

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.

Rules of the Game

- ① May remove 1 – 3 words *each* time
1 word = 1 mark
2 words = 2 marks
3 words = 3 marks (max.)
- ② If 2 – 3 words: they must be consecutive
- ③ Try to retain the meaning as much as possible

Let's make it disappear...

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What remains is...

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What kind of activity

*What kind of activity
have you just experienced?*

Two Major Approaches

to

Grammar Teaching

Which is inductive?

Which is inductive?

Which is deductive?

Go to
student.desmos.com

and type in
P86 4VW

Which is which?

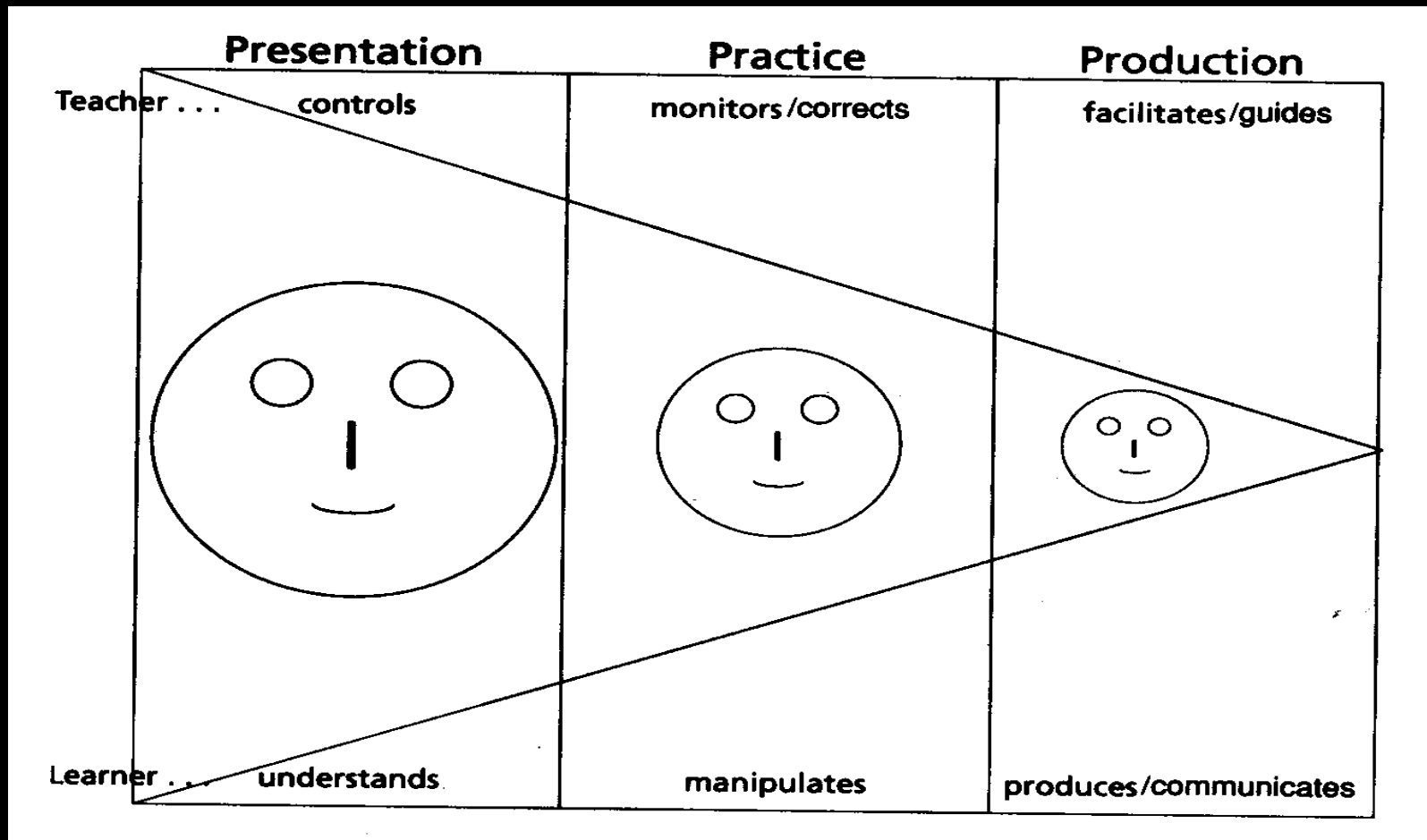
Inductive

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

Deductive

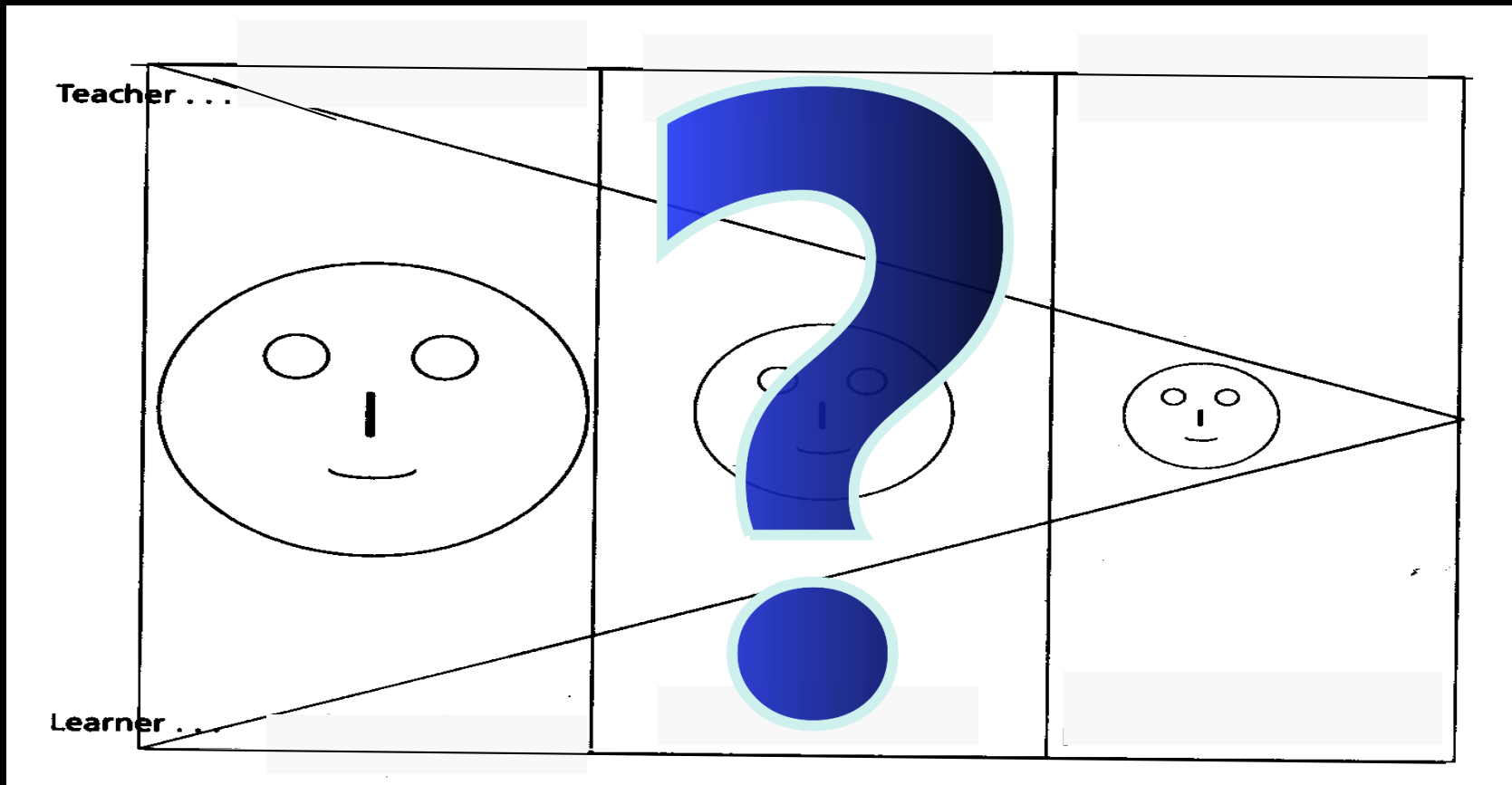
1. Presentation
2. Practice
3. Production

The Teacher's Role in the PPP Model



Wajnryb (1992, p. 113)

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



TASK 2

Staging a coherent inductive lesson

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

An Inductive Lesson

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

INDUCTIVE LESSON

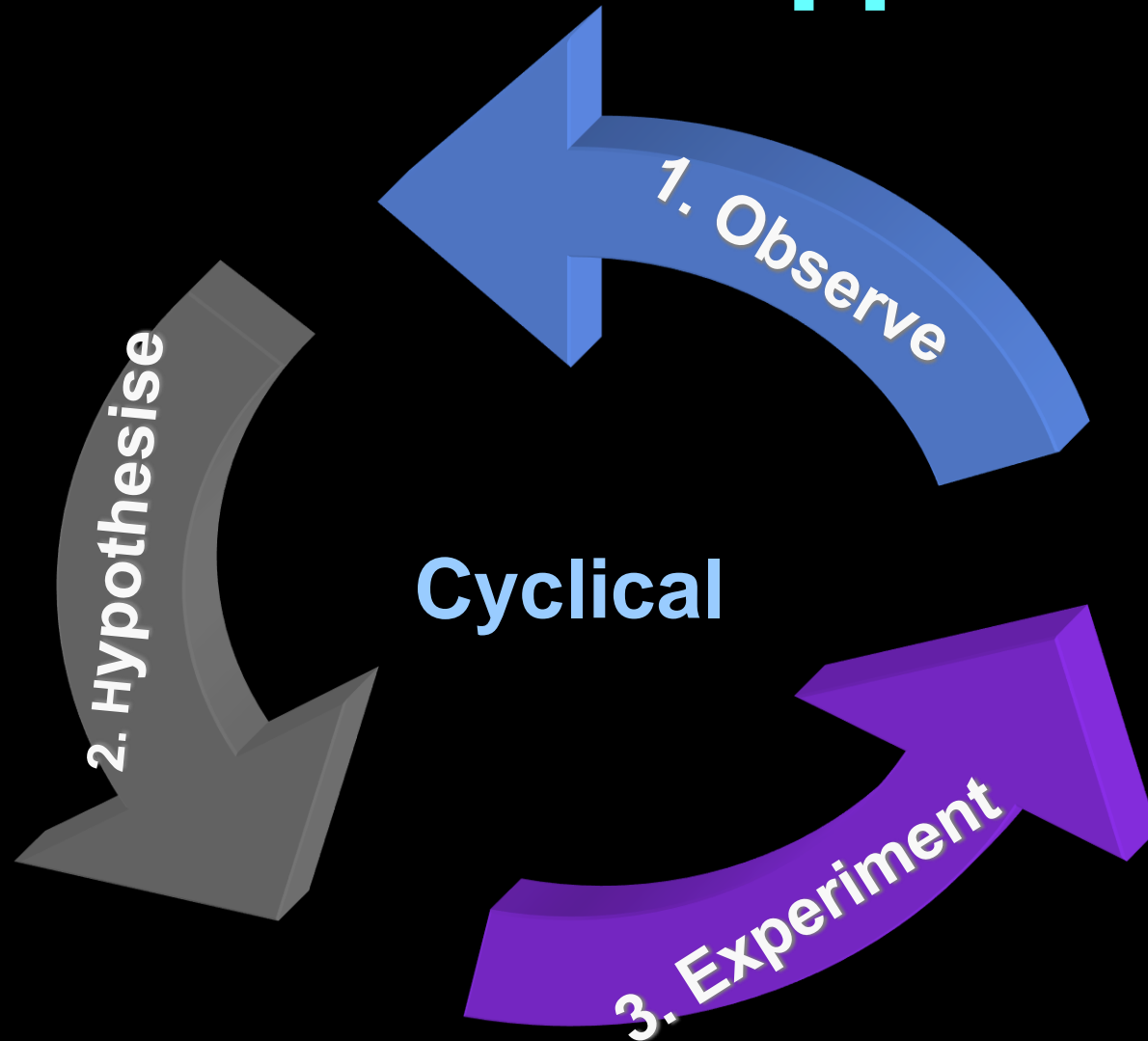
h → **d** → **f** →

a → **l** → **i** → **c** → **k**

→ **m** → **p** → **e** →

n → **o** → **b** → **g** → **j**

The Inductive Approach



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

Inductive vs Deductive:

What are their

relative benefits?

To teachers & students...

Inductive

- More involved
- Sense of satisfaction
- Sense of achievement
- Problem-solvers
- Less efficient?

Deductive

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

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

Which is
more effective?

Inductive
+
Deductive

**A lesson that is entirely deductive
in nature *may not* promote enough ...**

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

So far we've discussed ...

- ✿ the key differences between inductive and deductive approaches to grammar teaching
- ✿ how inductive elements could be incorporated into grammar lessons
- ✿ the potential benefits of a lesson with inductive elements

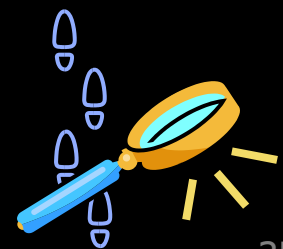
Detective Work:
Did Annie Hudson
kill the old lady?

Plan your 'Detective Work' Lesson with *some* inductive elements

Duration of the lesson: *80 minutes*

(Re-order the sentence strips)

1. Decide how to use the strips and text
 - a) with a specific target group
 - b) with well-defined objectives
 - c) making decisions on *what* and *how* to teach the relevant grammatical items
2. 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*

 **Possible 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 Annie'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 activities
with an inductive orientation

Some Interesting Activities

- Disappearing Text / Silent Sentence / Vanishing Stories ...
- Using Concordance Data
- 'Making Inferences' Tasks
- Relative Clauses Tasksheet

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**

- **consider letting students have access to online resources**

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

Thornbury, S. (1999) *How to teach grammar*. Harlow, England: Longman.

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)

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).



Another type of C-R activities: Guess the genre

9-second reading challenge:

- In a while, I'm going to show you 3 texts one by one, each for only 9 seconds. Try to guess the genre and the purpose of each text.
- Tip: Pay attention to the grammar choices made by the writers!
- Source of the texts:
<https://downloads.bbc.co.uk/skillswise/english/en03text/quiz/en03text-l1-quiz.pdf>

Another type of C-R activities: Guess the genre

Text 1:

CLEAR YOUR DEBTS FAST!

Do you owe more money than you are making? Do you have lots of different debts?

It's quick and easy to apply and you could get the money within just 2 days! Yes that's right 2 days, so why waste time. So if you want to clear your debts, make home improvements, go on a holiday or just buy something you've always wanted call us now on 0900 7895 2369.

Grammar items found in the genre:

- Imperatives
- Rhetorical questions
- Conditionals

Another type of C-R activities: Guess the genre

Text 2:

The boy was astonished by what he saw inside. Never could he have imagined that, there in the middle of the desert, there existed a tent like this one. The ground was covered with the most beautiful carpets he had ever walked upon, and from the top of the structure hung lamps of hand-wrought gold, each with a lighted candle.

Grammar choices found in the genre:

- High density of adjective and noun phrases
- Passive voice

Another type of C-R activities: Guess the genre

Text 3:

The Black Plague

In 1348, the bubonic plague arrived in Britain through the southern coast ports. The plague reached London by September 1348 and Scotland, Wales and Ireland in the winter of 1349. Estimates place the total dead as somewhere between a tenth and a third of the population (for the period 1348-50)

Grammar choices found in the genre:

- Past simple
- Time adverbials