but *how?*

Self-Directed Learning

... refers to the skill that a learner, who takes the initiative and responsibility for learning with or without the assistance of others, possesses. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts (ELE KLACG, 2017, P. 296).

