Abstract

The objectives of this project is to identify the most favourable method (Discovery Learning or PPP (Presentation Practice Production) to teach English grammar to adult EFL (English Foreign Language) learners, as well as the impact of these two methods. The study had a qualititative research design with a naturalist/interpretative paradigm. This is an action research project with control and experimental groups with participant observation as a technique, and field notes and post-tests as tools. The participants of the study were 4th and 8th semester students currently studying at the School of Languages from the University of Colima. Two sessions were used per group to implement the treatment and other two more to gather data with the tests. The quantitative and qualitative data were collected and analysed. The results of this research project are presented and discussed in this document. The conclusion explains which teaching method was more affective for grammar learning in the context where this investigation took place.

Keywords: Inductive, deductive, grammar teaching, teaching methods, PPP, discovery learning.

1 INTRODUCTION

This paper explores English language grammar learning. Grammar, as an essential element of any language structure, has had various roles in the teaching and learning of foreign languages. During the development of teaching, there have been periods when the teaching consisted merely of learning the rules of forming grammatical structures, usually by memorizing and without deeper understanding. For some period, the experts on teaching have stated that knowledge of grammar can be a difficulty, even an obstacle, creating some kind of resistance when it comes to learning a foreign language [1].

Inductive and deductive instructional approaches are opposite ways of teaching. The deductive approach derives from deductive reasoning where the concept goes from general to specific. Rules, patterns, principles are presented first, and then moves to the examples. On the other hand, an inductive approach starts with some examples from which a rule is inferred. In grammar teaching, teachers present the examples at the beginning then generalizing rules from the given samples. Inductive grammar learning commonly happens for native speakers of English, where they can produce grammatically correct utterance, but they do not know the rules that underlie it. As it can be seen, these two methods are completely different although the results they produce may be the same. This is an issue that interested the researchers. Keeping this in mind, the present study was conducted in order to find out if there was any difference between inductive and deductive methods in terms of grammar learning among adult EFL (English Foreign Language) learners.

2 METHODOLOGY

Qualitative research tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality) [2]. It also takes account of complexity by incorporating the real-world context – can take different perspectives on board, studies behavior in natural settings or uses people’s accounts as data; usually no manipulation of variables, focuses on reports of experience or on data which cannot be adequately expressed numerically, focuses on description and interpretation and might lead to development of new concepts or theory, or to an evaluation of an organizational process and finally, it also employs a flexible, emergent but systematic research process.

2.1 Research question

Which method is most favourable for adults to learn English grammar: Discovery learning technique or PPP (Presentation Practice Production)?
2.2 Secondary questions

- How does the Discovery learning and the Presentation practice production method influence the learning of English grammar?
- How does the Discovery learning and the Presentation practice production method influence the teaching of English grammar?

2.3 Objectives

The purpose statement sets the objectives, the intent, or the major idea of a proposal or a study. This idea builds on a need (the problem) and is refined into specific questions (the research questions). The purpose statement sets forth the intent of the study, not the problem or issue leading to a need for the study.

2.3.1 General objective
Identify the most favourable method for teaching English grammar (Discovery learning or PPP).

2.3.2 Specific objectives
Identify the reaction of learning English grammar through Discovery learning and PPP.
Identify the reaction of teaching English grammar through Discovery learning and PPP.

2.4 Hypothesis

Hypotheses narrow the purpose statement to predictions about what will be learned or predictions that involve variables and statistical tests. These hypotheses are predictions about the outcomes of the results, and they may be written as alternative hypotheses specifying the results to be expected. They also may be stated in the null form, indicating no expected difference or no relationship between groups on a dependent variable.

The following statement is what is expected to be found at the end of this project.
The inductive approach has a more significant impact in English grammar learning for adults than the deductive one.

2.5 Paradigm

The naturalistic/interpretive paradigm was chosen in order to reach the objectives of this project, which fits the aim of this paradigm. “The aim of such research is to investigate the meaning of social phenomena as experienced by the people themselves.”

2.6 Focus approach

The choice of the qualitative approach in this study has its origin in the characteristics of the research problem. As Lincoln, Y., & Denzin, N., say, it seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence and produces findings.

2.7 Method

This research method is used in this project because it’s considerable that as Cohen, Manion, & Morrison said, action research has a process or a procedure (planning, acting, observing and reflecting). Also, as it’s mentioned before said that action research is different from traditional social scientific research, which aims to understand and describe a social situation in terms of something ‘out there’. It is a process that helps you as a practitioner to develop a deep understanding of what you are doing as an insider researcher, so it has both a personal and social aim.

2.8 Techniques (Participant observation)

Marshall and Rossman define observation as the systematic description of events, behaviours, and artefacts in the social setting chosen for study.

Observations enable the researcher to describe existing situations using the five senses, providing a “written photograph” of the situation under study.
2.9 Tools
A post-test was employed to collect data and a field notes were written down to obtain meaningful information in order to answer the research questions.

3 RESULTS
In the following section the data obtained from the quizzes is described. The group average, the median and the mode were obtained from the results of the post-tests.

The results of Quiz 1 show that students from the control group (PPP) outperformed the ones from the experimental group (Discovery learning). In terms of percentage of Quiz 1 answered correctly, the former group performed 20% better than the experimental group. The results of Quiz 2 show an even bigger different between the control and experimental group. The latter performed very similarly to what they did in Quiz 1, whereas the formed increase their performance about 10% in comparison to the first quiz. All in all, the control group (PPP) performed better than the experimental group. These results suggest PPP is better at teaching grammar to adult EFL learners from the School of Languages of the University of Colima, Mexico.

3.1 Quantitative data
In this chart, the quiz results are presented to show which approach produced better results quantitatively speaking. Both quizzes tested the grammar topics that were taught during the treatment. The quiz was administered after the treatment.

<table>
<thead>
<tr>
<th>Table 1. Post-tests results</th>
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<tbody>
<tr>
<td>Post-test 1</td>
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<tr>
<td>PPP</td>
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<tr>
<td>Grades % (13 pts)</td>
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<td>0</td>
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<td>53</td>
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<td>100</td>
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<td>71%</td>
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Group average
| 76% | 53% | 90% | 50% |

Median
| 76% | 53% | 100% | 50% |

Mode
The results of Quiz 1 show that students from the control group (PPP) outperformed the ones from the experimental group (Discovery learning). In terms of percentage of Quiz 1 answered correctly, the former group performed 20% better than the experimental group. The results of Quiz 2 show an even bigger difference between the control and experimental group. The latter performed very similarly to what they did in Quiz 1, whereas the former increased their performance about 10% in comparison to the first quiz. All in all, the control group (PPP) performed better than the experimental group. This results suggest PPP is better at teaching grammar to adult EFL learners from the School of Languages of the University of Colima, Mexico.

3.2 Qualitative data

As the result of the field notes a chart was made in order to obtain information about the session that were given to the students. The result of this was that PPP is more favourable according to the session and the information that was written out. All the information taken from the observations is meant to answer our research questions and reach our objectives.

When all session were done, the researchers read all the observation and highlight key words and with that information another chart was made. The chart shows how the information of field notes instrument is organized. The first section is data collected from the field notes. In the next section the codes are listed and based on the information gather from the field notes given it a “code” so it can be identified. On the next column is the category which is based on a specific name and depend on the codes which it can be more than one code in the same category. The last column is the assertion which is characterized by the format (field notes) using what happen during the observation.

3.2.1 Discovery Learning class

As a student centred method students had to pay more attention during the class as they are expected to come up with the grammatical rules. During the sessions there were just four people participating at all times. The other students did not seem to be engaged with the class or its content. This was reported by a student himself, claiming not feeling motivated enough to participate. This is a proof of students are affected by external factors and lack of motivation. After the topics were taught the teachers asked for doubts, but no one had, but when they were asked to complete some exercises most of students asked questions. The same happened during the application of the post-tests. This means that students were not paying attention during the time the topics were taught, and the results were shown in the post-tests results. A possible cause for these outcomes could be the students not being familiar with this method, which suggests that in a longer period of time they would show improvement.

3.2.2 PPP class

During the sessions of PPP it can be seen that the students at first were weirded out but the cause of that was that a new teacher had arrived to their class. But, using this method basically the teacher is the one giving the whole class. During the first session the students were confused but when the topic was given and explained The students weren’t confused anymore and ask questions or doubts that they had and the teacher would answer their doubts or questions clearly and students understood it. The reactions of the students were good because they did the activities. During all the sessions basically the activities were done in groups, it was also noticed that students interact more within each other than the other method and we could notice that the teacher also plays an important role in the PPP method at that is why students were motivated to pay attention.

4 CONCLUSIONS

Grammar teaching is not an easy task. The fact that grammar is made up of several components make it difficult. In order to make the grammar teaching to be successful, the teacher should use an appropriate approach. In order to do so, it is necessary to know the type of learners there are in the class, their learning styles and preferences. Then, a grammar teaching approach can be selected. In this research, two methods were explored and their effects were analysed. According to the results obtained, the deductive approach (PPP) was the most adequate to teach English grammar for adults within the period of time the research project lasted. By no means, the findings of this project can be generalize, they would apply to the population included in this project. Nevertheless, they show the impact deductive grammar teaching has on adult EFL learners.
ACKNOWLEDGEMENTS

Firstly, we would like to express our sincere gratitude to our advisor Secundino Isabeles and Dr. Pedro Mayoral for the continuous support of our study and related research, for their patience, motivation, and immense knowledge. Their guidance helped us in all the time of research and writing of this thesis. We could not have imagined having a better advisor and mentor for our study. We take this opportunity to express gratitude to all of the Department faculty members for their help and support. Last but not the least, we would like to thank our family: our parents and brothers and sister for supporting us spiritually throughout writing this thesis and in our life in general.

REFERENCES