

TEACHING ENGLISH
GRAMMAR TO
INTERMEDIATE-LEVEL
ESL STUDENTS IN AN
INDUCTIVE VERSUS
DEDUCTIVE MANNER

BA Thesis in English Linguistics

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Abstract

Over the last 60 years, much research has been done on the inductive and deductive approaches, yet no general consensus has been reached. Many of these studies are conducted among adult learners, but very few use secondary school students. This study uses secondary school English learners to add to the current discussion on the inductive versus deductive approach. The main focus is to investigate the effectiveness of the inductive and deductive instruction in English grammar teaching among Dutch intermediate-level secondary school students. Fifty-two students were divided into two groups, where one group was instructed in a deductive manner and the other group in an inductive manner. Both groups were taught four grammatical constructs, the present perfect simple, present perfect continuous, past simple, and past continuous. A pre-test and post-test were used to gather data from both groups. The results show that both groups improved. Moreover, the results also reveal a significant difference between the scores of the two groups on the post-test, in favour of the inductive group.

Keywords: teaching, grammar, inductive, deductive, intermediate-level, English

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Introduction

Over the past 70 years, the educational field has undergone some changes. When you ask your parents about their experiences and memories of pre-university education, specifically of secondary school, you will probably hear them speak of how first and foremost the pupils had more respect for the teachers. They did not dare talk back to their teacher, for fear of being punished physically. Religion was a much bigger part of the educational system than it is today. Every morning routinely started with a prayer, and many of the teachers were nuns. The general assumption is that secondary education has changed a lot since the previous generation went to school. Contrary to popular belief, when asking your parent about how they were taught, you might realise that the methods of teaching have, in fact, not changed as much as people like to believe. The parents, and even grandparents, speak of leaning back and zoning out in their seats, while the teacher droned on about verb tenses, word order, and conditional sentences. Nowadays the pupils do not have to stand in front of the class to recite the grammatical rules by heart, but the drilling of the rules is still the general practice when it comes to teaching foreign language grammar.

Most language teachers in secondary school have a certain way of teaching, with most following the “same old” way when it comes to teaching grammar to their pupils; the teachers explain the grammatical construction, after which the pupils will do practice exercises with it. This approach to teaching language is called a deductive approach. For this approach, the rule is explicitly given and then practised with. There is another approach called the inductive method, which, in today’s learning teaching books, is recommended over the deductive method. The inductive approach makes the learner figure out the construction (sometimes with a little guidance from the teacher) and formulate the rule themselves. The learner internalises and absorbs the construction.

The workbooks used to teach English as a second language (L2 English) in Dutch secondary schools mainly offer grammar explicitly and deductively, instead of in an inductive manner. The grammatical rule is written out on the paper, accompanied by a few examples, and then the exercises start. The learners keep turning back to the page with the rules while doing the exercises and use it as a cheat sheet, but the rule is not internalised and absorbed by the learner.

According to several studies (e.g., Haight et al., 2008; Obeidat & Alomari, 2020; Herron & Tomasello, 1992; Krashen, 1982), the inductive method is preferred over the deductive method when teaching second language grammar, for it produces better results in the long-term. If this method is proven to be better, then more schoolbooks and teachers should use this type of teaching, instead of the deductive approach.

Although one might expect to find the inductive approach more in the practice of teaching foreign language grammar, it is not the case that the inductive approach is used more commonly than the deductive approach. The “same old” way of teaching is still one of the most common forms of teaching grammar. The teacher still babbles on about verb tenses, and the pupils still lean back and zone out during the babbling. While this method works out for some pupils, for others it is detrimental to their motivation and learning curve. This study aims to add to the discussion on which approach is considered better to use in teaching L2 English grammar and shed light on the effectiveness of the two approaches.

While, as mentioned before, much research has already been done on the effectiveness of the two approaches, most of the research has been conducted among adult participants. Not many have explored the effectiveness of the approaches on younger learners. To expand the knowledge with regards to younger learners, this research is conducted among 61 secondary school pupils, who are all between the ages of 14 and 15 years old.

Currently, these pupils are all intermediate, or B1 level L2 English learners according to the Common European Framework of Reference (CEFR), which is “an international standard for describing language ability” (Cambridge Assessment English, 2001). With the help of a six-point scale, the mastery of the language is described. These levels are A1 and A2 for beginner-level users, B1 and B2 for intermediate-level users, and C1 and C2 for advanced users’ language ability. The C1/C2 level is also considered to be near-native. These levels are also described as the basic level, independent level, and proficient level.

According to the Council of Europe (COE, 2001), beginner-level users can understand the basics of the language, like frequently used expressions and can communicate in simple and routine tasks. They can also relay basic information and describe their background matters of immediate importance in simple terms. The COE (2001, p. 24) states that intermediate-level users, like the pupils in this research, can do the following:

- “They can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- They can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- They can produce simple connected text on topics which are familiar or of personal interest.
- They can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans”.

The intermediate-level English learners master the basics quite well but do not grasp the intricacies of the language just yet. Advanced-level users can understand and read almost everything and filter the most important message from it. They can also express themselves spontaneously and fluently in different shades of meaning.

This study investigates if the inductive approach truly produces better results than the deductive approach among younger learners, which brings me to my research question:

Does an inductive way of teaching give better results than a deductive way when teaching English Grammar to intermediate-level English as a Foreign Language (EFL) students?

The hypothesis for the current study is:

The group that receives inductive instruction shows better results in the post-test than the group that receives deductive instruction.

To answer this question and test the hypothesis, two classes were chosen to participate in the research. One class received the inductive instruction, while the other received the deductive instruction. Both classes were taught the same four grammatical constructs. Prior to receiving any instruction, both classes took part in a pre-test, to determine their current knowledge of the target grammar without having received any instruction. Following the pre-test, the four grammatical constructs were explained in three lessons. These lessons were spread out over one week. After completing the lessons, the classes took part in the post-test, to determine the progress and difference in effectiveness between the two approaches.

Literature Review

Before the 1960s, there was one form of teaching grammar that was generally accepted. This form, the most traditional form of teaching grammar, is the deductive approach. The teacher explains the grammatical rule explicitly (usually in the first language) to the learners with the help of examples, after which the learners will do exercises relating to the grammar. The disadvantage to this approach is that the rule is easily forgotten, as the explanation is often not engaging enough for the learners, and they will lose focus (Obeidat & Alomari, 2020). The aim of this teaching approach was to produce a good translation, hence its association with the Grammar-Translation Method (Gollin, 1998).

During the 1950s the debate on whether grammar should be taught explicitly or implicitly was started, and the Audio-Lingual Method (Skinner, 1957), invented by linguists at the University of Michigan, was on the rise. This method defined learning as habit formation. The Audio-Lingual Method (Skinner, 1957) is an inductive approach in its early forms. The learners would learn numerous examples by heart but would not know the underlying grammar until the teacher would explicitly tell them. At the end of the sixties, there was general agreement that the Audio-Lingual Method (Skinner, 1957) did not work (Shaffer, 1989). As a reaction to the Audio-Lingual Method, Krashen (1982) argued that teachers only had to provide comprehensible input, without explicitly focusing on grammatical rules, because learners acquire language naturally through sufficient exposure.

To date, the debate on how to teach grammar most effectively has given rise to much research. A lot of the research has focussed on the differences in the effectiveness of deductive versus inductive instruction (Erlam, 2003; Kuder, 2009; Mahjoob, 2015; Seliger, 1975; Shaffer, 1989; Sik, 2015). Some of these studies (Erlam, 2003; Robinson, 1996; Negahdaripour & Amirghassemi, 2016) found the deductive approach to be preferable, while others found no

significant differences between the two approaches (Shaffer, 1989; Pourmoradi & Vahdat, 2016; Hejvani & Farahani, 2018; Mahjoob, 2015). Several researchers (Haight et al., 2007; Herron & Tomasello, 1992; Obeidat & Alomari, 2020; Kuder, 2009) found that the inductive method provided better results than the deductive method. In the following sections, I will review the three variants of results: studies in favour of the deductive method, studies that show no significant differences, and studies in favour of the inductive method.

Studies in Favour of the Deductive Method

Robinson (1996) conducted a study among 104 adult English learners. During the research, the learners were presented with several easy and difficult rule sentence types. Results show that those who received the inductive instruction do not outperform those who received the deductive instruction. Erlam (2003) studied the effects of deductive versus inductive instruction and reported a trend in favour of deductive instruction. Direct object pronouns were taught to 69 secondary school students. The students were randomly assigned to the deductive, inductive, or control groups. Pronouns and their use were explicitly explained with the help of examples to the deductive group. The inductive group received no such explanation. Instead, they engaged in a matching activity of statements and illustrations. The students matched each statement to a picture. The control group received form-focused instruction. The learners received two tests afterwards, the first directly following the course, and the second six weeks later. On both tests, the deductive group scored significantly better than the other groups.

Seliger (1975) conducted a study on the effectiveness of the deductive and inductive methods among adult English university students, divided into three groups (control, deductive and inductive). The deductive group received explicit instruction explaining the rule, while the inductive group received input via a recoding and written material. They were then asked to summarise the rule. The control group received no instruction. After receiving two short lessons on word order, the students were given a recall test and a retention test three weeks later. The

results produced by the recall test report no significant difference between the deductive and inductive instruction. The retention test results showed that the deductive group outperformed the inductive and control groups. Seliger (1975) concludes that “a deductive method can be more effective for teaching English to adult learners” (p. 17).

Negahdaripour and Amirghassemi (2016) compared two groups (30 per group) of adult Iranian pre-intermediate level English learners. A Key English Test (KET) was used to ensure the groups were compatible. The focus was on the performance of accuracy and fluency in the use of the present simple, present continuous and past simple during a pre-test/post-test oral activity, where the participants described pictures using the three grammatical constructs. They found that the deductive group outperformed the inductive group in two of the three constructs. For the third construct, the deductive group also performed overall better than the inductive group, but the differences were not significant. Negahdaripour and Amirghassemi (2016) therefore conclude that the deductive approach could have a more positive effect on the oral accuracy and fluency of learners.

Sik's results from their 2015 study also support Negahdaripour and Amirghassemi's (2016) conclusion. They conducted a study among 190 Turkish university students who followed the compulsory English course, that focussed on the effect of the deductive and inductive approaches on academic success and proficiency. The students were divided into two groups; the control group was taught deductively, and the experimental group received the inductive instruction. The students participated in a pre-test, post-test, and a questionnaire. The results reveal that the deductive approach is slightly more effective than the inductive approach when it comes to academic success and proficiency levels, but the difference was not significant.

Studies that Show No Significant Difference

In line with Seliger (1975), Vogel et al. (2011) suggest that adults may prefer deductive instruction to inductive instruction. A group of 40 adult intermediate-level French learners were used for this study. They received a pre-test, post-test and a post-study learning preference questionnaire. In the short term, the inductive approach resulted in higher scores. In the long term, the trend was in favour of the deductive approach, although the difference was not significant.

Mahjoob (2015) and Pourmoradi and Vahdat (2016) both compared the effect of the deductive and inductive approaches on Iranian English students. Mahjoob's (2015) two groups, consisting of 30 14- to 17-year-old learners each, received lessons on 6 grammatical constructs. A pre-test/post-test design was used to determine the differences in progress and effectiveness. Mahjoob (2015) found that there was no significant difference between the deductive and inductive approaches, but that both approaches were equally effective.

Pourmoradi and Vahdat (2016) conducted the study among 82 first-year English major students, all are between 19 and 22 years of age. Their focus not only lies on the effect of deductive and inductive instruction but also on the effect of the instruction in relation to gender. They found that there was no significant difference between the inductive and deductive approaches. In addition, Pourmoradi and Vahdat (2016) found that the inductive style was more effective on females than on males.

Shaffer (1989), like Erlam (2003), conducted a study among 319 secondary school students of French and Spanish, on the effectiveness of the inductive and deductive instructions of complex grammatical constructions. The two constructs of the English equivalent "to know" and the imperfect tense were taught to the French groups and the two constructs of the English equivalent of "to be" and the subjunctive were taught to the Spanish groups. These constructs

were chosen because they are considered to be difficult to learn, for they are based on concepts that are not found in English. A cloze test was used to determine how well the students comprehend when the structures are to be used. She, too, found no significant differences, but the results showed a trend in favour of the inductive approach for the more difficult concepts.

Similarly, in Kuder's (2009) research, two groups of 22 intermediate-level Spanish learners received instruction on direct object pronouns in either the deductive or inductive method. The level of acquisition was evaluated via identical tests. The outcome showed slightly higher scores for the inductive group, but the difference was not significant. The inductive group also felt more satisfied than the deductive group.

Hejvani and Farahani (2018) compared the efficiency of the deductive and inductive approaches in English grammar teaching in two groups of German elementary-level adults. The groups were taught conditional sentences and the future tense. A test-teach-test (TTT) method was used to collect their data, from which they found that both approaches were almost equally efficient.

Studies in Favour of the Inductive Approach

The study by Herron and Tomasello (1992), which was conducted in reaction to Shaffer (1989), explored the effectiveness of the inductive and deductive approaches. For their study, they used 26 beginner-level university students of French, divided into two groups. They were taught 10 French grammatical structures of which five were taught deductively, and the other five inductively. Which structures were taught deductively or inductively was randomly assigned, but the methods were opposing between the two groups. All structures were evaluated twice; the first test was the day after the instruction, the second the following week. The reason for this testing was that "some findings [showed] that deductive and inductive approaches have

different effects on student retention” (p.713). Herron and Tomasello (1992) conclude that the inductive approach is superior to the deductive method in both the first and second tests.

This claim is supported by Haight et al. (2007). Forty-seven first-year students of French were taught eight grammatical constructs. Four were taught inductively and four were taught deductively. The students were divided into two groups, who received the instructions in the opposite methods from one another. The students were given a pre-test, a post-test as a long-term test, and immediate quizzes after a construct was taught as short-term tests. Both the short-term and long-term test results were in favour of the inductive approach.

Obeidat and Alomari (2020) explore the impact of the use of inductive and deductive instruction, and the effect of using inductive and deductive instruction on the achievement of grammar. The study used two groups of a total of 105 Jordan EFL undergraduate students. Noun forms, pronouns, and subject-verb agreement were the grammatical constructs that were taught, and a pre-test/post-test design was used to collect the data. The results show significant differences in favour of the inductive instruction. Additionally, the results show “no significant differences according to study-year, the type of school they graduated from, and gender” (p.280).

Although no general consensus has been reached, study books for teachers, such as Dönszelmann et al. (2020) and Staatsen and Heebing (2018) encourage teachers to use an inductive manner of teaching whenever possible. According to Dönszelmann et al. (2020), the deductive approach lets the teacher present the grammatical rule paired with examples, after which the pupils will practise applying the rule in guided exercises. The inductive approach lets the teacher present examples and asks guiding questions, based on which the pupils will formulate a rule themselves. Dönszelmann et al. (2020) also say that the inductive approach promotes active learning. Dönszelmann et al. (2020) do not say that the inductive approach

leads to better results than the deductive approach. On the contrary, Staatsen and Heebing (2018) do state that the inductive approach produces better results than the inductive approach.

Summary

Taking into account all of the research that has been carried out regarding the discussion on whether the inductive or deductive approach is more effective in grammar teaching, it is clear that there is no general agreement on which is the best approach. This study is an attempt to add to the aforementioned discussion and shed light on which approach works best in the context of Dutch foreign language classrooms.

Methodology

Setting

This study was conducted at the Blariacum secondary school in Blerick, The Netherlands. The participants all have had English lessons for the past two and a half years, three hours a week, as English is part of the standard curriculum. Consent for this research has been granted by the English department at the Blariacum secondary school (see Appendix A).

Participants

The participants were two groups of third-year secondary school students. The participants all followed the Dutch HAVO-programme (Hoger Algemeen Voortgezet Onderwijs, 'higher general continued education'), which teaches the pupils English on an intermediate level, or on the Common European Framework of Reference (CEFR) scale, B1-English.

The pupils of the two classes that were used for this experiment have been randomly assigned by the school at the beginning of the school year in September 2021. In this study, these two classes were used as two comparison groups. Group 1 consists of 32 participants, of which 18 are female and 14 are male. The average score, which is the average of all the grades the class has received this school year combined, of group 1 is a 6.6, with five individual scores below a passing grade of 5.5; Group 2 consists of 29 participants, of which 17 females and 12 males. The average score of group 2 is a 6.4, with four individual scores below a passing grade of 5.5. The participants with an insufficient average (below 5.5) were excluded from the research, to keep the groups at approximately the same level. The participants that were not present for the pre- and/or post-test were also excluded. After the exclusion of the pupils with an insufficient grade, and those that were not present for the pre- and/or post-test, a total of 52

pupils remained. In the end, the inductive group consisted of 27 pupils (16 females and 11 males), and the deductive group consisted of 25 pupils (14 females and 11 males).

All participants were between 14 and 15 years of age. Most of the participants have Dutch as their first language. Other first languages occurring among the participants are Arabic, Chinese, Spanish, and Turkish. Those that do not have Dutch as their first language have been raised bilingual and are proficient enough in Dutch to be considered native speakers. Bilingualism will not influence the results of this research.

One of the participants is visually impaired. His pre-test, post-test, and exercises were converted to audio files through a conversion programme. He is used to this way of receiving his education and did not experience the treatment as different from the norm. Therefore, he could take part in almost the same way as the other pupils. Since he writes out his answers phonetically, his pre-test and post-test were judged accordingly. His visual impairment will not influence the results of this research.

Teaching Methods

Four different grammatical constructs were chosen as the target grammar for this research:

- (1) present perfect simple
- (2) present perfect continuous
- (3) past simple
- (4) past perfect.

These constructs were chosen because they are the next grammatical constructs to be learned in the participants' course of study. The past simple is considered a simple grammatical construct and the participants have been taught the past simple in their first year of secondary school. The other three constructs, present perfect simple, present perfect continuous and past perfect, are considered to be more difficult to comprehend for Dutch English learners. This is

the case because the present perfect simple and the present perfect continuous, and the past simple and past perfect are very similar in what these constructs convey in meaning. Therefore, it is difficult for intermediate-level English learners to comprehend the distinction between present perfect simple and the present perfect continuous, and the past simple and past perfect.

Furthermore, the Dutch equivalent of the perfect tenses does exist but is a little different. Firstly, the Dutch use the adverb “just” to express that the action has happened moments ago in the present perfect continuous, while the verb tenses are in the present perfect simple. The sentence “I have been running” in Dutch would translate as “I have just run”. Secondly, Dutch uses a present simple in case of the English present perfect simple. The Dutch adverb for “already” indicates the continuous aspect in the cases of verbs like “to live”. Lastly, the Dutch use the “aan het” + verb construction when talking about an action the subject is still performing at this moment, like the English present perfect continuous form. “I have been walking” would translate to “Ik ben aan het lopen”. These differences prove to be difficult to master for Dutch intermediate-level English learners

Deductive Grammar Instruction

The deductive instruction started with a complete explanation of the target grammar (present perfect simple, present perfect continuous, past simple, and past perfect) for that lesson, using a LessonUp (2015) presentation to project examples and the rule. After the explanation, the participants practised the target grammar through guided exercises. Participants, if volunteered, could present their own examples to which the rule applies.

For the grammatical point Present Perfect, the teacher gave the following instructions:

- The rule for the Present Perfect is as follows: “subject + have/has + past participle”.
- The Present Perfect equivalent in Dutch to the “Voltooid Tegenwoordige Tijd (VTT)
- The Dutch form is “heb/hebben + voltooid deelwoord”

- The Present Perfect is used when an action that has been completed in the recent past has an effect on the present.

The pupils then practised applying the rule in the exercises given by the teacher.

Inductive Grammar Instruction

The inductive group received a discovery-based learning inductive instruction. Discovery-based learning means that the learners will formulate a rule by analysing examples. The inductive instruction was as follows; the teacher showed a LessonUp (2015) presentation with on the first slide a few example sentences using the target grammar (present perfect, present perfect continuous, past simple, and past perfect) for that lesson. Next, a reduced version of the examples was presented. With these examples, the participants formulated the grammatical rule. This rule was then generalised to more examples. If the participants had trouble formulating the rule, the teacher would ask questions to make the participants think about certain things and give small hints, or if the participants did not come to the rule, the teacher would give a small summary of the underlying grammatical rule. Lastly, the participants practised the rule through exercises. Participants, if volunteered, could present their own examples to which the rule applies.

For the grammatical point Present Perfect, the teacher gave the following instructions:

- Look at the examples on the board, look at the verb(s) that is/are used. Formulate a grammatical rule with the help of the examples.

The teacher guided the pupils by asking the following questions:

- What seems to be the case in all examples when looking at how the verb is written?
- Is the verb action completed?

In the case of the pupils not being able to induce the rule, the following hints were given:

- The verb tense consists of two parts, two words. Which part of the verb is always the same?
- Which verb is used for this part that is always the same?

When the rule was formed, it was checked by the teacher. When it was in line with the general rule, the pupils went on to practise applying the rule through exercises given by the teacher. These exercises are the same exercises as given to the deductive group.

Test Materials

Two tests, a pre-test and a post-test were used in this study before and after giving inductive/deductive instructions. The content of both tests was taken from the predesigned chapter tests from the Malmberg 'All Right!' learning method (2020) for 3HAVO pupils in secondary school. These exercises are on the right level and test the desired subjects.

The pre-test (Version A) is a compilation of selected exercises on the target grammar (present perfect, present perfect continuous, past simple, and past perfect), to assess the participants' proficiency before receiving the inductive or deductive instruction on the target grammar.

The post-test (Version B) is a compilation of selected exercises on the target grammar to assess the participants' proficiency after receiving the inductive or deductive instruction on the target grammar.

An example question from the pre-test is the following:

Put the verbs between brackets in the correct form: *present perfect* or *present perfect continuous*.

- 1 He has a headache and blurred vision because he ____ (*to play*) computer games all day.
- 2 I'm sorry, I can't give you my calculator. I ____ (*to give*) it to Ben.

- 3 ____ (*you - ever - to wear*) a hat before?
- 4 It ____ (*to snow*) for hours now and everything is white.

The equivalent question in the post-test to the one above from the pre-test is the following:

Put the verbs between brackets in the correct form: *present perfect* or *present perfect continuous*.

- 1 We ____ (*to clean*) the house all day and we're exhausted.
- 2 ____ (*the singer - just - to release*) a new album?
- 3 I ____ (*to eat*) dinner, so I'm not hungry anymore.
- 4 You ____ (*to watch*) television for too long. Why don't you go outside and get some exercise?

The two versions are designed by the creators of the Malmberg 'All Right!' learning method (2020) to be identical, with the same number of items and grammatical content. Despite that, the verbs included in the post-test are not the same verbs as those included in the pre-test. Both tests contain a compilation of selected exercises on the target grammar (present perfect, present perfect continuous, past simple, and past perfect), to test the participants' proficiency before and after receiving the inductive or deductive instruction on the target grammar. In this study, Version A was used as the pre-test and Version B was used as the post-test.

During the lessons, selected exercises from the 'All Right!' (2020) workbook will be used to practise and explain the grammatical subjects. Both the inductive and deductive groups will do these exercises; the deductive group after having received the explicit instruction, and the inductive group after having discovered the underlying general grammatical rule for the constructions at hand.

Procedures

Prior to receiving the inductive or deductive instructions, both groups have taken part in the pre-test, which determines the participants' knowledge and proficiency of the target grammar at that point. Both groups had 45 minutes to complete the pre-test. The participants were seated at a distance from one another to ensure that they do the test on their own. The participants were not allowed to communicate with each other during or after the test until every participant had finished.

The first lesson took place three days after the pre-test. It is the first out of a series of three lessons, each lasting 45 minutes. The target grammar was explained in either an inductive or a deductive manner. Which group received the deductive instruction and which group received the inductive instruction was assigned randomly before the starting of the treatment. In line with the instructive manner for that group, exercises were sought out to help the participants understand the target grammar. The second lesson took place two days after the first, and the final lesson took place five days after the second lesson. The three lessons were spread out over the course of one week, with a weekend between the second and third lessons. This is the time needed to teach the grammatical constructs and is also how long the pupils need to acquire them.

The post-test was taken two days after the final lesson, i.e., 13 days after the pre-test. The post-test determined the knowledge and proficiency of the participants after receiving the inductive or deductive instruction. All participants had 45 minutes to complete the post-test. During the test, the same rules applied as during the pre-test; the participants were seated apart, and no communication was allowed until all participants had finished.

Data analysis

The pre-test/post-test design was used to investigate the influence of an inductive instruction versus a deductive instruction on results when teaching English grammar to EFL students. The independent variables are the deductive and inductive instructions, and the results of the pre- and post-test are the dependent variables. The results of the pre- and post-test of both groups will be compared by using analysis of covariance (ANCOVA) and “within-subjects” tests in SPSS to show the difference in results between the two instructions, if any. The Data Management Plan can be found in Appendix B.

Results

The first conducted test was the pre-test, to determine the pupils’ knowledge of the grammatical constructs before receiving any instruction. The pre-test consisted of 27 elements, all worth 1 point. Therefore, the maximum score of the pre-test was 27 points. As seen in Table 1 the pre-test mean of the deductive group was $X=8.52$, while the mean of the inductive group was $X=8.30$, with standard deviations of 4.58 and 4.46 respectively. The results of the pre-test indicate that the deductive group had slightly more knowledge about the grammatical constructs than the inductive group prior to receiving instruction.

The post-test was conducted after receiving the instructions to determine the effectiveness of the deductive and inductive methods of teaching English grammar. The post-test also consisted of 27 elements, all worth 1 point. Therefore, the maximum score of the post-test was also 27 points. The post-test mean, as seen in Table 1, of the deductive group was $X=10.20$, while the mean of the inductive group was $X=11.96$, with standard deviations of 4.73 and 4.69, respectively. The results of the post-test indicate that the inductive group performed

better on the post-test than the deductive group. The complete individual results can be found in Appendix C.

Table 1 Descriptive Statistics

Descriptive Statistics				
	Group	Mean	Std. Deviation	N
Pretest	Deductive	8,5200	4,58367	25
	Inductive	8,2963	4,46193	27
	Total	8,4038	4,47766	52
Posttest	Deductive	10,2000	4,72582	25
	Inductive	11,9630	4,68616	27
	Total	11,1154	4,74302	52

Table 2 shows the results of the Within-Subjects tests. The time effect is significant, $F(1) = 36.7$, $p < .001$ and the time*group effect is also significant, $F(1) = 5.068$, $p = 0.029$.

Table 2 Tests of Within-Subjects Contrasts

Tests of Within-Subjects Contrasts							
Measure: MEASURE_1							
Source	time	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
time	Linear	185,540	1	185,540	36,709	<,001	,423
time * Group	Linear	25,617	1	25,617	5,068	,029	,092
Error(time)	Linear	252,720	50	5,054			

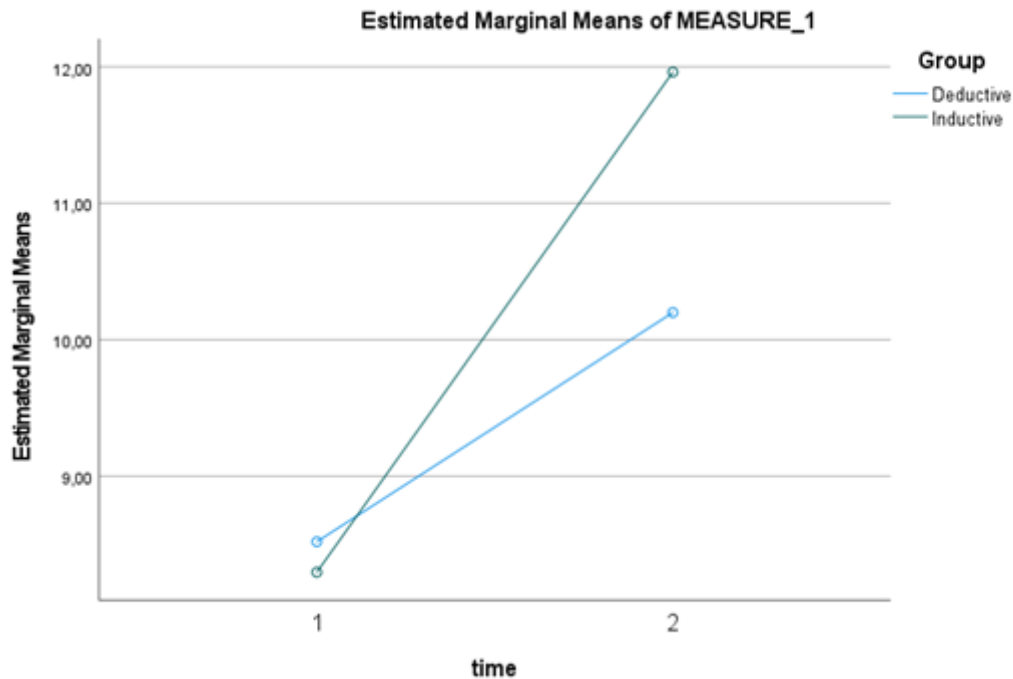


Figure 1 Estimated Marginal Means for Deductive Group and Inductive Group at Pre-test (time 1) and Post-test (test 2)

Figure 1 shows the progress of the scores from the pre-test (time 1) to the post-test (time 2). It shows that although the inductive group scored slightly lower on the pre-test than the deductive group, they produced much higher scores than the deductive group on the post-test.

From the statistical analysis in Table 2 and the descriptive trends in Figure 1, it is clear that both groups have made significant progress in the post-test since the pre-test. The inductive group have had a significantly larger improvement than the deductive group.

Discussion

The fact that all lessons and tests were completely integrated into the daily Dutch school routine of the pupils was a very important strength of this study. The Malmberg ‘All Right!’ (2020) learning line was used as a guideline for the setup of the lessons, and thus seamlessly fitted together with the material the pupils were already used to using.

This study aimed to explore the effectiveness of the deductive and inductive instruction in teaching grammar on intermediate-level secondary school English learners. The results of the research question present statistically significant differences in the test scores in favour of the inductive method over the deductive method. From these results, it can be concluded that, while the deductive method can be more beneficial to adults (Seliger, 1975), the inductive approach can be more beneficial to younger learners. The results of this study are in line with research by Kuder (2009), Herron and Tomasello (1992), Obeidat and Alomari (2020), and Haight et al. (2007).

There are some differences between the aforementioned research and this study. Kuder (2009) investigated teaching direct object pronouns in Spanish, whereas the current study taught four verb tenses in English. Her participants are American university-aged students while the participants of the current study are Dutch secondary school teenagers. Kuder (2009) did investigate the preferences of the participants through a survey, the current study did not.

Herron and Tomasello (1992) used a smaller sample size of 26 university students that were taught 10 French grammatical constructs. The main contrast with this study is that both groups received both deductive and inductive instructions. Herron and Tomasello (1992) also tested the short-term and long-term effects of the two approaches by testing directly after each instruction and testing the following week. Similarly, Haight et al. (2007) used 47 first-year French students who were taught eight grammatical constructs, of which four were taught

deductively and the other four deductively. This means that all participants experienced both forms of instruction in these two studies. In line with Herron and Tomasello (1992), Haight et al. (2007) also tested the effects of the approaches on short-term and long-term retention.

In contrast to this study, Obeidat and Alomari (2020) used 105 Jordan undergraduate English students and taught them about pronouns, noun forms, and subject-verb agreement. Similar to this study, they used a pre-test/post-test design to collect their data. Obeidat and Alomari (2020) also investigated the effect of inductive and deductive teaching in relation to gender, study year, and previous education.

When comparing this study to Shaffer (1989) and Erlam (2003), who also used secondary school participants, the results differ from each other. Erlam's (2003) study found a trend in favour of the deductive approach. A reason for the difference could be that Erlam's (2003) inductive group received no instruction at all. Instead, the inductive group participated in a matching exercise. In the current research, the inductive group did receive a form of instruction. The inductive group was guided to the rule by a teacher and through the examples. The difference in approach to the inductive group could have caused the difference in results. Shaffer (1989) found no significant differences in results. However, they reported a trend in favour of the inductive approach when complex grammatical structures are presented. Shaffer (1989) aimed to explore the effectiveness of both approaches among students with lower performance and grades, and when complex concepts are learned. Shaffer (1989) therefore used a combination of easy and difficult grammatical concepts, while the current study mainly used difficult concepts.

The current study also excluded the students that did not have a passing grade during the time of treatment in both classes. Excluding the pupils that have lower performance and grades may have also affected this study differently.

While the current study nicely supported earlier studies in that inductive teaching methods produce better results than deductive teaching methods, there are some limitations to this study. I present them as follows and suggest directions for future research.

Firstly, this study only looked at the results of the group as a whole, without analysing individual differences in learning styles. In future research, researchers can collect data about individual learning style preferences. This data can be collected through questionnaires, interviews, or teacher observations. Future studies can investigate how individual learning style differences affect the learning outcome.

Secondly, limited by the scale of the study, only four grammatical constructs were examined. For future research, the effect of inductive and deductive instruction on more grammatical constructs should be researched. Bigger groups of participants and more different levels of proficiency should also be explored, as well as different instructions within the inductive method.

Thirdly, it should be noted that that in this research only one type of inductive teaching was used and examined. It should also be noted that only one particular level of learners was involved, namely Dutch secondary school intermediate-level English learners. Therefore, the effect of inductive and deductive instructions on different levels of learners and ages should also be investigated in the future, to better understand the differences and preferences of each different group.

Lastly, future research can focus on the effectiveness of the inductive and deductive approaches on the development of the speaking, listening, and/or reading skills, as well as the effect of both approaches on the short- and long-term acquisition of grammar. Then, education can be fitted and adjusted to the needs of the specific group. It should be mentioned that the generalisation does not apply to every individual. While the results might be in favour of the

inductive approach, Hejvani and Farahani (2018) state that “every learner is unique and not all people learn languages, in the same manner, so one single method may not be chosen as the definite remedy” (p. 89).

With the test results and the quote mentioned above in mind, the current approach to teaching grammar in the Dutch secondary school English classroom should change. As some pupils evidently thrive with the inductive approach, this approach should be implemented more in the explanation and teaching of grammar in the classroom. However, this does not mean that the deductive approach has no place in the classroom. Some pupils may perform better when given deductive instruction. To meet the needs of both types of learners, a combination of deductive and inductive instruction should be used. In practice, this could mean that examples are provided to the class, from which they will attempt to figure out the grammatical rule, and from this attempt and the answers of the pupils, the general underlying rule will be explained. This way, the pupils do not have to do everything inductively. It could also mean that the class could be divided into two groups, depending on the pupil's preference of instruction. Making the grammar lessons a bit more engaging to the pupils may make them more appealing as well since many pupils tend to sit back and zone out when the teacher is explaining grammar.

Conclusion

This study set out to add to the ongoing discussion on whether the inductive or deductive approach is the better method in teaching grammar, specifically in teaching English to Dutch secondary school students. The inductive method provided better results than the deductive method in the post-test.

Two groups of secondary school students, all between the ages of 14 and 15, were submitted to a series of three grammatical lessons. In these lessons, the grammatical constructs present perfect simple, present perfect continuous, past simple, and past perfect were one by one explained. One group received the instruction deductively, the other received the instruction inductively. Before the start of the lessons, all pupils participated in a pre-test, to determine their knowledge of the target grammar prior to receiving any instruction. Both groups proved to be almost equal, with the deductive group scoring slightly higher. However, this difference was small enough to be omitted.

The deductive group were given the rule explicitly, paired with some examples, before continuing with exercises to practise using the target grammar. The inductive group were shown the examples, which were then simplified so that the group could figure out and formulate the grammatical rule themselves. The teacher guided the inductive group by asking questions or giving hints so that the pupils would come to the correct rule. Once the general rule was formed and was in agreement with the underlying rule, the group would go to the same exercises as the deductive group received, to practise using the target grammar.

Following the three lessons, a post-test was administered to determine the progress and differences in effect between the inductive and deductive instruction. The results showed that although both groups improved significantly, the inductive group outperformed the deductive

group with a significant difference. This leads to the conclusion that the inductive method works better in teaching (English) grammar than the deductive approach.

More research is needed on the front of different learner levels and grammatical constructs, as well as the difference in short-term and long-term retention. It is also important that future research explores the effect on and preferences of individual learners.

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Appendix A – Signed Consent Form School

Radboud Universiteit



INFORMATIEDOCUMENT EN TOESTEMMINGSVERKLARING SCHOOL

Uitleg onderzoek

Mijn naam is Inge Kolsters. Ik ben een derdejaars student English Language and Culture aan de Radboud Universiteit in Nijmegen. Ook werk ik als docent Engels op het Blariacum in Blerick, waar ik lesgeef aan twee 3HAVO-klassen. De begeleider van mijn onderzoek is Dr. Cong Zhang.

Samen met Dr. Zhang ben ik een project gestart naar het verschil tussen twee verschillende manieren van lesgeven binnen het talenonderwijs; deductief en inductief lesgeven. In dit onderzoek kijken we naar de verschillen die deze manieren van lesgeven hebben op het leren en toepassen van Engelse grammatica, of de ene manier betere resultaten geeft dan de andere. Een aspect hiervan is het uitvoeren van lessen in deze twee manieren. We willen het onderzoek uitvoeren bij de twee 3HAVO-klassen die ik lesgeef (B3H2 en B3H3). De klassen zullen beiden twee testen maken, een pre-test (voorafgaand aan enige uitleg van de grammatica) en een post-test (na het krijgen van de grammaticale uitleg). Ook krijgen de klassen vier lessen, waarin vier grammaticale constructies worden uitgelegd. Hierbij krijgt een klas de lessen deductief, de andere klas inductief. Voor het onderzoek is twee lesweken nodig, of 6 aansluitende lessen per klas. Het materiaal dat gebruikt wordt voor het onderzoek bestaat gedeeltelijk uit lesmethode *All Right!*, welke momenteel gebruikt wordt als leidende leerlijn, en eigen aangedragen oefeningen.

Informatievoorziening

Gezien de deelnemers minderjarig zijn (14 tot 15 jaar) krijgen zij een toestemmingsformulier, welke ondertekend wordt door een volwassene verantwoordelijk voor de deelnemer. De deelnemers zullen dit formulier, gepaard met een informatieformulier fysiek en via de mail krijgen. De deelnemers zullen in de klas ook op de hoogte gesteld worden.

Wat gebeurt er met de gegevens die we in dit onderzoek verzamelen?

De onderzoeksgegevens die we in dit onderzoek verzamelen, zullen door ons gebruikt worden voor datasets, artikelen en presentaties. De anoniem gemaakte onderzoeksgegevens zijn tenminste 10 jaar beschikbaar voor andere wetenschappers. Persoonsgegevens die verzameld worden, blijven vertrouwelijk. Als we gegevens met andere onderzoekers delen, kunnen deze dus niet tot de deelnemers herleid worden.

We bewaren alle onderzoeksgegevens op beveiligde wijze volgens de richtlijnen van de Radboud Universiteit.

Ethische toetsing

Dit onderzoek is goedgekeurd door de Ethische Toetsingscommissie Geesteswetenschappen van de Radboud Universiteit (ETC-GW nummer 2022-5877)

Toestemming

Ik geef de onderzoeker(s) van de Radboud Universiteit toestemming het onderzoek uit te voeren op mijn school

Naam school/instelling Blaricumcollege

Naam en functie Conny Derckx, docent en sectieleider

Handtekening  Engels

Datum: 25-5-22

Appendix B – Data Management Plan

General information

1.1 Title of this DMP

Teaching English grammar to intermediate-level ESL students in an inductive versus deductive manner.

1.2 Summary of the research proposal

This research will look at the differences in results when using a deductive versus an inductive teaching method in teaching English grammatical constructions to 14- to 15-year-old learners.

1.3 At which research institute and/or as part of which BA/MA programme and course is the research project conducted?

This DMP is written for a research project which is part of the BA Linguistics Thesis programme of the English Language and Culture studies.

1.4 Who is your supervisor for this project?

Dr. Cong Zhang

1.5 Which researcher(s) and/or relevant parties are involved in the research project, and what are their roles regarding data management?

Responsible for writing and adjusting the DMP:

Inge Kolsters

Responsible for data collection and analysing:

Inge Kolsters

Responsible for data storage during research:

Inge Kolsters

Responsible for long term data archiving and sharing after the project, including transfer of data management roles:

Dr. Cong Zhang

1.6 Who is the rights holder of the data that you will collect and/or process during the project?

Radboud University

1.7 If applicable: What are the project number, funder and funder ID?

Not answered

1.8 What is the (expected start and end date of the project?

May 9, 2022 until May 31, 2022.

Data collection

2.1 Are you going to collect your own data during this research project? If yes, describe which data you will collect and how.

Yes, I will collect my own data.

During this research project I will collect the following data: test results from the pre- and post-test will be collected. Each participant is assigned a code as an identifier. No personal data will be collected.

2.2 Will you use existing data during this research project? If yes, describe these data and their source.

No, I will not make use of existing data.

2.3 What is the total expected size of your research data? Provide an estimate.

Small size.

Personal data

3.1 Will you process personal data? If yes, how will you ensure compliance with legislation on privacy?

No, I do not process any personal data during my research.

3.2 Will you anonymise or pseudonymise the data in order to protect the privacy of your participants? If yes, how?

Not applicable, I do not process personal data.

3.3 Do you need approval from an ethics committee for your project?

Yes, I need approval from an ethics committee for my project.

Approval has been requested.

3.4 Does your research require an informed consent procedure?

Yes, I work with human participant data and need an informed consent procedure.

I will follow the informed consent procedure established by the Ethics Assessment Committee Humanities at Radboud University, as specified.

Storing and sharing during research

4.1 How will you make use of safe storage during your research, including back-up facilities?

I will make use of Radboud University's workgroup folders.

I will store my data in a Radboud University workgroup folder (i.e., "werkgroepmap") on the university's network drive. My supervisor can request a folder for me. This type of folder is automatically backed up on a daily basis. When off-campus, I can securely access the data through eduVPN.

When I do not have a (stable) internet connection, I will work on an encrypted computer or - if necessary - on an encrypted USB stick. I will transfer the data to my workgroup folder as soon as possible.

4.2 With whom will you share your data during research?

During my research I need to share my data with researchers (such as my supervisor) and/or students affiliated with Radboud University.

I will use a workgroup folder to share data with my supervisor.

Long term archiving and reuse

5.1 Where will you archive your data (including raw data and documentation) for at least 10 years, as Radboud University's RDM policy requires for the sake of scientific integrity?

All research data (including raw data and documentation) will be archived for a minimum of ten years in a workgroup folder to which my supervisor has access.

5.2 Will you make your research data publicly available for reuse by other researchers? If yes, how?

No, the data will not be publicly available for reuse.

Appendix C – Complete Individual Results

ID Code	Group	Pre-test Result	Post-test Result
B3H2-01	Inductive	7	10
B3H2-02	Inductive	6	5
B3H2-03	Inductive	6	7
B3H2-05	Inductive	4	6
B3H2-06	Inductive	6	12
B3H2-08	Inductive	14	10
B3H2-09	Inductive	6	9
B3H2-10	Inductive	18	18
B3H2-11	Inductive	6	11
B3H2-12	Inductive	11	11
B3H2-13	Inductive	12	20
B3H2-15	Inductive	1	2
B3H2-17	Inductive	14	15
B3H2-18	Inductive	8	18
B3H2-19	Inductive	4	13
B3H2-21	Inductive	4	11
B3H2-22	Inductive	9	13
B3H2-23	Inductive	12	15
B3H2-24	Inductive	11	18
B3H2-25	Inductive	4	10
B3H2-26	Inductive	13	16
B3H2-27	Inductive	6	10
B3H2-28	Inductive	0	10
B3H2-29	Inductive	6	5
B3H2-30	Inductive	9	14
B3H2-31	Inductive	12	14
B3H2-32	Inductive	15	20
B3H3-01	Deductive	7	11
B3H3-02	Deductive	10	9
B3H3-03	Deductive	7	8
B3H3-04	Deductive	11	10
B3H3-05	Deductive	8	10
B3H3-06	Deductive	2	1
B3H3-07	Deductive	8	10
B3H3-08	Deductive	13	11
B3H3-09	Deductive	1	3
B3H3-11	Deductive	4	8
B3H3-13	Deductive	1	2
B3H3-14	Deductive	12	17
B3H3-15	Deductive	16	18
B3H3-16	Deductive	5	10

B3H3-17	Deductive	11	13
B3H3-18	Deductive	10	10
B3H3-19	Deductive	11	6
B3H3-20	Deductive	15	20
B3H3-22	Deductive	17	14
B3H3-24	Deductive	13	17
B3H3-25	Deductive	1	5
B3H3-26	Deductive	6	11
B3H3-27	Deductive	8	11
B3H3-28	Deductive	7	11
B3H3-29	Deductive	9	9

Appendix D – Pre-test and Post-test

Pre-test (Version A)

1. Put the verbs between brackets in the correct form: *present perfect* or *present perfect continuous*.

- 1 He has a headache and blurred vision because he ____ (*to play*) computer games all day.
- 2 I'm sorry, I can't give you my calculator. I ____ (*to give*) it to Ben.
- 3 ____ (*you - ever - to wear*) a hat before?
- 4 It ____ (*to snow*) for hours now and everything is white.

2. Put the verbs between brackets in the correct form: *past simple*, *past continuous* or *present perfect*.

- 1 I can't text him. I ____ (*to lose*) his phone number.
- 2 My father ____ (*to grow up*) in Swansea.
- 3 We ____ (*not - to speak*) to him since primary school.
- 4 ____ (*you - to watch*) TV when I called you?
- 5 The children ____ (*already - to go*) to bed.
- 6 I did not really like her because she ____ (*always - to complain*).

3. Read the interview with Anna, a model and *influencer*. Put the verbs between brackets in the correct form.

Leo: How did you become a social media influencer?

Anna: I (1 *to have*) a love affair with fashion, beauty and travel my whole life. I (2 *to begin*) modelling when I was 6 weeks old, and I never stopped. Then, about 4 years ago, I started a new account on a social networking service: The Blonde Fashion Guru. At first, I (3 *to fail*) to attract many followers. But then I posted a 10-second video of a simple green dress, and for some reason it took off - it had over a million views in less than two weeks!

Leo: What is the favourite item in your wardrobe?

Anna: Haha, the pink ski hat I was wearing the day I met my boyfriend, Rivan. I was in Switzerland with a couple of friends. We (4 *just - to record*) a new video for my blog, and I wanted to post it for my followers, but the internet connection on the ski slope was really bad. So, we decided to go back to our hotel. While we (5 *to ski*) down the slope, I (6 *almost - to crash*) into a snowboarder. Fortunately, neither of us

got hurt, but I lost my ski hat. The snowboarder, Rivan, picked it up. It was love at first sight.

Leo: What are your plans for the coming months?

Anna: Well, I'm going on a helicopter flight over Helsinki next week. I (**7 never - to fly**) in a helicopter before. And then I'm visiting friends in Japan. Other than that, I'm not sure yet. I think I (**8 probably - to set up**) a new blog together with Rivan, haha. But I should discuss that with him first.

4. Read the conversation between Philip and Billie. Put the verbs between brackets in the correct form.

Philip: Hey Billie. How are you?

Billie: I'm great. Thanks. We (**1 just - to come**) back from Canada. We (**2 to stay**) in Quebec for three weeks.

Philip: Wow, that sounds exciting! Was this your first holiday in Canada or (**3 you - to be**) there before?

Billie: We go each summer. My mum's sister lives in Canada.

Philip: Lucky you! I'd love to go there. I really enjoy hiking. A solo backpacking hike in the Canadian Rockies is definitely on my bucket list.

Billie: Oh, that sounds like a terrific adventure. But I (**4 to go**) with an experienced guide if I (**5 to be**) you! There are a lot of grizzly and black bears in the Canadian Rocky Mountains and a guide can tell you how to avoid them.

This summer, my aunt took us to a National Park. While we (**6 to drive**) along a rural highway, I (**7 to spot**) a black bear near the side of the road. It was enormous. Even my aunt said she (**8 never - to see**) such a big bear before. I took some pictures with my phone, but I was glad we were at a safe distance.

Philip: Cool! Can I see the photos?

Billie: Sure, but I forgot my phone; I left it at home. I promise I (**9 to send**) the pictures to you when I get back.

Philip: Thanks Billie. I've got to go now. My bus leaves in five minutes.

Total: 27 elements, 27 points

Post-test (Version B)

1. Put the verbs between brackets in the correct form: *present perfect* or *present perfect continuous*.

- 1 We ____ (*to clean*) the house all day and we're exhausted.
- 2 ____ (*the singer - just - to release*) a new album?
- 3 I ____ (*to eat*) dinner, so I'm not hungry anymore.
- 4 You ____ (*to watch*) television for too long. Why don't you go outside and get some exercise?

2. Put the verbs between brackets in the correct form: *past simple*, *past continuous* or *present perfect*.

- 1 You're late. The lesson ____ (*already - to begin*)!
- 2 We ____ (*to get*) home quite late last night.
- 3 ____ (*he - to play*) video games on his phone when the teacher came in?
- 4 No, that's not correct. My parents ____ (*not - to meet*) each other in 2001.
- 5 The birds ____ (*to sing*) when I woke up this morning.
- 6 I can't play hockey today because I ____ (*to hurt*) my leg.

3. Read the interview with Ashley, a professional tennis player. Put the verbs between brackets in the correct form.

Sam: How did you become a professional tennis player?

Ashley: I (1 *to begin*) playing tennis at the age of 6. At first, I wasn't very good. My brother (2 *always - to make fun*) of me. It was very annoying. But it only made me want to practise harder. Between the ages of 10 and 14 I won 5 regional and national competitions and I became a professional at the age of 17. I'm currently ranked 129 in the world, so I still have a long way to go. I (3 *to dream*) about winning a Grand Slam Tournament ever since I was a little girl.

Sam: What is the best thing about being a professional tennis player?

Ashley: The sheer joy you experience when you win a match is irreplaceable. And I love travelling around the world. Before I became a professional player I (4 *never - to leave*) the USA, but now I play tournaments all over the world. Next week, my coach and I (5 *to fly*) to Madrid. I (6 *to look forward to*) to competing in the Madrid Open, an outdoor tournament played on clay. I'm also a bit nervous because I (7 *not - to win*) in such a big tournament yet. But I promise I (8 *to do*) my best!

4. Read the conversation between Shola and Jacob. Put the verbs between brackets in the correct form.

Shola: Hey Jacob. What are you watching?

Jacob: Oh, there's nothing good on TV, really. I'm just watching this show about some spoilt rich kids. They don't even look like they're having fun. What (1 *you - to do*) if you (2 *to become*) a billionaire?

Shola: Haha, that's not very likely to happen, is it? But I do have some good news on the financial front; I (3 *just - to have*) a phone call from the owner of the holiday park. He told me that he (4 *to receive*) my application for the lifeguard position at the pool. And guess what? I've got the job!

Jacob: Congratulations! That sounds like the best holiday job ever!

Shola: Yeah, I'm really looking forward to it. What about you, are you getting a summer job?

Jacob: Well, I (5 *to apply*) for a temporary position at the cinema three weeks ago. But I (6 *not - to hear*) anything yet.

Shola: Why don't you give them a call?

Jacob: I phoned them yesterday. I talked to the cashier, but she said the manager (7 *already - to go*) home. I think I'll try again tomorrow. By the way, have you seen Malik today?

Shola: No, I haven't. But I talked to him on the phone this morning. He called me while I (8 *to do*) my homework. He's got the flu, but he expects to be back in school tomorrow. Oh, look at the time! I've got to run. Football practice (9 *to start*) in 20 minutes. See you later!

Jacob: Have fun!

Total: 27 elements, 27 points

Appendix E – Lesson Plans

Lesson Plan 16 May 2022 – Deductive

General information

Class: B3H3	Time: 4 th period (11:25-12:15)	Location: Egerbos LO3	Date: 16 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Pres. Perfect vs Pres. Perfect Cont.” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp • Note on Present Perfect and Present Perfect Continuous 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the difference between the Present Perfect and Present Perfect Continuous • Pupils will know how and when to use Present Perfect and Present Perfect Continuous 			

Structure of the lesson

Time	Learner activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books or laptop on the table. They take out a notebook to take down the following instructional note.	Greet the pupils. Ask them to put away their phones and take out their books and/or laptops. Instructor tells the pupils to take out a notebook so they can write down the following instructional note.
5 min	Pupils note down the rules for the Present Perfect.	Instructor writes the Present Perfect - Note on the whiteboard, while explaining the rules.
5 min	Pupils note down the rules for the Present Perfect Continuous.	Instructor writes the Present Perfect Continuous – Note on the whiteboard, while explaining the rules. The instructor also explains the difference between present perfect and present perfect continuous.
15 min	Do the LessonUp quiz to practise using the grammar and test their understanding of the grammar	The instructor puts on the LessonUp and guides the pupils through the quiz.
10 min	Pupils do the (online) exercises mentioned in the LessonUp in pairs.	The instructor walks around to help pupils with the exercises, if needed.
5 min	The pupils correct their answers if necessary and can ask questions about their answers.	The instructor asks the pupils to give the answers for exercises 5, 6, and 7 of the workbook, which will be corrected if necessary.
5 min	Pupils summarise the rules themselves.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules, and asks them to summarise the rules.

	Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	Lesson ending. Instructor bids the pupils goodbye.
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Present Perfect - Note

Present perfect

Subject + have/has + past participle (base form+(e)d)

MIND THE IRREGULAR VERBS!

Use:

1. For activities that have started in the past and still continue today (no emphasis on time)
“I have lived here since 2014.”
2. Emphasis on the result of something that happened in the past (once)
“We have painted our house blue.”
3. For things that happened in the past but it’s **unclear or unimportant** when exactly.
“I have lost my phone.”
4. For things that just happened, or not too long ago
“I can’t open the door because I have left my keys at the restaurant.”

Present Perfect Continuous – Note

Present perfect continuous

Subject + have/has been + root+ing

Use:

1. For activities that have started in the past and still continue today (**emphasis on time**)
“I have been living in Australia for years now, but I have never seen a tarantula.”
2. Emphasis on the result of something that happened in the past (**things that last for a longer time, happen more often or are a habit**)
“Dad is tired because he has been painting all day.”

Differences

- Present Perfect is about actions that started in the past and have ended recently, but the result influences the present – focus on the result
- Present Perfect Continuous is about actions that have started in the past and are still continuing in the present – focus on action

Lesson plan 16 May 2022 – Inductive

General information

Class: B3H2	Time: 6 th period (13:35-14:25)	Location: Egerbos LO2	Date: 16 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Pres. Perfect vs Pres. Perfect Cont.” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp • Note on Present Perfect and Present Perfect Continuous 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the difference between the Present Perfect and Present Perfect Continuous • Pupils will know how and when to use Present Perfect and Present Perfect Continuous 			

Structure of the lesson

Time	Learning activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books or laptop on the table. They take out a notebook to take down the following instructional note.	Greet the pupils. Ask them to put away their phones and take out their books and/or laptops. Instructor tells the pupils to take out a notebook so they can write down the following instructional note.
3 min	Pupils look at the examples of Present Perfect. They formulate a rule themselves. Pupils write down the rule.	Instructor writes down the Present Perfect – Examples on the whiteboard. The instructor asks the pupils to look at the examples and tell what seems to be the case. The instructor asks the pupils to formulate the rule. The correct rule is written out (as seen in Present Perfect - Note).
3 min	Pupils look at the examples of Present Perfect Continuous. They formulate a rule themselves. Pupils write down the rule.	Instructor writes down the Present Perfect Continuous – Examples on the whiteboard. The instructor asks the pupils to look at the examples and tell what seems to be the case. The instructor asks the pupils to formulate the rule. The correct rule is written out (as seen in Present Perfect Continuous – Note).
4 min	Pupils look at the differences in the use of the Present Perfect and Present Perfect Continuous. They formulate a general rule based on the conclusion of the differences. Pupils write down the rules for use and the differences between the grammatical constructs.	The instructor asks the pupils to describe the differences in the use of the grammatical constructs and gives hints if needed to reach the correct conclusion of when to use the grammatical constructions. The correct rules and differences are written out.

15 min	Do the LessonUp quiz to practise using the grammar and test their understanding of the grammar	Puts on the LessonUp and guides the pupils through the quiz.
10 min	Pupils do the (online) exercises mentioned in the LessonUp in pairs.	The instructor walks around to help pupils with the exercises, if needed.
5 min	The pupils correct their answers if necessary and can ask questions about their answers.	Instructor asks the pupils to give the answers for exercises 5, 6, and 7 of the workbook, which will be corrected if necessary.
5 min	Pupils summarise the rules themselves. Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules and asks them to summarise the rules. Lesson ending. Instructor bids the pupils goodbye.

Present Perfect – Examples

- I have lived here since 2014
- We have painted our house blue.
- I have lost my phone.
- I can't open the door because I have left my keys at the restaurant.

Present Perfect Continuous – Examples

- I have been living in Australia for years now, but I have never seen a tarantula.
- Dad is tired because he has been painting all day.
- I haven't been feeling well lately.
- I have been studying for three hours.

Lesson Plan 18 May 2022 – Deductive

General information

Class: B3H3	Time: 3 rd period (10:10-11:00)	Location: Egerbos LO3	Date: 18 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Past Perfect vs Past Simple” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp • Note on Past Simple and Past Perfect 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the difference between the Past Simple, and Past Perfect • Pupils will know how and when to use Past Simple, and Past Perfect 			

Structure of the lesson

Time	Learner activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books on the table.	Greet the pupils. Ask them to put away their phones and take out their books.
5 min	Pupils will summarise the rules for the Present Perfect Continuous and the Present Perfect.	The instructor asks the pupils to summarise the rules, which they learned in the last session.
5 min	Pupils will correct their answers and ask questions if necessary.	The instructor gives the correct answers for the exercises from the book (ex 5, 6 & 7, p. 190-191).
5 min	Pupils note down the note on Past Simple.	Instructor writes the Past Simple – Note on the whiteboard, while explaining the rules.
5 min	Pupils note down the note on the Past Perfect.	Instructor writes the Past Perfect – Note on the whiteboard, while explaining the rules.
10 min	Pupils take part in the LessonUp quiz to practise using the grammar and test their understanding of the grammar. They also do the online exercises after the quiz.	The instructor puts on the LessonUp and guides the pupils through the quiz and the online exercises.
5 min	Pupils practise using the grammar by doing exercises 6 and 7 from the workbook (pages 248-249).	The instructor helps if need be.
5 min	Pupils summarise the rules themselves. Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules, and asks them to summarise the rules. Lesson ending. Instructor bids the pupils goodbye.

Lesson plan 18 May 2022 – Inductive

General information

Class: B3H2	Time: 1 st period (8:30-9:20)	Location: Egerbos LO2	Date: 18 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Past Perfect vs Past Simple” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp • Note on Past Perfect and Past Simple 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the difference between the Past Simple, and Past Perfect • Pupils will know how and when to use Past Simple, and Past Perfect 			

Structure of the lesson

Time	Learner activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books on the table.	Greet the pupils. Ask them to put away their phones and take out their books.
5 min	Pupils will summarise the rules for the Present Perfect Continuous and The Present Perfect.	The instructor asks the pupils to summarise the rules, which they learned in the last session.
5 min	Pupils will correct their answers and ask questions if necessary.	The instructor gives the correct answers for the exercises from the book (ex 5, 6 & 7).
5 min	Pupils remember how they form the Past Simple and when to use it.	In the remembrance of when and how to use the Past Simple, the instructor writes the Past Simple – Note on the whiteboard.
5 min	Pupils look at the examples of the Past Perfect. They formulate a rule themselves of when and how to use the Past Perfect.	Instructor writes the Past Perfect – Examples on the whiteboard. The instructor asks pupils to look at the examples and formulate a rule for the Past Perfect. When the correct rule is formed, the instructor will write it out (as seen in Past Perfect – Note).
10 min	Pupils take part in the LessonUp quiz to practise using the grammar and test their understanding of the grammar. They also do the online exercises after the quiz.	The instructor puts on the LessonUp and guides the pupils through the quiz and the online exercises.
5 min	Pupils practise using the grammar by doing exercises 6 and 7 from the workbook (pages 248-249).	The instructor helps if need be.
5 min	Pupils summarise the rules themselves.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules, and asks them to summarise the rules.

	Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	Lesson ending. Instructor bids the pupils goodbye.
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Past Perfect – Examples

- I watched tv after I had done my homework.
- He had written the books before he became famous.
- She told me she had been there before.
- We had already eaten when John came home

Lesson Plan 23 May 2022 – Deductive

General information

Class: B3H3	Time: 5 th period (12:15-13:05)	Location: Blariacum Senior s415	Date: 23 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Grammar Recap” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the differences between the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive • Pupils will know how and when to use the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive 			

Structure of the lesson

Time	Learner activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books on the table.	Greet the pupils. Ask them to put away their phones and take out their books.
5 min	Pupils will summarise the rules for the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive	The instructor asks the pupils to summarise the rules they have learned in the last sessions. A Grammar Summary - Note on the tenses will be written out on the board during the recap.
15 min	Pupils take part in the LessonUp quiz to practise using the grammar and test their understanding of the grammar.	The instructor puts on the LessonUp and guides the pupils through the quiz.
15 min	Pupils do the online exercises after the quiz.	The instructor helps if need be.
5 min	Pupils ask questions if they need to.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules and if they have any questions left.
5 min	Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	Lesson ending. Instructor bids the pupils goodbye.

Lesson Plan 23 May 2022 – Inductive

General information

Class: B3H3	Time: 6 th period (13:35-14:25)	Location: Egerbos LO1	Date: 23 May 2022
Materials, media: <ul style="list-style-type: none"> • LessonUp “Grammar Recap” • Whiteboard & markers • Laptop and/or workbook “All Right! Havo 3” by Malmberg • Notebook & pencil 		Preparations: <ul style="list-style-type: none"> • LessonUp 	
Learning goals pupils: <ul style="list-style-type: none"> • Pupils will know the differences between the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive • Pupils will know how and when to use the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive 			

Structure of the lesson

Time	Learner activities	Instructor activities
5 min	Start of the class. Pupils come in and take their seats. They put their phones away and put their books on the table.	Greet the pupils. Ask them to put away their phones and take out their books.
5 min	Pupils will summarise the rules for the Present Perfect Continuous, the Present Perfect, the Past Simple, the Past Perfect, Gerund and Infinitive	The instructor asks the pupils to summarise the rules they have learned in the last sessions. A Grammar Summary - Note on the tenses will be written out on the board during the recap.
15 min	Pupils take part in the LessonUp quiz to practise using the grammar and test their understanding of the grammar.	The instructor puts on the LessonUp and guides the pupils through the quiz.
15 min	Pupils do the online exercises after the quiz.	The instructor helps if need be.
5 min	Pupils ask questions if they need to.	The instructor asks the pupils if they understand the difference and workings of the grammatical rules and if they have any questions left.
5 min	Lesson ending. Pupils gather their stuff and leave the classroom in an orderly fashion.	Lesson ending. Instructor bids the pupils goodbye.

Grammar Summary - Note

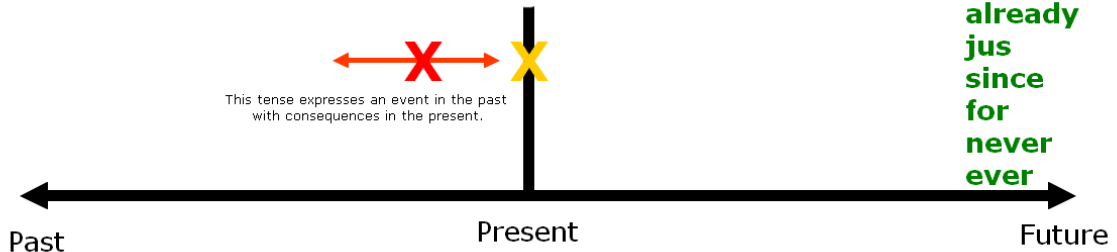
Present Perfect

have/has + past participle

I have finished my homework.
She has not been to London.
Has she ever ridden the horse?

Often use adverbs:

yet
still
already
jus
since
for
never
ever



Affirmative sentences: Subject + have/has + verb in past participle + object.

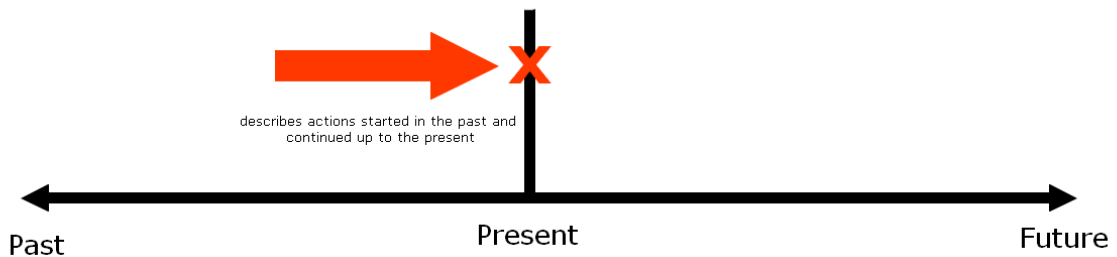
Negative sentences: Subject + have/has + not + past participle + object.

Questions: Have/has + subject + past participle/-ed + object?

Present Perfect Continuous

have/has + been + ing form

I have been doing my homework for 6 hours.
I have not been doing my homework for 6 hours.
Have I been doing my homework for 6 hours?



Affirmative sentences: Subject + have/has + been + (verb in a base form + -ing) + object.

Negative sentences: Subject + have/has not + been + (base form of verb + -ing) + object.

Questions: Have/has + subject + been + (verb in a base form + -ing) + object?

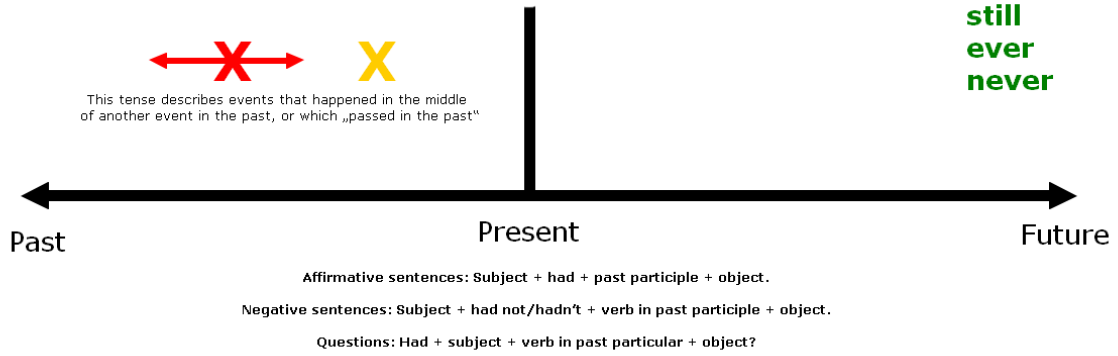
Past Perfect

had + past participle

I had never seen something like that.
I had broken up with her.
She hadn't had time to explain it.

Often use adverbs:

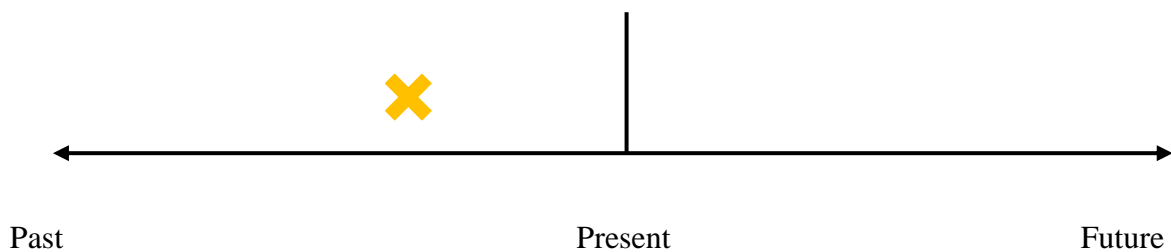
just
already
still
ever
never



Past Simple

Root + (e)d

Action completed at a certain point in the past



Appendix F – Visual Material

Links LessonUp

- Lesson 1:

https://www.lessonup.com/nl/lesson/ELFomDNSrpu58B7cq?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1654430351029&utm_medium=shared-link

- Lesson 2:

https://www.lessonup.com/nl/lesson/TXz74MAaPB83sewv?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1654430410644&utm_medium=shared-link

- Lesson 3:

https://www.lessonup.com/nl/lesson/sMHuFWXvTQLZwpy9a?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1654430430587&utm_medium=shared-link