

Report On
The Use of the Inductive and Deductive Approaches in
Classrooms

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Declaration

It is hereby declared that

1. The internship report submitted is my/our own original work while completing degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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Chapter 1

Introduction

In English language classrooms, different approaches had been used by the teachers. The topic for this report mainly focused on two approaches which was the inductive and deductive approach. To conduct the study, an academic institution should be selected for the internship. I was lucky to get selected as an intern in an English medium school and this study was conducted in Academia School (Gulshan). Among all other institutions, Academia was selected as the location of the institution was appropriate for me to work with. My journey as an intern started in 14th January however, it ended in March due to lockdown.

During this internship process, classrooms were observed where it gave me the opportunity to see the use of the inductive and deductive approaches by the teachers. In the inductive approach, the teachers gave examples first and the rules were explained later. The deductive approach was the exact opposite where the rules were introduced to the students first and the examples were explained later. I was assigned a supervisor by the authority of the school. Initially, no classes were taken as I had zero experience of teaching in an institution. In the beginning, I observed class of 2, 4, 5, 7 but after two weeks, a particular class was selected. For implementing the two approaches in the classroom I selected standard five. The supervisor also assigned me to take proxy classes of standard 7. The purpose of this report was to directly access how these two approaches were used in the classrooms.

Chapter 2

Literature review

The purpose of the present study is to examine the use of inductive and deductive approaches in the English language classroom. It also discusses the reports given by different researchers that are associated with their findings regarding the relationship between explicit and implicit learning, and inductive and deductive approach. The findings of this review would include the debates among different researchers regarding effectiveness of inductive and deductive approaches. This review also examines the findings of researchers for using these two approaches based on the levels of students.

2.1 Inductive and Deductive approach:

The term induction and deduction should be known to build up an idea of inductive and deductive approach. Therefore, different sources will be reviewed regarding induction and deduction, inductive and deductive approach.

To begin with, induction we mean when we observe various specific instances and from that, we induce a general rule or idea (Widodo, 2006, p. 127). Inductive reasoning might help in the acquisition of a second language because for the acquisition of a second language it relies on identifying rules and patterns (Emre, 2015, p. 10). Learning grammar would need explicit knowledge of the rules of language which refers to metalanguage. This explicit knowledge of rules had been playing an important role in case of EFL learners who might rarely expose the foreign language outside the classroom (p. 10-11). When EFL students were given training in inductive reasoning, it would help them to decrease their dependency on formal instruction. The students might take help from induction to explore the rules of language. Therefore, in terms of ESL/EFL learners' induction might be considered a very functional cognitive tool to build up their knowledge of grammar (p.11). On the other hand, the term deduction means

inducing from general to a particular principle (Widodo, 2006, p. 126). Emre (2015) mentioned that the chances of making mistakes would be less when the students follow the set of rules and thus, in language learning deduction might be considered a safer cognitive strategy (p. 11). For this reason, teachers might be more certain when they use deduction. Traditional teacher centered and lecture-based instruction also possessed the characteristics of deduction because the students were seen to implement given rules to particular examples (p.11). Moreover, the term “induction” and “deduction” are utilized diversely when they are applied to learning of alphabetic framework (Bown.J et al., 2007). It was also demonstrated that deduction usually included the introduction of a single rule proceeded from the examples of that rules, however, induction included the extrapolation of a single rule from various examples. Accordingly, the word “induction” was applied to define an approach where students first observe letters setting and then, guided all alone to find the sound image correspondence. On the contrary, “deduction” was specifying an approach where students are first encouraged the hints of an individual symbols and afterward applied them to decipher the entire words (p. 90).

In terms of inductive approach, grammatical rules are not given but the target language inside a setting is provided (Mallia, 2014, p.222). Therefore, the students learn grammatical principles from the encounter where a language is being used. In this approach, the language was introduced where the target rules are provided to the students so that they use such rules through the context and practical examples (Gorat and Prijambodo, 2013, p. 80). The sequence moved from establishing a situation and providing examples to generalization and it would help students to explore this generalization by themselves or by taking the help of teachers. Gorat and Prijambodo (2013) also mentioned that this approach had been shifted from specific to general. The students were provided with various examples that would include grammatical rules in different contexts and later on, they had been asked to find out the rules by themselves. Lastly, the students implement the rules with different exercises under contexts to be able to

understand how it is used in practical language use (81). Besides, there were also debates regarding these two approaches whether students should be introduced to the rule first or they should be focused on grammatical structure (inductive approach) before presenting the rule (Haight, Herron and Cole, 2007, p. 289). In case of deductive approach it was mentioned that the approach of teaching grammar included deductive one where students are given language structure rules and afterward offered chances to work on to utilize and in case of inductive approach, students are given examples of sentences that contains a language rule where they were asked to work out the standard for themselves (Richard, 2005, p. 6). According to Gorat and Prijambodo (2013), students were introduced with the grammatical rules first and after that they were asked to apply it on their own. In this approach, the teacher presented the grammatical rule explicitly and examples were applied which were followed by the rule. After this stage, the students were asked to practice the rule with different exercises. In other words, they claimed that the deductive approach moves from general to more particular information. Besides, the traditional method of grammar teaching was compared to this deductive approach. It is because the objective of this approach is to teach different grammatical rules through the teacher's explanation (80). The deductive approach included the arrangement of explicit language rules (Mallia, 2014). However, Mallia used the term TESEP which means Tertiary, Secondary and Primary English language education and he claimed that both these approaches are used in BANA countries however, deductive approach is frequently used in TESEP learning environments (p. 222). Therefore, deductive approach shifts the general to specific where rule is applied whereas, inductive approaches seek learners to arrive at “metalinguistic generalizations” (Norris and Ortega, 2000).

2.2 Relationship between explicit and implicit learning, and deductive and inductive approach

It was mentioned that among the numerous clarifications that had been proposed, including mind development and brain adjustment form (which was considered as a critical period), key to Universal Grammar, L1 interference and sociopsychological factors, one discovered clarification that included the explicit and implicit learning (Hulstijn, 2005). He also added that there are good hypothetical and academic reasons to put matters of implicit and explicit learning high on the plan of SLA research (p. 129). In addition, Hulstijn claimed that based on academic inspirations, the degree to which explicit and implicit learning can be appeared to describe the differential accomplishment of SLA is liable to decide their pertinence for L2 guidance. Lastly, he mentioned that educational program organizers, material designers, instructors, and students all have a personal stake in knowing in which linguistic domain L2 learning might best gain advantage through implicit or explicit learning approach (p. 130). Explicit learning deals with input handling with the awareness expectation to see if the information data contains consistencies and, provided that this is true, to work out the ideas and rules with which these consistencies can be grabbed. While explaining implicit learning, Hulstijn claimed that implicit learning dealt with input handling without intention, taking place unconsciously (p. 131). Consequently, these two learning is the result of learning explicit and implicit knowledge (p. 131-132). Besides, Schmidt came up with his opinion regarding implicit learning. He stated that implicit learning was the result of distributing attention regarding input and bringing about more learning than could be accounted for verbally by the students (Schmidt, 2001, p. 2). He also mentioned that explicit learning was also common which referred to learning with awareness. Therefore, the fundamental differentiation among explicit and implicit learning is related to the learning with intention and mindfulness. Inductive and deductive indicated to the learning and instruction, while explicit and implicit

indicated to encourage awareness (Takimoto, 2008, p. 370). As a result, the inductive and deductive systems were substitute modes, while the implicit and explicit consciousness were all the more a continuum. Explicitness was depicted as a range which ranges from guidance that would be more explicit to that which is less explicit (Norris and Ortega, 2000, as cited in Kurder, 2009). Inductive and deductive teaching approaches were taken as an example of explicit instruction and from the point of view Norris and Ortega's implicit instruction it was an instruction where not only rule presentation but also directions were unnecessary for a particular language form (Erlam, 2003, p. 243).

2.3 Relatable issues

Furthermore, Hulstijn (2005) in his journal also discussed implicit and explicit memory, implicit and explicit knowledge, implicit and explicit instruction, inductive and deductive learning, and incidental and intentional learning.

2.3.1 Explicit and implicit memory

In terms of explicit memory, participants are told to review the past occasion or to perceive previous incidents whereas, implicit memory does not contain any reference to the past incident and participants are assigned to perform the task as rapidly as possible (Hulstijn, 2005, p.130).

2.3.2 Explicit and implicit knowledge

Explicit knowledge is known to be information on language about which participants are intentionally mindful. In addition, explicit knowledge is declarative. This was the case as it involved the facts about the L2. Learner's explicit knowledge was considered to take place on two planes. It might grow in breadth where learners improvise declarative facts about the language. It might also grow in depth where the learners process the existing explicit knowledge by making it specific and correct to apply it in different contexts and languages

(Ellis, 2004, p. 237). Explicit knowledge is the knowledge of language where users are found to be consciously aware (p.229). Developmental psycholinguists, cognitive psychologists and SLA theorists advanced the separateness between explicit and implicit knowledge (p. 230-231). According to developmental psycholinguists, during the middle childhood, children arrive at metalinguistic understanding of language. They also claimed that this kind of knowledge that included metalinguistic awareness was different from the kind of knowledge that these children speak (p. 231). Besides, to describe conscious learning it was said that L2 students, and especially among grown-up L2 students, one might have the option to expect that conscious learning happens, in any event in the system that expect students to rebuild or remap fundamental ideas and linguistic categories (Butler, 2002, p. 455).

2.3.3 Intentional and incidental learning

Intentional learning indicated the learning mode where students are instructed, preceding their commitment in a learning task, that they would be tested on their maintenance of a specific kind of data. Incidental learning indicated to the mode wherein members are not advised of an ongoing maintenance test for a specific sort of information (Hulstijn, 2005, p. 132).

2.3.4 Explicit and implicit instruction

The word deductive and inductive learning would be used in an instructional context. He also mentioned that the two terms deductive and inductive learning might be considered as a part of explicit instruction since the right rule was consistently given at some point (Hulstijn, 2005, p.132). Throughout the time, evidence was also found suggesting that formal grammar instruction was not necessary for acquisition of L2 but another research suggested a contradictory viewpoint.

2.4 Debates among the researchers

The historical background of language learning techniques had fluctuated between structures centered instruction, stressing precision, and meaning centered guidance, stressing setting and communication (Haight et al., 2007, p. 290). In case of language teaching, grammar gained its height, especially in the area where English was EFL and ESL and without the good knowledge of grammar student's language improvement would be seriously obliged (Widodo, 2006, p. 122). For teaching grammar, students are taught sentence patterns where they learned the rules of language. It also meant that teaching grammar would include language structure and meaning and use. Besides, grammar was thought to be a reason for language abilities which are listening, speaking, reading and writing. In both these language abilities grammar is very essential. Grammar gives students a path to understand how lexical ought to be used in a good sentence to frame a significant statement in terms of vocabulary (p. 122). According to some teachers, teaching grammar independently would not be positive for some students because they become familiar with the manner in which language is constructed and when they are exposed to grammatical rules, the students performed well on such cases (p. 123). Mistakes were made by the students or even unneeded ones when they write or speak. To help students by applying grammatical rules into communicative tasks for instance: writing and speaking would be challenging. To accomplish the learning language, teachers could benefit by learning alternative approaches to teach grammar with the goal that they might coordinate grammar or structure into other language skills in the setting of EFL (p. 123).

It was claimed that the common methods that had been used for teaching sentence structure was considered to a great extent incapable (Eriksson, 2014, p. 3). According to Eriksson, students had found grammar boring which resulted because grammar was not instructed in a way which did not lead the students to think why a specific phenomenon worked the way it did and also, the students were told what should be done and expected to do it again to know it by

heart. He looked over the comparison between inductive and deductive methods and hoped to find a method that interests more to the students but if it demonstrated to be successful, eventually the teachers would find motivation to utilize. In his study, he took an approach where induction was considered to be a process in which the students were presented with language samples from where patterns and generalizations would show up and they endeavored to verbalize the rule before it was clarified by the teacher. Eriksson stated that students are exposed to deductive method compared to inductive method because deductive method is mostly used in today's society and inductive method might not be easy to cope up with for some students with the limited amount of time which would lead to gain more improvement who are exposed to deductive method (p. 4). To compare the improvement of inductive and deductive groups with the control groups, the study of Eriksson showed that inductive and deductive groups lead to perform better, however the question remained whether inductive method showed more advantage than deductive method and if the findings were steady at all capacity levels (p. 25).

A recent study that explored the effectiveness of deductive and inductive method (Gorat and Prijambodo, 2013, p. 81). In that study, there were 54 participants and both pre-test and post-test was applied, however, pre-test was different from post-test. The aim of the test was to find out whether there were any differences between the effectiveness of these two approaches while learning English past simple and present perfect tense. Deductive approach was found to be more effective for teaching English tenses. The second research was examined for the result of deductive and inductive approach while teaching direct object pronoun. The total number of students was 44. The result showed that there were somewhat higher levels of accomplishment and fulfillment in the group who were presented inductive exercise compared to those who were presented deductive exercise. In spite of the fact that this distinction was not seen

noteworthy, it suggested that inductive approach might have more positive outcome on students than the traditional deductive approach (p. 81).

The question arose regarding which approach should be best (Widodo, 2006, p 129). Under the context of ESL/EFL, this inquiry was related to long standing debates among the teachers because the two approaches had their own role for specific student progress. For instance: The study of different learners had shown that some students might perform better in deductive language class and on the other hand, some performed better in inductive class.

2.5 Using these approaches based on the level or category of students

There was conflicting evidence with regards to the effectiveness of deductive and inductive approaches (Erlam, 2003, p. 243). It was claimed that when it comes to the difficult level of the grammatical patterns, their examination had demonstrated that simple patterns would be appropriate for an inductive approach though there were no critical contrasts between these two approaches concerning the difficult things (Sun and Wang, 2003, p.90). When it comes to teaching easier structure, one should prefer an inductive approach but one should prefer a deductive approach in case of complex structure. They also mentioned that in the beginning the teachers used to come up with their own example when they taught inductively. In this case, the method was considered as a weak approach because the question of the authenticity arose and the amount was also limited (84). However, they drew a conclusion where both these approaches could be effective in terms of grammar learning, building upon the difficult level of grammar rules. In spite of that in Taiwan, the English teachers preferred a deductive approach since they believed, teaching inductively would take more time for teachers and students (p. 90).

Eriksson's (2014) study showed that from average up to strong students performed better than expected when they were taught word order by using inductive methods but the weaker students found it difficult to cope up with the other students in the class (p. 25). The study also showed that the weaker students reached the point where they were behind the average students in their group when they were taught deductively. It should be noticed that the number of weaker students was limited to reach any conclusion but based on Fischer and Hammerly's thinking, by using inductive methods, word order should not be taught to weaker students because it would be very troublesome. However, those students who are average or above, the advantages of using this method should not be ignored. According to Eriksson, by considering the different ability levels, there were huge differences between these two methods. Strong level students under-performed when they were taught deductively and it was also seen among the majority of the average students (p. 25-26). Besides, it was assumed that the weaker students did not perform well under the inductive method because they might need more time to practice and if they get so, the weaker students would perform equally under both the methods by getting a large amount of time (p. 26). In addition, by using deductive methods, weaker students might be able to quickly handle the structure and answer accurately but it did not show anything more than a basic structure (p. 28).

To sum up, this review aimed to discuss that both these two approaches had been used in the classroom. The review also discussed the relationship of explicit and implicit learning and deductive and inductive approach. Besides, other relatable issues were discussed which was used in the inductive and deductive approach. The findings also showed these approaches had been implemented on the students based on the difficulty levels of grammar and no proof had been found that which approach is more effective. In the next chapter, there will be discussion

regarding how these approaches are used in the schools of our country and the findings will be based on my experience.

Chapter 3

My experience

The six credits dissertation was mandatory for every student to complete their graduation. However, it offered two options to each student, either one would go for a thesis or an internship. I chose internship because my major area was linguistics and having a professional teaching experience was a dream. Therefore, it became a golden opportunity that had provided this paper with the experience to observe the class as a teacher. These three months internship program was a 12 weeks commitment. It did not last till the end since the outbreak of pandemic was not favorable. The internship was done in Academia school (Gulshan) which is an English medium institution. These three months internship program had enhanced the idea of working as a professional teacher in an institution. For instance, the teachers had to follow all the rules set by the institution, from attending the classes on time to checking or submitting the copies to the head for rechecking. For considering the topic for this paper, the findings had been collected through observing the class. In the beginning, different classes had been observed (class 1, 2, 4, 5, 7). From my observation, it had been noticed that the deductive approach had been mostly used for young learners. Therefore, choosing a particular class where the usage of both the approaches could be seen was the aim for this paper. During the fourth week, standard five had been selected and when there was plenty of time, other classes were observed as well. In standard five, the students were taught three English classes including language class, creative writing and literature. The first two- three weeks went on by observing the classes since there was no experience of my teaching. After observing the teachers and selecting a particular class for implementing the two approaches, I took the classes from fourth week. In the next section, there will be discussion regarding the findings which were based on observing the classroom.

3.1 Findings based on the observation

In this section, all the findings had been collected through observing class. The aim of observation was to see the use of inductive and deductive approach in the classrooms. It had been noticed that the approaches had been used in the same class but on different topics. For instance, in language class, the teacher would have used a deductive approach but in creative writing class the teacher had used an inductive approach. Besides, the usage of these two approaches might vary based on the levels of the students. For instance: for elementary levels, some teachers might prefer a deductive approach and for primary levels, the teachers might use an inductive approach. For this reason, the effectiveness would vary on the basis of the different ways of instruction that might be fit for students' profiles (Sik, 2015, p. 2142). Therefore, the use of inductive and deductive approaches might depend on teaching the grammar or creative writing class and it also might depend on the choices of the teachers.

3.1.1 Teaching grammar by using deductive approach

During the observation English language was of standard five, the teacher was teaching the rules of the tense and the explanation was given with the help of the chart. The chart was created by the students with the help of the book. In that chart, the examples of present, past, future tense were written. The teacher explained what a present indefinite sentence was and few examples were given in the chart to make them understand the students. For instance: "I do" was written in the box where present indefinite tense was mentioned. In the previous chapter, it had been already mentioned how explicit and implicit instruction came along the way in using the inductive and deductive approach. Teaching grammar demands language instruction and it could be explicit or implicit. The last few decades studied on the topic of whether grammar should be taught to students (Nassaji and Fotos, 2004, 126). They claimed that for language learning grammar was very essential because students must notice the target forms in

input and if they failed to do it, the input would be processed for input only not for any particular form. Considering grammar instruction in terms of language teaching, how the forms had been presented to the students must be concerned (Han, 2012, p. 27). From the observation, the explanation of grammar was given through explicit instruction. Therefore, this process includes students being taught the forms by metalingual explanation and the next process were examples and the next part was activities which help the students for practicing the forms. Explicit instruction demanded the students to build up metalinguistics awareness of the rule. It would be achieved in two ways (p.29). First, the grammatical explanations might be given to the students by the teacher which was referring to deductively or the teachers might engage themselves for the students from the given data which was referring to inductively (Han, 2012, p. 29-30). Based on observing the classroom, the way the teacher was explained the rules of tense was through explicit instruction. It is because the rules were presented to the students to develop their metalinguistics awareness of the rule. After explaining, the examples were also given to the students, as it was written in the chart. However, the whole process did not complete in one class since the time was limited. In addition, the approach that was used throughout this whole process was a deductive approach. Deductive approach might be called rule driven learning in terms of dealing with teaching grammar (Widodo, 2006). It was also stated that in a deductive approach, students were exposed to a grammar rule explicitly and practiced by implementing the rule. Grammar had been taught to the students by presenting the grammatical rules and the examples were presented later (p. 126). Therefore, the definition of deductive approach supports my observation and while teaching tenses to the students, deductive approach had been required to make them understand the rules.

Besides, for young learners, it was noticed that the teachers also used a deductive approach for teaching grammar. There were debates on grammar teaching but in case of language teaching it is a necessary part (Sik, 2015, p. 2142-2143). As it is a necessary part, thus, based on the

level of students, embracing the suitable way of teaching grammar would have considered an important factor (p. 2143). During my observation of standard two in English literature class, the teacher was teaching parts of speech to the students by explaining the rules of nouns, pronouns, adjectives, verbs, adverbs and conjunctions. Later on, the teacher was giving examples of nouns and how a noun can become an adjective. After explaining, the teacher wrote six sentences on the board and the students were asked to identify the parts of speech by underlying in the word. From observing that class, it had been noticed that when it comes to teaching grammar, the process demanded explanation and therefore, the deductive approach had been used. The study showed that 80% of the teachers would choose this deductive approach for teaching grammar (Sik, 2015). His findings also showed 82% learners believed that knowing grammatical rules for a specific structure helped in making new sentences (p. 2143). Besides, for short term learning of grammatical structure, deductive approach was considered to be effective (Chalipa, 2013).

3.1.2 Preference of the teachers

On the other hand, only a deductive approach was used for teaching grammar, was not the case. Based on observing the classrooms, the appropriate way of using these two approaches had also been depending on the teachers. In a class, one might use the deductive approach whereas, another might use the inductive approach. During English literature class of standard two, the students had been instructed to come up with five sentences by seeing the picture from the book without seeing the passage. As per my observation, the teacher wanted the students to develop their own thinking because the explanation was written in the book but the teacher did not allow the students to take help from the book. It allowed the students to make up their own sentences and they were writing based on their understanding from the picture. The approach that was used in this class was the inductive approach. This approach helped to motivate the students to build up their own mental strategies in order to deal with the task (Widodo, 2006,

p. 126). As students were forming the sentences on their own, implicit instruction had also been used along the way. Implicit learning engaged learners to learn the language naturally where they automatically acquired the language (Han, 2012, p. 28). Implicit instruction motivated the students to the free use of the target form. This instruction also involved the students making no use of metalanguage. However, some students were struggling as they were not able to understand what they should write. At that point, the teacher was helping those students but she did not give away the answer immediately. In the end, all the students were able to come up with their own sentences. However, the structure of the sentences was not correct. There were few grammatical mistakes done by the students since the students had not been mentioned by the teacher about the grammar rules. The underlying words were the mistakes in their writings:

Two girls foughted.

Father buyed two chocolates.

One should be follow the rules.

It had been noticed that students were not taught the use of tense but they were able to form the sentence from their own knowledge. In addition, the report of Sik (2015) showed that 40% teachers had been seen to prefer using inductive methods in teaching grammar partially but it was claimed that 60% of the teachers were not seen in favoring this approach (p. 2143). However, the usage might be concerning the choice of the teachers. As per my observation in English language class of standard 3, the teacher used the inductive approach for teaching compound nouns. The teacher wrote the following words on the board:

eye + ball =

super + natural =

witch + craft =

moon + light =

tomb + stone =

broom + stick =

After writing these words on the board, the students were asked to finish the word by writing it in their copies. The teacher kept the right-side empty on the board. The students completed the word and they were mentioned by the teacher that these words are compound nouns. At that time, the students were surprised a bit since they were already familiar with these words. It had been noticed that the teacher did not jump into introducing the topic in the beginning of class. Instead, she took time and gave examples of the compound nouns first. Inductive approach demanded the teachers to teach grammar by giving some examples (Widodo, 2006). This might help students to understand the grammatical rules from the examples (p. 127). After mentioning what these words were called, the students were asked further to write four sentences with compound nouns. When the students finished their writing, I checked some of the copies. It was noticed that they were not aware of the rules of the tense yet. The students ended up forming the sentence with compound nouns but the sentence structure was not correct. The following mistakes had been found:

I putted toothpaste on my toothbrush.

A sunflower bloom in the summer.

The pig sleeping in the pigpen.

Therefore, the choice of the teachers played an important role for using behind the two approaches.

3.1.3 Using Inductive approach in paragraphs and story writing classes

Based on the observation of the class, in some cases the usage of the inductive and deductive approach might not always concern the choice of the teachers for presenting these approaches to the class. The teachers might fall in some situations where the process demanded the use of the inductive approaches. In other words, the teachers might have to choose the approaches

based on the topic. When it comes to write paragraphs or stories, the teacher used inductive approaches. For instance: In creative writing class, the teachers had mostly used the inductive approach since for writing essays, paragraphs or story writing classes where much explanation of rules were not needed. As per my observation in class creative writing of standard five, the approach which was used in the class was the inductive approach. The students wrote a paragraph which was given to them and they wrote it from their own life experience. The topic was “Science Fair” and as it was an English medium school, therefore, for creative writing classes, the teachers did not follow any book. They came up with such a topic where the students would be able to write up the paragraph on their own. Before starting the topic, the teacher asked the students how many of them like participating in science fair. This might have been the strategy of the teacher to interact with the students. Some students got very excited and started sharing their previous year experience of the participation. After exchanging some conversation with the students, the teachers introduced the topic and wrote the topic on the board. Those students who never participated in the science fair, they had been told to make up an experience. The teacher also gave them the word limit. During checking the copies, errors had been found in the sentence structure which showed that students might struggle in grammar. One of the concerning problems of writing in English was the grammar, which had been the main cause for errors in writing (Putthasupa and Karavi, 2010, p. 4). As a result, many grammatical errors were found in the copies despite being able to write the paragraphs on the given topic. On the other hand, explanations might be needed for students who are too young. For instance: In English language class of standard 1, the students were assigned to write five sentences on “Your favorite hobby.” The teacher wrote clues on the board, to help them initiate their writing for those who were struggling. The following clues were written on the board:

What is my hobby?

Why do I like it?

How do you do it?

According to the observation, implicit knowledge played an important role when the students were writing paragraphs. During spontaneous tasks, like writing or speaking, implicit knowledge was considered to be an unconscious and internalized knowledge (Brown, 2000). Implicit knowledge could be achieved subconsciously (Widodo, 2006, p. 125-126). Therefore, when the students were assigned to complete the task, they got busy in writing. In free hand writing tasks, the students were forming the sentence structure subconsciously. From observing their writing procedure, it was noticed that the students were subconsciously applying the rules during the tasks. As a result, grammatical rules were made by the students since the tasks demanded to form sentences spontaneously.

Furthermore, in story writing class of standard five, the students were asked to write stories and the topic was “Your horrible experience in your life.” Some students were found to make up their own story while the incidents were not taken from their real-life experiences. It was noticed that when the students were mentioned to write story, which was based on the previous incidents of their life, explicit memory was seen to be used during this process. Therefore, in writing paragraphs or stories, the process itself was required to avoid the deductive approach.

3.2 Implementing the approaches in the classrooms

For taking class, a particular class had been selected and I had selected standard five. During taking the class, both these two approaches (inductive and deductive) were used in the classrooms. Before taking the class, other preparations were also required from collecting lesson plan to selecting approach which approach should be applicable to the class. The teachers also gave me the freedom to take the class according to my own technique where it enabled me to implement these approaches. In English language class, I had been given the opportunity not to use any book since that class was based on grammar. Instead of following the exercises from the book, I came up with new materials to make the class more interactive.

To be more specific on discussing the implementation of these approaches in the classes, English language classes were taken the most during the internship process. Apart from taking English language classes, creative writing classes were taken as well. In this report, only those classes will be discussed where the findings were relevant to the topic.

3.2.1 Reading Comprehension class

To begin with, after spending two weeks in Academia, I was prepared to take classes. During English language class of standard five, I was asked to take pictures of the exercises as they could not give me the book. It was a reading comprehension class and based on the text, there were some exercises that I had been asked to discuss in the class. There were many exercises in the book but I only selected those exercises where I could apply the inductive approach. However, there was not enough time to complete all the exercises in one class and it took me two classes to complete the exercises that I had selected.

After entering class, I introduced myself to the whole class as I did get that opportunity before to introduce myself properly. To grab their attention, few experiences of my school life were shared with the class and they all enjoyed listening to the stories. The students were mentioned what the topic was and I wrote the name of the text on the board. It was my third week in Academia and from observing earlier classes I had already learnt that when the teacher started reading the text, some students lost concentration and started gossiping among themselves. For this reason, I wanted all the students to read the passage. When I started to ask those who wanted to read the text, initially, the students were shy as it was their first time to see me as their teacher but I pushed them a bit to participate in the classroom activity. As a result, some of the students started raising their hands. Eventually, one by one they read the full text and while they were reading, I was explaining a few passages where explanations were needed. To make sure all the students were listening they got asked a few questions in between. When the students were done with reading, the students were told to underline some words from the

passage and without taking help from the dictionary they had to find the meaning of those words. The following words were mentioned to underline:

Confusion retreated salvation clambered
--

From observing the previous classes, it was noticed that it was mandatory for all the students to bring a dictionary in the class where they searched for the new words that they did not know. However, the strategy was to give them a platform where the students could try to find out the meaning of the words from reading the passage. Here, the inductive approach had been used since the students were finding the meaning of words without looking directly from the dictionary. Most of the students were able to understand the meaning of the words from the passage but those who were struggling, I gave them clues. For instance: one student was not understanding what salvation meant and I told the student to read out the sentence again. The meaning of the sentence was explained to the student again and after understanding the meaning of the sentence that student was able to guess the meaning. After writing the word meanings in the copies, I checked their sentence structure. There were few mistakes since they did not pick up the words directly from the dictionary instead, the students had to make their own sentence structure. When their copies were checked, the students were told to do another exercise from the book.

The following exercise were asked to write:

Find these phrases in the text and discuss what they mean

1. Not finished with me yet

2. Took to my heels

The students had already read the passage and thus, it did not take much time to find these phrases from the text. They were mentioned to read out the sentence again in order to get the meaning of the phrases. However, some of them were not ready to write since they were a bit scared that their answer might be wrong. I mentioned to all the students that if their answers were wrong it would not matter but they had to try first as I would not give away the answer until they try. Few students struggled to understand what “took to my heels” meant. Those students who were struggling I helped them to write their answers. In this class activity, the inductive approach was used because after reading the text, the students looked for new words and phrases without searched in dictionary instead they tried.

The next day, the rest of the exercises had to be completed by me. The exercise that chose for the classwork was based on grammar to implement the inductive approach. After entering into the class, the students were told which exercise had to be done. The following exercise were done in the class:

Copy and complete these sentences with a word from the word box

Kind	unwind	child	behind	mild	remind	find	wild
------	--------	-------	--------	------	--------	------	------

1.Sam’s mum had to ____ him to finish his homework.

2.Deon loved looking at the ____ flowers.

3.Mahmoud and kai couldn’t ____ their way back.

4.Meena hid ____ the door.

5.It was really ____ of you to help me.

In the beginning, they had been asked whether they knew the meaning of the words from the box. In reply, most of the students mentioned that they were familiar with all the words. The

students who did not know the meaning of some words, they had been mentioned to start filling up the gap that they knew. My strategy was to let them fill up those gaps they knew first and the words which were new to the students, I wanted them to understand the sentence first by reading and it might help them to get the meaning of the words. In this way, the inductive approach was used and without knowing the meaning of the words, the students were able to get the meaning by reading the sentence. After finishing this exercise, they were asked to do another exercise. The students were told whether they knew what conjunction meant. In reply, they had mentioned that they knew parts of speech. The following exercises were done in the class:

Copy and improve this paragraph by changing the order of the words

I like to watch the waves when I go to the seaside. I enjoy swimming although I am not very good at it. I always feel tired after I swim.

Copy and improve this paragraph by using conjunctions

I saw a spider in the bath. I called my Mum. I asked her to catch the spider. I said she should put it outside.

To implement the inductive approach, I chose these exercises for grammar where they could write the sentence without taking teacher's help. The students already knew what conjunctions meant and a sample was also given to them before the task was done. Besides, incidental learning and implicit learning happened when the students were asked to complete the last two

tasks because here, they were writing the sentence on their own by using their knowledge of grammar.

3.2.2 English language class

For teaching grammar, the deductive approach might be necessary in some cases. In English language class of standard five, I taught the students irregular nouns and use of apostrophe. This process of teaching demanded the deductive approach as the rules were necessary for the students.

From observing the classes, it was noticed that the students knew what singular and plural nouns are but they did not know irregular plurals. In their previous classes, the students made mistakes while writing irregular plural as they did not know the rules. The most common mistakes were found where the students had a tendency to add 's' in terms of defining plural words. It happened since in the earlier stage the students were taught that by adding 's' in the end of a word it would become a plural word. Therefore, I was mentioned by their teacher that irregular nouns should be taught in the class.

In English language class, before introducing the topic to the students I wrote two words (box, apple) on the board and the students were mentioned to raise their hands who could write the plural words of these two words. It was a strategy to make sure whether all of the students understood the difference between singular and plural words. Every student in the class raised their hands, which made me realize that all of them knew what it meant. Two new words (city, valley) were written on the board and the students were asked to write their plural in their copies. When all the students wrote it in the copies, it was noticed that some of the students made mistakes in writing the plural form of 'city'. At that moment, I mentioned them that these two plural words are known as "irregular plurals". The students were also mentioned why these words were irregular plurals. However, the previous day I was mentioned by the teacher that students were to be assigned homework for completing the exercise if there was not enough

time to do the exercises in the class. After explaining the rules, there was only ten minutes left to end the class. To make the class more interesting and not ending it by explaining the rules, I decided to pick one student at a time to write the answer on the board. It was pre-planned since the time was less, I picked around 15 words before entering the class. It was a strategy to encourage all the students to complete the task in the class. Besides, if the students performed the task in the classroom, it was easy to see whether they had understood the rules during the class. Based on the number of the students in the class, 10 words were written on the board for 10 students. It was mentioned to the students that I would pick any student and he/she would forward to write the answer on the board. The following 10 words are :

Change these nouns to their plural forms:

1. lady = 2. army = 3. melody = 4. Country = 5. journey =

6. dry = 7. enemy = 8. Kidney = 9. Story = 10. Cherry =

Some students were very responsive and as soon as the words were written on board, they raised their hands immediately. On the other hand, those students who were shy to come forward, they needed some encouragement which I did. In the end, all the students wrote correct answers and their responses made it clear that they understood the rules. Based on the observation, the students learned the activity through explicit learning. In addition, a teacher centered approach was also used in this class since the students did the activity what they had been asked to do in the class.

The next day, by implementing deductive approach, I taught the students about the use of apostrophe. The students were familiar with the use of the apostrophe since all their books are written in English but they might not know the rules. In their creative writing class, it was noticed that few mistakes were made by the students while putting apostrophe. It was evident that they might have been using the apostrophe in their writing but they did not know the rules. As a result, it was very clear that when I would take the class on the apostrophe, much explanation would be needed in order to make them understand the rules properly. In the beginning of the class, the topic was introduced to the students. After introducing the topic, I wrote the following two sentences on the board:

1. The girls' uniforms

2. The children's playground

When these two sentences were written on the board, few students thought that apostrophe was put in the wrong place in the first example as the sentence should be "The girl's uniforms." On hearing this, I explained to the students that an apostrophe should be added in the end when the noun that possesses is plural and ends with 's'. In addition, the second example was mentioned to the students since 's was added when the noun that possesses is plural but not ends with an 's'. To make sure that all the students had understood what was mentioned regarding the apostrophe, I wrote a few sentences on the board. The sample exercise given below:

Correctly insert the apostrophe into each of the following:

1.the mans shirt 2.mens shoes 3.todays news 4.Alans bag 5.the mouses tail

6.a mothers advice 7.the boys fight 8.journeys end 9.childrens library 10.the flies
wings

In this class activity, a teacher centered approach was also used along with the deductive approach. The students were not giving any platform in the class where they were given the opportunity to select the activity on their own. Instead, they were doing the activity what were instructed to do. Based on the observation, the students were being taught the rules of plural and the apostrophe and they learned it through intentional and explicit learning.

3.2.3 Creative writing class

In the creative writing class of standard five, the inductive approach was used when students were taught about writing letter. During the application writing class, it was observed that the teacher wrote the application format on the board and the students were asked to write it in their copies. However, it was my strategy to use the inductive approach in the class, in order to help the students to understand the format of letter as well as to give them the platform where they could make up a new topic of their own. Therefore, I also used student-centered approach where could choose their own title of the letter. A sample letters were distributed in the class to each and every student in the beginning when the topic was introduced. The sample letter is given below:

“Your friend lives in Comilla. Write a letter to your friend and tell him/her to spend the summer vacation at your place in Dhaka”

129, Mallika Apartments

Dhanmondi, Dhaka

March 03, 2020

Dear Shumona,

It's been a while since I have heard from you. Where have you been? I hope you are doing well. As the summers are approaching, I was thinking if we could spend the summer break together at my place in Dhaka. I will introduce you to all my friends and close relatives. I will give you a city tour as well. We will spend some quality time in the evening near Hatirjheel.

I am excited even at the thought of you and I spending the summer together after so long. I have to tell you a lot of things and expect the same from you. Give my regard to aunty and uncle. Hope to see you soon.

Yours lovingly,

‘Y’

This sample letter was distributed to the students to make them only to make understand the format of writing a letter as it was new to them. After distributing the letter, the students were asked to go through the format properly. The basic information of writing a letter was mentioned to them and their next task was to write a letter but this time, they would select their own topic. The students were mentioned to come up with any topic to write a letter and the writing should be finished within the class time. When they all made up a new topic for writing the letter, the students did not struggle much to complete their writing as the format was already explained to them. Therefore, in this way I used the inductive approach. Based on observing

the previous classes, it was noticed that the teacher centered approach was used in most cases but I wanted to see whether the students enjoy when they were asked to choose their own topic. For this reason, I decided to use the student-centered approach, and from observing the class activity, it was noticed that all the students were very active and they enjoyed choosing their own topic. Besides, this way would also enable them to write letters in free hand.

Chapter 4

Challenges

The whole experience of internship was new and different. It allowed me to experience the responsibilities of a teacher from handling the students to checking their copies. It allowed me to experience the responsibilities of a teacher from handling the students to checking their copies. This internship had set a platform to see how a professional teacher worked in an institution and it had given me the opportunity to deal with professional teachers in the institution. However, there were challenges to implement the approaches in the classes.

For taking the class, lesson plans should be checked in order to prepare myself to implement which approaches should be used in the class. In some cases, I was assigned to proxy classes and without knowing the lesson plan earlier put me in a difficult situation. For instance: I was asked to take a proxy class creative writing class of standard 7 as their teacher was absent. It was difficult to manage the students when they were not listening to my instructions initially. It was because I chose standard 5, and spent most of the time there, therefore, the students of standard 7 were not familiar with my face. As a result, they did not take me seriously and were not listening or paying proper attention in the beginning. Besides, implementing the approaches in the proper way needed some earlier preparation and without seeing the lesson plan I was not aware which topic was supposed to be taught in the class.

Furthermore, there were no projector in the classrooms. It was an obstacle to let the students watch a movie or any authentic video where the task could be done instantly. If technology was used in the class, the students could be engaged in activity where the classroom activity seemed more fun. In addition, when the student-centered approach was used in the class, the students needed motivation to perform in the activities. The personality of all students cannot be the same in the class as some students were very shy when they were asked to write the answer on

the board. It was the time where I had to push them to get out of their comfort zone. Besides, implementing the inductive approach was not easy all the time because in class 5, there was a student who needed special attention. When the instruction was given to the whole class, that student was not able to understand and therefore, it was hard for him to cope up with all the students. In most cases, I had to help him in writing and explaining and while talking to him, the other students started to talk among themselves. Therefore, these were the few challenges that I had faced during my internship journey.

Chapter 5

Conclusions and Recommendations

5.1 Conclusions

To conclude, both the approaches played an important role in the classrooms. As per the observation, the approaches were implemented by the teachers based on the level of the students. It could not be expected from young learners to complete the task without proper instructions, therefore, the role of the teacher should be considered an important part for implementing the approaches. The experience provided me the opportunity to explore how to implement the two approaches in the classrooms. Lastly, I would like to add that after observing all the class and implementing the approaches in the classes, it is difficult to say which approach would be more effective.

5.2 Recommendations

From observing the classes, it was noticed that the deductive approach was important where they needed more help or instructions from the teachers. However, the teachers should be focusing more on inductive approach where they could engage the students in the classroom activity otherwise, the students tended to be dependent on teachers. It was noticed that the students might lose the interest in participating to complete the task on their own if the teachers always step in to help them. It does not suggest that the teachers should not come forward to help the students. They should help the students but they should also keep in mind that the topic could be presented in such a manner where the students get the opportunity to try and give efforts. As per my observation, the students also need motivation in order to put their efforts when they were given a task to complete. If the students had been seeing their teachers to read out the passage regularly and eventually, they would lose interest in reading out the passage on their own as they would think that this should be done by the teacher. In future, if another teacher would ask them to read out the passage in front of the class and in this case, the students might feel shy and ended up not raising their hands in the class to perform. Therefore, the students should be given the opportunity to try and the inductive approach should be used where it is necessary.

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