

AMMAN ARAB UNIVERSITY FOR GRADUATE STUDIES

**The Effect of a Suggested Program Based on the
Inductive Approach for Teaching Contextualized
English Grammar Rules on the Achievement of
University Freshmen**

BY

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ABSTRACT

The Effect of a Suggested Program Based on the Inductive Approach for Teaching Contextualized English Grammar Rules on the Achievement of University Freshmen

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The purpose of this study was to design a grammar teaching program, based on the inductive approach, to investigate the effect of this program on the achievement of university freshmen in the grammar rules of verb tenses at the three sentence levels (simple, compound, and complex) contextualized in short texts.

The subjects of the study were 88 male and female first year students enrolled in the General English Course in the first semester of the Academic year 2003/2004. Students were enrolled at two sections by the registration department at Zarka Private University. The researcher allocated randomly one section to constitute a control group and the other section to constitute an experimental group.

This study sought to answer the following questions:

- 1- What is the effect of the inductive approach for teaching contextualized grammar rules on the achievement of university freshmen learning the simple sentence compared with the traditional method?
- 2- What is the effect of the inductive approach for teaching contextualized grammar rules on the achievement of university freshmen learning the compound sentence compared with the traditional method?

3- What is the effect of the inductive approach for teaching contextualized grammar rules on the achievement of university freshmen learning the complex sentence compared with the traditional method?

To answer the questions of the study, the researcher designed an instructional grammar program which includes the following verb tenses: the present: simple and continuous, the present perfect, the simple past, the simple past and the present perfect, the past continuous and used to and the past perfect. Then, he established the required validity and reliability of the program components. Moreover, to ensure the equivalence and homogeneity of the two groups, the researcher conducted a pretest which consisted of 36 multiple choice items on the grammar rules of verb tenses at the three sentence levels (simple, compound and complex). Afterward, the experimental group was taught the verb tenses according to the inductive approach and contextualized in short texts. On the other hand, the control group was taught the same verb tenses traditionally through detailed explanations and out of context. The implementation of the program lasted for one semester. At the end of the semester, the two groups sat for the same pretest achievement as a post-test. Then analysis of covariance (ANCOVA) was employed to analyze the data of the study.

The findings of the study revealed statistically significant differences in favour of the experimental group who were taught the verb tenses inductively within contextualized texts at the simple, compound and complex sentence levels.

In light of these findings, the researcher presented some conclusions and recommendations. Forexample, he recommended that teachers should adopt the inductive approach in teaching the grammar rules of verb tenses. He also recommended that teachers should encourage students to induce the grammar rules of verb tenses in context so that students feel that they are making progress and not merely memorize rules of inefficient use. Finally, curriculum

designers and grammar textbook designers in Jordan are advised to reevaluate the existing layouts of the grammar rules presentation.